South Pointe High School



Student Handbook

8325 S Central Ave, Phoenix, AZ 85042
(p) 602-243-0600 (f) 602-243-0800
www.southpointehs.com
Larry McGill Jr., School Leader

Leona GROUP
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School Information

South Pointe High School
Larry McGill Jr., School Leader
(602) 243-0600
larry.mcgill@leonaschools.com

Calendar

South Pointe High School

8325 S. Central Ave · Phoenix, Arizona 85042
· P 602-243-0600 · F 602-243-0800

2026 - 2027 School Calendar

First Block

August 3	Monday	First Day of Block 1 (Friday Schedule) No Lunch
August 7	Friday	**No School**: Teacher Work Day
September 4	Friday	Midterms (Friday Schedule) No Lunch
September 7	Monday	**No School**: Labor Day
October 2	Friday	Last Day of Block 1 (Friday Schedule) No Lunch
October 5-9	Inclusive	**No School:** Fall Break

Second Block

October 12	Monday	**No School:** Teacher Work Day
October 13	Tuesday	First Day of Block 2: (Friday Schedule) No Lunch
November 11	Wednesday	**No School:** Veteran's Day
November 13	Friday	Midterm (Friday Schedule) No Lunch
November 25	Wednesday	(Friday Schedule) No Lunch
November 26-27	Thursday & Friday	**No School**: Thanksgiving Break
December 18	Friday	Last Day of Block 2 (Friday Schedule) No Lunch
December 21- January 1	Inclusive	**No School:** Winter Break

Third Block

January 4	Monday	First Day of Block 3: (Friday Schedule) No Lunch
January 8	Friday	**No School**: Teacher Work Day
January 18	Monday	**No School**: MLK Jr Day
February 5	Friday	Midterm (Friday Schedule) No Lunch
March 5	Friday	Last Day of Block 3 (Friday Schedule) No Lunch
March 8-12	Inclusive	**No School**: Spring Break

Fourth Block

March 15	Monday	**No School:** Teacher Work Day
March 16	Tuesday	(Friday Schedule) No Lunch
April 6-7	Tuesday-Wednesday	Testing (Friday Schedule) No Lunch
April 13-14	Tuesday-Wednesday	Testing (Friday Schedule) No Lunch
May 20	Thursday	Graduation (Friday Schedule) No Lunch

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Bell Schedule

Tutoring Schedule

Mandatory tutoring lists are posted every week on each Google Classroom. This is a list of students that are required to go to tutoring. Mandatory Tutoring is Monday - Thursday from 1:20pm to 2:20pm.

Monday - Thursday Schedule			
	Start Time	**End Time**	**Length**
1st period	7:45 AM	9:24 AM	99 min
2nd period	9:27 AM	11:06 AM	99 min
3rd Period - Lunch	11:06 AM	11:33 AM	27 min
5th period	11:33 AM	1:12 PM	99 min
6th period	1:15 PM	2:54 PM	99 min

Friday Schedule			
	Start Time	**End Time**	**Length**
1st period	8:00 AM	8:51 AM	51 min
2nd period	8:54 AM	9:45 AM	51 min
4th Period - College and Career	9:48 AM	10:39 AM	51 min
5th period	10:42 AM	11:33 AM	51 min
6th period	11:36 AM	12:27 PM	51 min

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.

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 Arlen Guevara at arlen.guevara@leonaschools.com or the front office at 602-243-0600.

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

Heather Williams *Homeless Liaison* *Leona Group Schools* *South Pointe High School* *8325 S. Central Ave* *Phoenix, AZ 85042* *(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*

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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:

Larry McGill, Jr.
8325 S. Central Ave
Phoenix, AZ 85042

602-243-0600
larry.mcgill@leonaschools.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

Attendance and academic success are highly correlated. Students are expected to attend at least 90% of each class session, within each block. Students who are absent must make up coursework during the week they were not present and must communicate with their teacher in order to receive their work. This is the case for both excused and unexcused absences.

Excused Absences

- If an illness or emergency occurs that keeps the student from attending school, the parent or guardian must contact the school and explain the reason for missing classes. When the student returns, she/he is responsible for completing all work.
- An excused absence requires the student to bring in a doctor's note from a health care provider to the attendance clerk to be put in that student's file.
- If an extended absence should occur due to illness, the student must arrange a meeting with parents and teachers to discuss the coursework and class time missed prior to returning from school.
- All absences are encouraged to be phoned into the office on the day of the absence.

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)).

Tardies

Students are considered tardy if they arrive to class after the third bell. Once the third bell rings, students cannot enter the classroom without receiving a tardy pass from the front office. Tardies may be counted by the teacher as unexcused time from class and may count against the student in the final grade.

Perfect Attendance

Student must have zero absences for the academic quarter. Students may not have any suspensions on their record for the academic quarter.

Sign Out Procedure

If a student is 18 or older and listed as an Adult Student with the office, then they can sign themselves out for the day by going to the front office and completing the sign-out log book. If a student is younger than 18 and/or is not listed as an Adult Student, then a parent or guardian must call the school and verbally sign them out, or a parent or guardian can come to the front office and sign the student out with the front office.

Cell Phone Policy

The use of cell phones during instructional hours is prohibited. Students may keep their phones in their possession, but may not access them during school hours without consequences. If there is an urgent need to communicate with your child during school hours, please contact the school office and we will get a message to your child.

We have a strict discipline policy regarding cell phone use. If any electronic devices are within sight during instructional hours, the following consequences will occur, and students may not be able to keep their phones in their possession:

1. **First Offense:** Staff will collect the phone. Assistant School Leader will hold the phone until the end of the day.
2. **Second Offense:** Staff will collect the phone. Parent/Guardian must pick up the phone from the Assistant School Leader.

Please note that emergency calls can be taken and/or made in the front office. Examples of emergency calls include work, family incidents, hospital, etc.

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.

Transportation Conduct Policy

The bus driver is in full control of the bus, and all students are required to follow their instructions. The rules for bus passengers are clearly posted at the front of each bus. Please note that missing the bus will not be considered an excused tardy.

Any student whose behavior jeopardizes the safety of others may be prohibited from using the bus service. Inappropriate behavior, including vandalism or damage to the bus, will result in disciplinary action by the school administration.

Riding the bus is a privilege. Abuse of this privilege may result in loss of bus access.

Backpack Policy

- Students are expected to assume full responsibility for the contents of their backpack. Backpacks may be subject to random search at any time.

Supervision of Students

The following are the specified hours when most students should be on campus:

- Monday - Thursday 7:45 a.m.- 1:12 p.m.
- Friday 8:00 a.m. - 11:33 p.m.

Outside of these hours, a student should only be on campus if:

- They have a 6th Period.
- They have an extracurricular activity.
- They are in tutoring (M-Th 1:20p-2:20p).

Parent Involvement

This Leona Group managed school, South Pointe High 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, South Pointe High School continuously works to achieve this goal in order to meet Federal and State requirements. South Pointe High 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 South Pointe High 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, South Pointe High 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 602-243-0600 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

If parents or guardians are interested in volunteering at South Pointe High School or any of its school functions, please contact the Student Success Coordinator, Ms. Megan Atencia, by calling the front office at (602)-243-0600 or emailing megan.atencia@leonaschools.com. The Assistant School Leader and School Leader may also be contacted.

- Larry McGill Jr, School Leader, larry.mcgill@leonaschools.com
- Brandon Wright, Assistant School Leader, brandon.wright@leonaschools.com

For sustained volunteer activity or for volunteers who will be unsupervised, parents/guardians must have a valid AZ Fingerprint Clearance Card.

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:
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 9 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
Pear Assessment	● All enrolled students Grades 9 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

All grades are posted on StudentVue and ParentVue online throughout the block in real time. This grade report will reflect the grade and credits earned for the courses that the student completes for each block. It also shows student attendance, course history, and other important information. These reports indicate how the student is doing in each course and is a powerful tool for student success. Students are expected to regularly review their current grades and attendance each week. StudentVue and ParentVue can be accessed from any device with Internet access. Both websites are also available as free, user-friendly apps which can be downloaded onto smartphones. StudentVue connects students to their individual accounts in Synergy, the

information system used at South Pointe High School. ParentVue allows parents to connect to their student's profile. For assistance getting set up in the portals, please contact the front 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.

To progress in a class sequence, students must have completed all previous courses or their equivalent. To earn credit, students must earn a C or higher (70%-100%) in their course. If not currently enrolled in a given course, students who take and show mastery on the course pre-assessment (80% or higher) may earn credit for the course and be issued a P on their transcripts. Also, students who show mastery on the course post-assessment (80% or higher) may be eligible to earn credit in the class, regardless of the current standing grade.

Grade Point Average (GPA) is the sum of all course grades throughout a student's high school career divided by the total number of classes taken. GPA is calculated by converting a student's course grades to a grade point using the scale below, and then dividing the results by the total number of classes the student took that block. GPA is a quick way to track student progress, and maintaining a high GPA is essential for scholarships and postsecondary opportunities.

*Please note that South Pointe High School does not give out D's.

Letter Grade	**Numerical Grade Received**	**Grade Point**
A+	97-100%	4.0
A	94-96%	4.0
A-	90-93%	3.7
B+	87-89%	3.3
B	84-86%	3.0
B-	80-83%	2.7
C+	77-79%	2.3
C	74-76%	2.0
C-	70-73%	1.7
P (Pass)	N/A - This score is only given for a pass/fail class.	While students receive credit for pass/fail classes, the class does not count towards their GPA.

F (Fail)	0-69%	0

Student GPA is also posted on ParentVue and is updated at the end of every block once grades are posted under the “Course History” tab. Cumulative GPA represents the result of all courses the student has completed in their high school career to date. An unweighted GPA is most commonly used, following the above scale. A weighted GPA indicates a different point system that awards extra grade points for any honors or advanced courses the student has taken.

Class rank can be found on a student’s transcript. Class rank is determined by GPA. For example, a rank of 1 has the highest GPA in their grade level. Class rank is used to determine Valedictorian and Salutatorian. Please see “Graduation Awards” for more details. The cut off date for determining the valedictorian and salutatorian of each graduating class is the end of Block 3 of that school year.

Students may be awarded an “NC” at the end of the block. In some cases, this is due to students having the opportunity to complete assignments (i.e. finals, final projects, etc) to earn credit in this class. Students with NC’s are required to speak with their teacher in person to learn what must be done in order to earn the grade change and credit. When students have completed and passed these final assignments, the teacher will submit the grade change to the front office, and the NC will be changed on their transcript.

If a student doesn’t get a grade they like in a particular class, they can re-take the class to boost their GPA, but both classes will show on the transcript, and the original grade cannot be replaced. The lower grade can be noted as an NC (no credit) -- but only once, and students must communicate with the office to make the change. If a student retakes a class multiple times, all grades will be reflected on a student’s transcript.

Transferring credits is determined by the front office, but South Pointe High School accepts all transfer credits. Once the credit has been processed, the letter grade from these credits will determine the student’s cumulative GPA.

Report Cards

The primary function of a progress report is to communicate information to parents/guardians about their child’s current achievement status in regard to specific learning objectives in each curriculum area. Each student’s progress is reported to parents/guardians four times a year mid-point through the block, called the midterm. These dates are posted on our school calendar. Final grades are posted to the student’s report card on ParentVue on the last day of the block. While South Pointe High School does not send out physical or digital midterm progress reports or end of the block report cards, all grades are posted on ParentVue.

ParentVue can be accessed from any computer 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 South Pointe High School.

Some teachers provide progress reports (physical and digital) at their own discretion. It is the belief of South Pointe High School that an open line of communication between home and school should be maintained at all

times to increase the likelihood of student growth and success. Parents may request a conference at any time. Feel free to contact your child's teachers if you would like a progress report more frequently.

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.

In order to access ParentVue, please contact the front office for instructions.

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	Visual/Performing Arts	1.0
Required Classes:	15.0	Foreign Language	2.0
Elective Classes:	7.0	Required Classes:	17.0
Total:	22.0	Elective Classes:	5.0
		Total:	22.0
Students must also earn a 70% or higher on the Arizona Civics exam. There is new legislation that was signed into law in 2022 that requires students graduating in 2026 and after must 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.			
Students must also complete a CPR training with a passing grade.			

Graduation Awards

Students who graduate and meet the following criteria will be eligible for the following awards:

Valedictorian

- Student ranked first overall in their graduating class based on the student's cumulative Weighted GPA (Grade Point Average)
- Student must have been enrolled and continuously attended South Pointe High School for 6 academic quarters.
- In the case of a tie, school administration will determine the Valedictorian based on the following criteria: quality of classes taken (i.e. honors, early college), overall number of Academic Credits earned, and discipline record.

Salutatorian

- Student ranked second overall in their graduating class based on the student's Weighted GPA (Grade Point Average).

- Student must have been enrolled and continuously attended South Pointe High School for 6 academic quarters.
- In the case of a tie, school administration will determine the Salutatorian based on the following criteria; quality of classes taken (i.e. honors, early college), overall number of Academic Credits earned, and discipline record.

The cut off date for determining the valedictorian and salutatorian of each graduating class is the end of Block 3 of that school year.

Honors Graduate

- Students whose cumulative weighted GPA (Grade Point Average) is 3.5 or higher would be considered as “graduating with honors”.

Spirit of Leona

The Spirit of Leona Award is given to one graduate who has overcome personal adversity and persevered to attain a solid educational foundation. Students who are awarded this honor represent the truest measure of The Leona Group’s commitment to student success.

- Award winners are chosen by the South Pointe High School’s Staff.

True Griffin Award

- Awarded to graduates who attended South Pointe High School since their freshman year.

Griffin Award

- Awarded to graduates who have exhibited qualities that exemplify the South Pointe ideals of academic success, school spirit, school involvement and integrity.

Technology Use Guidelines

Chromebook Policy, Procedures, and Information

The focus of the Chromebook program at South Pointe High School is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools is the Chromebook. The individual use of a Chromebook is a way to empower students to maximize their full potential and to prepare them for high school and college.

Leaming results from the continuous dynamic communication among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it will transform the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with Chromebooks integrates technology into the curriculum anytime, anyplace.

The policies, procedures and information within this document apply to all Chromebooks used at South Pointe High School, including any other device considered by the Administration to come
under this policy. Teachers may set additional requirements for use in their classroom. With the opportunity to be part of a 1: 1 Chromebook program comes responsibility.

Acceptable Use Policy

The use of South Pointe High School's technology resources is a privilege, not a right. The privilege of using the technology resources provided by South Pointe High School is not transferable or extended to students, people or groups outside the school and terminates when a student is no longer enrolled at South Pointe High School. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school technology resources may be denied, and the appropriate disciplinary action shall be applied. The South Pointe High School Student handbook shall be applied to student infractions.

Violations may result in disciplinary action up to and including suspension or expulsion for students. When applicable, law enforcement agencies may be involved and legal action may be taken.

The Parents or Guardians are responsible for:

- Parents should talk to students about values and the standards on acceptable use of the internet.
- Parents/guardians are recommended to monitor the use of the Chromebook and are encouraged to view student work, ask the student to be visible when using the Chromebook and limit the use of the Chromebook to educational focus.
- Parents/guardians are encouraged to hold students accountable for the care of the Chromebook.
- Parents are ultimately responsible for the cost of replacement if a Chromebook is damaged.
- Parents are encouraged to require a bedtime check-in of the Chrome book to assure sound sleep and increase accountability.

The school is responsible for:

- Providing filtered internet and email access to its students on campus.
- Provide web storage for data.
- Provide staff guidance to aid students in using the Chromebook ethically for educational focus. This includes research and student accountability for acceptable use.
- Providing an email for educational purposes.

Students are Responsible for:

- Keeping track of usernames and passwords and keeping them secure .
- Responsible use of email, internet, and storage space .
- Using the Chromebooks in a responsible and ethical manner.
- Monitoring all activity on their account(s) .
- Obeying school rules concerning behavior and communication .
- Helping South Pointe High School protect the computer system, device, and network secure by contacting an administrator about any security problems they may encounter.
- If a student receives email, accesses an inappropriate site, or if the subject matter is questionable, he/she is asked to take a screenshot and share it with a trusted adult immediately.
- Returning their Chromebook and charging cord at the end of each school year or on disenrollment.

Strictly Prohibited Student Activities:

- Any action that violates existing school policy or public law.
- Illegal installation or transmission of materials: Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials. Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Spamming-sending mass or inappropriate email
- Students are not allowed to give out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up or accessing internet accounts necessary for chat rooms, Instagram, TikTok, Facebook, Snapchat, YouTube, Discord (or similar)
- Downloading, removing, or altering apps - specifically, but not limited to, any app that results in the "Jailbreak" of the Chrome book. Internet or computer games are not provided by the school.
- Changing, removing, or altering Chromebook settings, policies, restrictions or management functions (exceptions include personal settings such as font size, brightness, etc.)
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior. Use of the school's internet or email accounts for financial or commercial gain or for any illegal activity. Use of anonymous and/or false communications such as MSN Messenger, Yahoo Messenger, email, ICQ, AIM, IMO, Vine, Instagram, Snapchat, etc.
- Vandalism (any malicious attempt to harm or destroy hardware, software, or data, including, but not limited to, the uploading or creation of computer viruses or programs that can infiltrate, harm, interfere, or damage the computer systems, network, and software/hardware components) of school equipment will not be allowed.
- Bypassing the South Pointe High School web filter in any way .
- Gaining access to other student's accounts, files, and/or data. Students are not allowed to use another student's Chromebook except under rare and temporary circumstances within a classroom situation actively supervised by the teacher.
- Accessing sites that provide student work (i.e. essay services, etc).
- Cyberbullying

Receiving the Chromebook
Parents & students must sign and return the Student Chromebook Agreement before the Chromebook can be issued to their child.

Chromebook Check-in
Chromebooks will be returned during the final week of school so they can be checked for serviceability. Individual school Chromebooks and accessories must be returned at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at South Pointe High School for any other reason must return their individual school Chromebook on the date of termination. Failure to return the Chromebook will result in a theft report being filed with the local Police Department or the parent will be charged the replacement cost of the Chrome book, apps, case, and any other provided accessories.

Furthermore, the student or parent will be responsible for any damage to the Chromebook and must return the device and accessories in satisfactory condition. The student or parent will be charged a fee for any needed repairs. The fee is not to exceed the replacement cost of the Chrome book.

Chromebook Identification
Student Chromebooks will be labeled in the manner specified by the school. Chromebooks are identified through the record of a serial number. Identification labels and serial numbers are not to be defaced.

Taking Care of the Chromebook
The Chromebook is school property and all users follow this policy and the South Pointe High School Acceptable Use Policy for technology.

- Chargers, cables and accessories must be inserted carefully into the Chromebook to prevent damage.
- Chargers, cables, and accessories must be cared for to prevent bending and breaking.
- Only genuine chargers and cables are to be used with the Chromebook.
- Chromebooks must remain free of any skins, writing, drawing, stickers, or labels that are not the property of South Pointe High School. Any labels attached by the school are not to be removed.
- Chromebooks must never be left unattended by the student outside the classroom (for example in a car or any unsupervised area).
- Students are responsible for keeping their Chromebook's battery charged and ready for each school day.
- Chromebooks that malfunction or are damaged must be reported to the Technology Coordinator immediately.
- Chromebooks should not be removed from the provided protective cases for any reason whatsoever.
- Wireless keyboards may be used with the Chromebook. They must not cause damage, alteration, or removal of the provided protective case.

Carrying Chromebooks
Follow these guidelines:

- Do not place a Chromebook in a full backpack. If placed in a backpack, do not throw the backpack, and handle gently with care.
- Do not have food or drinks near the Chromebook as they can leave residues or cause liquid damage.

Screen Care
Rough treatment will damage the Chromebook screen. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not carry the Chromebook by the screen. Carry the Chromebook by the bottom of the device, closed.
- Do not lean on the top of the Chromebook or place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the Chromebook
- Only clean the screen with an approved dry soft microfiber cloth.
- Only clean the screen with an approved screen cleaner. Do not use Windex or any other home cleaning solutions as they may cause damage to the device.
- Do not "bump" the Chromebook against solid objects as it will eventually break the screen as well as cause dings and dents to the frame.

Using the Chromebook at School
Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules are accessed using the Chromebook. Students are responsible for bringing their Chromebook to all classes charged and ready to use, unless specifically instructed not to do so by their teacher.

Chromebooks Left at Home
If students leave their Chromebook at home, they are responsible for getting the course work completed as if they had their Chrome book present. If a student repeatedly (3 or more times as determined by any staff member) leaves their Chromebook at home, grades will most likely suffer and the student may receive ISS. Students can call home for forgotten Chromebooks, but this may not excuse them from ISS.

Chromebook Undergoing Repair
Loaner Chromebooks may be issued to students, if available, while their Chromebooks are undergoing repair. There may be a delay in getting a Chromebook should the school not have enough to loan.

Charging the Battery
Students need to charge their Chromebooks every evening so that they are brought to school each day fully charged and ready to use. This may take up to 5 hours. Repeat violations (three days-not consecutively) of this policy may result in an adverse effect on the student's grade for the term and possibly result in disciplinary action.

In circumstances when use of the Chromebook has caused batteries to discharge, students will connect their Chromebooks to a power outlet in class. Students are advised to close out any apps that are not currently being used in order to maximize battery life throughout the school day.

Screensavers and Background photos
A standard screensaver or background is on the Chromebook and may not be changed by the student. Passwords are not used.

Photos
Photos/Images storage on the Chromebook will be for school and educational projects only. Storage of personal photos or downloaded images is not allowed.

Sound, Music, Games, or Programs
- Students may not download music from iTunes or any other music-sharing site.
- Music on the Chromebook is provided by the teacher for educational use only.
- Music is not to be streamed from music sites at school.
- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Personal headphones may be used when directed by the teacher. Headphones are not provided by the school
- Internet games are not allowed on the Chromebooks.
- All software and Apps must be school-provided.

Printing
Printing may not be available with the Chromebook. Printing at home, if available, will require a wireless printer, proper settings on the Chromebook, and the correct app. Technical support will not be provided by the school.

Home Internet Access
Students are allowed to access wireless networks on their Chromebooks. This will assist them with Chromebook use while at home. The student and the parent acknowledge that the filtering at home may be different than at school. Adult supervision is essential to the safe and educational use of the Chromebook at home. It is strongly recommended that web filtering is enabled at home. Technical support for at home internet filtering will not be provided by the school.

Saving to the Chromebook
A workflow model created by South Pointe High School is for students to use web storage. Storage space is available on the Chromebook-BUT it will NOT be backed up in case of re-imaging. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Chromebook malfunctions are not an excuse for not submitting work. Any student work that needs be saved must be uploaded to the students Google Drive in order to have access from any other internet connected device. The school will not be held liable or responsible for any loss of data.

Network Connectivity
South Pointe High School makes no guarantee that the network will be up and running 100% of the time. In the rare case that the network is down, the school will not be responsible for lost or missing data but will adjust expectations accordingly.

Only Originally Installed Software
South Pointe High School will synchronize the Chromebooks to contain the necessary apps for school work. The software/apps originally installed by South Pointe High School must remain on the Chromebook in usable condition and be easily accessible at all times. From time to time, the school may add or modify software applications for use in a particular course.

Additional Software
Students are not allowed to load extra software or apps on their Chromebooks. Students will not synchronize Chromebooks or add apps through iTunes (or other) software.

Procedure for re-loading software
If technical difficulties occur or illegal software is found, the Chromebook will be reformatted and re-imaged. The school does not accept responsibility for the loss of any software or documents deleted due to the re-formatting and re-imaging process. Upgrade versions of licensed software/apps are available from time to time. Students may be required to check in their Chromebooks for periodic updates and syncing.

Chromebooks Left in Unsupervised Areas
Under no circumstances should Chromebooks be left in unsecured unsupervised areas. Unsupervised areas include the school grounds and campus, the courtyard, church, library, and unlocked classrooms. Any Chrome

book left in these areas is in danger of being stolen. If a Chrome book is found in an unsupervised area, it will be taken to the office. The Chromebook will be returned to the student and the situation will be managed at the discretion of administration.

Personal Home or Homeowners Coverage
Students or parents may wish to carry their own personal insurance to protect the Chromebook in cases of theft, loss, or accidental damage. Please consult with your insurance agent for details about your personal coverage of the Chromebook computer. The school should be notified in writing through the Technology Coordinator if you choose to do this on your own as additional protection.

Chromebook Fees
The Participation Agreement is mandated for students and parents, to cover apps and licenses, and Chrome book replacement in the event of theft, loss, or accidental damage.

Students will be held responsible for maintaining their individual Chromebooks and keeping them in good working order.

- Chromebooks that have been broken or accidentally damaged will need to be replaced. **The replacement fee is $300. Chargers are $30.**
- Damage includes, but is not limited to, malfunctioning/inoperable hardware, broken/cracked screen, liquid damage, moisture damage, sun damage, extreme heat/cold damage, heavily scuffed/scratched, bent, cracked, or dinged frame.
- Chromebooks that are stolen must be reported immediately to the Office and the Police Department. There is a **$300 replacement fee for stolen Chromebooks**. **Chargers are $30.** Failure to provide a police report will result in the full cost of the device replacement.
- Students will be held responsible for ALL intentional damage to their Chromebooks including, but not limited to: broken screens, water damage, cracked plastic pieces, inoperability.
- Lost or stolen chargers must be reported immediately. The charger must be replaced with a genuine charger. **The cost to replace the charger is $30**.

Legal Propriety
Students must comply with trademark and copyright laws as well as any and all license agreements. Ignorance of the law is not immunity. If the student is unsure, they should consult with a teacher or parent.
Plagiarism is a violation of the South Pointe High School handbook. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet such as graphics, movies, music, and text.

Use or possession of hacking software is strictly prohibited. Violators will be subject to school, parish, or diocesan applicable policies as well as any applicable state or government laws. Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action.

The parent or guardian is ultimately responsible for the proper use of the Chromebook by the student. The School, the Diocese and each their directors, board members, officers, employees, affiliates, successors and assigns from are not to be held liable or responsible for any and all actions, claims, losses, damages, liabilities, costs and expenses incurred by reason of, arising out of or relating to the student's use of the Chrome book.

Student Discipline
If a student violates any part of the above policy, he/she will be subject to disciplinary actions, up to mandated withdrawal, expulsion, or criminal proceedings.

Chromebooks will continue to be integrated into the curriculum during the school year. Students who use these Chromebooks will be required to adhere to the South Pointe High School Chromebook Participation Agreement.

Future costs will cover the use of the Chrome book for the duration of the year, Chrome book applications pertaining to each student's particular grade level, books, apps, and licenses. The Chromebook must be returned at the end of each school year in the same condition in which they were received.

Accidental Damage: In the event that the Chromebook is accidentally damaged while on or off the school premises, the parent will be charged a full replacement fee of $300 for the Chromebook. The damaged Chromebook must be turned in to the Technology Coordinator in the front office in order to begin the repair/replacement proceedings. There is a limit of one covered repair/replacement incident. The second incident and any incidents thereafter will not be covered under this participation agreement and parents will be responsible for the full replacement cost of the Chrome book. In the event that the charger and/or charging cable becomes damaged there will be a replacement fee of $30 for a genuine charger. Any and all damages must be reported to the Technology Coordinator immediately. Repairs and replacements are only to be performed by the school. There should be no attempt to repair a device on your own or by any other company.

Vandalism/Theft: In the event that the Chromebook is vandalized or stolen, the student is required to file a police report. The parent will be charged a fee of $300 for the replacement of the Chromebook. A copy of the police report must be turned in to the Technology Coordinator in order to begin the replacement proceedings. Failure to provide a police report will result in the full cost of the device replacement. There is a limit of one covered vandalism/theft incident. The second incident and any incidents thereafter will not be covered under this participation agreement and parents will be responsible for the full replacement cost of the Chromebook, case, cord and paid apps

Intentional Damage: Intentional or negligent misuse and/or damage of Chromebooks is not covered under this participation agreement and parents will be responsible for the full replacement cost of your Chromebook. This includes damage caused by operating the product outside the permitted or intended educational purpose of the curriculum.

Lost Chromebooks: Lost Chromebooks or Chromebooks that are not returned are not covered under this participation agreement and parents will be responsible for the full $300 replacement cost of the Chrome book.

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

- **No charge for meals**: All children enrolled at South Pointe High 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 602-243-0600]. 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

Respect and mature conduct in the school is of primary importance to staff members, parents/guardians, and other students. The maintenance of orderly conduct of students is necessary in every school situation to

ensure the health and safety of all and to maximize learning. Effective discipline is a necessity for quality education. SPHS' fundamental philosophical basis of 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 appropriate behavior at school, students are expected to exhibit proper behavior on their way to school, on their way home from school and when participating in school activities.

The following rules and procedures are enforced at SPHS for the purpose of maintaining a safe, drug-free learning environment:
1. **Fighting, Threats, and Intimidation:** South Pointe strictly enforces a discipline program on any fighting, threats, or intimidation. Students who participate will face suspension.

2. **Gang Association and Gang Activity:** "Tagging Crews" and "Party Crews" are considered gangs by local law enforcement agencies and are considered such by SPHS. This includes hand gestures/signs, language, clothing, tattoos, belt buckles, writing, numbers, and color combinations. Students are not allowed to wear any t-shirt that is one solid color. Students violating this policy will face immediate suspension or expulsion. Students are not allowed to possess any type of marker on campus. Possession of a marker will result in community service and confiscation of the marker.

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.

4. **Abuse of Staff:** In order 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. **Students must attend school and arrive promptly:** SPHS operates on a block schedule. Each block consists of 9-10 weeks. Arizona law requires that a student attend a set amount of time to receive credit. Therefore, if a student accumulates more than five absences during the block, the student may receive a letter grade of an "F" for that class. When arriving on campus, students should report immediately to the school courtyard. Any student who has excessive tardies and/or absences may be switched to a different session and/or be suspended or expelled from school. (ARS 15-841).

6. **Respect must be shown to teachers, staff members, other adults and students at all times:** Respect is required at all times by everyone at SPHS. This includes the use of language, gestures, actions, and attitude. If a student anticipates a potential problem of any type, the student is expected to seek advice from an administrator, the school counselor 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 destruction he or she does to school property.

7. **Closed Campus Policy:** For the safety of the students, SPHS has a closed campus. Students must remain on school grounds at all times, including the break between classes. Students who become ill or have an

emergency must report to the office, receive parental/guardian (if under the age of 18) and administrative permission, and sign out before leaving the campus. The office may deny permission to leave campus. Failure to obtain permission to leave campus will be considered an unexcused absence or truancy and will result in disciplinary action.

8. **Telephone Calls:** Students may not receive or make phone calls during class hours. A phone is available for student use during non-class hours in the front office. If you need to contact your son/daughter, please phone the front office and the front office personnel will get a message to the classroom teacher. Emergency calls from parents will be taken by the front office and the student will be informed immediately. Teachers are available for phone calls before or after school time.

9. **Electronic Devices:** To prevent disruption of the learning environment, students will not be able to use cell phones, personal electronic games, portable radios, iPods, etc. Violation of this policy will result in discipline. If a student has a need for a recorder in class, a note will be obtained from the teacher and the recorder checked in through the Assistant Principal's office. SPHS is not responsible for lost or stolen electronic devices.

10. **Academic Honesty:** Students are expected to complete their own work on any assignment. Any instance of cheating or plagiarism will be referred to school administration and will result in disciplinary action from up to warning or loss of credit.

11. **Backpacks:** Students are expected to assume full responsibility for the contents of their backpack. Backpacks may be subject to random search at any time.

12. **Dresscode:** SPHS students are required to wear school uniforms for many reasons: school uniforms encourage students to express their individuality through personality and academic achievements, not outward appearances. School uniforms create a professional atmosphere conducive for learning. School uniforms minimize peer-to-peer bullying or harassment based on what you are, or are not wearing.

Bottoms:

- Jeans, skorts, skirts, cargo pants and shorts are allowed.
- All shorts and skirts must be school appropriate length.
- **No** cut-off shorts or bottoms with any tears, rips or holes
- **No** overalls (with pants or shorts), sweat pants, or pajama bottoms.
- **No** bonnets or durags.
- **Leggings or tights must be solid gray or black**.
- Bottoms must be the appropriate size, with the waist of garment worn at the student's waist (No sagging)

Tops: *Black, White, or Purple SPHS Polo with approved SPHS logo*

- Students may wear a solid color long sleeve undershirt under their polo.
- Polos must be unaltered.

Jackets/Coats/Blankets: *Any jacket or cover-up/pullover garment that is worn at school (sweater, sweater vest, sweatshirt, hoodie, shawl, etc.) must have an approved SPHS logo if not, an SPHS Polo must be worn under the jacket/coat.*

- Hoods must be off the head while in the classroom.
- On very cold days, students who walk, bike, etc. may need to wear sweatpants or additional clothing

over their school uniform on the way to and from school. However, any clothing that does not meet dress code requirements must be removed before entering the school building.
- This policy extends to blankets. Blankets must be put away when students enter the campus.

Friday Dress: *On Fridays, students are allowed to wear:*
- An unaltered SPHS t-shirt representing a club or sport.

In order to promote SPHS' college going culture, students are invited to wear the following:
- Students may wear a college t-shirt, polo, sweater, jersey or jacket.
- Uniform bottoms must be worn.

Spirit Days: *Occasionally, we will hold spirit days where students will be allowed to dress in items other than their school uniform following the theme for the day.*
- Students who are not dressed in a reasonable interpretation of the theme for the day or are dressed indecently will be asked to change.

Game Days: *Athletes and team managers are encouraged to show solidarity on game days by dressing alike.*
- They may wear their jersey (with appropriate undergarment as needed)
- They must wear school uniform bottoms.

Field Trips: *When students go on field trips they are allowed to dress as if it were a Friday:*
- Students must wear a SPHS t-shirt or polo
- Students may wear jeans (solid blue; with no rips, tears, or holes).

Other dress code rules:
- All headwear (hats, hoods, beanies, etc) other than for medical or religious reasons, must be removed when entering the classroom.
- No sandals, slides, slippers, "house shoes," flip flops, open-toed shoes or soft-soled shoes (i.e. moccasins).

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	**Minimum:** Personal Conference/Parental Involvement

Wrongfully securing and/or using information or assisting another to do so	**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	**Minimum:** Personal Conference

Mutual participation in an incident involving physical violence, where there is no major injury	**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.

Course Catalog

In-Person Classes
Fine and Practical Arts
Dance Technique 1
0.50 Credit Prerequisites: None
Dance Technique courses provide students with experience in one or several dance forms (i.e., modern, jazz, ballet, and tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving students? technique and may offer or require experience in choreography and dance evaluation.

Dance Technique 2
0.50 Credit Prerequisites: None
Dance Technique courses provide students with experience in one or several dance forms (i.e., modern, jazz, ballet, and tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving students? technique and may offer or require experience in choreography and dance evaluation.

English/Language Arts
ELA Foundations
0.50 Credit Prerequisites: None

This course covers fundamental English concepts and is designed to provide students an opportunity to increase their English skills prior to entering an NHS English course. Course topics include fiction and non-fiction text, identifying the elements of literature, and introductory writing skills that will help students be more successful with the rigor of future NHS English classes. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class. **This course does not meet the English requirement for graduation and is considered an elective credit.**

English 9.1 (both honors and general courses offered)
0.50 Credit Prerequisites: Placement Test Eligibility
Freshman English 1 focuses on the development of reading skills, writing skills, and speech and language concepts. By the end of this course, students will be able to comprehend fiction and non-fiction text, identify the elements of literature and write a narrative essay, persuasive essay, and mini research paper using MLA guidelines. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 9.2 (both honors and general courses offered)
0.50 Credit Prerequisites: Placement Test Eligibility
Freshman English 2 concentrates on reading comprehension, and applying the writing process utilizing the Six Traits of Writing. Students will comprehend figurative language and analyze the elements of literature through reading fiction and non-fiction prose and poetry. Students will also learn to write a literary response essay, full research paper, and various forms of poetry. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 10.1 (both honors and general courses offered)
0.50 Credit Prerequisites: English 1 or 2/9B or 9C
Sophomore English, students will explore and analyze works of drama, poetry, short stories, and novels as well as other written and visual media in order to leverage its content and style into improving the student's writing style. Two novels and several essays are involved on various topics of current interest. Emphasis will be placed on intensive review of usage and mechanics, word development and oral presentation skills. The skills taught within this course will provide students with the skills necessary to be successful on standardized tests and build their reading and writing ability for more advanced coursework. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 10.2 (both honors and general courses offered)
0.50 Credit Prerequisites: English 1 or 2/9B or 9C
Students focus on writing, where story writing, creativity and persuasiveness combine into interesting forms of advertising, books, electronic stories and other literary forms as created by students themselves. By focusing on writing, students are challenged to be creative, critical, and complex. Students will also develop thoughts and ideas into quality verbal and written forms. Emphasis will be placed on intensive review of usage and mechanics, word development and oral presentation skills. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 11.1 (both honors and general courses offered)
0.50 Credit Prerequisites: English 2 or 3/10-1 or 10-2

This course provides a chronological study of American Literature. The course selections will cover historical information, fiction, nonfiction, poetry, plays, and other writings of specified periods. The course will also include vocabulary, grammar, projects, essays, creative writing assignments, two novels studies, a drama study and quizzes. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 11.2 (both honors and general courses offered)
0.50 Credit Prerequisites: English 2 or 3/10-1 or 10-2
This course is a continuation of English 5. It provides the second part of the chronological study of American Literature. The course selections will cover historical information, fiction, nonfiction, poetry, plays, and other writings of specified periods. The course will also include vocabulary, grammar, projects, essays, creative writing assignments, three novels studies, a research paper and presentation, and quizzes. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 12-1
0.50 Credit Prerequisites: English 6/11-2
English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

English 12-2
0.50 Credit Prerequisites: English 6/11-2
English/Literature courses are designed for seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills.

SEI I- Integrated Grammar and Writing A/B/C/D: (Pre-Emergent and Emergent)
0.50 Credit each
A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

SEI II - Integrated Grammar and Writing A/B/C/D: (Basic)
0.50 Credit each
A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the

mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

SEI III - Integrated Grammar and Writing A/B/C/D: (Intermediate)

0.50 Credit each

A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

SEI I - Integ. Read, LIst, Speak, Vocab A/B/C/C/D: (Pre-Emergent and Emergent)

0.50 Credit each

A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

SEI II - Integ. Read, LIst, Speak, Vocab A/B/C/D: (Basic)

0.50 Credit each

A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

SEI III - Integ. Read, List, Speak, Vocab A/B/C/D (Intermediate)

0.50 Credit each

A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.

Mathematics

Algebra Foundations

0.50 Credit Prerequisites: None

This course covers fundamental math concepts and is designed to provide students an opportunity to increase their math aptitude prior to entering an Algebra course. Course topics include math vocabulary, operations on rational numbers, order of operations, simplifying and evaluating algebraic expressions, culminating in solving basic equations and inequalities. **This course does not meet the Mathematics requirement for graduation and is considered an elective credit**

Algebra 1.1 (both honors and general courses offered)
0.50 Credit Prerequisites: Placement Test Eligibility or Algebra Foundations
This course will involve further study of Algebraic concepts including graphing and writing linear functions, solving systems of equations and graphing systems of inequalities. This course will provide a solid foundation for further study in mathematics by helping students develop computational, procedural, and problem-solving skills. Students will be taught how to translate real-life situations to mathematical models and obtain solutions.

Algebra 1.2 (both honors and general courses offered)
0.50 Credit Prerequisites: Placement Test Eligibility or Algebra 1-2
This course completes the first-year Algebra sequence by introducing students to exponential functions, including growth, decay and interest problems. Students will also be taught how to simplify algebraic expressions using the properties of exponents, operations with scientific notation, performing operations on polynomials, factoring polynomials, and solving quadratic equations. Students will also engage in basic statistics investigations. Students will continue to model real-world situations using the skills learned in this class by applying problem solving strategies.

Geometry 1 (both honors and general courses offered)
0.50 Credit Prerequisites: Algebra 1-2 or Placement Test Eligibility
This course includes communicating with vocabulary and notation of Geometry, deductive reasoning, problem solving and applications of Geometric Theorems, drawings and models to real world problems. The student will make connections between Geometry, Algebra, discrete mathematics, and number theory. Students will also do basic geometric constructions, proofs, and transformations of shapes and graphs.

Geometry 2 (both honors and general courses offered)
0.50 Credit Prerequisites: Geometry 1 or Placement Test Eligibility
This course is a continuation of Geometry 1. Students will solve problems involving ratios and proportions, similarity, applications of the Pythagorean Theorem, and right triangle trigonometry. This course also contains the properties and formulas of polygons and circles. Students will solve problems involving the area of 2-dimensional shapes, surface area and volume of 3-dimensional solids, ratios of perimeter, area, and volume. Students engage in using Geometry to model and solve real-world applications.

Algebra 2.1 (both honors and general courses offered)
0.50 Credit Prerequisites: Geometry 2
This begins with a review of concepts from Algebra 1 (solving and graphing linear equations, linear systems and factoring polynomials), as well as increasing the level of complexity of those problems. Imaginary and Complex numbers will be introduced, so that students can perform operations on them. Students will learn how to solve and graph Quadratic Equations. Students will also be able to solve systems of equations involving linear and quadratic equations.

Algebra 2.2 (both honors and general courses offered)
0.50 Credit Prerequisites: Algebra 2-1
This course continues the formal study of algebraic concepts with the study of polynomial, radical, exponential and logarithmic functions and equations (specifically how to solve and graph them), and applying exponential

growth and decay models. Students will also be introduced to the Trigonometric concepts of degrees and radians, as well as graphing basic Trigonometric functions.

Statistics

0.50 Credit Prerequisites: Geometry 2 or Algebra 2-2

This course involves the study of both Probability and Statistical modeling. Students will learn how to calculate various kinds of probability (experimental and theoretical, independent and conditional), and solve problems based on those probabilities. Students will also learn how to collect, organize, and interpret data, statistics, and displays of data.

Senior Math

Comprehensive Algebra, Geometry and Algebra II taught as a senior level math course as a precursor to college-level math. Formerly called Math 150.

Science

Conceptual Science 1 (both honors and general courses offered)

0.50 Credit Prerequisites: None

This class is designed to help students build a strong foundation for the rest of the science classes grades 10+ and focuses on concepts of chemistry and earth science. The course explores: science processes and skills, the impact of energy and matter on geology, the earth's interior and surface, weather and climate, the solar system, the impact of human activity on the earth, and chemical reactions & applications.. The class, aligned to the revised Arizona standards, will be highly interactive, collaborative and driven by student inquiry.

Conceptual Science 2 (both honors and general courses offered)

0.50 Credit Prerequisites: None

This class continues to build a strong foundation for the rest of the science classes grades 10+ and focuses on concepts of physics and space science. The course explores: forces and interactions of motion and stability, energy, waves, earth, the solar system, and the universe. The class, aligned to the revised Arizona standards, will be highly interactive, collaborative and driven by student inquiry.

Biology 1 (both honors and general courses offered)

0.50 Credit Prerequisites: Integrated Science 1&2

This class will investigate the history of life on earth. Specifically, this class will focus on the origin of life on earth, the evolution of life forms and how these systems and life forms are interrelated. Biology 1 will also cover basic ecology – how organisms interact with one another. The Biology curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Biology 2 (both honors and general courses offered)

0.50 Credit Prerequisites: Integrated Science 1&2

This class will investigate the basic structure of life and the flywheel of evolution: genetics. Students will explore the genetic basis for heredity and inheritance, as well as how cells, which protect genes, are able to function and reproduce. The Biology curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Social Studies

World History 1 (both honors and general courses offered)

0.50 Credit Prerequisite: None

This course covers world history and geography from early civilization to the Renaissance. Students are required to read literary works and other primary source materials that relate to the course. Strong writing and research skills are necessary to be successful in this class. Critical thinking and problem solving will be encouraged, along with individual and group projects in this challenging course. The integration of all forms of technology will be encouraged.

World History 2 (both honors and general courses offered)

0.50 Credit Prerequisite: None

This course covers world history and geography from the Renaissance to the Modern Age. Students are required to read literary works and other primary source materials that relate to the course. Strong writing and research skills are necessary to be successful in this class. Critical thinking and problem solving will be encouraged, along with individual and group projects in this challenging course. The integration of all forms of technology will be encouraged.

US/Arizona History 1 & 2 (both honors and general courses offered)

0.50 Credit each Prerequisite: World History 2

The course will cover American history from the founding of the United States to the present. Special emphasis will be placed on the 20th century era, and specifically from The Great Depression to the present. Students will study U.S. foreign policy, and the many political and social movements that shaped American culture. Problem solving, critical thinking, writing, research, geographic skills, cooperative learning activities, and the integration of technology are encouraged.

United States Government (both honors and general courses offered)

0.50 Credit Prerequisites: US/Arizona History 2

This course examines American government through a comprehensive study of the US Constitution, the Legislature, the Executive, and the Judiciary branches. Emphasis will focus on the comparison of each subject matter to other forms of government and the relationship of each subject matter to real world applications and current political events.

Economics (both honors and general courses offered)

0.50 Credit Prerequisites: US/Arizona History 2

This course examines American economics with an emphasis on micro- and macro-economic issues. The course will study economic principles and systems, supply and demand, price and competition, business organizations, money and banking, and finance. The course will prepare students for college economic courses.

Wellness Education

Weight Training

0.50 Credit Prerequisites: None

Weight training is a class where students will learn the benefits of proper muscular training, technique and form. On a daily basis students will push themselves with activities that challenge their upper and lower body strength and agility. This class is for hardworking and motivated students.

Team Sports

0.50 Credit Prerequisites: None

Team sports offers a variety of activities for students to challenge their skills and leadership qualities. Each unit student will have a different sport to learn and try as well as understand the rules and regulations that govern the sport. This class is for students who want to engage in fun daily physical activity, and who want to get active.

General Electives

Army Junior ROTC 1

Army Junior Reserve Officer Training Corps (ROTC) I courses include instruction in the organization and functions of the U.S. Army, leadership skills, and life skills education. The content of these courses cover (but is not limited to) the history and evolution of the Army, including its structure, operations, customs and courtesies; maps and navigation; first aid, personal hygiene, and field sanitation; and substance abuse prevention. These courses also introduce students to principles of leadership and citizenship.

Army Junior ROTC II

Army Junior Reserve Officer Training Corps (ROTC) II courses build upon the content of Army Junior ROTC I and include (but are not limited to) ongoing instruction in leadership principles and citizenship; drill and ceremonies; organizational structure; command and staff relationships, functions, and responsibilities; significant military campaigns and leaders; map-reading and orienteering; weapon safety and marksmanship; and survival training.

Army Junior ROTC III

Army Junior Reserve Officer Training Corps (ROTC) III courses build upon prior Army Junior ROTC courses, giving more emphasis to leadership development. These courses serve to strengthen students? leadership skills (including planning, problem-solving, motivation, and performance appraisal) and management skills (with regard to time, personnel, and other resources) through allowing them to assume leadership duties. Students study topics introduced in earlier years, such as military history, map-reading and orienteering, marksmanship, and drill and ceremonies at a more advanced level and are also provided with military service opportunities.

Army Junior ROTC IV

Army Junior Reserve Officer Training Corps (ROTC) IV courses focus on practical leadership by assigning students to command and staff positions in which they present instruction to lower Army Junior ROTC classes and continue to study and review staff functions and actions, staff-commander relationships, and leadership principles. Topics introduced in earlier years may be studied at more advanced levels.

College and Career Readiness

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing

job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

Honors Course Statement

Admission to college is becoming more competitive every day. It is imperative that students have an academic record that will make them stand out. Taking honors courses will help give students that competitive edge.

Honors courses at SPHS have been developed to help meet the needs of highly-motivated students. They offer the same curriculum as regular courses, but they do so in a more comprehensive format. Honors courses are faster-paced and cover topics at a higher level. Students will extend their critical thinking skills and learn how to apply, evaluate, and synthesize concepts.

Honors Placement

Students are eligible for the honors program at the end of their freshman year. Placement in Honors courses is decided by the student at the beginning of the course. Students will sign a contract with the teacher at the beginning of the course signifying their commitment to the honors requirements.

Benefits of Honors Courses

- Students gain an edge in the college admissions process. College admissions officers look for students who take rigorous courses.

- Students who take and pass concurrent enrollment courses at South Mountain Community College will not only earn high school credit, where applicable, but also college credit.
- Honors courses are more difficult than non-honors classes, so the grades in honors courses are given an extra grade point. With the standard four-point grading scale; A = 4 grade points, B = 3 points, C = 2 points, etc. With the honors scale; A = 5 grade points, B = 4 points, and C = 3 points; therefore, when these grade points are averaged with regular grades, a student's overall GPA can raise higher than 4.0
- College courses are more rigorous than standard high school courses. By taking challenging honors classes in high school, students will be better prepared to succeed in college.
- Taking honors courses in high school will prepare students for the rigors of college. All students who feel up to the challenge of honors classes should talk to the school administration for more information about the competitive courses at SPHS.

COMPUTER BASED EDUCATION COURSES

ELA

CBE CR English 9-1

0.50 Credit Prerequisites: None

English 1 launches a four-year journey during which students will confidently master grammar, develop advanced communication skills, and learn to analyze and appreciate challenging literature. The course begins with grammar fundamentals including sentence structure, parts of speech, and phrases and clauses. Students' vocabulary will expand through a study of technology, literary terms, and words with multiple meanings.

Culturally diverse texts will emphasize literary elements and techniques while an overview of short and long prose will delve into excerpts from classic literature and Shakespeare. This will expand the students' literary world. Writing skills will advance as students learn and apply the steps for creating a research paper. The course includes coverage of effective speaking and listening.

CBE CR English 9-2

0.50 Credit Prerequisites: English 9-1

English 1 launches a four-year journey during which students will confidently master grammar, develop advanced communication skills, and learn to analyze and appreciate challenging literature. The course begins with grammar fundamentals including sentence structure, parts of speech, and phrases and clauses. Students' vocabulary will expand through a study of technology, literary terms, and words with multiple meanings. Culturally diverse texts will emphasize literary elements and techniques while an overview of short and long prose will delve into excerpts from classic literature and Shakespeare. This will expand the students' literary world. Writing skills will advance as students learn and apply the steps for creating a research paper. The course includes coverage of effective speaking and listening.

CBE CR English 10-1

0.50 Credit Prerequisites: English 9-1 and English 9-2

English 2 begins with a major focus on grammar to help students become stronger writers. Students then analyze literary genre elements in various excerpts of classical stories. A novel study and play accompany the course to study for analysis, as well. Students compare informational texts and have various writing projects. For example, they write an analytical essay on a short story and a persuasive essay that they also present as a speech. Their research paper is about a topic they choose in which they construct a multi-media presentation to accompany it. Additionally, this course includes work-related documents with students constructing their own resumés and letters.

CBE CR English 10-2

0.50 Credit Prerequisites: English 9-1, English 9-2 and English 10-1

English 2 begins with a major focus on grammar to help students become stronger writers. Students then analyze literary genre elements in various excerpts of classical stories. A novel study and play accompany the course to study for analysis, as well. Students compare informational texts and have various writing projects. For example, they write an analytical essay on a short story and a persuasive essay that they also present as a speech. Their research paper is about a topic they choose in which they construct a multi-media presentation to accompany it. Additionally, this course includes work-related documents with students constructing their own resumés and letters.

CBE CR English 11-1

0.50 Credit Prerequisites: English 9-1, English 9-2, English 10-1 and English 10-2

In English 3, students focus on the development of American Literature and compare it with ideas and forms of literature around the world. Students review the basics of the language arts, then scaffold with practices of increasing complexity to meet the required grade-level objectives of analytical thinking. Engaging in a step-by-step process, students learn to write complex analyses and argument papers. Students also learn principles in research, teamwork, discussion, and presentation skills. A play and novel highlights literary

devices with supporting literature. Additionally, students explore college and career planning as well as tips for dealing with information in technology today.

CBE CR English 11-2

0.50 Credit Prerequisites: English 9-1, English 9-2, English 10-1, English 10-2 and English 11-1

In English 3, students focus on the development of American Literature and compare it with ideas and forms of literature around the world. Students review the basics of the language arts, then scaffold with practices of increasing complexity to meet the required grade-level objectives of analytical thinking. Engaging in a step-by-step process, students learn to write complex analyses and argument papers. Students also learn principles in research, teamwork, discussion, and presentation skills. A play and novel highlights literary devices with supporting literature. Additionally, students explore college and career planning as well as tips for dealing with information in technology today.

CBE CR English 12-1

0.50 Credit Prerequisites: English 9-1, English 9-2, English 10-1, English 10-2, English 11-1 and English 11-2.

This course challenges students with rigorous and rewarding assignments. Students will explore the development of English language and survey famous British fiction authors. They will examine the effect of time upon literary works, as well as make advanced studies of drama, plot structures, devices, and motivations. Students will probe nonfiction texts as well as read and analyze British literature. Conducting research, organizing ideas, and preparing presentations, students will create an argumentative persuasive text, a story with conflict and resolution, a poem, a script, and an analytical essay. In addition, students will learn to write for real-life situations such as e-mail and professional resumés. Students will apply critical thinking skills to gain perspective on the media and analyze speeches.

CBE CR English 12-2

0.50 Credit Prerequisites: English 9-1, English 9-2, English 10-1, English 10-2, English 11-1, English 11-2 and English 12-1.

This course challenges students with rigorous and rewarding assignments. Students will explore the development of English language and survey famous British fiction authors. They will examine the effect of time upon literary works, as well as make advanced studies of drama, plot structures, devices, and motivations. Students will probe nonfiction texts as well as read and analyze British literature. Conducting research, organizing ideas, and preparing presentations, students will create an argumentative persuasive text, a story with conflict and resolution, a poem, a script, and an analytical essay. In addition, students will learn to write for real-life situations such as e-mail and professional resumés. Students will apply critical thinking skills to gain perspective on the media and analyze speeches.

Math

CBE CR Algebra 1-1

0.50 Credit Prerequisites: Algebra 1-1

Students' math competence will grow as they learn to solve expressions, functions, and equations by using formulas, ratios, proportions, percentages, and rates. Other concepts include exponents and scientific notation, polynomials and trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities.

Students will solve quadratic functions through various methods including graphing, factoring, square roots, completing the square, and the quadratic equation. Using tables and graphs, students will analyze and organize data and statistics. Students will learn to work and solve exponential, radical, and rational functions and equations.

CBE CR Algebra 1-2

0.50 Credit Prerequisites: Algebra 1-1

Students' math competence will grow as they learn to solve expressions, functions, and equations by using formulas, ratios, proportions, percentages, and rates. Other concepts include exponents and scientific notation, polynomials and trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities. Students will solve quadratic functions through various methods including graphing, factoring, square roots, completing the square, and the quadratic equation. Using tables and graphs, students will analyze and organize data and statistics. Students will learn to work and solve exponential, radical, and rational functions and equations.

CBE CR Geometry 1

0.50 Credit Prerequisites: Algebra 1-1 and Algebra 1-2

This course, dealing primarily with two-dimensional Euclidean geometry and solid geometry, promotes the development of logical reasoning skills and is useful in many life situations. Beginning with the fundamental concepts of line segments and angles, students will progress to conditional statements, geometric and algebraic proofs, and line relationships. In studying polygons, students will learn the properties of triangles, quadrilaterals, and circles along with geometrical concepts including the Pythagorean Theorem and the relationship of Pi (π) to circumference and area in a circle. In the study of solid geometry, students will learn how to determine area and volume for prisms, cylinders, pyramids, cones, and spheres. Students will apply learned geometric skills in working with ratios, similarities, transformations, and symmetry before concluding the course with an inquiry into the fundamentals of trigonometry.

CBE CR Geometry 2

0.50 Credit Prerequisites: Algebra 1-1, Algebra 1-2 and Geometry 1

This course, dealing primarily with two-dimensional Euclidean geometry and solid geometry, promotes the development of logical reasoning skills and is useful in many life situations. Beginning with the fundamental concepts of line segments and angles, students will progress to conditional statements, geometric and algebraic proofs, and line relationships. In studying polygons, students will learn the properties of triangles, quadrilaterals, and circles along with geometrical concepts including the Pythagorean Theorem and the relationship of Pi (π) to circumference and area in a circle. In the study of solid geometry, students will learn how to determine area and volume for prisms, cylinders, pyramids, cones, and spheres. Students will apply learned geometric skills in working with ratios, similarities, transformations, and symmetry before concluding the course with an inquiry into the fundamentals of trigonometry.

CBE CR Algebra 2-1

0.50 Credit Prerequisites: Algebra 1-1, Algebra 1-2, Geometry 1 and Geometry 2

Algebra 2 will consolidate and build on students' knowledge acquired in Algebra 1. After a review of Algebra 1 concepts, students will take an in-depth look at linear equations, inequalities, and functions. Students will be introduced to matrices, apply Cramer's Rule in solving linear systems, and solve graphs and equations of conic

sections. Using graphs, factoring, and the quadratic formula, students will solve quadratic equations, inequalities, and functions. Students will investigate how to graph, factor, invert, and solve polynomials, as well as solve rational expressions, radical expressions, fractional exponents, and rational inequalities. Students will examine the properties, transformations, and applications of exponential and logarithmic functions. Applying probability and data analysis, students will determine probability and model data.

CBE CR Algebra 2-2

0.50 Credit Prerequisites: Algebra 1-1, Algebra 1-2, Geometry 1, Geometry 2 and Algebra 2-1
Algebra 2 will consolidate and build on students' knowledge acquired in Algebra 1. After a review of Algebra 1 concepts, students will take an in-depth look at linear equations, inequalities, and functions. Students will be introduced to matrices, apply Cramer's Rule in solving linear systems, and solve graphs and equations of conic sections. Using graphs, factoring, and the quadratic formula, students will solve quadratic equations, inequalities, and functions. Students will investigate how to graph, factor, invert, and solve polynomials, as well as solve rational expressions, radical expressions, fractional exponents, and rational inequalities. Students will examine the properties, transformations, and applications of exponential and logarithmic functions. Applying probability and data analysis, students will determine probability and model data.

CBE CR Pre Calculus 1

0.50 Credit Prerequisites: Algebra 1-1, Algebra 1-2, Geometry 1, Geometry 2, Algebra 2-1 and Algebra 2-2
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.

CBE CRPre Calculus 2

0.50 Credit Prerequisites: Algebra 1-1, Algebra 1-2, Geometry 1, Geometry 2, Algebra 2-1, Algebra 2-2 and Pre Calculus 1
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.

CBE Statistics

0.50 Credit Prerequisites: Algebra 1-1 and Algebra 1-2

Students enrolled in Probability and Statistics build a strong foundation in calculating probabilities and evaluating statistics. Students enrolled in the course explore representation of statistical data, working with scatter plots, analyzing statistical data using properties and theorems, and more.

CBE Financial Literacy

0.50 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.

Science

CBE Physical Science 1

0.50 Credit Prerequisites: None

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.

CBE Physical Science 2

0.50 Credit Prerequisites: Physical Science 1

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.

CBE Biology 1

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

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.

CBE Biology 2

0.50 Credit Prerequisites: Physical Science 1, Physical Science 2 and Biology 1

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.

CBE Chemistry 1

0.50 Credit Prerequisites:Biology 1 and Biology 2

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.

CBE Chemistry 2

0.50 Credit Prerequisites: Chemistry 1

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.

CBE Earth Science 1

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

In Earth Science, students will learn about different Earth systems, how they interact with each other, and how humans impact these systems. Students will look at the scientific basis for land, water, atmosphere, and biosphere systems; discuss several environmental problems; analyze possible solutions; delve into laws already in existence; and discuss any future laws. Critical thinking will be required, as well as the ability to argue points from both sides of an issue. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

CBE Earth Science 2

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

In Earth Science, students will learn about different Earth systems, how they interact with each other, and how humans impact these systems. Students will look at the scientific basis for land, water, atmosphere, and biosphere systems; discuss several environmental problems; analyze possible solutions; delve into laws already in existence; and discuss any future laws. Critical thinking will be required, as well as the ability to argue points from both sides of an issue. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

CBE Environmental Science 1

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

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.

CBE Environmental Science 2

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

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.

CBE Physics 1

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

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.

CBE Physics 2

0.50 Credit Prerequisites: Physical Science 1 and Physical Science 2

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.

Social Studies

CBE World History 1

0.50 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.

CBE World History 2

0.50 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.

CBE US History 1

0.50 Credit Prerequisites: World History 1 and World History 2

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.

CBE US History 2

0.50 Credit Prerequisites: World History 1, World History 2 and US History 1

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.

CBE American Government

0.50 Credit Prerequisites: US History 1/2

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.

CBE Economics

0.50 Credit Prerequisites: US History 1/2

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.

CBE Psychology

0.50 Credit Prerequisites: None
In Psychology, students explore the science of explaining and controlling human behavior. Psychology plays an integral part in everyday life because all decisions, relations, and emotions are closely tied to behavior and genetics. Within this course, students look at behavior, and they consider prominent psychologists who have made impressive and monumental discoveries through testing, research projects, and proving theories. Students study everything from the anatomy of the brain to psychological disorders.

CBE Sociology
0.50 Credit Prerequisites: None
In the Sociology course, students explore the various topics and sociological terminology necessary for understanding and exploring the field. Students investigate major sociological perspectives and the famous sociologists who invented and contributed to them. Additionally, students determine how researchers perform valid and reliable sociological studies. This course is ideal for students who are interested in pursuing post-secondary careers in sociology, psychology, law, or other social sciences.

CBE Art Appreciation
0.50 Credit Prerequisites: None
In Art Appreciation, students explore visual art from the ancient world to the present day. Students investigate various topics such as the mysteries surrounding Stonehenge, the lives of famous Renaissance artists, the way celebrities influenced the Pop Art movement, and the reasons why public memorials are created. This course highlights the important connections between visual art, culture, and human history and allows students to analyze and interpret artworks. Art history comes alive as students emulate basic techniques used by well-known artists.

CBE Art in World Cultures
0.50 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.

CBE Business Communications
0.50 Credit Prerequisites: None
This course is designed to teach students the kind of writing and speaking used in business, from the routine report to the long formal report. Students will learn to prepare a professional resume and how to have a successful in a job interview. Focus will also be on the legal aspects of writing official communications that touch on people’s civil rights.

CBE Child Development
0.50 Credit Prerequisites: None
Child Development prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create

an environment for children that will promote optimum development. Students also investigate careers in child development.

CBE Cosmetology

0.50 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.

CBE Criminology

0.50 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.

CBE Criminal Justice

0.50 Credit Prerequisites: None

Most of us have watched a sensationalized crime show at one time or another, but do we really know how things work behind those dreaded prison bars? Do we really understand all the many factors in our justice proceedings? The criminal justice system is a very complex field that requires many seriously dedicated people who are willing to pursue equal justice for all. The Careers in Criminal Justice course illuminates what those different career choices are and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. Find out more about what really happens when the television show ends and reality begins.

CBE Culinary Arts

0.50 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.

CBE Early Childhood Education

0.50 Credit Prerequisites: None
As children, we see the world differently than we do as teenagers and adults. It is a world full of magical creatures and strange, exciting things. But what makes childhood such a wondrous time of learning and exploration? What can caregivers do to encourage this? In Early Childhood Education, you will learn more about understanding the childhood experience. Learn how to create interesting lessons and stimulating learning environments that provide a safe and encouraging experience for children. Discover how to get children excited about learning and, just as importantly, to feel confident about their abilities. Early childhood teachers have the unique opportunity to help build a strong base for their young students' life-long education.

CBE Fashion Design

0.50 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.

CBE Health

0.50 Credit Prerequisites: None
In High School 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.

CBE Health Science-Public Health

0.50 Credit Prerequisites: None

What is public health? Who is in control of our health systems and who decides which diseases get funding and which do not? What are the human and environmental reasons for health inequality? Health Science: Public Health answers all of these questions and more. You will study both infectious and non-communicable diseases as well as learn how we conquer these on a community and global level through various methods, including proper hygiene, sanitation, and nutrition. Explore the role current and future technologies play worldwide as well as consider the ethics and governance of health on a global scale. Discover unique career opportunities, and fascinating real-life situations.

CBE Forensic Science

0.50 Credit Prerequisites: None
We watch with interest as crime scenes are dramatized on television and in film and sit on the edge of our seat as various members of the justice system solve the most baffling cases. But what about the science behind the crime? Forensics: The Science of Crime explores the role science and technology plays in this fascinating and growing career. In this course, you'll learn the specialized skills and techniques used during a crime scene investigation and how evidence and data is expertly collected, preserved, and analyzed. With a strong focus on the innovative science used in the field as well as participation in interactive activities, you will follow the entire forensic process – from examining evidence to taking the findings to trial – and learn how the professionals are utilizing science to bring criminals to justice.

CBE Hospitality and Tourism

0.50 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.

Veterinary Science

0.50 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!

World Languages

CBE Spanish 1

0.50 Credit Prerequisites: None
Spanish 1 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 1 presents information in a fun, interesting format that promotes learning and draws a link between the classroom and real-world situations.

CBE Spanish 2

0.50 Credit Prerequisites: Spanish 1
Spanish 2 is the next course in the Spanish sequence, and this course introduces complex grammatical components, such as reflexive verbs and the present progressive, preterite, and imperfect tenses, along with idiomatic expressions unique to the Spanish language. Building on an ever-growing lexicon, students incorporate concepts to form questions, express preferences and possession, discuss the past, and describe and compare people, places, and locations. Spanish 2 continues to build a foundation for students in their pursuit to learn and master the Spanish language.

CBE Spanish 3
0.50 Credit Prerequisites: Spanish 1 and Spanish 2
In Spanish 3, students acquire a more extensive topical vocabulary while gaining a higher understanding of complex grammatical structures, verb applications, and idiomatic expressions. This course allows students to increase their reading and listening comprehension as well as their fluency in speaking and writing in Spanish. Students describe, analyze, summarize, and explain ideas verbally and in writing using the Spanish language.

CBE Spanish 4
0.50 Credit Prerequisites: Spanish 1, 2 and 3
In Spanish 4, students continue to acquire a more extensive topical vocabulary while gaining a higher understanding of complex grammatical structures, verb applications, and idiomatic expressions. This course allows students to increase their reading and listening comprehension as well as their fluency in speaking and writing in Spanish. Students describe, analyze, summarize, and explain ideas verbally and in writing using the Spanish language.

CBE French 1
0.50 Credit Prerequisites: None
This course is a continuation of French 1A. 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.

CBE French 2

0.50 Credit Prerequisites: French 1

In French 2, students have the opportunity to review some of the structures from French I, but they also build their knowledge of the basic and intermediate French concepts. Students review the present tense of regular and irregular verbs, the passé composé with avoir and être, and adjective agreement and placement. Students examine grammatical forms and are challenged to progress in their basic knowledge and speaking capabilities.

CBE French 3

0.50 Credit Prerequisites: French 1, 2

In French 3, students continue their study of the French language and popular French culture. They use larger vocabulary terms and explore a variety of literary texts that include the structures and vocabulary that they are learning. In this course, students study vocabulary, grammar, and culture in context through authentic literary and journalistic texts, putting these items into practice through written and spoken tasks.

CBE French 4

0.50 Credit Prerequisites: French 1, 2 and 3

In French 4, students continue their study of the French language and popular French culture. They use larger vocabulary terms and explore a variety of literary texts that include the structures and vocabulary that they are learning. In this course, students study vocabulary, grammar, and culture in context through authentic literary and journalistic texts, putting these items into practice through written and spoken tasks.

This is only required for High Schools. All classes taught during the year must be entered in this section. If you add a new class during the school year, you are required to update this section.

Leona GROUP
LEONASCHOOLS.COM

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

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

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

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

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

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

Gilbert Arts Academy
Pre K - 8
862 E Elliot Rd,
Gilbert, AZ 85234

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

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

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

(480) 325-6100
www.gilbertartsacademy.com

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

www.glenviewcollegeprep.com

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

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

K-12
6150 N 16th St, Suite A,
Phoenix, AZ 85016
Mission Heights Prep HS
9 - 12
1376 E Cottonwood Ln,
Casa Grande, AZ 85122
(520) 836-9383
www.mhprep.com

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

(602) 396-5627
www.leonaconnected.com

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

American Charter School Foundation

The American Charter School Foundation (ACSF) which was organized in 1998 as a Michigan non-profit corporation. ACSF operates as a non-profit 501(c)(3) corporation.

The mission of the ACSF 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 ACSF will do any or all of the following:

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

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).

_____

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