K-12
Student Handbook

2026-2027

Leona Connected Online School (LCOS)
6150 North 16th Street, Suite A, Phoenix, AZ 85016
Office Phone: 602-396-5627
Office Text: 623-267-1109
www.leonaconnected.com
Marcus Englund, Principal
Jim Tobin, Asst. Principal

Leona GROUP
LEONASCHOOLS.COM

Table of Contents

School Information	**2**
Calendar	**3**
Learning Options	**4**
Open Enrollment	**5**
Arizona Student Enrollment	**5**
Educational Rights of Children and Youth Experiencing Homelessness	**7**
Dispute Resolution	**8**
Equal Education Opportunity	**9**
Attendance Policy	**10**
Cell Phone Policy	**10**
AI Policy	**10**
Supervision of Students	**11**
Parent Involvement	**11**
School-Parent Compact	**11**
Parent's Right to Know	**13**
Parent Classroom Visits, Tours, or Observations	**14**
School Volunteers	**15**
Conduct of Visitors/General Public on School Property	**15**
Student Records and Confidentiality	**17**
Directory Information Opt-In/Out Notice	**18**
Service Animals	**20**
Health Information	**21**
Medication	**22**
Naloxone	**22**
Hearing and Vision Screenings	**23**
Seizure	**23**
Seizure Training, Management, and Treatment Plans (SB 1654)	**23**
Chronic Health Conditions	**24**
Assessment of Learning	**24**
Grading	**25**
Promotion and Retention (K-8 ONLY)	**29**
Move On When Reading ARS §15-701 (ELEMENTARY ONLY)	**30**
Technology Use Guidelines	**31**
Children's Online Privacy Protection Act (COPPA)	**32**
Child Find	**32**
ADA Section 504	**33**
Grievance Procedure under ADA Section 504	**33**

Special Education Services 33
Special Education Records Retention Notice 33
ESS Referral and Evaluation 34
English Language Acquisition Services 34
School Nutrition 34
Student Code of Conduct and Expectations 36
Campus Expectations 37
Drug Free School 39
Bullying, Harassment, and Intimidation Policy 40
Categories of Misconduct and Range of Possible Consequences 42
Student Discipline and Due Process 48
Student Rights 50
Child Abuse Reporting 50
Use of Restraint and Seclusion 50
Notice of Non-Discrimination 52
Sexual Harassment 54
High School Course Catalog 54
The Leona Group 79
Kaizen Education Foundation 81
OPT IN/OUT to Directory Information Release 82
OPT IN/OUT to Directory Information Release (Elem ONLY) 82
Student Handbook Acknowledgment Form 83

School Information

Marcus Englund
Principal
6150 North 16th Street, Suite A,
Phoenix, AZ 85016
Office Phone: 602-396-5627
Office Text: 602-235-0385
office@leonaconnected.com

School Quick Links
Google Login: workspace.google.com/dashboard
9-12 SchoolsPLP: leonaconnected.schoolsplp.com
K-8 SchoolsPLP: lcterabytes.schoolsplp.com
Facebook: facebook.com/LeonaConnected
Instagram: instagram.com/leonaconnected

Calendar

LEONA CONNECTED
AN ONLINE LEARNING COMMUNITY
Enrolling Grades K-12

Address: 6150 North 16th Street, Suite A, Phoenix, AZ 85016 Website: www.leonaconnected.com

2026-2027 Student Calendar

July 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	

LIVE Teacher-Led Summer Schedule	Start	End
Live Summer 1	--	--
Live Summer 2	July 6	July 17
Live Summer 3	June 4	June 17
Live Summer 4	June 21	July 2

LIVE Teacher-Led Summer Schedule	Start	End
Monday - Friday	8:00 AM	2:30 PM

K-12 Schedule	Start	End
Live Block 1	July 27	September 4
Live Block 2	September 15	October 23
Live Block 3	November 3	December 17
Live Block 4	January 11	February 19
Live Block 5	March 2	April 9
Live Block 6	April 19	May 27

LIVE High School Teacher-Led Schedule	Start	End
Period 1	7:45 AM	10:15 AM
Period 2	10:30 AM	1:00 PM
Period 3	1:30 PM	4:00 PM
Elementary K-8 Daily Class Schedule	**Start**	**End**
Monday-Friday	9:00 AM	4:00 PM

Key
LIVE Teacher-Led/K-8 Class
Summer School
Intersession/No Live

High School: Grades 9-12 Enrollment/General Assistance
office@leonaconnected.com
Office Phone: 602-396-5627
Office Text: 602-235-0385
Live 9-12 Tutoring, Testing, PLP Help
leonaconnected.com/tutoring
Student Assistance Email
selfpaced@leonaconnected.com

Elementary: Grades K-8 Enrollment/General Assistance
office@leonaconnected.com
Office Phone: 602-396-5627
Office Text: 602-235-0385
Live K-8 Student Assistance
leonaconnected.com/elementary
Student Assistance Email
k8help@leonaconnected.com

TERABYTE
PRIDE
P PROFESSIONALISM
R RESPONSIBILITY
I INTEGRITY
D DRIVE
E EFFORT
EXPECTATIONS

Leona GROUP

Bell Schedule

LIVE High School Teacher-Led Schedule	Start	End
Period 1	7:45 AM	10:15 AM
Period 2	10:30 AM	1:00 PM
Period 3	1:30 PM	4:00 PM
Elementary K-8 Daily Class Schedule	Start	End
Monday-Friday	9:00 AM	4:00 PM

Learning Options

Live teacher-led (synchronous) classes are often the best option for most students. Our data shows that, on average, 70% of students earn one credit each block. In contrast, only 50% of self-paced (asynchronous) classes earn one credit each block. This clear distinction highlights the effectiveness of Live Teacher-led instruction in fostering academic success.

One of the primary advantages of live classes is the structured learning environment they provide. Students benefit from real-time interaction with experienced teachers, facilitating immediate clarification of doubts and reinforcing understanding of complex concepts. The collaborative atmosphere encourages participation, helping students stay engaged and motivated throughout the learning process. Moreover, the social aspect of live classes creates a sense of community among students, allowing them to build relationships, collaborate, and support one another. This camaraderie can significantly enhance the learning experience, making it more enjoyable and effective. Both options offer live drop in tutoring and test proctoring.

#1 LIVE Teacher-led: Students are required to attend two classes daily, Monday-Friday, for 29 days. Students join a teacher with other students online. We will try to offer students two live classes each block. If two Live classes are unavailable, the administration will assign a combination of Live and Self-paced classes to each block.

All new and returning students in grades 9, 10, and 11 must attend live teacher-led classes. To be eligible to stop attending live classes, students must earn at least two credits and receive administrative approval. To request approval, email administration@leonaconnected.com

- Students who are on track to graduate with their cohort year may submit a request for self-paced courses.
- Students who can provide proof of working to support their families can also request self-paced courses and will be required to complete the Work Experience course.
- *During summer school in June and July, students can choose their learning option.*

12th grade students who are more than seven credits short of the 22 credits required to graduate may be required to attend live, teacher-led classes. To be eligible to stop attending live classes, students

must earn at least two credits and receive administrative approval. To request approval, email administration@leonaconnected.com

- Students who can provide proof of working to support their families can also request self-paced courses and will be required to complete the Work Experience course.
- *During summer school in June and July, students can choose their learning option.*

#2 Self-paced: Students will work on two classes independently. Students will have 50 calendar days to complete each class. An F grade will be given if the class is not completed within 50 days. Any self-paced student not earning credit for two blocks will be assigned Live Teacher-led classes.

Open Enrollment

This Leona Group managed school has an open-enrollment policy in accordance with A.R.S. § 15-184. A copy of the full open-enrollment policy is available for your review upon request from the school office.
This Leona Group managed school does not discriminate in its admissions or enrollment practices on the basis of race, ethnicity, national origin, age, religion, gender, income level, disability, English proficiency or athletic ability.

Failure to disclose accurate, complete, and truthful information on the enrollment application may result in revocation or removal from enrollment.

Pursuant to A.R.S 15-184(F), This Leona Group managed school may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

This Leona Group managed school will consider all of the facts and circumstances surrounding any disciplinary action taken by a student's previous school, and this Leona Group managed school may honor the previous school's disciplinary consequence, including long-term suspension, upon enrollment.

Arizona Student Enrollment

Thank you for your interest in attending a Leona Group managed school. As a manager of public charter schools, we are pleased to offer you a free and quality educational choice in a safe, caring, and respectful environment. Leona Group schools offer a rigorous education taught by highly qualified teachers. We look forward to meeting your family and we are available to answer any other questions you may have.

Families experiencing housing instability may not be required to provide the documentation outlined below at the time of enrollment. Please inform the school if this applies to you.

The following documentation is required for enrollment:

- Proof of Residency (ARS 15-802(b))
- A person can prove his or her physical residence by completing an Affidavit of Arizona Residency (available at school offices) and submitting an original or legible copy of one of the following documents that indicate the person’s name and residence address:

- Valid Arizona driver's license, Arizona identification card, or motor vehicle registration
- Valid Arizona Address Confidentiality Program authorization card
- Real estate deed, mortgage documents, or property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- State income tax return, W-2 wage statement or payroll Documentation from a state, tribal or federal government agency
- Temporary on-base billeting facility (for military families)
- Certificate of tribal enrollment or other identification, issued by a recognized American Indian tribe, that contains an Arizona address
- Consular identification card issued by a foreign government as a valid form of identification if the foreign government uses biometric verification techniques in issuing the consular identification card
- Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)
- The residency documentation received by the school will be maintained in accordance with the Arizona Department of Education guidelines and must be verified annually.

The following documentation is requested at the time of enrollment, but will not prevent a student from enrolling:

Proof of Age and Identity (A.R.S. §15-828)
Any person enrolling a student should provide the school with one of the following:
A copy of the child's government-issued birth certificate; or
Other reliable proof of identity and age, such as a student's baptismal certificate, hospital-issued birth certificate, application for a Social Security number, passport, or original school registration records from another public or private school; or
A letter from an authorized representative of an agency having custody of the student.

The following documentation is required for attendance:

Immunizations (ARS 15-872)
All students entering Arizona public schools are required by law to be immunized. If the student has a medical condition or personal belief that conflicts with this law, a waiver may be signed and presented prior to the student's first day of school. Immunization records (or exemption documentation) are required to attend school, but are not a requirement for enrollment.

Admission to Kindergarten
To register for kindergarten for the current school year, children must turn 5 prior to December 31. This Leona Group managed school does **not** make age exceptions for kindergarten enrollment. All kindergarten students must be 5 prior to December 31 of the current school year to be eligible for kindergarten enrollment.

Educational Rights of Children and Youth Experiencing Homelessness

The **McKinney-Vento Homeless Assistance Act** ensures that children and youth experiencing homelessness have access to educational services and the opportunity to meet the same challenging academic standards as all other students. The Act requires state and local education agencies to remove barriers to the identification, enrollment, attendance, and academic success of children and youth experiencing homelessness. To remove educational barriers for children and youth experiencing homelessness, the McKinney-Vento Homeless Assistance Act mandates the following:

- **Immediate Enrollment**: Children cannot be denied enrollment due to lack of documentation or immunization records.
- **School Selection and Maintained Enrollment**: Eligible students can select from the following options:
    - **School of Origin**: The school the student attended when permanently housed or the school in which the student was last enrolled.
    - **School of Residency**: The school in the attendance area in which the student currently resides.
- McKinney-Vento eligible students have the right to remain enrolled in their selected school for the duration of their homelessness and until the end of the academic year in which they are permanently housed.
- **Transportation Services**: Eligible students attending their **School of Origin** have the right to transportation to and from the school of origin.
- **Participation in Programs**: McKinney-Vento eligible students are guaranteed the right to services comparable to those offered to other students in the school.
- **Unaccompanied Youth Experiencing Homelessness**: McKinney-Vento eligible students are guaranteed the right to immediate enrollment without proof of guardianship.
- **Access to Extracurricular Activities**: Barriers to accessing academic and extracurricular activities are removed for homeless students who meet relevant eligibility criteria.

Potentially Qualifying Living Situations

Children and youth may qualify for services under the McKinney-Vento Homeless Assistance Act if they are living in situations such as:

- Sharing housing with other people due to loss of housing, economic hardship, or a similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Living in emergency or transitional shelters.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Having a primary nighttime residence that is not designed for or ordinarily used as regular sleeping accommodations for humans.

Parents and Guardians

If you believe that your or your child(ren)'s living situation may qualify for the educational rights and services under the McKinney-Vento Homeless Assistance Act, please contact your school district's McKinney-Vento Homeless Liaison for assistance.

Youth

If you believe that your living situation may qualify you for the educational rights and services under the McKinney-Vento Homeless Assistance Act, even if you are not in the physical custody of a parent or court-appointed guardian, please reach out to your school district's McKinney-Vento Homeless Liaison.

Who to Contact

Our **McKinney-Vento Homeless Liaison** determines if students qualify for services. The McKinney-Vento Homeless Liaison can assist with:

- Determining which school is best for your child.
- Enrolling your child and facilitating communication with the school.
- Accessing school supplies, supplemental services, and free school meals.
- Setting up transportation to and from the school of origin.
- Connecting you with community support resources.

Dispute Resolution

If you disagree with school officials regarding enrollment, transportation, or the fair treatment of a homeless child or youth, you may file a dispute. To do so, contact the **McKinney-Vento Homeless Liaison** within **seven (7) business days** of receiving the written eligibility determination notification.

For assistance, please contact Janet Vanegas, (602) 551-6729, vanegas@leonaconnected.com.

For more information, refer to http://www.azed.gov/homeless or contact:

Heather Williams *Homeless Liaison* *Leona Group Schools* *Leona Connected Online School* *6150 N 16th St, Suite A* *Phoenix, AZ 85016* *(602) 953-2933*	*Rita Rodriguez* *Homeless Education Coordinator* *Arizona Department of Education* *1535 W. Jefferson Street* *Phoenix, AZ 85007* *(602) 542-4963* *Rita.Rodriguez@azed.gov*

Equal Education Opportunity

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, religion, or disability. This Leona Group managed school provides a nondiscriminatory learning and work environment ensuring that all students and staff are free from unlawful discrimination. A lack of English language skills will not be a barrier to admission and participation in the education programs of the school. This commitment extends to all school programs and school sponsored events. A full copy of the grievance procedure is available from the school leader.

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

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

Marcus Englund
6150 North 16th Street, Suite A
Phoenix, AZ 85016
(602) 396-5627
englund@leonaconnected.com

Procedures for Filing Complaints

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

Procedures for Investigation of the Report/Complaint

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

Investigative Findings

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

Attendance Policy

Online attendance is the key to success at our school. All students should be working on courses using SchoolsPLP a minimum of 25 hrs or 1500 minutes per week to stay on track for graduation. If your student has completed work while not logged into SchoolsPLP, please log the amount of time spent and the date it occurred on the Leona Connected Offline Time form that will be emailed to families weekly. Do not include any time spent logged into SchoolsPLP on the Chromebook. Work can be defined as hands-on activities, reading from textbooks or novels, journal writing, and observations. To find the minutes logged into SchoolsPLP, please refer to the individual entries for each student.

Students in both LIVE Teacher-led and Self-paced programs must attend classes daily, Monday through Friday. If a student cannot participate, please email attendance@leonaconnected.com or call the office to notify the school of the absence. Parents may also inform the office. Students who do not log in will receive an automated message on "scheduled" school days if they are inactive.

Excused absences are identified by the Department of Education as an absence due to illness, doctor appointment, mental or behavioral health, homelessness, bereavement, family emergencies, time necessary to process for the armed forces, and out-of-school suspensions. (A.R.S. § 15-901(A)(1))

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

Cell Phone Policy

The use of cell phones during instructional hours is prohibited.

AI Policy

Prohibited Uses:

- Submitting any work entirely generated by AI without substantial personal input or refinement.
- Relying on AI for tasks intended to measure individual analytical or problem-solving skills including, but not limited to completing quizzes, tests, or other assessments meant to measure your knowledge.
- Misrepresenting AI-generated work as your sole intellectual contribution.

Transparency Requirement:
Students must disclose AI use in a footnote, assignment appendix, or brief statement, detailing:

1. The specific tools used (e.g., ChatGPT, Gemini, DALL-E, grammarly, etc.).
2. The type of assistance provided by the tool (e.g., generating initial ideas, editing drafts for grammar, spelling, sentence structure, clarity, coherence, etc).
3. How you reviewed and personalized the AI-generated content.

Supervision of Students

Students coming to the LCOS main campus in person are required to check in at the front desk. Students should not walk unsupervised on campus without prior administrative approval. The main office opens at 7:30 AM and closes at 4:30 PM. LCOS students visiting other Leona Group network schools must check in with office staff or administration when visiting the campus for any reason.

Parent Involvement

This Leona Group managed school, Leona Connected Online School, welcomes and encourages parent involvement. We recognize and value a variety of ways that parents can be meaningful partners in the education of their children. There are many opportunities for you to be involved in your student's education. Meaningful parental involvement is achieved when parents participate in supporting student learning at home, are involved in school-related decision making, and support school-related activities. This Leona Group managed school,Leona Connected Online School continuously works to achieve this goal in order to meet Federal and State requirements. Leona Connected Online School has developed a Parent Involvement Policy in collaboration with parents. This policy is available for your review upon request at the school office and on the school website.

Opportunities for meaningful parent involvement are provided at Leona Connected Online School through:

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

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

As part of the Title I Parent Involvement Policy, this Leona Group managed school, Leona Connected Online School, has developed a compact outlining how parents, school staff, and students will share responsibility for improving student achievement. School compacts will be reviewed and revised annually, as necessary.

School-Parent Compact

The following Parent/School Compact, developed through the combined efforts of the parents, students, and staff of The Leona Group, outlines the goals, expectations, and shared responsibilities for the success of all our students.

School Environment

The School Will:

- The School will provide a safe, secure environment a closed campus with adequate security (local law enforcement).
- The School will employ a staff that is well trained and certified in maintaining a safe, educational environment.

The Parents Will:

- The parents will contact the school with any concerns over attendance, behavior or academic completion.
- The Parents will contact their individual student, during regular class hours, through the school office only.

The Student Will:

- Students will accept the responsibility of maintaining a safe, secure learning environment by accepting this code of conduct.
- Students will not use, sell, or participate in any illegal use of drugs, tobacco, or alcohol.
- Students will avoid and refrain from all gang related activities, including: hand signs, clothing, jewelry, graffiti, or any other actions or behavior.
- Students will not gamble in any way shape or form - playing cards, dice, or any other related gambling material.
- Students will not carry weapons or any look-alikes or replicas of weapons.
- Students will not use phones, iPods, cameras, handheld game devices, or any similar electronics in any class unless the teacher has given permission to use for academic purposes (i.e. research, calculator function).
- Students will not fight or participate in any confrontational behavior at any time with anybody.
- Students will attend classes on time and be permitted to leave campus with parent/guardian permission only.

Behavior and Participation

The School Will:

- The School will maintain a safe climate, with a positive atmosphere suitable for learning for all students.
- The School will provide students with a foundation for continuous learning.

The Parents Will:

- The Parents will reinforce mutual respect for all teachers, staff and other students.
- The Parents will reinforce appropriate dress for a learning environment (including clothing and jewelry).
- The Parents will monitor their student's attendance ensuring full attendance - 100%.
- The Parents will reinforce positive student behavior and participation involving any and all activities, possessions and actions.
- The Parents will support students in their learning and completion of all classes, all assignments and all class activities.
- The Parents will assist their students in seeking and receiving any additional help in order to achieve.
- The Parents will have access to all curricular materials and their student's class work in order to monitor his or her progress.
- The Parents will keep abreast of child's grades and keep an open line of communication.

The Students Will:

- Students will show respect to all teachers, all staff and all students at all times: No racism, foul language, obscene gestures, harassment, poor attitude or inappropriate behavior (see school environment above).
- Students will use appropriate language at all times: No obscenities, threats, harassment, or any other verbal abuses.

- Students will show positive behavior at all times: Attendance, participation, respect, positive attitude, gestures and posture.
- Students will dress appropriately for a learning environment at all times, reflecting professional maturity and modesty.

Academics and Curriculum

The School Will:

- The School will provide a challenging curriculum that is aligned to the Arizona Academic Standards.
- The School will promote student achievement and success addressing all learning styles and accommodations.
- The School will employ highly trained professionals (teachers, administrators, and staff) who promote the highest quality in education.

The Student Will:

- Students will put in 100% effort in all class activities and all assignments at all times in order to meet the requirements for graduation.
- Students will ask for help on any assignments they do not understand in order to achieve to their best ability.
- Students will attend any extra help or additional classes suggested by their teacher in order to achieve to their best ability.
- Students will complete all classes and all assignments appropriately to the best of their ability.

Goals and Achievement

The School Will:

- Provide every opportunity for students to achieve academic success.

The Parents Will:

- The Parents will provide every opportunity for their student to achieve academic success.

The Students Will:

- Students will take responsibility: to learn and achieve in every class and every course of study, to monitor their own grades and credits, and positively work toward graduation.

Parent's Right to Know

You have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether your child's teacher has met state qualification and certification/licensing criteria for the grade levels and subject area in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which state qualification or certification/licensing criteria has been waived.
- The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of study/discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- Information on your child's achievement level in each of the state tests.

If you would like to receive this information, please contact the school office at 602-396-5627 to schedule an appointment with the school leader.

Parent Classroom Visits, Tours, or Observations

Parents of Enrolled Students. In accordance with Arizona law, parents of students enrolled at the school may request to visit, tour, or observe their child's classroom (a "campus visit"), subject to the following parameters:

- All campus visit requests must be received by the school at least 24 hours in advance of the proposed visit, provided that the school, in its sole discretion, may waive the 24-hour advance notice requirement on a case-by-case basis.
- Campus visit requests will be promptly reviewed by the School Leader, with input from the classroom teacher.
- Campus visit requests will be approved unless they threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

During any approved campus visit, parents will be subject to all policies applicable to campus visitors generally, including safety requirements for providing identification, signing in and out of the campus, and if applicable, being accompanied by school staff.

Parents of Potential Students. In accordance with Arizona law, parents who wish to enroll their child in the school may request a campus visit, subject to the same parameters set forth above for parents of enrolled students. In addition, parents of potential students will be required to be accompanied at all times during any campus visit by a current staff member.

Scheduling. Approved campus visits will be scheduled at a mutually convenient time for the school and the parents, and may be limited to a specific time frame, at the school's discretion.

Health and Safety Parameters. For purposes of this policy, the following requests threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff, and are therefore not allowed:

- Requests for campus visits during state testing, other testing periods, or at other times that would clearly interfere with educational instruction or disrupt the educational environment.
- Requests for campus visits by parents who have demonstrated failure to abide by Parent Behavioral Expectations (set forth below), or who have otherwise failed to abide by campus visitation policies of the school.
- Requests that, for other reasons, threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

Parent Behavioral Expectations. During any campus visit, parents are expected and required to comply with all campus visitor procedures and to comport themselves at all times with appropriate decorum and in a manner that is respectful and conducive to an environment in which the educational objectives of the school can be effectively administered. Consistent with this expectation, any parental behavior that constitutes

harassment, bullying, or verbal or physical abuse of staff or students, or that otherwise disrupts the educational environment is expressly prohibited.

In addition, parents may not interfere with instruction or distract from the instructional environment, nor may parents help their child with their schoolwork during a campus visit, unless specifically allowed by the classroom teacher.

Parents who disregard these behavioral expectations while on school grounds will be ejected from campus; may be prohibited from future campus visits or subject to other limitations on future campus visits; and may be subject to other consequences under applicable law or policy.

School Volunteers

Parent/Guardian Volunteers
Because student safety is of utmost concern to us, certain restrictions apply to volunteers and fingerprint clearance may be required in order for you to volunteer. Parents or guardians of a currently enrolled student who wish to volunteer occasionally at the school are not required to be fingerprinted. Parents who wish to volunteer regularly are required to provide a current DPS Fingerprint Clearance Card and a copy of their identification in order to volunteer at the school. For more information on becoming a parent volunteer, contact the school leader.

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

Conduct of Visitors/General Public on School Property

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

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

- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the School.
- No person shall possess or engage in the use of medical marijuana on school property or at school-sponsored events.

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

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

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

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

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

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the school board
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the school or at school-sponsored functions
- Forceful or unauthorized entry to or occupation of school facilities, including both buildings and grounds
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on school property or at school-sponsored functions
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of school officials or of law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.

- Knowing violation of a school rule and/or policy. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy of the school board.
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

Student Records and Confidentiality

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

This Leona Group managed school has established written policies regarding the collection, storage, retrieval, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

Right to Inspect and Review

Parents have the right to inspect and review a student's education records within 45 days from the day the school receives a request for access. Requests should be submitted in writing to the school leader and identify the records to be inspected. The school leader will make arrangements for access and notify the parent of the time and place where the records may be inspected.

Right to Amend Education Records

Parents may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the school leader, clearly identifying the part of the record the parent(s) want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the School still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view regarding the contested information.

Right to Consent to Disclosure

Parent(s) or eligible students have the right to require their consent to disclosures of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own

employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to File a Complaint

A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the district has violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the school leader. If a reasonable solution is not made at the school level the complainant has the right to file a complaint with the U.S. Department of Education.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Directory Information Opt-In/Out Notice

Before the School may release any directory information about your student, it must inform you of what is considered directory information and obtain your written consent through an opt-in process. The School is committed to protecting your child's personal information while supporting access to educational and extracurricular opportunities.

The School defines *directory information* as personally identifying details that may be shared, upon request, with school-related entities and news organizations. This includes:

- Student's first and last name
- Student's address
- Student's grade level
- Student's date of birth
- Student's participation in officially recognized activities and sports within the School (upon request)

Military Recruiters (High School Only):
In compliance with federal law, if directory information is released to educational or occupational organizations, it must also be made available to official military recruiters-unless you specifically decline consent.

To confirm your preferences, please complete the Opt In/Out Form by initialing all applicable statements and return it to the school's front office **within two (2) weeks of receiving this notice, or by October 31st - whichever comes first.**

If the School does not receive your completed form within the prescribed time, it will assume:

- You **do not give permission** to release your student's directory information as listed above, and

- You **do give permission** to release directory information to **military recruiters** (High School students only).

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

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

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

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

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

Inspect, upon request and before administration or use -

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

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

This Leona Group managed school has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. This Leona Group managed school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. This Leona Group managed school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.This Leona Group managed school will make this notification to parents at the beginning of the school year if the school has identified the specific or

approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by U.S. ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

Service Animals

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Service animals do not include other species of animals, whether wild or domestic, trained or untrained.

This Leona Group managed school does not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of the School's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go. A service animal may be excluded from the School if one or more of the following apply:

- The animal poses a direct threat to the health or safety of others.
- The animal fundamentally alters the nature of the School, services or activities provided.
- The animal poses an undue burden.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether or use of the harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be under the handler's control. The School shall not be

responsible for the training, feeding, grooming. The School must approve any person who is authorized by the owner to assist in the care and supervision of the service animal while on school property.

A request for an individual with a disability to be accompanied by a service animal must be submitted to the school leader at least three (3) school days prior to bringing the service animal to school or to a school function. Forms are available by contacting the school office.

Service dog requests must provide proof of the following vaccinations: DHLPPC (distemper, hepatitis, leptospirosis, paroinfluenza, parvovirus, and coronavirus) bordatella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinoneumonitis, influenza, and strangles.

All service animals must be: spayed or neutered; treated for and kept free of fleas and ticks; and kept groomed to avoid shedding and dander. Owners of the service animal are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.

Health Information

Immunizations

Arizona law ARS §15-872 requires that parents provide an up-to-date record of immunizations prior to attending school. The record must include the month, date, and year of your student's immunizations. Students without proof of immunization will be excluded from school. The following immunizations are required to attend a Leona Group managed school, contingent on age:

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

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

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

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

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

Medication

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

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

Naloxone

In compliance with state law, this Leona Group managed school has established a policy concerning the administration of Naloxone (Narcan) by certain school staff members to students who the staff reasonably believes are suffering from an opiate/opioid overdose. This policy provides that authorized and trained staff to administer Naloxone, provided that trained and authorized staff are present at the school at the time of the potential overdose and provided that Naloxone (Narcan) is currently available on the school site. The school has decided to utilize intranasal Naloxone as the method of administration exclusively. Authorized staff are to follow the protocols outlined in their Naloxone (Narcan) training in administering the Naxolone (Narcan), and they or another member of the school staff must call 911 as soon as possible and request that emergency responders be dispatched to the school. The school will ensure at least once a year that Naloxone (Narcan) kits, if any, are current, complete, and not past their expiration date.

Hearing and Vision Screenings

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

Seizure

Seizure Training, Management, and Treatment Plans (SB 1654)

Seizure Treatment Plan

If a student has a seizure disorder, their parent or guardian must submit a Seizure Treatment Plan. This plan is developed by the student's parent or guardian in collaboration with the student's physician or registered nurse practitioner.

The Seizure Treatment Plan must be submitted to the school:

1. At the start of the school year or before the student begins attending school.
2. Upon enrollment if the student joins the school after the school year has started.
3. Immediately following a diagnosis of a seizure disorder.

Seizure Management and Treatment Plan Requirements

The Seizure Management and Treatment Plan must:

- Outline procedures for managing an active seizure.
- Detail other health care services available at school to help manage the student's seizure disorder.
- Be signed by both the student's parent or guardian and the physician or registered nurse practitioner responsible for the student's seizure treatment.
- Be reviewed by the school nurse or, if a school nurse is unavailable, by a designated school employee.

Required Seizure Management Training

To ensure the safety and well-being of students with seizure disorders, SB 1654 requires schools to provide seizure management training.

- Each school will have at least one trained school employee (in addition to the school nurse) who is qualified to:
    1. Administer or assist with self-administration of seizure rescue medication or other FDA-approved seizure treatment medications.
    2. Administer a manual dose of electrical stimulation using a vagus nerve stimulator magnet, if prescribed by a physician.
- Any school personnel who regularly interact with students who have a seizure management plan—including principals, guidance counselors, teachers, bus drivers, and classroom aides—must complete an online seizure awareness training course.

Approved Training

The State Board of Education has approved free training from the Epilepsy Foundation for school personnel. This training helps ensure staff members are prepared to recognize seizures, provide appropriate care, and support students with seizure disorders.

For more information on seizure management at school, please contact the school administration.

Chronic Health Conditions

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

Instruction and Learning

Assessment of Learning

Students at this Leona Group managed school are assessed to ensure that they are acquiring skills and being challenged academically. To measure the achievement of all students, school-wide assessments are administered throughout the year. Each student's performance on the school-wide assessments is measured against their own previous performance. Results of these assessments in language arts and mathematics are used to make needed programming changes and provide additional support to students through intervention programs. Results are also made available to teachers, parents, and students so that everyone can work together to help ensure that all learning goals are met for every student. Students with disabilities participate in all state and school assessments and may be administered more individualized evaluations or assessments by appropriate professionals for the purpose of determining eligibility and providing specialized instruction under the Individuals with Disabilities Education Act (IDEA).

TEST:	WHO IS TESTED:	WHAT IT IS USED FOR:
AASA (Arizona's Academic Standards Assessment)	● All 3-8 students	● To determine student growth and achievement towards state academic standards ● To determine the promotion of 3rd graders based on their reading readiness in compliance with Move On When Reading
iSteep Testing	● All K-3 students	● Assessment system to support academic growth and skill mastery for every student. ● These measures identify every student's learning needs, helping teachers target instruction ● Aligned to state academic standards
ACT Aspire & ACT	● 9th grade takes ACT Aspire ● 11th grade takes ACT	● To determine student growth and achievement towards state academic standards
AZ Science	● 5th, 8th and 11th grade	● To determine student growth and achievement towards state academic standards
AZELLA	● All English language learners	● To identify students for English language services, measure their academic language proficiency growth, and exit them out of the program
IXL	● All enrolled students Grades K through 12	● To provide targeted interventions to increase student mastery of state academic standards ● To measure individual student growth towards mastery of state academic standards

Grading

Current, real-time grades are available on the StudentVue and ParentVue apps when classes are in session. Grades can also be found on SchoolsPLP by checking the box “Log in as Parent ". These reports indicate how the student is doing in each course. Students are expected to regularly review their current grades and attendance each week. StudentVue can be accessed from any computer with internet access; it is also available as a free, user-friendly app which students can download onto their smartphones. StudentVue connects students to their individual accounts in Synergy, the information system used at Leona Connected Online School. Students must attend LCOS at least three grading sessions to be eligible for valedictorian or salutatorian. Students wanting to transfer grades from a previous school will take a credit recovery class if available to attain prior knowledge and decrease assignments needed to complete the course.

Percentage			
Minimum	Maximum	Letter Grade	GPA
90%	100%	A	4.0
80%	89%	B	3.0
70%	79%	C	2.0
60%	69%	D	1.0
0%	59%	F	0.0

ParentVue
Parents may go online to monitor their student’s education by clicking on the ParentVue on school website, located at leonaconnected.com. ParentVue can be accessed from any device with Internet access; it is also available as a free, user-friendly app which parents can download onto their smartphones. ParentVue connects parents to their students’ accounts in Synergy, the information system used at Leona Connected Online School.

The ParentVue Activation Key letter may be obtained from the front office or may be requested via email at office@leonaconnected.com. Once activation is complete, parents may select from a variety of options, including Grade Book, Report Card, Class Schedule, Calendar, Messages, and Attendance. ParentVue allows parents and guardians read-only access. If there is a mistake or change in the information viewed on ParentVue, please contact the front office at 602-396-5627. If there are questions regarding a particular grade or current progress, parents and guardians are strongly encouraged to communicate with the classroom teacher by phone or email. Current teacher and staff email addresses are available at leonaconnected.com.

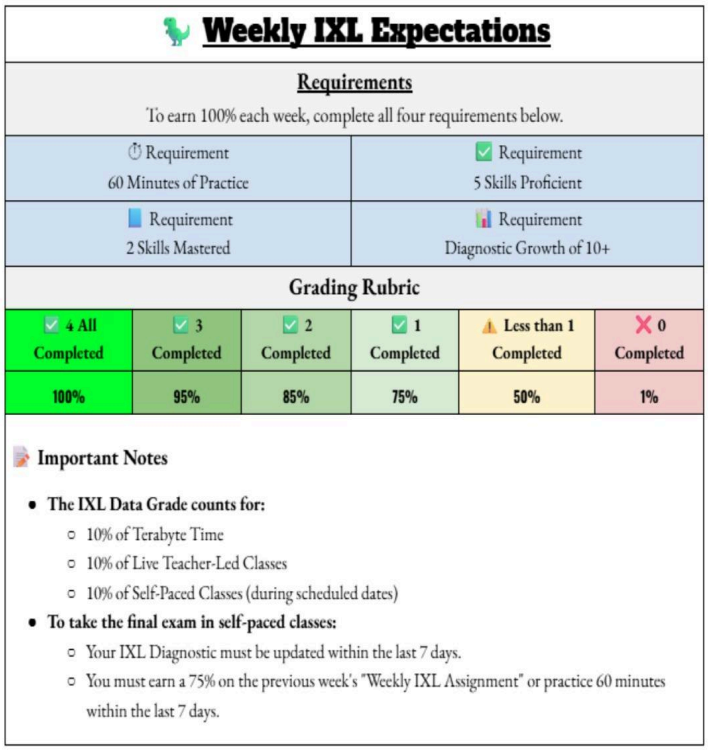
Report Cards
A grade report card is made available on ParentVue/StudentVue after each session ends throughout the school year. This grade report will reflect the grades and credits earned for the courses that the student completes for each session. Any family wanting a paper copy can request one from the office.

Students and family members have the right to question grades, and grading procedures. The student should first consult with his or her teacher and attempt to resolve the matter. If a question still remains, the student should address the matter with the school's administration. Issuance of grades and grading procedures are local school matters and every attempt to remedy the situation at the school level should be made.

Grades 9-12 Class Expectations:

Students in Grades 9-12 should earn one credit (Passing two .5-credit classes) for each block of attendance at Leona Connected. 6 Blocks = 6 credits for the year. Students who do not meet these expectations can and will have their schedules changed by school administration to assist with credit accumulation. For example, Students taking two self-paced courses and not earning credit for either class can be moved to a Live Teacher-led schedule.

- Students who are not taking live teacher-led classes or a combination of both will be assigned two self-paced courses at the same time. Students in good academic standing in each block can request a third course. Once students complete a course, they can request another one.
- Students will have 50 calendar days to complete and earn 0.5 credits for self-paced courses from the start to the end. Check the end date of the class in the SchoolsPLP gradebook. If students do not complete the course within 50 calendar days, they will receive an "F" grade for the class. Students can appeal to extend the end date by emailing administration@leonaconnected.com an detailed description for any exceptional circumstances. Students in Live Teacher-led classes have specific start and end dates that will follow the LCOS Block schedule.
- Students who do not complete an assignment by the pace date listed for the course will receive an auto-zero grade. Falling behind based on the course pacing will result in a zero being automatically entered as the grade, negatively affecting your overall grade for the class. However, students can still access and complete auto-zero assignments for full credit without attending tutoring.
- All students are required to complete a diagnostic assessment in Language Arts and Mathematics to evaluate their academic achievement levels upon entering Leona Connected Online School. The chart below outlines the weekly expectations for all students. Progress in IXL will be graded according to this chart, which will contribute 10% to the overall class grade for both Live Teacher-led and self-paced courses.



Weekly IXL Expectations

Requirements

To earn 100% each week, complete all four requirements below.

⏱ Requirement 60 Minutes of Practice	✅ Requirement 5 Skills Proficient
📘 Requirement 2 Skills Mastered	📊 Requirement Diagnostic Growth of 10+

Grading Rubric

✅ 4 All Completed	✅ 3 Completed	✅ 2 Completed	✅ 1 Completed	⚠ Less than 1 Completed	❌ 0 Completed
100%	95%	85%	75%	50%	1%

Important Notes

- **The IXL Data Grade counts for:**
  - 10% of Terabyte Time
  - 10% of Live Teacher-Led Classes
  - 10% of Self-Paced Classes (during scheduled dates)
- **To take the final exam in self-paced classes:**
  - Your IXL Diagnostic must be updated within the last 7 days.
  - You must earn a 75% on the previous week's "Weekly IXL Assignment" or practice 60 minutes within the last 7 days.

“Testing Out” of a Class

Students who want to "test out" of a class must do so within the first seven days of the grading block, and have a IXL Math or Language Arts score of 1000 or higher. Students need to email administration@leonaconnected.com to schedule a test time during the first seven days. The regular final examination requirements will apply. If the student scores 80% or higher on the test, they will receive a "P" grade, which will not count toward the overall student GPA. Students must pass at least two classes with a letter grade of A, B, C, or D to graduate from Leona Connected.

Course Credits

One-Half unit of credit (0.5) is given for each class. Each session, a full-time student is required to enroll in a minimum of 2-3 classes each block.

Honor Roll Guidelines

Eligibility: Students who meet the academic and citizenship standards described below will be eligible for honor roll recognition.

1. G.P.A. of 3.0 or better (Principal's List 4.0, High Honor Roll 3.99-3.5, Honor Roll 3.49-3.0)
2. Must be enrolled in 2 or more classes.
3. Cannot have any D’s or F’s on the report card.

Valedictorian / Salutatorian

The valedictorian may be the student with the highest unweighted GPA. The salutatorian may be the student with the second highest GPA. Leona Connected Online School students must meet the following minimum requirements to be eligible for Valedictorian and Salutatorian:

- Attend at least 3 blocks or pass six courses worth .5 credit or more.

- Completed a minimum of 22 credits of coursework by the in-person graduation date.
- Be of good character and a good citizen in and out of school.
- Willing to speak or present at the graduation ceremony

Leona Connected Online School accepts transfer credits from other accredited high schools upon receipt of official transcripts.

Graduation Requirements

General Required Courses	Credits	Arizona University Requirements*	Credits
English:	4.0	English:	4.0
Math:	4.0	Math:	4.0
Science:	3.0	Science:	3.0
Social Studies:	3.0	Social Studies:	3.0
Fine Arts/Vocational:	1.0	Fine Arts/Vocational:	1.0
Elective Classes:	7.0	Foreign Language:	2.0
Total:	22.0	Elective:	6.0
		Total:	23.0

*Colleges and Universities may differ in their requirements for admission.

- Additional Graduation Requirements
    - Students must also earn a 70% or higher on the Arizona Civics exam*
    - Complete a personalized Education Career Action Plan (ECAP)
    - Complete CPR Basics training or show proof of certification
    - Complete the class *“Leona Connected Success”*

*There is new legislation that was signed into law in 2022 that requires students graduating in 2026 and after to have a passing score of 70/100. If a student graduates in 2026 and has already taken the civics test and scored a 60-69, they will need to retest and score a 70/100 sometime before they graduate in 2026.

Course Repetition Policy

If a student takes the exact same class a second time, the following actions will occur based on the student's best interest:

- Grade Adjustment: The lower grade will either change to an NC (keeping the better grade for GPA calculation) OR the lower-graded course will be reclassified as an elective credit.
- Transcript Flagging: The original class will be marked as a repeat so it has no impact on the student's record.
- Exceptions: Nothing will change for SEI classes, as they are excluded from this policy.

Grades K-8 Class Expectations:

Students in grades K-8 will take English, Mathematics, Science, Social Studies, and Specials during each semester. Students will be in two semesters for the year: Blocks 1-3 for Semester 1 and Blocks 4-6 for Semester 2.

- Parents are expected to serve as a “learning partner” with their student. All materials to help parents work with their students are available in SchoolsPLP. Paper copies of these materials can be printed directly from SchoolsPLP. Links to purchase additional learning materials will be provided via Shopify.
- Self-paced students must attend mandatory check-ins on Mondays and Wednesdays. Each day has two scheduled check-ins: one in the morning and one in the afternoon to accommodate families' varying schedules. Students in Live Teacher-led classes must attend class daily on scheduled school days according to the school year calendar.
- All students are required to complete a diagnostic assessment in Language Arts and Mathematics to evaluate their academic achievement levels upon entering Leona Connected Online School. The chart below outlines the weekly expectations for all students. Progress in IXL will be graded according to this chart, which will contribute 10% to the overall class grade for both Live Teacher-led and self-paced courses.

K-8 Daily Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 9:00 am	Recommended Self-Paced Work Time	Recommended Self-Paced Work Time	Recommended Self-Paced Work Time	Recommended Self-Paced Work Time	Recommended Self-Paced Work Time
9:00 am - 10:00 am	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)
10:00 am - 11:00 am	Monday Check-In (Mandatory) Option 1	Recommended Self-Paced Work Time	Mid Week Check-In (Mandatory) Option 1	Recommended Self-Paced Work Time	Elective Class or Dig Deep Discoveries
11:00 am - 12:00 pm	Reading Intervention	Math Intervention	Reading Intervention	Math Intervention	Reading Intervention
12:00 pm - 1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 pm - 2:00 pm	Monday Check-In (Mandatory) Option 2	Recommended Self-Paced Work Time	Mid Week Check-In (Mandatory) Option 2	Recommended Self-Paced Work Time	Field Trip Friday (Virtual or In-Person)
2:00 pm - 3:00 pm	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)	Drop In Support (Open Office Hours)
3:00 pm - 4:00 pm	Elective Class or Dig Deep Discoveries	Reading Intervention	Math Intervention	Reading Intervention	Math Intervention

Promotion and Retention (K-8 ONLY)

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

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

Move On When Reading ARS §15-701 (ELEMENTARY ONLY)

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

1. Is an English learner or a limited English proficient student as defined in section 15-751 and has had fewer than two years of English language instruction; OR
2. Is in the process of a special education referral or evaluation and/or student has been diagnosed as having a significant reading impairment, including dyslexia; OR
3. Has an identified disability and has an IEP and the IEP team (including parents) agrees that promotion is appropriate; OR

4. Has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3rd grade reading standards as evidenced through a collection of reading assessments; OR
5. Receives intervention and remedial services during the summer or subsequent year and demonstrates sufficient reading progress

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

Technology Use Guidelines

Using technology at LCOS is required to be a student. However, students must never use school technology for the following:

- Accessing inappropriate materials (obscene, pornographic, illegal ,etc)
- Network etiquette
- Vandalism and harassment (e.g.,“cyberbullying”)
- Copyrights and plagiarism
- Access to social networking or chat room websites.
- Downloading (e.g., music files)

Consequences of violations include, but are not limited to:

- Parent notification
- Restitution to repair/replace intentionally damaged equipment
- School expulsion, legal action, and prosecution by the authorities

LCOS has the right to restrict or terminate access to information networks. LCOS has the right to monitor network activity to ensure that school policy on acceptable use is followed. LCOS is using GoGuardian software on school-issued devices to monitor student activity and search history. Attempting to disable, remove, or bypass GoGuardian will result in disciplinary action.

Technology Usage Expectations:

- Students using a school issued device are expected to treat the equipment with care.
- Students should not draw, write, scratch, or damage these devices.
- Students should not eat or drink, or have open containers of food/liquid, while using school issued technology.
- Students should only use school issued technology to aid in their learning. Students should not be accessing personal social media accounts, gaming sites, pornography, buying/selling sites, or other inappropriate sites using school issued devices.
- Students should not download any files or software from the internet onto school issued technology.
- Students should not attempt to “hack” into any of the school’s technology systems for any reason.
- Students who misuse school technology will be subject to disciplinary consequences.

Students do not have any personal privacy right or any reasonable expectation of privacy when using this Leona Group managed school domain email, computers, or internet. Technology is property of the school and must be returned to the school once the student is no longer an active student (graduation, transfer, moved out of the area).

When using a school issued Chromebook to conduct research students are protected with CIPA (Children's Internet Protection Act) compliant web filters, Umbrella and Securely and a Sonicwall NSA 2600. When students are using their own devices and networks, students are expected to adhere to the school's policies and expectations for internet safety during student orientation. When research outside of the LMS is required to complete the requirements of a course, students will be provided with a list of reputable and verified online sources through the course content or by the assigned content area teacher.

This Leona Group managed school has the right to restrict or terminate information network access and use of school technology. This Leona Group managed school has the right to monitor network activity to ensure school policy for acceptable use is followed. If you do not want your student to have access to the Internet, please notify the school leader in writing.

Children's Online Privacy Protection Act (COPPA)

At this Leona Group managed school, your child will be using Google Chromebooks and will have internet access and receive an e-mail address through Google's G Suite for Education during class instruction and to complete assignments. The COPPA requires that we obtain Verifiable Parental Consent before collecting information from your child or permitting them to disclose personal information, if your child is under thirteen (13) years old.

I have read the G Suite for Education Privacy Notice located at https://gsuite.google.com/terms/education_privacy.html and consent to allow my child to submit information in order to use the website.

Exceptional Student Services

Child Find

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

The following child find activities are conducted by this Leona Group managed school to locate enrolled students with disabilities:

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

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

A free appropriate public education with a full continuum of services is available for eligible students with disabilities. If you suspect that your child has a disability and is eligible for services under ADA Section 504 or IDEA or have questions about child find activities, please contact the school's exceptional student services coordinator or the school leader. You may also contact the Director of Exceptional Student Services at 602-953-2933.

ADA Section 504

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

Grievance Procedure under ADA Section 504

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

This Leona Group managed school will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing audio material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The school leader will be responsible for such arrangements.

Special Education Services

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

Special Education Records Retention Notice

Pursuant to A.R.S. 41-1351, special education records including placement records, referrals, evaluations, and testing data, will be destroyed seven years after the student's last fiscal year of enrollment. A permanent record

of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed, may be maintained without time limitation.

Procedural Safeguards

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

ESS Referral and Evaluation

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

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

English Language Acquisition Services

This Leona Group managed school offers programs that meet the diverse needs of English Language Learners by offering programs that meet the Arizona requirements under A.R.S.15-756.01. The programs are designed to provide equal educational opportunity and access to curriculum while developing English language skills to students for whom English is not the primary language. Parents have the right to refuse participation in these services. For more information, contact the school ELAS coordinator, school leader or Director of ELAS at 602-953-2933.

School Nutrition

At Leona Connected Online School, we are committed to providing every student with the tools they need to succeed, including nutritious meals that everyone can enjoy together. Leona Connected Online School offers **free breakfast and lunch** every day to all students.

- **No charge for meals**: All children enrolled at Leona Connected Online School can eat for free.
- **No application required**: Every student is automatically eligible for the program.
- **Third-party catering service**: Our school partners with a trusted third-party catering service to provide meals that meet the National School Lunch and Breakfast Program guidelines.

We encourage you to help make our meal program a success by having your child participate in **school breakfast and lunch every school day**. There are many great reasons to join the program:

When all students eat the same meals together, our cafeteria becomes more than just a place to eat. It becomes a space where students can:

- Learn about new foods together
- Make healthy food choices
- Fuel up for a day full of learning and play

By participating in the universal meal program, we help strengthen our school culture, where everyone shares the same experience.

Participation in the meal program does more than provide nutritious meals for our students; it also helps our school community.

- **Federal reimbursement**: The more students who participate, the more funding our school receives for meals served.
- **Financial stability**: Additional funds allow us to purchase fresh, healthy food, ensuring the long-term success of our meal program.

Participating in school breakfast and lunch has several benefits for your family, including:

- Nutritious meals for your children, allowing them to focus and perform better in class.
- Saving you valuable time and money at home while ensuring your children have a healthy start to their day.

There is no need to apply to participate in the universal meal program—**all students are eligible**. We encourage every student to take part in the program, as it helps support both their education and our school community.

Special Dietary Needs

If your child has special dietary requirements, please contact the school to discuss how we can accommodate their needs. We're happy to work with families to ensure all students have access to nutritious meals.

Contact Information

If you have any questions or need further assistance, feel free to contact us at 602-396-5627. We are here to help!

This institution is an equal opportunity provider.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program

or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

Fax:
(833) 256-1665 or (202) 690-7442; or

Email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Student Code of Conduct and Expectations

Respectful, mature conduct in the school is of primary importance to staff members, parents/guardians, and other students. Maintaining orderly student conduct is necessary in every school situation to ensure the health and safety of all and to maximize learning. Effective discipline is essential to quality education. LCOS's fundamental philosophical basis for effective discipline is that students are responsible for their own actions and are expected to show respect and consideration for the rights of others. In addition to exhibiting appropriate behavior online and at school locations, students are expected to exhibit proper behavior when participating in school activities.

Positive Discipline Program
LCOS follows the Positive Behavior Intervention & Supports (PBIS) model. PBIS sets consistent expectations for all LCOS students in all school settings. We expect all students to demonstrate the P.R.I.D.E. motto. The purpose of P.R.I.D.E. is to praise/reward students for demonstrating Professionalism, Responsibility, Integrity, Drive, and Effort while attending LCOS.

Staff will award Byte Bucks to students through the PBIS Rewards app. Faculty and staff observe these behaviors and add virtual bucks, which students can spend in the virtual school store. Students can purchase various items and LCOS gear using their virtual Byte Bucks in the PBIS Rewards app. Parents and students can log in at: www.student.pbisrewards.com/login



Campus Expectations

The following rules and procedures are enforced at LCOS for the purpose of maintaining our LCOS P.R.I.D.E. Expectations:

1. **Fighting, Threats, and Intimidation:** Leona Connected strictly enforces a discipline program on any fighting, threats, or intimidation. Students who participate will face suspension.
2. **Gang Association and Gang Activity:** Gangs are determined by the school administration. This includes hand gestures/signs, language, clothing, tattoos, belt buckles, writing, numbers, and color combinations. Students violating this policy will face immediate suspension or expulsion.
3. **Illegal Substances and Weapons:** Any involvement with the possession, use, or sale of any type of illicit drug, synthetic drug, placebo drug, prescription drug, alcohol, or other controlled substance will result in notification to the authorities. Weapons or any other dangerous items are not permitted on campus or at school sponsored events.
4. **Abuse of Staff:** To maintain a safe, orderly school environment, the authority of school staff members acting in their official capacity must be respected. For this reason, any form of verbal or physical abuse of staff will be treated as a serious offense warranting suspension or expulsion. If concern about a staff member's exercise of authority cannot be satisfied in direct, appropriate discussion with the individual, that concern should be brought to the attention of the administration.
5. **Respect must be shown to teachers, staff members, other adults, and students at all times:** Respect is required at all times by everyone at LCOS. This includes language, gestures, actions, postings, and attitude. If a student anticipates a potential problem of any kind, the student is expected to seek advice from an administrator or appropriate school personnel. This rule prohibits fighting,

threats, and other acts of violence and vandalism. Additionally, the student will be held responsible for any damage to school property.

6. **Appropriate Attire is required (Dress Code):** Students are expected to wear appropriate attire during the school day and at all school sponsored activities. These guidelines should be followed:
    a. Profane or disrespectful writing on clothing or jewelry is not acceptable.
    b. Pictures and/or words on any garment or tattoo must not be obscene, vulgar, sexually explicit, or promoting an illegal activity. A student will be asked to cover a tattoo if it is deemed to be inappropriate for a school setting. LCOS will not provide materials to cover tattoos.
    c. The body shall be adequately covered. Short shorts, bathing suits, bare chests, low-cut shirts, halter tops, tube tops, bare midriffs, bare backs, mesh or sheer garments, etc., are not allowed to be worn.
    d. School administration has sole discretion to determine what attire is inappropriate.
    e. Students will not be allowed to attend class until their appearance is modified. Students will be required to flex all assignments and time for absence.
7. **Academic Honesty:** Students are expected to complete their own work on all assignments. Any instance of cheating or plagiarism may result in a loss of credit on the assignment and will be referred to the school administration, which may result in disciplinary action. This includes plagiarism, copying another assignment, taking pictures, sharing answers, and/or aiding another student in academic dishonesty. Students may not claim any AI generated work as their own. The use of AI to take tests, complete assignments, or create multimedia projects without permission is prohibited.
8. **Use & possession of tobacco/vape on campus:** Possession of tobacco products on campus, in parking lots, on playing fields, in vehicles, and at off-campus, school-sponsored events is a petty criminal offense. Tobacco products include: smoking tobacco (e.g., cigarettes, cigars, vapes/e-cigarettes), smokeless tobacco (e.g., snuff, twist), cigarette papers, e-cigarettes, vaping devices, and pipes.
9. **Off-Campus Events:** Off-campus events are considered an extension of the LCOS campus, and any violation at an off-campus event will be treated as if it occurred on campus.
10. **Student Activity:** Students must remain active and complete assignments daily in their assigned courses to remain enrolled. Students with 15 or more days of inactivity, 15 days active but not completing assignments, or a combination of both will be withdrawn from the school. Students who do not complete verification for the upcoming academic year or fail to enroll in summer school courses by the conclusion of Block 6 will be withdrawn from the school in June due to inactivity. Withdrawn students may reapply for enrollment, subject to space availability and current admissions criteria.
11. **Camera On During Live Teacher-led and Final Examinations:** All students participating in LIVE Teacher-led classes are required to participate during the class session. Examples include groups, breakouts, general discussions, labs, etc. Cameras and microphones must be on when requested by the teacher. Students must show their entire face, from the bottom of the chin to the top of the hair, in the camera view. Students must receive administrative approval to be excused from this expectation. Students who do not comply with camera and microphone expectations will be transferred to a self-paced class. All students will be required to complete final examinations for all classes while monitored on camera by school personnel, or come to the school campus to complete final examinations in person. All final exams must be completed on a school-issued Chromebook or on a Chrome browser on personal student devices. All assignments in self-paced courses must be completed to earn credit for the course. Missing assignments or assignments with a 0% grade are not

allowed.



Step 1: Students will be issued a warning for failing to follow microphone and camera expectations. Students will lose points for the daily participation grade.

Step 2: Students not following expectations will receive a discipline referral and be removed from the day's live class by the teacher. Teachers will contact parents and guardians after class.

Step 3: Students with multiple referrals for failing to follow microphone and camera expectations will be subject to removal from the course. Students will then be assigned the course as a self-paced class.

Drug Free School

A Drug Free School Zone is defined in A.R.S. 3411 as “the area within 300 feet of a school or its accompanying grounds, any public property within one thousand feet of a school or its accompanying grounds, a school bus stop or on any bus contracted to transport students.”

This Leona Group managed school is designated as a Drug Free School Zone. Any person who violates this designation by possession, distribution, solicitation, manufacturing, or sale of drugs is subject to school disciplinary action and criminal prosecution in accordance with Arizona Revised Statutes.

The use, possession, distribution, manufacturing, or sale of drugs on or near school property, on the way to and from school, at a bus stop, or on a bus is prohibited. This includes an individual defined in section 36-2801 as a cardholder or any other individual lawfully possessing or using marijuana as outlined in A.R.S 15-108
For the purposes of this policy, drugs shall include, but not be limited to:

- Marijuana
- Prescription only drugs
- Narcotic drugs
- Inhalants/vapor-releasing substances

- Dangerous drugs – including, but not limited to the following: Hallucinogens, Stimulants, Depressants, Barbiturates, and Anabolic steroids
- Alcoholic beverages
- Drug “look alikes” or substances represented as drugs
- Any student in possession of, selling or distributing dangerous drugs or narcotics will be recommended for long-term suspension or expulsion.

Any student in possession of, selling or distributing any other substances specified in this policy will be subject to disciplinary action.

Bullying, Harassment, and Intimidation Policy

This Leona Group managed school is committed to providing all students with a safe learning environment where everyone is treated with respect. This Leona Group managed school expressly prohibits any acts of bullying, harassment, or intimidation. Additionally, soliciting others to engage in bullying, harassment, or intimidation is also expressly prohibited.
All students, teachers, parents, and staff of This Leona Group managed school have a right and responsibility to take reasonable measures within the scope of their individual authority to prevent violations of the bullying and hazing prevention policy and report incidents of bullying, harassment, or intimidation.

Definitions
Bullying is defined as a real or perceived imbalance of power with the more powerful student or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).
Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that:

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

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

Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted and annoying actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name-calling (e.g., bullying); graphic and written statements, which may include use of cell phones,

social-media or the Internet (e.g., cyberbullying); or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance may violate an individual's civil rights when such harassment is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed or ignored.

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

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members' instances of bullying, harassment, and intimidation (A.R.S. § 15- 341(A)(37)). These reports will be shared with appropriate school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Reporting Incidents of Bullying or Hazing

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

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

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by the Vice President of Academic Support. A school administrator shall check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or local law enforcement authorities). A school administrator shall complete a Student Discipline Referral form if the student is found to have violated the bullying policy.

Any student who has committed the act of bullying/harassment/intimidation, intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing

conducted in response to an investigation of bullying, will be subject to consequences in accordance with the school's code of conduct and ARS 15-341(37).
All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be refiled within 30 calendar days of the original incident

Categories of Misconduct and Range of Possible Consequences

Misconduct or Violation /Definition	Consequence
Assault Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure, insult or provoke the person	**Minimum:** Personal Conference **Maximum:** Expulsion
Aggravated Assault/Assault on a Staff Member An assault in which a person causes serious physical injury to another or an assault on a peace officer, teacher, or other employee of the school district - could be considered as a Threat to an Educational Institution	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Arson/Reckless Burning Attempting to or intentional burning of a building, structure, or property	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Bomb Threats Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device – could be considered as a Threat to an Educational Institution	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Bullying Bullying is a real or perceived imbalance of power with the more powerful child or group showing either passive or direct aggression toward those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name calling); psychological (e.g., social exclusion, spreading rumors, manipulating social relationships); or through the use of electronic devices or other social media communication.	**Minimum:** Personal Conference **Maximum:** Expulsion
Burglary The act of entering a building or other premises with the intent to commit theft	**Minimum:** Long-Term Suspension **Maximum:** Expulsion
Cell Phone Disturbance Any use of cellular phone during the school day (e.g. incoming/outgoing phone calls, text messaging, taking photos, music, etc.)	**Minimum:** Personal Conference/Confiscation of Item **Maximum:** Long-Term Suspension

Cheating Wrongfully securing and/or using information or assisting another to do so	**Minimum:** Personal Conference/Parental Involvement **Maximum:** Short-Term Suspension
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents – could be considered as a Threat to an Educational Institution	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Classroom Disturbance Any act which disrupts the normal educational process or violates any rules or procedures of a classroom	**Minimum:** Personal Conference/Loss of Privileges **Maximum:** Long-Term Suspension
Combustible Items Possession of substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid	**Minimum:** Personal Conference **Maximum:** Expulsion
Contraband/Inappropriate Items Items which may disrupt the learning environment	**Minimum:** Personal Conference/Confiscation of Item **Maximum:** Long-Term Suspension
Criminal Involvement Criminal involvement in an off-campus offense indicating that the offender is likely to pose a threat to the safety or welfare of students or staff members, or impair the normal educational process or educational climate	**Minimum:** Personal Conference **Maximum:** Expulsion
Dangerous Situation, Failure to Report Failure to report any knowledge or suspicion of a potentially dangerous situation	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Defiance/Disrespect Towards Authority, or Non-Compliance Student engages in refusal to follow directions, talks back, or delivers socially-rude interactions	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Disorderly Conduct Behavior which is disruptive to the orderly education process of the school; this includes disruptive behavior in a class or activity, unreasonable noise, offensive language or gestures, horseplay, roughhousing, sustained out-of-seat behavior, refusing to obey a request	**Minimum:** Personal Conference **Maximum:** Expulsion
Dress Code Violations Failure to comply with school's dress and grooming guidelines	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Endangerment Recklessly endangering another person with a substantial risk of imminent physical injury	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Ethnic/Racial Slurs/Hate Speech Any communication which disparages a person or group on a basis of some characteristic such as race, gender, ethnicity, religion, or sexual orientation	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Extortion Demanding money or something of value in return for protection or in connection with a threat to inflict harm	**Minimum:** Personal Conference **Maximum:** Expulsion

Fighting Mutual participation in an incident involving physical violence, where there is no major injury	**Minimum:** Personal Conference **Maximum:** Expulsion
Fire Alarm, Dialing 911 Setting off the fire alarm or dialing 911 when no indication of emergency	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Forgery Falsely and fraudulently making or altering a document, writing or using the signature or initials of another person	**Minimum:** Parental Involvement/Restitution **Maximum:** Long-Term Suspension/Restitution
Gambling To play games of chance for money or to exchange money or property	**Minimum:** Personal Conference/ Confiscation of Items **Maximum:** Long-Term Suspension
Gang Activities or Associations Gang-related dress, verbal or written language, or behavior	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Graffiti or Tagging Writing on walls, drawing or words that are written scratched, painted, or sprayed on walls or other surfaces	**Minimum:** Personal Conference/Restitution **Maximum:** Expulsion/Restitution
Harassment, Nonsexual Non-sexual harassment includes communication with another person anonymously or by verbal, electronic, mechanical, telegraphic, telephonic or written means with the intent to harass	**Minimum:** Personal Conference **Maximum:** Expulsion
Inappropriate Language Verbal or written messages or physical gestues that include swearing, name calling, or use of words in an inappropriate manner	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Indecent Exposure or Public Sexual Indecency The intentional exposure of one's private body parts to others	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Hazing/Initiation Any activities that can be considered any type of initiation of another student	**Minimum:** Personal Conference **Maximum:** Expulsion
Incitement Transmission of information with the intent to inflame a situation	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Interference with the Peaceful Conduct of an Educational Institution Disrupting the lawful use of any school property, including uninvited student presence on campus	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Leaving School Grounds without Permission Leaving school grounds or being in an unauthorized area during regular school hours without permission of the school leader or school leader's designee	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Lying To make an untrue statement with the intent to deceive, to create a false or misleading impression	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension

Minor Aggressive Act Non-serious but inappropriate physical contact, i.e., hitting, biting, spitting, poking, pulling or pushing a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Misconduct Failure to comply with any school rules	**Minimum:** **Maximum:** Short-Term Suspension
Negative Group Affiliation Specific attitudes and actions of a student affiliated with a negative group typically include some of the following: • Involve themselves in other's problems • Confront authority as a group when one member has been disciplined • Act in an uncooperative and/or hostile manner as a group	**Minimum:** Personal Conference/Loss of Privileges **Maximum:** Short-Term Suspension
Plagiarism To steal and pass off the ideas or words of another as one's own	**Minimum:** Personal Conference/Parental Involvement **Maximum:** Personal Conference
Pornography Possession, distribution, or sale of any pornographic materials	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Public Display of Affection Holding hands, kissing, sexual touching or other displays of affection	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Recklessness Unintentional, careless behavior that may pose a safety or health risk for others	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Selling/Trading The selling, buying, or trading of any item on school property that is not sponsored by the school (for example, gum, money or candy, etc.)	**Minimum:** Personal Conference / Confiscation of Items and/or Money **Maximum:** Short-Term Suspension/ Confiscation of Items and/or Money
Sexual Harassment *Contact District Compliance Officer.* Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including unwanted physical contact. Does not include legitimate nonsexual touching or other non-sexual conduct	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Sexual Conduct Engaging in sexual conduct	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Solicitation/Facilitation/Conspiracy Encouraging, requesting, commanding or assisting another person in the violation of a school rule or in the commission of a criminal act	**Minimum:** Personal Conference **Maximum:** Expulsion

Tardiness Unexcused lateness to class	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Technology Violations Failure to comply with laws, rules, or guidelines for use of technology resources	**Minimum:** Parental Involvement/Loss of Privileges **Maximum:** Expulsion
Theft Taking property, items, or services from another person or from the school without permission, copying of copyrighted material	**Minimum:** Personal Conference/Restitution **Maximum:** Expulsion/Restitution
Trespassing To enter or remain on a school campus or District property without authorization or invitation and with no purpose for entry	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Truancy/Unexcused Absence Any absence that has not been excused by a parent or legal guardian (includes leaving class without permission)	**Minimum:** Personal Conference **Maximum:** Referral to Outside Agency
Unauthorized Areas Being in any area considered off-limits to students, including teachers' lounge, teachers' work areas, off-limits campus areas, etc.	**Minimum:** Personal Conference **Maximum:** Short-Term Suspension
Vandalism of Personal or School Property Willful destruction or defacement of personal or school property	**Minimum:** Personal Conference /Restitution **Maximum:** Expulsion/Restitution
Verbal Provocation Use of language or gestures that may incite	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
SUBSTANCE ABUSE	
Alcohol Being under the influence of, and/or the use, possession, manufacture, distribution or sale of an alcoholic substance	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Look-A-Like/Over-The-Counter Possession The distribution, sale or use of imitation, look-a-like, prescription or over-the-counter medicine or drugs	**Minimum:** Short -Term Suspension **Maximum:** Expulsion
Drug Violation – Possession The unlawful use or possession of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Drug Violation – Distribution The unlawful cultivation, manufacture, distribution, sale, transportation or importation of any controlled drug or narcotic substance	**Minimum:** Long-Term Suspension **Maximum:** Expulsion
Tobacco The possession, use, distribution, or sale of tobacco products, including Inhalants, e-cigarettes, and vapor-releasing substances.	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Vape	**Minimum:** Personal Conference

The possession, use, distribution, or sale of any vape products or substances.	**Maximum:** Long-Term Suspension
THREATS	
Threats/Intimidation/Verbal Abuse of a Staff Member Statements (verbal or written) or actions, which attempt to threaten or intimidate a staff member (ARS§ 15-507: a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of their duties is guilty of a class 3 misdemeanor). *Could be considered as a Threat to an Educational Institution*	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Threats or Intimidation Communication by word or conduct the intent to cause physical injury or serious damage to a person or their property – could be considered as a Threat to an Educational Institution	**Minimum:** Personal Conference **Maximum:** Long-Term Suspension
Threatening An Educational Institution To interfere with or disrupt an educational institution through threatening statements 1. Threatening to cause physical injury to any employee of an educational institution or any person attending an education institution 2. Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution 3. Going upon or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property of others 4. Refusing to obey a lawful order to leave the property of an educational institution	*A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for expulsion of at least one year except that the administration may modify this expulsion recommendation requirement for a student on a case-by-case basis, in the sole discretion of the administration, if the student agrees to participate in mediation, community service, restitution or other program(s) established by the administration in which the student takes responsibility for the threat and for the results of the threat. The administration may reassign a student who is subject to expulsion to an alternative program and may require that the student's parent(s) or guardian(s) participate in the mediation, community service restitution or other programs in which the parent or guardian takes the responsibility with the student for the threat.*
WEAPONS	
Deadly Weapon The possession, sale, use or distribution of a deadly weapon. A deadly weapon is anything designed for lethal use, including a firearm or destructive device – *could be considered as a Threat to an Educational Institution*	**Minimum:** Long-Term Suspension **Maximum:** Expulsion
Dangerous Instrument Anything that, under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical	**Minimum:** Short-Term Suspension **Maximum:** Expulsion

injury – *could be considered as a Threat to an Educational Institution*	
Simulated Firearm Possession of "look-alike" items, which have the appearance of or are represented to be a real weapon – *could be considered as a Threat to an Educational Institution*	**Minimum:** Short-Term Suspension **Maximum:** Expulsion
Threatening or Intimidating Threatening or intimidating another person with a deadly weapon, dangerous instrument or simulated weapon – *could be considered as a Threat to an Educational Institution*	**Minimum:** Long-Term Suspension **Maximum:** Expulsion
Destructive Device The possession, sale, use or distribution of any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow – *could be considered as a Threat to an Educational Institution*	**Minimum:** Long-Term Suspension **Maximum:** Expulsion
Other Weapon The possession, sale, use or distribution of other weapons such as a Billy Club, Brass Knuckles, knife, or Nun chucks, etc. – *could be considered as a Threat to an Educational Institution*	**Minimum:** Short-Term Suspension **Maximum:** Expulsion

Student Discipline and Due Process

Short-term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten (10) or fewer consecutive school days. The authority to impose short-term suspensions rests with the school leader or designee.

Students who are subject to short-term suspension are entitled to the following due process:

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school leader will make reasonable efforts to verify facts and statements prior to making a decision regarding the discipline.
3. The school leader may:
    a. Immediately impose a short-term suspension;
    b. Proceed with a recommendation for a long-term suspension or expulsion;
    c. Choose another disciplinary alternative; or
    d. Exonerate the student.
4. The school leader may immediately suspend a student whose presence creates a danger to self or others.
5. A written record of the decision will be kept in the student's discipline file.
6. The parent/guardian will be notified of the decision to impose the short-term suspension including the terms of and reasons for the suspension.
7. No appeal is available from the imposition of a short-term suspension.

Long-Term Suspension or Expulsion[LA1]

Long-term suspension means the withdrawal of the privilege of attending school for a set period of time of ten (10) or more consecutive school days. Expulsion is the permanent exclusion of a student from school. While a school leader may recommend a long-term suspension or expulsion, the authority to impose a long-term suspension or expulsion rests with the board-appointed hearing officer[LA2] .

Students who are subject to long-term suspension or expulsion are entitled to the following due process:

1. The governing board will designate an individual to serve as the hearing officer, which may include another district Administrator in the Leona Group network as designated by the governing board[LA3] .
2. A written Notice of Intent to Impose a Long-Term Suspension or Expulsion will be emailed to the student's parent's email address on file with the school or hand-delivered to the parent(s[LA4]), at the school's sole discretion, in advance of the date of the proposed due process hearing[LA5] .
3. The Notice of Hearing will contain the following information:
    1. The violation(s) of student code of conduct, including applicable alleged facts.
    2. The disciplinary consequence to be considered.
    3. The date, time, and place of the formal hearing.
    4. That the student and parent(s) may attend and participate in the hearing.
    5. That the student and parent(s) may present evidence and witnesses, if properly disclosed to the school in advance of the hearing, and may cross-examine the school's witnesses.
    6. That the student may be represented by counsel, at his/her own expense.
    7. That the student and parent(s) may make a recording of the hearing or obtain a copy of any recording of the hearing that the school may create.
    8. The name of the hearing officer.
4. The hearing may be rescheduled: (1) upon request of the parent(s) or the administration if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the hearing officer. The hearing officer shall have the final decision-making authority regarding requests to reschedule the hearing.
5. Prior to the disciplinary hearing, the parties will exchange lists of witnesses and copies of any documents that they will use at the hearing. The hearing officer will set the exchange deadline and inform the parties of that deadline.
6. [LA6] At the disciplinary hearing, both the school and the student may present testimony and documentary evidence and may cross-examine the other party's witnesses. The hearing officer may ask questions of any witnesses, and the rules of evidence in civil or criminal matters will not apply. The school bears the burden of proof for the offenses alleged.
7. The student shall be allowed to remain in school pending the outcome of the hearing, unless in the school administration's sole discretion, the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
8. The Hearing Officer shall prepare a written decision as soon as practicable after the hearing. Copies of the decision shall be provided to the parent(s) and School Leader.
9. If a long-term suspension or an expulsion is imposed by the Hearing Officer, the disciplinary consequence shall be effective immediately.
10. No appeal is available from the imposition of a long-term suspension or expulsion.

Discipline of Students under ADA §504 and/or IDEA

For behavioral infractions involving students with disabilities, additional procedures and requirements apply under the Individuals with Disabilities Education Act (IDEA) and federal regulations issued pursuant to the IDEA or under Section 504 of the Americans with Disabilities Act when the contemplated discipline: (a) would exceed 10 cumulative school days in the current school year or (b) may result in a disciplinary change of placement.

Student Rights

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

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

Child Abuse Reporting

Per state law, school employees must report reasonably suspected cases of child abuse, neglect, non-accidental injury, or sexual offenses against children to the Department of Child Safety (DCS) and/or local law enforcement agencies. (A.R.S. §13-3620)

Use of Restraint and Seclusion

Restraint

The term "restraint" means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices.

The term "restraint" does not include any of the following:

- Methods or devices (e.g. a weighted vest) implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
- The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.
- The brief holding of a student by one adult for the purpose of calming or comforting the student.
- Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion

The term "seclusion" means the involuntary confinement of a student alone in a room from which egress is prevented (i.e. the student is prevented from leaving the room).

The term "seclusion" does not include the use of a voluntary behavior management technique, as part of a student's education plan, individual safety plan, behavioral plan or the use of an individualized education program that involves the student's separation from a larger group for purposes of calming.

Persons Authorized to Use Restraint or Seclusion Techniques

Restraint or seclusion techniques must be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques, unless an emergency situation does not allow sufficient time to summon trained personnel.

Use of Restraint and/or Seclusion

Restraint and/or seclusion shall not be used as punishment for misconduct. Restraint or seclusion techniques may only be used on a student if both of the following apply:

1. The student's behavior presents an imminent danger of bodily harm to the student or others; and
2. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a student:

- School personnel must maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use.
- The restraint or seclusion technique ends when the student's behavior no longer presents an imminent danger to the student or others.
- The restraint technique employed must not impede the student's ability to breathe.
- The restraint technique must not be out of proportion to the student's age or physical condition.

Reporting and Documentation Requirements

School personnel must follow the reporting and documentation requirements set forth below when a restraint or seclusion technique has been used on a student. The procedures shall include the following requirements:

- School personnel shall provide the student's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.
- Within a reasonable time following the incident, school personnel shall provide the student's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.
- School personnel shall review strategies used to address a student's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the student during a school year. The review must include a review of the incidents in which restraint or seclusion techniques were used and an analysis of how future incidents may be avoided, including whether the student requires a functional behavioral assessment (FBA).

Law Enforcement

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

School Safety or Crisis Intervention Plans

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

Notice of Non-Discrimination

This notice is provided as required by Title IV of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

This Leona Group managed school does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This Leona Group managed school also does not discriminate in its hiring or employment practices. The lack of English skills shall not be a barrier to admission or participation in the school's activities and programs.

Questions, complaints, or requests for additional information regarding these laws may be directed to the appropriate compliance officer designated by this Leona Group school.
The following individuals have been designated as the Leona Group of Arizona's Compliance Officers for Title IV, Title IX, Section 504 and ADA and to handle inquiries regarding the non-discrimination policies:

Title II, Title IV, Title IX:
Mary Berg, Vice President of Academic Support
6150 N. 16th Street. Suite A, Phoenix, AZ 85016
602.953.2933
mary.berg@leonaschools.com

Section 504:
Mary Berg, Vice President of Academic Support
6150 N. 16th Street. Suite A, Phoenix, AZ 85016
602.953.2933
mary.berg@leonaschools.com

National School Lunch Program:
Heather Williams, Director of Student Services
6150 N. 16th Street. Suite A, Phoenix, AZ 85016
602.953.2933
heather.williams@leonaschools.com

Grievance Procedure

This grievance procedure applies to complaints or grievances under ADA or Section 504.
Any person who believes she or he has been subjected to discrimination on the basis of race, color, national origin, sex, disability or age by a student, staff member, or third party may file a grievance under this procedure.

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

- Discrimination on the basis of disability under ADA or Section 504

- Violation of a student's constitutional rights
- Harassment of the student by another person
- Intimidation by another student
- Bullying by another student (see definition of Bullying)
- Concern for the student's personal safety

This Leona Group managed school prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure

- Grievances should be submitted to the Compliance Officer within 60 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint should be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.

If the Complainant is unable to put the complaint in writing, This Leona Group managed school shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. Although we encourage individuals to submit complaints in writing, This Leona Group managed school will nonetheless provide prompt and equitable response when it becomes aware of possible discrimination.

- The Compliance Officer (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The Compliance Officer (or her/his designee) will maintain the files and records of This Leona Group managed school relating to such grievances.
- The Compliance Officer (or her/his designee) will complete the investigation and issue a written decision on the grievance no later than 30 days after its filing, unless extenuating circumstances require an extension of the 30 day timeline. In such a case, the Compliance Officer (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- The person filing the grievance may appeal the decision of the Compliance Officer (or her/his designee) by writing to the Governing Board within 15 days of receiving the Compliance Officer's decision. The Governing Board shall issue a written decision in response to the appeal no later than 30 days after its filing.
- If it is determined that discrimination occurred, This Leona Group managed school shall take the appropriate steps to prevent the recurrence of discrimination and correct the discriminatory effects on the complainant and others.
- This Leona Group managed school shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of race, color, national origin, sex, disability or age with the U. S. Department of Education, Office for Civil Rights.

This Leona Group managed school will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Compliance Officer (or her/his designee) will be responsible for such arrangements. Furthermore, the inability of a student to speak English should not prevent the student from reporting a violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken.

Sexual Harassment

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

Students engaging in sexual harassment of a staff member and/or another student are subject to discipline under the student code of conduct. Any student seeking relief under this policy should make a timely verbal or written report of the incident to any administrator or other staff member. Under this policy, sexual harassment is defined as follows:
Unwelcome sexual advances, requests for sexual favors and other verbal, or physical conduct of a sexual nature constituting sexual harassment when such conduct has the purpose or effect of interfering with a student's academic experience or creating an intimidating, hostile or offensive environment.

Any person who believes she or he has been subjected to sexual harassment by a student, staff member, or third party may file a grievance under the procedure discussed above.

High School Course Catalog

All classes at Leona Connected Online School are worth .5 credit.

<u>Language Arts</u>
English 9-1, 9-2
1 Credit Prerequisites: Meets eligibility criteria
These courses are required for graduation. They are the first step in an integrated sequence of instruction in the language arts essential skills. Thematic units introduce students to the foundational process skills and the knowledge necessary to meet state graduation competencies in language arts. A variety of short selections, both expressive-descriptive and informative-expository, will be analyzed. Reading comprehension strategies, including vocabulary development and grammar will also be of focus during these beginning level courses. Students will be introduced to common core writing including informational and argumentative writing, specifically. By the end of the course series, students will have been familiarized in the use of claims, evidence, and reasoning. *English 9-1 and English 9-2 are also available in CBE format.

English 10-1, 10-2
1 Credit Prerequisites: English 9-1, 9-2
This course is required for graduation. It is the second step in an integrated sequence of instruction in the language arts essential skills. Thematic units continue instruction in the process skills and knowledge necessary to meet state and graduation competencies in language arts. A variety of selections, both

informative and argumentative will be analyzed. Writing assignments will emphasize using the writing process to develop and support a claim. The common core writing focus of claims, evidence, and reasoning will be further emphasized by integrating rhetorical and organizational strategies. Reading comprehension skills and grammar will also be addressed during the duration of these courses. *English 10-1 and English 10-2 are also available in CBE format.

English 11-1, 11-2
1 Credit Prerequisites: English 10-1, 10-2
This course is required for graduation. It is the third step in an integrated sequence of instruction in the language arts essential skills. Thematic units provide extensive practice in understanding, analyzing, and applying rhetorical devices through careful examination of informational and argumentative texts. Common core writing continues to emphasize the use of claims, evidence, and reasoning by integrating rhetorical and organizational strategies. APA or MLA format evidence based writing will be routinely practiced. *These courses are also available in CBE format.

English 12-1, 12-2
1 Credit Prerequisites: English 11-1, 11-2
This course is required for graduation. It is the capstone experience in an integrated sequence of instruction in the language arts essential skills. Thematic units provide students an opportunity to examine historical works of fiction and nonfiction. Works will be compared for their thematic relevance and carefully analyzed for their purpose and point of view. Common core writing continues to emphasize the use of claims, evidence, and reasoning by integrating rhetorical and organizational strategies into usable, real-world products including resumes, cover letters, and advertisements. In addition, students will engage in the development and implementation of select campus and community events, which require extensive collaboration, oral communication, and networking: all real-world necessities. *These courses are also available in CBE format.

SEI - Academic and Career Readiness Skills A, B, C, D
.5 Credit Prerequisites: None
The course offers standards based (ELPS and CCRS) English language development with integrated skills components to help prepare ELL students for success in the academic setting or the workplace. This course will focus on developing communication skills with high interest topics such as self confidence, team work, and having a positive attitude.

Mathematics
Algebra 1-1, 1-2
1 Credit Prerequisites: Appropriate eligibility requirements
Algebra 1 Foundations focuses on the foundations of algebra, linear equations, ratios and proportions, solving and graphing inequalities, and the application of the Common Core Mathematical Practices.
Algebra 1-1 focuses on functions, interpreting graphs, sequences, linear functions, systems of equations and the application of the Common Core Mathematical Practices.
Algebra 1-2 focuses on exponents, polynomials, exponential functions and their application, and the application of the Common Core Mathematical Practices.

Geometry 1, 2
1 Credit Prerequisites: Algebra 1-1,1-2
Geometry 1 focuses on academic vocabulary and geometric tools, coordinate geometry, congruence in polygons and triangles, and the application of the Common Core Mathematical Practices.
Geometry 2 focuses on similarity in triangles, polygons, and circles, right triangles, trigonometry ratios, quadrilaterals, and the application of the Common Core Mathematical Practices.

Geometry 2 focuses on measurement, independent and dependent probability, conditional probability, and the application of the Common Core Mathematical Practices.

Algebra 2-1, 2-2
1 Credit Prerequisites: Algebra 1-1,1-2 and Geometry 1,2
The Algebra 2 course series focuses on: field properties and theorems, set theory, operations with rational and irrational expressions, factoring of rational expressions, in-depth study of linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, graphing of constant, linear, and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The Standards for Mathematical Practices are incorporated across all units of study.

Calculus 1, 2
1 Credit Prerequisites: Pre-Calculus
Calculus evaluates higher-level mathematics through analytical/algebraic, numerical, graphical, and verbal methods. Students study various components of mathematics, including the investigation of trigonometric functions, probability, and series. Students will strengthen their skills with Precalculus and Trigonometry concepts in preparation for post-secondary coursework. Having a strong calculus knowledge base supports all students, but mostly those students who are interested in careers in the mathematics and engineering fields.

Senior Math
.5 Credit Prerequisites: Algebra 2
In an effort to better prepare our students for life in the postsecondary world, this new course makes a leap toward ensuring all students are both college and career ready! The course aligns to the AZ CCR Standards along with the articulated course competencies for MAT112 and MAT120 at Maricopa, Pima, and Central Arizona Community Colleges. Central to the map is the goal of supporting our graduates in ACCUPLACER testing into 100-level math courses at their local community colleges.

Statistics
.5 Credit Prerequisites: Algebra 2
The course will focus on the fundamentals of statistics and probability through collaboration, assessments, and other various activities that relate to the real world. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability. They will also learn about statistics and probability, using models and simulations, distribution, sets, sample spaces, Venn Diagrams, set notation, etc.

Personal Finance 2 (OL code, Teacher Live-led Only)
.5 Credit Prerequisites: Algebra 2
This course applies mathematical concepts to real-life situations. Using math models, students will better understand personal finance issues including compensation, budgeting, taxes, bank accounts, and compound interest. Applying math models to analyze the pros and cons of credit cards, renting or purchasing a home, leasing or purchasing a vehicle, and investments and insurance will enable students to be smarter consumers.

Pre-Calculus 1, 2
1 Credit Prerequisites: Algebra 2
Precalculus explores a wide variety of mathematical concepts with the goal of preparing students for calculus or other college-level math courses. A review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system will prepare students for advanced math concepts. Students will use graphing calculators to plot graphs and solve equations. Students will learn to solve a variety of problems including

parent functions, transformations, even and odd functions, domain and range, operations, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, and exponential, logistic, and logarithmic functions. Trigonometric studies include angle measurement, arc length, functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series precede inquiries into the characteristics and applications of conic sections and vectors. The course concludes with an investigation into parametric equations and polar equations.

Trigonometry
.5 Credit Prerequisites: Algebra 2
Trigonometry is offered for students who want to continue a rigorous study of mathematics. The course begins by reviewing the real number system, characteristics of functions, and solving equations. Topics from right-triangle trigonometry lead to an in-depth study of the unit circle and trigonometric functions, their graphs, and their inverses. In their study of analytic trigonometry, students verify identities and solve trigonometric equations. The course covers the Law of Cosines, the Law of Sines, and vectors. It closes with a complete study of conics, parametric equations, and polar curves.

Consumer Math 1,2
1 Credit Prerequisites: None
Students will learn mathematical concepts that they will use in their daily lives. They focus on real world topics that require addition, subtraction, multiplication, and division of whole numbers, as well as fractions, decimals, ratios, proportions, and percentages. Students also explore the ways in which real-life activities such as traveling, purchasing a new car or house, or even installing new carpeting relates to mathematics. Consumer Mathematics relates everyday mathematics concepts to concrete definitions, processes, and many real-life situations.

Applied Mathematics 1,2
1 Credit Prerequisites: Algebra 2
Applied Mathematics covers the fundamental mathematics necessary for students to obtain a broad range of skills. Although problems in this course apply to a variety of topics from Algebra to Geometry, emphasis is given to real-world applications. Students write and solve linear equations to represent situations such as the value of a car or the distance that a plane travels during a trip. They also learn to solve quadratic equations and find the maximum value of quadratic equations. Students explore area, perimeter, and volume, and then they apply these concepts to situations such as building a swimming pool. Students calculate conversions between the U.S. customary system of measurements and the metric system. Geometry concepts presented in this course include the Pythagorean Theorem, using similar triangles, finding dimensions, and interpreting scale on a map. Finally, students use statistical concepts to interpret data sets and turn those data sets into graphical representations.

Business Mathematics 1, 2
1 Credit Prerequisites
In Business Mathematics, students discover a variety of basic mathematical concepts and tools for real-word mathematical application including algebraic equations, formulas, operations using fractions, decimals, and percentages. This course shows students how to work with percentages to solve application problems and how to research investment and insurance options. Students learn to graph a function from an equation, and they work with ratios and proportions. Additionally, students explore the proper methods of preparing and analyzing income statements and balance sheets. They also study the ways in which to calculate real estate loan payments, and they learn to read and interpret graphs to represent data in the business world. This course also discusses mean, median, and mode as it relates to the distribution of data.

Science

Anatomy And Physiology 1, 2

1 Credit Prerequisites: Biology

Within Anatomy and Physiology, students will explore the fascinating dynamics of the human body. Students begin by exploring the history of anatomy, essential anatomical terminology, and the hierarchical organization of the human body. From there, students will be introduced to basic biochemistry and cellular processes, and they will take a virtual tour of the cell. Students also investigate the structure, function, hierarchy, and diseases and/or disorders of each organ system.

Biology 1, 2

1 Credit Prerequisites: None

In Biology, students will develop appreciation for the living world. A brief history of biology followed by an investigation of the basic unit of life—the cell—will prepare students for deeper research. Students will explore topics concerning genetics, including meiosis, heredity, and DNA. Students will consider natural selection, origin of life theories, and the mechanics of evolution. An exploration of “little critters” such as bacteria precedes a study of plant structures, processes, and reproduction. Students will inquire into animal behavior and characteristics as they study invertebrates, amphibians, reptiles, birds, and mammals, among others. An inspection of nutrition and disease will lead students to examine human body systems. The course will conclude with an analysis of the interdependence of living things in ecosystems.

Chemistry 1, 2

1 Credit Prerequisites: None

A foundational branch of physical science, the principles and laws of chemistry find many applications in business, technology, health care, and other fields outside traditional scientific areas. Beginning with a look at measurements, calculations, data analysis, and the scientific method, students will investigate the properties of elements, compounds, and mixtures. A survey of the history of theories of atomic structure will lead students to Mendeléev’s periodic table and an inspection of periodic law. Next, students will apply atomic theory in the study of molecular and chemical bonding interactions through chemical formulas, reactions, and stoichiometry. Students’ knowledge will expand as they learn about the states of matter, gas laws, solutions, acids and bases, thermochemistry and reaction kinetics, and oxidation-reduction reactions. The course concludes with inquiries into organic chemistry, biochemistry, and nuclear chemistry. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

Earth and Space Science 1, 2

1 Credit Prerequisites: None

The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment. The focus is on implementation of scientific habits of mind; application of scientific knowledge, methodology, and historical context to solve problems; earth dynamics; the influence of technology on environmental quality; environmental quality issues; and conservation and biodiversity.

Environmental Science 1, 2

1 Credit Prerequisites: None

The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment. The focus is on implementation of scientific habits of mind; application of scientific knowledge, methodology, and historical context to solve problems; earth dynamics; the influence of technology on environmental quality; environmental quality issues; and conservation and biodiversity.

Physics 1, 2

1 Credit Prerequisites: Biology

In this course, students will learn physics concepts, including matter and energy, motion and force, speed, velocity, and acceleration in order to better understand how the universe behaves. A survey of the historical development of physics as a foundational branch of science will lead to recognition of the contributions of Newton, Einstein, Planck, and others. Students will apply physics concepts as they study gravity and acceleration, momentum, motion, and energy. The concepts of work and power will become evident as students learn how machines use torque and force to accomplish work. Students will recognize the roles of each fundamental force as well as investigate electrostatics, thermodynamics, wave forms, particles, and quantum physics. Following an examination of the nucleus, radioactivity, fission, and fusion, the course concludes with the theories of special and general relativity. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

Physical Science 1, 2
1 Credit Prerequisites: Biology
Terms like thermodynamics and atomic theory may sound intimidating but understanding those helps us to make sense of our world. In Physical Science, students will learn many fascinating chemistry and physics concepts. Students have a brief introduction to the scientific method, lab safety, and the metric system. The study of chemistry begins with the atomic theory and the Periodic Table, applying theory to develop chemical formulas and balance equations. The course includes investigations into acids and bases, gas laws, and nuclear chemistry. Students explore Newton's laws of motion and other physics concepts including mass, force, motion, velocity, acceleration, gravity, and energy. A study of electricity and magnetism, simple machines, the laws of thermodynamics, and energy waves rounds out the physics portion of the course. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

Social Studies

Economics
.5 Credit Prerequisites: None
The Economics course begins with a survey of the basic principles concerning production, consumption, and distribution of goods and services within the free enterprise system. Students will examine the rights and responsibilities of consumers and businesses, analyze the interaction of supply, demand, and price, and study the role of financial institutions. Types of business ownership, market structures, and basic concepts of consumer economics will be surveyed. The impact of a variety of factors including geography, government intervention, economic philosophies, historic documents, societal values, scientific discoveries and technological innovations on the national economy, and economic policy will be an integral part of the course. Students will also examine the knowledge and skills necessary as self-supporting adults to make critical decisions relating to personal financial matters such as seeking college financial aid, using credit wisely, and balancing financial accounts.

Government
.5 Credit Prerequisites: None
U.S. Government commences its examination of the grand American experiment in democracy with a general overview of the purpose, types, origin, and formation of governments. Students will explore how colonial self-rule, English law, and weaknesses in the Articles of Confederation influenced the formation of the U.S. Constitution. Students will investigate the principles of the Constitution and the federal system. The purpose, powers, and relationships among the American institutions of self-government—Congress, Presidency, and the Judiciary—will be examined as well as federal, state, and local governments. Students will become aware of

their civic responsibility to vote and participate in the governmental process as they gain understanding of the functions and organization of political parties, the evolution of the two-party system, and the influence of public opinion and political ideology on government decisions.

US History 1, 2
1 Credit Prerequisites: None
Students will study American history by exploring important historical moments from the Reconstruction era through the end of World War II. Students learn about the industrialization of this growing nation and the economic and social changes it underwent as the nation transitioned from an agricultural society to an industrial society. Students also analyze the challenges the nation faced as it was forced to choose between isolation and involvement in international armed conflicts. This course guides students as they interpret the extraordinary changes the nation went through after the American Civil War and examine how those changes ultimately led to the United States' emergence as an international power at the conclusion of World War II. Students conclude their exploration of American history in this last history installment. Students examine the difficulties the United States faced as it became an international military and economic power. They also analyze the Cold War, how the nation redefined itself in the 1950s, the turmoil of the 1960s era, as well as multiple wars on terror. Students also review significant presidents who implemented monumental policies and changes. This course brings students to present time and covers some major contemporary events.

World History 1, 2
1 Credit Prerequisites: None
World History is a survey of the development of civilizations from prehistoric times to the present. The journey begins with ancient civilizations including Mesopotamia, Egypt, and China, and the foundations of western civilization: ancient Greece and Rome. Students will analyze developments in Africa, Asia, and Europe during the Middle Ages, including the Crusades. Students will understand how the Renaissance and Reformation provided a springboard for the Age of Reason and the Scientific Revolution. An inquiry into events such as the American War of Independence and French Revolution will prepare students to consider the great advances and social upheaval sparked by the Industrial Revolution. Students will probe the causes, events, and consequences of the two world wars and the rise and fall of Communism. The course concludes with a look at developments shaping current events.

Elective

ACT ELA Prep
.5 Credit Prerequisites: None
This course covers fundamental English concepts and is designed to provide students an opportunity to increase their English skills prior to taking the ACT. **This course does not meet the English requirement for graduation and is considered an elective credit.**

ACT Math Prep
.5 Credit Prerequisites: None
This course covers fundamental English concepts and is designed to provide students an opportunity to increase their English skills prior to taking the ACT. **This course does not meet the mathematics requirement for graduation and is considered an elective credit.**

African American History
.5 Credit Prerequisites: None
Students taking this course will pursue the indelible influence African Americans have had on the history of the United States by tracing the accomplishments and obstacles they faced from the slave trade to emancipation.

Students will learn about the political, economic, social, religious, and cultural factors that have influenced African American life as well as explore the role of African Americans in the Revolutionary and Civil Wars. Students will come face-to-face with individuals who changed the course of African American history and learn more about slavery, racism, and the Civil Rights Movement. By analyzing the effects of segregation, violence and justice in the Jim Crow era, students will understand the causes of the race riots and the Civil Rights Movement. Students will also explore how the history and experience of African Americans continues to influence current events today.

Animation A, B
1 Credit Prerequisites: None
Students will learn about the origins, history, and variations of this unique art form. Students will practice the 12 principles of animation and explore how the laws of motion and proportions influence their art. By creating animation sequences of their own, students will learn various properties to make their art come alive! Building on the prior prerequisite course, students will immerse themselves in the intricacies of animation and elevate their skills. Diving into modern animation and modeling techniques, students will learn about the use of perspective, methods of movement, and cohesive narratives to fully implement the animation process from start to finish. Finally, students will create a portfolio and explore the various careers in the animation industry.

Aquatic Science 1, 2
1 Credit Prerequisites: None
In Aquatic Science students will test, predict, and learn about water and things pertaining to water. The first Unit will guide students to think of water as a system. Learning the chemistry and physics of water, students will complete a course project by applying scientific methods to collect and analyze data on a local body of water. A survey of the physical properties of the ocean, including their formation and composition, will precede an inquiry into how the atmosphere and sun interacts with the hydrosphere to create weather. Students will examine the elements and properties of aquatic ecosystems, including aquatic biology and marine and freshwater ecosystems. In the final Unit, students will consider the relationship between humans and water, including challenges such as population growth competing for resources with agriculture and industry.

Archaeology
.5 Credit Prerequisites: None
The famous Spanish philosopher and writer George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” We know from studying history how true this statement is, and the age-old field of archaeology helps us to better understand, through discovery and analysis, how ancient civilizations have shaped the modern world. This fascinating course, Archaeology: Detectives of the Past, explores the various techniques, methods, and theories of this field and illustrates how archaeologists conduct their studies. What is it like to uncover precious artifacts? How are they located and preserved? Find the answer to these questions and more as you learn how ancient discoveries can unlock the secrets of a long and colorful past.

Art History A, B
1 Credit Prerequisites: None
The purpose of this course is to enable students to develop knowledge of the history and theory of art and the relationship between artist, artwork, and society. Students will research and critique periods, styles, and works of art from early civilizations through the Middle Ages. Emphasis will be placed on the role of works of art based on subject matter, theme, concept, symbolism, or allegory/metaphor.

Astronomy A, B
1 Credit Prerequisites: None
This course will introduce students to the study of astronomy, including its history and development, basic

scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the origin of the universe, the Milky Way, and other galaxies and stars.

Creative Writing 1, 2
1 Credit Prerequisites: None
Creative Writing encourages students to write, reason, and relate to the world creatively. By engaging in a wide variety of exercises, students will learn how to express themselves creatively. Students will be writing creatively and reading in a range of domains including reflection, interpretation, evaluation, synthesis, persuasion, controversial issues, and experimentation. Students will demonstrate skills in these forms: fictional writing, short stories, poetry, and drama.

Criminology: Inside the Criminal Mind
.5 Credit Prerequisites: None
Understanding the criminal mind is not easy. Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. In Criminology: Inside the Criminal Mind, you will be given the rare opportunity to climb inside the mind of a criminal and examine the ideas and motivations at work. The mental state of a criminal can be affected by many different aspects of life—psychological, biological, sociological—all of which have differing perspectives and influences. You will investigate not only how these variables affect the criminal mind but also how the criminal justice system remains committed to upholding the law through diligence and an uncompromising process.

Digital Arts
.5 Credit Prerequisites: None
The purpose of this course is to provide computer science students with an introduction to visualization graphics programming on personal computers. The course will focus on using a digital camera and practical application of digital imaging programs. Students will learn how to place images in photos and how to mock up drawings of three-dimensional spaces.

Engineering
.5 Credit Prerequisites: None
What if you could do the impossible? Engineers understand a lot of things, but the word impossible definitely isn't one of them. Through Concepts of Engineering and Technology, you'll learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. This course explores the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. This ever-increasing knowledge can also lead to serious ethical dilemmas and the need to discuss where the boundaries of science lie (or even if there should be boundaries). By examining astounding engineering feats and complex ongoing issues, you, too, will begin to question whether the word impossible really exists.

Financial Literacy
.5 Credit Prerequisites: None
This course provides students with the essential understanding about managing their money. The focus is on sources of personal income, saving, and spending patterns. Students learn such things as how to budget, how to make large purchases, how to invest, and how to minimize taxes.

Film as Literature
.5 Credit Prerequisites: None
Film as Literature courses help students understand the critical historical and stylistic elements of cinema.

These courses help students form an aesthetic framework to examine social, political, and historical events in the world and to understand how moving images express the ideas of individuals and society. Students will also examine how literature (fiction, nonfiction, and poetry) is adapted to the screen. Course content may include analysis, discussion, and evaluation of multiple film styles including, but not limited to, documentary, short film, drama, horror, and comedy.

Forensic Science 1, 2
1 Credit Prerequisites: None
Fingerprints. Blood spatters. Gunshot residue. If these things intrigue you rather than scare you, Forensic Science 1: Secrets of the Dead may be for you. This course offers you the chance to dive into the riveting job of crime scene analysis. Learn the techniques and practices applied during a crime scene investigation and how clues and data are recorded and preserved. You will better understand how forensic science applies technology to make discoveries and bring criminals to justice as you follow the entire forensic process—from pursuing the evidence trail to taking the findings to trial. By careful examination of the crime scene elements, even the most heinous crimes can be solved.

Gothic Literature: Monster Stories
.5 Credit Prerequisites: None
Vampires, ghosts, and werewolves have lived in our collective imagination since the 18th century, and they continue to influence the world of fiction even today. Gothic Literature: Monster Stories focuses on the major themes found in Gothic literature and demonstrates the techniques writers use to produce a thrilling psychological experience for the reader. The themes of terror versus horror, the power of the supernatural, and the struggle between good and evil are just a few of the classic Gothic subjects explored in this course. Are you brave enough to go beyond the fear and find an appreciation for the dark beauty of Gothic stories?

Greek and Roman Mythology
.5 Credit Prerequisites: None
In Greek and Roman Mythology, students explore myths from Greece and Rome. They examine the history of mythology and some of the key gods and goddesses. Students learn to connect the cultures of ancient Greece and Rome with the culture of today. Throughout this course, students use technology and artistic practices to express their knowledge. In addition, they explore vocabulary, literary, and narrative elements, in addition to writing through the lens of mythology. Students work through the process of writing myths of their own through planning, drafting, revising, and publishing.

Health and Physical Education
.5 Credit Prerequisites: None
The course concentrates on performance of individual and team sports, with explanations of proper technique, rules of the game, and preparation. Students have the ability to perform each sport on their own time while keeping a log of their activity, thus incorporating activity into their lives and gaining lifelong healthy fitness habits.

Hospitality and Tourism 1, 2A, 2B
1.5 Credit Prerequisites: None
Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. Hospitality and Tourism 1: Traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful events are just a few of the key aspects you will explore in this course as you

locate your own career niche in this exciting field.

Introduction to Art
.5 Credit Prerequisites: None
This class will introduce you to the essential concepts and techniques in visual art. You'll explore the elements and principles of art, delve into color theory and blending, and learn to create strong focal points in your compositions. The course will also cover Notan design, which focuses on the balance of light and dark, and guide you through the creation of non-objective art that emphasizes form, color, and texture. By the end of the course, you'll have the skills and confidence to express your creativity through various artistic mediums.

IXL Practice
.25 Credit Prerequisites: None
IXL is embedded into all LCOS courses, Live Teacher-led, and Self-paced courses. Upon entry to Leona Connected Online School, all students must take a Language Arts and Mathematics diagnostic to assess academic achievement levels. Students are required to complete at least 80 minutes per week to assist in mastering Language Arts and Mathematics standards. Students who work 50 hours can earn .25 elective course credit. Student accumulation of time starts the first day enrolled at LCOS. Students are not allowed to use time from another school. Students must have a complete IXL Diagnostic score. Student hours can only be earned during the current school year. Students can only earn .25 credit four times for the IXL elective credit.

Leona Connected Success
.5 Credit Prerequisites: None
Learn how to be a successful, productive Leona Connected student. Learn about real-world issues and how to solve real-world problems through interactive and hands-on assignments. Discover what it means to be a responsible digital citizen, expand your digital literacy, and become a successful online student. Consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media, videos, and podcasts. **This is a required course for all students.**

Logic 1, 2
1 Credit Prerequisites: None
This course will improve the critical thinking skills of students through the study of informal logic. The course will challenge students to evaluate whether humans are rational or emotional beings. The majority of the course explores occurrences of faulty reasoning known as logical fallacies. Students will learn to recognize and expose fallacies when evaluating and critiquing arguments. Fallacies covered include appeal to fear, irrelevant thesis, straw man, false analogy, red herring, and misuse of statistics. Students will apply the study of types, components, and principles of argumentative dialogue in preparing a dialogue of their own. During the course, students will consider and analyze Aesop’s Fables and “The Cave” by Plato. The course concludes with a comprehensive review of fallacies and a preview of formal logic.

Music Appreciation
.5 Credit Prerequisites: None
This class is designed to give students a basic understanding of music and inspire an appreciation for music from various genres and cultures. We will apply the elements of music to our favorite music and investigate how music has changed throughout history. Students will demonstrate their knowledge through various activities.

Mythology and Folklore
.5 Credit Prerequisites: None

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. Mythology and Folklore: Legendary Tales will illustrate how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.

Nutrition and Wellness
.5 Credit Prerequisites: None
In Health, students discover how to make conscientious decisions when attempting to improve their overall health and wellness. From healthy lifestyles, diets, and exercise to responsibilities within individual families and larger communities, topics within the health discipline are pertinent and applicable to all students. Throughout the course, students review concepts that promote safe, healthy, and active lifestyles.

Peer Counseling
.5 Credit Prerequisites: None
Helping people achieve their goals is one of the most rewarding of human experiences. This course explains the role of a peer counselor and teaches observation, listening, and empathic communication skills that counselors need, while also providing basic training in conflict resolution and group leadership. Not only will this course prepare students for working as a peer counselor, but the skills taught will enhance their abilities to communicate effectively in personal and work relationships.

Personal Finance
.5 Credit Prerequisites: None
We all know money is important in life. But how important? In fact, the financial decisions you make today may have a lasting effect on your future. Rather than feeling anxious about money, feel empowered by learning how to make smart decisions! Personal Finance will begin the conversation around how to spend and save your money wisely, investing in safe opportunities and the days ahead. Learning key financial concepts around taxes, credit, and money management will provide both understanding and confidence as you begin to navigate your own route to future security. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.

Personal Psychology 1, 2
1 Credit Prerequisites: None
Have you ever wondered why you do the things you do? Have you asked yourself if self-knowledge is the key to self-improvement? Are you interested in how behavior changes as we age? Psychology can give you the answers! In Personal Psychology I: The Road to Self-Discovery, you will trace the development of personality and behavior from infancy through adulthood. You will come to learn more about perception and consciousness and better understand the role of sensation. Are you ready to explore the world of human behavior? Come explore all that psychology can offer to help you to truly understand the human experience.

Poetry
.5 Credit Prerequisites: None
Poetry is a course for students who are interested in learning more about different types of poetry and writing their own poetry. In Poetry, students explore the elements of a poem, including theme, poetic devices, rhyme, meter, and word choice. Students evaluate different poetic structures and draft and create their own poems in these structures. In this course, students use evidence to support analysis, conduct research, and write

research papers.

Public Speaking 1, 2
1 Credit Prerequisites: None
Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking A: Introduction may be just what you need. In this course, you will learn from famous orators, like Aristotle and Cicero, understand the influence of rhetoric, and discover how to recognize bias, prejudice, and propaganda. You will also learn how to plan a speech, build an argument, and communicate effectively, while collaborating with others. Grab your notes and get ready to conquer public speaking!

Psychology
.5 Credit Prerequisites: None
This Psychology course is a social sciences elective. Psychology is the systematic study of individual human behavior and mental processes. The purpose of this course is to introduce the student to the content, terminology, methodology, and application of the discipline. This survey course contains an introduction followed by units based on the physiological, cognitive, behavioral, social and affective domains of psychology. The course stresses the application of academic content to the student's life.

Real World Parenting
.5 Credit Prerequisites: None
Do you love children? Maybe you dream of being a parent someday. But perhaps you are also asking yourself, just how, exactly, do you learn to parent? Learning how to care for children while teaching them confidence and accountability is not an easy feat. In Real World Parenting, you'll learn that being a parent is much more than simply feeding, bathing, and protecting a child. Creating a positive environment, nurturing, fostering education, and serving as a role model are all critical aspects as well. You'll learn how to be a positive force in the development of your future children as well as others around you.

Speech Communication
.5 Credit Prerequisites: None
Speech Communication seeks to improve the interpersonal and public communication skills of students. Surveying the communication process, students will learn the components and functions of communication, differentiate between oral and nonverbal communication, and comprehend the listening process. Developing familiarity with self and personal strengths and weaknesses, students will boost self-confidence as public speakers in situations such as speeches or interviews. The course will culminate with students applying their acquired communication skills in researching, preparing, and giving a speech.

Sports Medicine
.5 Credit Prerequisites: None
Sports Medicine provides students with basic knowledge of the history of sports medicine, the anatomy of the body, and the common injuries that occur in sports. In addition, the course discusses techniques used in sports medicine to train and strengthen the body, treatments for injury and disease, and proper nutrition for athletes.

Terabyte English
.5 Credit Prerequisites: None
This course is designed to improve fundamental academic reading, writing, and critical thinking skills. Class instruction emphasizes the development of paragraph and essay writing skills, reading comprehension, sentence structure, grammar and punctuation, and vocabulary. Daily use of and learning from IXL will be required in addition to all PLP activities assigned.

Terabyte Math
.5 Credit Prerequisites: None
Terabyte Math elective math course with the focus of improving high school students mathematics skills by showing growth on the IXL Diagnostics Benchmark. Students independently demonstrate mastery on Math IXL Recommendations that are generated based on the students diagnostic score. Then, students will complete topic folders that contain a pretest, remediation lesson, and post-test regarding a variety of pre-algebra skills. Extra practice will be added based on student mastery/completion on pre-tests and lessons.

Terabyte Time
.25 Credit Prerequisites: None
Every student will be enrolled in Terabyte Time, an advisory class that is multi-fold: each student will have a teacher-advisor that will monitor grades and progress towards graduation, assist with the ECAP requirements, support student use and understanding of IXL, and be a point of contact for the student. Students will receive assignments to complete based on their grade level and state requirements.

World Geography 1, 2
1 Credit Prerequisites: None
In World Geography, students will learn the six essentials of geography: spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography. After a broad survey of Earth's structure, hydrosphere and climates, the focus of each Unit narrows to a particular region of the world. By examining the physical geography of each region, including water resources, climate, vegetation, and natural resources, students will understand the influence of geography on economic activities, human culture, and history. In addition, students will investigate the impact of human activity on the environment, including pollution and development, and consider the implications.

World Religions: Exploring Diversity
.5 Credit Prerequisites: None
From Taoism, to Islam, to Christianity, religion inevitably affects us all in some way. On one level, religion can help us commune with and honor our spiritual natures, but it can also divide people and create great strife in the world. World Religions: Exploring Diversity will explore the various characteristics of faith and introduce the fundamentals of the major religions, including Judaism, Islam, Christianity, Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. You'll trace how these powerful faiths have influenced cultures over thousands of years and helped to shape the face of humanity. After this course, you'll have a clearer understanding of how religion continues to affect the larger world.

Career and Technical Education

****All courses with an * at the end of the title are certification readiness courses****

Aeronautics & Space Travel
1 Credit Prerequisites: Administrative Approval
This course introduces students to the history and near future of space travel. Students will explore the possibilities of moon bases, Mars colonies, and visiting the outer planets in our solar system and their moons. Students will also discuss important ethical and legal issues around space exploration, such as asteroid mining and war in space. The course gives an expansive view of the technologies, science, and theories that will make far-fetched dreams into realities during the student's lifetime.

Advertising
1 Credit Prerequisites: None

Throughout the Advertising course, students discover the various ways that advertisements touch their lives. This course presents a comprehensive introduction to the field of advertising, which includes its purpose and the theory behind it. In this course, students learn to identify target markets, distinguish different types of business, and interpret the information they gather to create a winning advertising plan. Students investigate the needs and wants of both the consumers to whom they are advertising and the companies for which they are creating the advertisement. Lessons will cover the basic skills and knowledge required to work in the advertising world and will guide students through the creation of a complete advertising plan. Students in this course are presented with a realistic idea of what a career in advertising entails.

Advertising and Sales Promotion
1 Credit Prerequisites: None
What comes to mind when you think of 'marketing'? Perhaps a familiar television jingle plays in your head? Or maybe you think of those irritating sales phone calls? There's no denying the sheer magnitude and power of the marketing industry. Every year companies spend approximately $200 billion promoting their products and services—and that's just in the United States alone! You may be familiar with being on the receiving end of marketing, but what's it like on the other side? In Advertising and Sales Promotions, you'll see how these marketing campaigns, ads, and commercials are brought to life and meet some of the creative folks who produce them. You'll learn about different marketing career opportunities and discover ways to be part of this exciting, fast-paced industry.

Augmented & Virtual Reality Applications
1 Credit Prerequisites: Administrative Approval
Separating hype from reality is hard… especially in the fast-growing and evolving space of augmented and virtual reality (AR/VR). Recent advances in technology has allowed AR/VR systems to become extremely sophisticated and realistic. This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through 5 applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications.

Adobe Illustrator*
1 Credit Prerequisites: Administrative Approval
This course introduces students to Adobe Illustrator and prepares them to obtain the Adobe Certified Professional Certification for Illustrator. Students will get an insight into what it is like working in the graphic design industry. Students will learn everything from absolute basics like navigating Illustrator to performing complex tasks like managing colors, drawing, creating illustrations, and much more. The course contains guided video tutorials, hands-on projects, and step-by-step resources that help students learn how to work in Illustrator.i

Adobe InDesign*
1 Credit Prerequisites: Administrative Approval
This course introduces students to the world of Adobe InDesign and prepares them to obtain the Adobe Certified Professional Certification for InDesign. Students will gain insight into what it is like working in the print and digital media publishing industry. With 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign.

Adobe Photoshop*
1 Credit Prerequisites: Administrative Approval

This course prepares students to demonstrate expertise in Adobe's Photoshop software and prepares them to obtain the Adobe Certified Professional Certification for Photoshop. Students will learn through engaging and interactive content, projects, and practice exam items aligned to the learning objectives outlined by Adobe's exam specifications. Students will leave this course with career-ready, real-time skills in one of the most popular software programs in the world!

Adobe Premiere Pro*
1 Credit Prerequisites: Administrative Approval
This course introduces students to the world of Adobe Premiere Pro. Students will get an insight into the video design and production industry. Over 7 modules, students will progress from absolute basics like navigation to performing complex tasks like editing videos, applying filters and effects, and even creating original artwork. The course contains guided tutorials, engaging projects, and great resources that will help students practice and learn how to work in Premiere Pro. This course also prepares students for the Adobe Certified Professional (ACP) Certification Exam on Premiere Pro.

Architectural Design I*
1 Credit Prerequisites: Administrative Approval
In this course, students will learn various concepts used in the design and architecture field. They will gain an understanding of basic architectural and civil drawings as well as prepare for the Autodesk® Certified User certification in AutoCAD exam. In addition to learning fundamental architectural drawing concepts like creating site plans, floor plans, and electrical plans, students will learn functions of Computer-Aided Drafting (CAD). CAD functions build on the foundation of architectural drawing, using specialized tools for enhancement, layout, and scale. Students will review the essentials of civil drawings including the interpretation and development of topographical illustrations. To round out the course, students will prepare computer-aided drawings to demonstrate utilizing software to perform activities such as drawing site plans, roof plans, and wall sections. Finally, students will be provided an overview of the requirements, structure, and preparation techniques for the Autodesk® Certified User certification in AutoCAD exam.

Architectural Design 2
1 Credit Prerequisites: Administrative Approval
In Architectural Design II, students will review various concepts used in the design and architecture field. They will learn about additional CAD functions, professional ethics, and legal responsibilities as well as explore career options and complete a comprehensive Architectural Design project.

Building Maintenance Technology 1
.5 Credit Prerequisites: None
The Building Maintenance Technology course will focus on all aspects of the construction industry from health and safety to the tools that every construction professional needs in their collection. Students will learn about the various roles in the industry as well as job outlooks, educational and experiential requirements, and salary information. Some activities will focus on career exploration to discover career options that best align with interests and talents. Students will learn basic construction math and how it is applied during design and building phases of projects. They will learn specifics about carpentry, construction drawings, framing floor systems, framing walls, and framing roofs. Throughout, they will establish a foundation for what opportunities exist for them in the industry.

Building Maintenance Technology 2*
1 Credit Prerequisites: Building Maintenance Technology 1
The Building Maintenance Technology II course will focus on construction components, masonry skills, and OSHA. Students will learn about the various masonry and concrete skills as well as safety measures. Some

activities will focus on the real-world application of learned skills with hands-on components. Students will learn about erecting, plumbing, and bracing in relation to concrete as well as laying masonry units. Finally, students will learn important science skills for the construction industry and prepare for OSHA 30-hour Construction certification exam.

Career Explorations
.5 Credit Prerequisites: None
Career Explorations allows students to investigate the necessary steps to prepare for careers that match their interests, abilities, and aptitudes. Students research various careers, their roles in society, job duties, required education and qualifications, and salary and outlook. They acquire job-seeking skills such as resume writing, interviewing, and portfolio development skills. Students discover workplace dynamics, how to navigate challenging situations, and explore various techniques for advancing in their chosen career field. This course prepares students to manage the financial challenges they will face as they prepare for a career and future employment. Students apply newly acquired knowledge and skills in a real-world experience to further solidify future career plans.

Career Preparation 1, 2
1 Credit Prerequisites: None
In Career Prep A, students are given tools to be successful in future careers. The career clusters and their associated career paths are the focus of the course. Students will learn how to survey the job market, fill out paperwork, and thrive in the workplace. Students will create an electronic portfolio throughout the course. The portfolio includes letters of interest to employers, resumés and cover letters, interview preparation documents, a career plan, as well as other reports. The course is designed for students who are currently working and can leverage real-life experience into their course projects.

Career Exploration in Dentistry
1 Credit Prerequisites: None
This course introduces students to the exciting and varied career opportunities in the dentistry profession, from dental assistant all the way up through oral surgeon. Students will review the history of dentistry globally and in the U.S., and will learn key dental terminology. The course will introduce the roles and tasks done as well as skills and education required of nearly every member of the dental staff. Students will gain an understanding of what it takes to perform each position, and how they work together.

Career Exploration in Finance
1 Credit Prerequisites: None
This course introduces students to the challenging and lucrative world of finance. While “Wall Street” may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society.

Career Exploration in Healthcare
1 Credit Prerequisites: None
This course introduces students to the exciting and varied career opportunities in the healthcare industry that will be in demand in their future! The course will introduce the roles and tasks, identify education and skills needed, identify responsibilities of roles which support or supervise their role, analyze legal and ethical responsibilities, limitations, and implications for each of these professions.

Cloud Technologies & the Internet of Things

1 Credit Prerequisites: None
First, we had the internet of computers. Then with the advent of email and social media, along with mobile technology, it became the internet of people. Today's world is increasingly becoming the internet of things. With advances in battery power, sensors, and computer chips, more and more devices are being connected to the internet. This will allow them to be monitored, controlled, and used more effectively for people and businesses. This course will examine the trends and opportunities surrounding the Internet of Things. Students will learn about the technologies, hardware, and software that underpin the Internet of Things. The course will examine a variety of end-market applications in our homes, businesses and cities. Finally, students will learn about the many career opportunities that the Internet of Things will enable.

Construction Fundamentals & Careers
1 Credit Prerequisites: None
This course introduces students to the evolving industry of construction! In addition to building on standard concepts such as technical skills, project planning, and regulations, students will learn about the variety of career possibilities within construction. They will also explore the entrepreneurial side of construction and discover what it takes to start and run your own business in this field. Finally, the course will look towards the future and analyze trends in green materials, energy efficiency, and technology to determine how these will impact the homes we build and live in.

Cosmetology 1A, 1B
1 Credit Prerequisites: None
This course introduces students to the world of cosmetology! Students will study the growth of the cosmetology industry and learn about exciting career opportunities, while examining skills and characteristics that compose a good cosmetologist. Health and safety procedures, basic human anatomy, and ethical and legal conduct are analyzed along with chemistry as it applies to skin, hair, and nail treatments. This course provides foundational knowledge for those students thinking about a career in cosmetology. Students will learn about creating a thriving cosmetology business. Focusing on foundational business strategies, students will explore potential types of clients, customer service practices, marketing, advertising, and how to build a business from the ground up. By examining the tools, equipment, technology, and safety, students will become familiar with salon practices and the standards of care clients expect.

Cosmetology 2A, 2B
1 Credit Prerequisites: None
Cosmetology is a specialized field with a high skill set. Students taking this course will be exposed to the complexities of cosmetology by learning to perform a hair, scalp, and skin analysis. Students will also learn about hair types, face shapes, and color theory. Finally, to effectively prepare students for a career in cosmetology, color techniques with an emphasis on salon and chemical safety is examined.

Culinary Arts 1A, 1B, 2A
1.5 Credit Prerequisites: None
Food, glorious food! It both nourishes and satisfies us, and it brings people together through preparation, enjoyment, and celebration. If you've ever wanted to learn more about cuisine and how your creativity and appreciation can be expressed by preparing food, Culinary Arts 1a: Introduction is perfect for you. Learn about the history and development of the food service industry, the basics of nutrition and different dietary needs, and laws and regulations governing food service. You will also develop fundamental culinary arts skills, including how to read and follow recipes, understand weight and measurements used in the food service industry, and how to be safe and sanitary in the kitchen.

Cybersecurity

1 Credit Prerequisites: None

TIn the Cybersecurity course, students will learn about the practice of protecting networks, systems, and programs from digital attacks. They will better understand the aim of these attacks, such as destroying information, extorting money and resources, or disrupting business operations. They will learn about the challenges and opportunities that implementing cybersecurity measures can present. As attackers become more innovative, it is more important than ever to have effective cybersecurity channels in place to counter them. Students will learn about countermeasures and role recovery and their integral function in the cybersecurity realm. Additionally, students will learn what makes certain networks and systems more vulnerable to attacks. They will become adept at identifying potential viruses, worms, threats, and malware. The Cybersecurity course acts as a foundation on which to build extensive knowledge about threats to digital security.

Drones: Remote Pilot*

1 Credit Prerequisites: Administrative Approval

This course prepares students to take the Federal Aviation Administration (FAA) Part 107 exam, also known as the Unmanned Aircraft General – Small (UAG) exam, which is essential to becoming a commercial drone pilot. The field of unmanned aerial vehicles is growing rapidly, as the opportunities to use them for search and rescue, photography, recreation, inspection, and many others continue to multiply. Students will learn the critical facts to prepare for the test's topics, which include: regulations, airspace & requirements, weather, loading & performance, and operations. The course will conclude with a look at the most promising careers in the field of drones.

Early Childhood Education 1*

1 Credit Prerequisites: None

The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn, and grow is a point that is highlighted throughout each lesson.

Early Childhood Education 2*

1 Credit Prerequisites: None

The Early Childhood Education II Course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice (DAP) and how to implement these strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge. Additionally, this course will prepare students for the Child Development Associate (CDA) certification exam.

Entrepreneurship & Small Business 1, 2

1 Credit Prerequisites: None

This course prepares students for the Entrepreneurship and Small Business Certification exam. This certification has been designed to test concepts around starting and managing a small business. These topics include entrepreneurship, evaluation of opportunities, preparation to start a business, operation of a business, marketing, and management of finances. Students gain insights and understand real-world applications that

will not only allow them to succeed in passing the certification exam, but also in successfully starting, working in, or running a small business.

Fashion and Design 1, 2
1 Credit Prerequisites: None
Fashion Design is an advanced course for students interested in learning the intricate process of how the fashion system works. Students will study the fashion business in sequential order from concept to consumer. They will examine all of the processes involved in the industry from producing raw materials, apparel, and accessories to the retail stores that sell fashion merchandise to the public. Students learn that the decision-making process is complex and not just about the latest designers, styles, or trends of an era. In this course, students will explore the history of fashion, including the looks and creations at every era. They will discover the equipment, tools, and fabrics used to create fashion, and they will learn how technology is used in fashion. Students have an opportunity to express themselves and their style through the creation of their own fashion design sketches and mood boards. Students will learn fashion terminology and how to forecast new and upcoming fashion trends. Are you a fashion trend follower? Are you drawn to how designers have pulled together fabrics and colors to create memorable pieces? Do you dream of designing your own line of clothing or accessories? Learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day. Start creating!

Fundamentals of Bitcoin & Cryptocurrency 1, 2
1 Credit Prerequisites: None
Upon completion of this course, students will understand bitcoin, including its history, development, and context within the modern global economy. Students will learn the basic cryptographic principles that underlie bitcoin, and gain confidence by demonstrating strong security principles in storing and transaction bitcoin. Key principles such as mining, wallets, and hashing will be introduced. And finally they will be familiarized with the nascent industry of digital currencies and how they function.

Fundamentals of Blockchain & Cryptography 1, 2
1 Credit Prerequisites: None
Blockchain seems to be the latest buzzword that the business world is talking about. But what is it? And why should a high school student care? This course will seek to answer those questions. It will strip away the layers of complexity and sophistication to help students understand the key concepts of the blockchain. The course will introduce and discuss areas where blockchain has the greatest potential.

Health Science: Nursing
.5 Credit Prerequisites: None
The demand for nurses has never been higher! Learn what it takes to become a nurse, pursue a career, and understand the practice of nursing and the healthcare system. With a strong focus on patient care, you'll explore safety, communication and ethics, relationship building, and how to develop wellness strategies for your patients. From emergency to rehabilitative care, to advances and challenges in the healthcare industry, discover how you can launch a fulfilling career providing care to others.

Hospitality and Tourism 1, 2A, 2B
1.5 Credit Prerequisites: None
Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. Traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful

events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field. Building upon the prior prerequisite course, students will embark on their journey to becoming managers in the hotel and restaurant industry by gaining knowledge and developing a variety of skills. Students will learn of different management styles, laws, and regulations that govern hotels and restaurants as well as how to develop job descriptions and business plans. In addition, students will learn how to create menus, advertise vacancies, perform interviews, and understand financials of the hotel or restaurant.

Introduction to Artificial Intelligence 1, 2
1 Credit Prerequisites: None
This course teaches what every student should know about Artificial Intelligence. AI is a fast-moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.

Introduction to Education & Teaching 1, 2
1 Credit Prerequisites: None
This course is designed to prepare future educators for the classroom they will inherit! It starts with a history of education and how blended, adaptive, and personalized learning are coming to the forefront in learning. It then explores new and emerging technologies, along with their current and future impact on education. Throughout the course, students will explore a wide range of career possibilities in the education field and evaluate both the promises and pitfalls of technology in education.

Java SE 8 Associate*
1 Credit Prerequisites: Administrative Approval
The Java SE 8 course is designed to provide preparation for the Oracle Certified Associate (OCA) exam. Throughout the course, students will learn about Java from the basics to string builder methods. They will spend a significant portion of the course learning about the basics of Java, data types, operators, arrays, loop constructs, encapsulation, inheritance, exceptions, and API.

Life Skills: Navigating Adulthood
.5 Credit Prerequisites: None
Life Skills provides students with important information that will help them to lead independent and successful lives as adults. In this course, students focus on topics including personal finance, nutrition, and personal development. The useful skills students gain in this course will help them to become responsible and proactive young adults.

LEED Green Associate*
1 Credit Prerequisites: None
This course introduces students to the LEED process. LEED, or Leadership in Energy and Environmental Design, is the global standard for green building certification. Throughout the course, students will gain an understanding of the various components of green building. The theme of sustainability and sustainable construction is woven throughout each module both in terms of physical environment and as it pertains to LEED certification. Additionally, this course prepares student for the LEED Green Certified Associate certification exam.

Medical Terminology 1, 2
1 Credit Prerequisites: None
Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

Microsoft Excel*
1 Credit Prerequisites: None
This course introduces students to the world of Microsoft Excel. Students will get an insight into the use of the product within the business setting. Over 8 modules, students will learn everything from absolute basics like navigating Microsoft Excel to performing complex tasks like formulas and functions. This course prepares students for the Microsoft Office Associate: Microsoft Excel Certification.

Microsoft PowerPoint*
1 Credit Prerequisites: None
This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3DModels, Animations, and Transitions. This course prepares students for the Microsoft Office Associate Microsoft PowerPoint Certification.

Microsoft Word*
1 Credit Prerequisites: None
This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation to performing complex tasks like graphic elements and collaboration. This course prepares students for the Microsoft Office Associate Microsoft Word Certification.

Networking*
1 Credit Prerequisites: Administrative Approval
The Networking course identifies the key principles of Networking in today's connected world. From network fundamentals and componentry to automation and programming, students learn the details of network access, connectivity, and security essentials. Through engaging interactivities, simulations, and projects, students will explore these networking concepts to further their career potential in this field. This course also prepares students for the Cisco Certified Network Associate (CCNA) certification exam.

Principles of Business, Marketing, and Finance 1, 2
1 Credit Prerequisites: None
Provide students with fundamental knowledge that will help them pursue a career in business! Students will explore different types of businesses and ownership forms, the impact of governments on business, and the marketing of goods and services. Students will also be expected to learn about globalization, free trade, and various economic systems. Finally, the impact of technology on business, business ethics, and social responsibility are discussed, providing students with a foundational knowledge of business.

Project Management
1 Credit Prerequisites: None
The Project Management course is intended to identify the key components of a career as a project manager. Students will review the basics in project management terminology, such as designating distinctions among projects, products, programs, and portfolios. They will delve into concepts like managing deliverables and

creating engaging relationships with stakeholders. The primary components of project planning will be laid out and described in detail. Students will explore teams and organizational structures. They will discover project management tools and innovation being used in the industry. Overall, they will develop a greater understanding of the mechanisms that are in place to effectively carry out projects of any size through specific project management techniques.

Robotics: Applications & Careers 1, 2
1 Credit Prerequisites: None
It seems like many elementary to high school robotics courses are focused on coding a simple robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.

Smart Cities: Technology & Applications 1, 2
1 Credit Prerequisites: None
This course will provide students with an overview of smart cities. The course will begin by providing a foundational explanation of what constitutes a smart city and why they are beginning to pop up around the globe. With a firm understanding of what a smart city is, the majority of the course will focus on various aspects of them such as energy, transportation, data, infrastructure, mobility, and Internet of Things devices. The course will conclude with an analysis of careers related to smart cities.

Social Media
.5 Credit Prerequisites: None
Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on social media platforms is crucial to surviving and thriving in this age of digital communication. In Social Media: Our Connected World, you'll learn the ins and outs of such social media platforms as Facebook, Twitter, Pinterest, and more and how to use them for your benefit—personally, academically, and, eventually, professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

Social Media Business Marketing*
1 Credit Prerequisites: None
Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared! This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to Social Media platforms and then goes in-depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field. This course also prepares students for the Social Media Strategist certification.

Startups and Innovation 1,2
1 Credit Prerequisites: None
Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right?

Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.

The History of Gaming and Esports 1, 2
1 Credit Prerequisites: None
In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and e-sports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.

Transportation Technologies 1, 2
1 Credit Prerequisites: None
This course introduces students to the newest and most cutting edge futuristic transportation technologies out there. Students gain familiarity with the history of transportation development and understand a framework with which to evaluate new transportation modes. Then the course dives into 10 different technologies on the horizon. Students examine the technologies, the pros and cons of each mode, and explore potential career paths in these emerging fields.

Veterinary Science: The Care of Animals
.5 Credit Prerequisites: None
Lions and tigers and bears (oh my!) Whether you want to step into the wild side of veterinary medicine or just take care of the furry dogs and cats down your street, Veterinary Science: The Care of Animals will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them. If you have always been drawn to the world of our furry, scaly, and feathered friends, this may be just the course for you!

Wearable Technology Innovations 1A, 1B
1 Credit Prerequisites: None
From hearing aids to pedometers to smart watches, humans have made and worn devices to overcome physical deficiencies, count their steps, and communicate. With the continue miniaturization of chips and sensors, combined with increasing sophistication of artificial intelligence, wearable technology has proliferated into countless end-markets. This course will introduce students to wearable technologies and the components and software that make these technologies possible. The course will also evaluate several applications of wearable technologies in various industries. Finally, the course will examine and discuss the implications of wearable technology, including its pros and cons, and potential implications to our health, privacy, and society.

World Langauge

American Sign Language 1A, 1B, 2A, 2B, 3A, 3B
3 Credits Prerequisites: None
Did you know that American Sign Language (ASL) is the third most commonly used language in North America? American Sign Language 1a: Introduction will introduce you to vocabulary and simple sentences, so

that you can start communicating right away. Importantly, you will explore Deaf culture – social beliefs, traditions, history, values and communities influenced by deafness.

French 1A, 1B, 2A, 2B, 3A, 3B
3 Credits Prerequisites: None
French I is an introductory course designed for students who have little or no previous knowledge of the French language and culture. This course will allow students to acquire the tools necessary for communication and comprehension of the French language. Students explore the global francophone community, and they compare these different cultures to each other and to their own. This course primes students' fluency through various types of communications.

German 1A, 1B, 2A, 2B, 3A, 3B
3 Credits Prerequisites: None
Students are introduced to the basic and fundamental skills necessary for expressing common ideas in the German language. They learn to state daily activities and how to have an introductory conversation. These concepts build in theme and scope, allowing students to explore topics including daily activities, travel, needs, desires, and preferences in typical and increasingly complex situations. The course provides a realistic context in which students can practice their newly acquired skills. German 1 also provides a considerably thorough study of grammatical skills, ranging from the most basic sentences to engaging and creative structures dealing with more interesting situations.

Mandarin Chinese 1A, 1B, 2A, 2
2 Credits Prerequisites: None
Mandarin Chinese an introductory course to Modern Standard Chinese, which includes the spoken language, Mandarin, and the written language of simplified characters. Students recognize and apply vocabulary in Pinyin and Chinese characters in the context of common themes. In addition to learning the language, students get a glimpse of Chinese culture, history, tradition, and society.

Spanish 1A, 1B, 2A, 2B, 3A, 3B
3 Credits Prerequisites: None
Spanish 1 S1 provides students with a strong foundation of the Spanish language and its cultural influences. From pronunciation to basic grammar and practical vocabulary, students gain a fundamental understanding of written and conversational Spanish. Students practice pronunciation sounds, greetings and introductions, questions, and present-tense verb conjugation. Students learn how to describe people, school, and pastime activities in addition to likes and dislikes. Spanish 1A presents information in a fun, interesting format that promotes learning and draws a link between the classroom and real-world situations.

The Leona Group

This Leona Group school is proud to be managed by The Leona Group. The Leona Group is a private company that owns and manages schools throughout Arizona. The Leona Group was developed and is operated by educators and business people with decades of experience in both fields and a commitment to all children. The group believes more opportunities should be available to parents and children. By allowing parents choices, the Leona Group strives to provide more students with access to high-quality education.

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

Our vision is to redefine what's possible by empowering all students to own their futures. Our values include

- We meet each child where they are, responding to their unique circumstances and addressing their academic, social, and emotional needs. We prepare them to learn, thrive, and succeed.
- We provide free educational options that are safe, nurturing, and responsive to individual student needs. Our schools remove barriers to success.
- We are more than effective educators – we are mentors, advisors, and caring adults for our students, guiding them to take control of their learning.
- We create meaningful relationships with families and collaborate with community-based organizations, providing opportunities and resources that increase the safety, stability, and success of our students.
- We set high expectations and equip students for life beyond the classroom as they pursue post-secondary education, careers, and their roles as engaged community members.

Advance U Elementary
Pre K - 5
449 E Southern Ave,
Phoenix, AZ 85040
(602) 243-8531
www.advance-u.com

Alta Vista High School
9 - 12
5040 S Campbell Ave,
Tucson, AZ 85706
(520) 294-4922
www.altavistahs.com

Apache Trail High School
9 - 12
945 Apache Trail,
Apache Junction, AZ 85220
(480) 288-0337
www.apachetrailhs.com

Colegio Petite Elementary
K - 5
850 N Morley Ave,
Nogales, AZ 85621
(520) 222-9213
www.colegioaz.com

Crestview Prep School
9 -12
2616 E Greenway Rd,
Phoenix, AZ 85032
(602) 765-9555
www.crestviewpreparatory.com

Desert Hills High School
9 - 12
1515 S Val Vista Dr,
Gilbert, AZ 85296
(480) 813-1151
www.deserthillshs.com

Discover U Elementary
Pre K - 8
13226 N 113th Ave,
Youngtown, AZ 85363
(623) 974-4827
www.discoverulearning.com

Gilbert Arts Academy
Pre K - 8
862 E Elliot Rd,
Gilbert, AZ 85234
(480) 325-6100
www.gilbertartsacademy.com

Maya High School
9 - 12
3660 W Glendale Ave,
Phoenix, AZ 85051
(602) 242-3442
www.mayahs.com

Mission Heights Prep HS
9 - 12
1376 E Cottonwood Ln,
Casa Grande, AZ 85122
(520) 836-9383
www.mhprep.com

Skyview High School
9 - 12
4290 S Miller Rd,
Buckeye, AZ 85326
(623) 386-6799
www.skyviewhs.com

South Pointe Jr High School
6 - 8
217 E Olympic Dr,
Phoenix, AZ 85042
(602) 243-8496
www.southpointejh.com

Sun Valley High School
9 - 12
1143 S Lindsay Rd,
Mesa, AZ 85204
(480) 497-4800
www.sunvalleymesa.com

El Dorado High School
9 - 12
3000 N Alma School Rd,
Chandler, AZ 85224
(480) 726-9536
www.edhswolverines.com

Glenview College Prep HS
9 - 12
4386 W Bethany Home Rd,
Glendale, AZ 85301
(602) 841-1221
www.glenviewcollegeprep.com

New Heights Academy
Pre K - 8
3015 S Power Rd,
Mesa, AZ 85212
(480) 830-3444
www.newheightsmesa.com

Peoria Accelerated HS
9 - 12
8885 W Peoria Ave,
Peoria, AZ 85345
(623) 979-0031
www.peoriabulldogs.com

South Pointe Elem School
Pre K - 6
2033 E Southern Ave,
Phoenix, AZ 85040
(602) 276-1943
www.southpointeelem.com

South Ridge High School
9 - 12
1122 S 67th Ave,
Phoenix, AZ 85043
(623) 247-0106
www.southridgeprep.com

West Phoenix High School
9 - 12
3835 W Thomas Rd,
Phoenix, AZ 85019
(602) 269-1110
www.westphoenixhs.com

Estrella High School
9 - 12
510 N Central Ave, Avondale,
AZ 85323
(623) 932-6562
www.estrellahs.com

Leona Connected Online School
K-12
6150 N 16th St, Suite A,
Phoenix, AZ 85016
(602) 396-5627
www.leonaconnected.com

Quest High School
9 - 12
217 E Olympic Dr,
Phoenix, AZ 85042
(602) 243-8496
www.questhighschool.com

Ridgeview College Prep HS
9 - 12
1645 W Skyline Dr,
San Tan Valley, AZ 85142
(480) 360-4518
www.ridgeviewcollegeprep.com

South Pointe High School
9 - 12
8325 S Central Ave,
Phoenix, AZ 85042
(602) 243-0600
www.southpointehs.com

Summit High School
9 - 12
728 E McDowell Rd,
Phoenix, AZ 85006
(602) 258-8959
www.summiths.com

Kaizen Education Foundation

The Kaizen Education Foundation (KEF) which was organized in 2008 as an Arizona non-profit corporation. KEF operates as a non-profit 501(c)(3) corporation.

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

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

- Apply for charter school application
- Serve as a governing body for charter schools
- Provide start-up funding and capital investment
- Acquire property for school sites and facilities
- Operate as an educational management company
- Provide supplemental educational services

OPT IN/OUT to Directory Information Release

(please initial all that apply)

Please CONFIRM YOUR CONSENT to release Directory information.

__ I ***agree*** to the release of Directory information about my student. The Directory information includes identifying information, including your child's first and last name, address, phone number, date of birth, and (upon request) participation in school activities. We often receive Directory information requests from school entities and news outlets.

Military Recruiters (High School Students ONLY)

__ I do ***not*** agree to the release of Directory information about my student to Military Recruiters. The Directory information includes identifying information, including your child's first and last name, address, phone number, date of birth, and (upon request) participation in school activities.

Please return this form to the front office, within two (2) weeks of receiving this form, or by October 31st, whichever occurs first. If the School does not receive this form from you within the prescribed time, the School will assume that your permission is ***not given*** to use the directory information as described above and that you ***do give*** permission to provide Military Recruiters directory information about your student (High School Only).

OPT IN/OUT to Directory Information Release (Elem ONLY)

Please CONFIRM YOUR CONSENT to release Directory information.

__ I ***agree*** to the release of Directory information about my student. The Directory information includes identifying information, including your child's first and last name, address, phone number, date of birth, and (upon request) participation in school activities. We often receive Directory information requests from school entities and news outlets.

Please return this form to the front office, within two (2) weeks of receiving this form, or by October 31st, whichever occurs first. If the School does not receive this form from you within the prescribed time, the School will assume that your permission is ***not given*** to use the directory information as described above.

_____

Print Parent/Guardian/Adult Student Name Date

_____

Parent/Guardian/Adult Student Signature Date

Student Handbook Acknowledgment Form

Please read the following information carefully.

Parents and student must sign this form.

I understand and consent to the responsibilities outlined in this Leona Group managed school Student Handbook. I understand and agree that my child/self will be held accountable for his or her behavior and consequences as outlined in this document. They will be held accountable at school, school-sponsored and school related activities, including school-sponsored travel. I understand that any student who violates the code of conduct is subject to disciplinary action as outlined in this Student Handbook and which may include personal conference to expulsion and criminal prosecution. I further understand and consent to my parental responsibilities as outlined in this handbook. Failure to sign this form does not remove my child's responsibility to abide by the stated policies.

We acknowledge that we received a copy of the Student Handbook and that we have read, understood, discussed, and agree to comply with all rules and policies.

_____

Print Parent/Guardian/Adult Student Name Date

_____

Parent/Guardian/Adult Student Signature Date