PENSAR ACADEMY

Leaders in Project-Based Learning

PARENT & STUDENT HANDBOOK

K-3

2026-2027

One Pack. ♥ One Purpose.

Una manada. ♥ Un propósito.

POLICIES, PROCEDURES, RIGHTS & RESPONSIBILITIES

July 2026

Dear Pensar Academy Families,

Welcome to Pensar Academy! We are delighted that your family is part of the inaugural opening of our K–3 program. Beginning a new school journey is an important moment for children and families, and we are honored to partner with you during these early elementary years.

For more than a decade, Pensar Academy has been committed to helping students grow academically, socially, and emotionally. We are proud to have earned an "A" Rating from the Arizona Department of Education, but what matters most is creating a school where children feel known, valued, safe, and inspired to learn each day.

We are grateful that you have chosen Pensar Academy for your child. We hope you will find our staff welcoming and caring, our campus safe and orderly, and our classrooms filled with opportunities for curiosity, discovery, and growth.

Our instructional program develops collaboration, communication, creativity, and critical thinking. Through Project-Based Learning, students engage in meaningful, hands-on experiences that connect learning to the world around them. We believe children learn best when they are actively involved, encouraged to ask questions, and given opportunities to explore. Our instructional calendar supports continuous learning while providing meaningful opportunities for family time throughout the year.

As we begin this school year together, we recommit ourselves to the expectations, systems, routines, and procedures that help our school thrive. We also recognize that growth takes time. Just as children learn through practice, patience, and encouragement, so do adults. We are honored to support each other along the way. The relationships we build with families are at the heart of our success. Our theme this year, **"One Pack. One Purpose."**, reminds us that we are a caring community working toward a common goal: helping every child reach their potential.

Our mission remains steadfast: to develop students with the essential skills to become agents of change in a 21st-century global society. We believe even our youngest learners can make a positive difference in their classrooms, homes, and communities.

This handbook contains important information about our school policies, procedures, programs, and expectations. We encourage you to review it carefully and refer to it throughout the year. Additional information can be found at pensarccademy.org. Because some information in this handbook is required to be shared with parents and guardians, we ask that you sign and return the Handbook Acknowledgment Form.

Thank you for trusting us with your child. We know you have many choices when it comes to education, and we are grateful for the opportunity to serve your family. We look forward to working together to make this a wonderful school year. **Welcome to the Pack!**

Warmly,

Ms. Daniela Medina
Assistant Principal

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SECTION 1: SCHOOL INFORMATION

1.1 SCHOOL OFFICE ADDRESS AND PHONE NUMBER

Pensar Academy
6135 North Black Canyon Hwy, Phoenix, AZ 85015
(602) 383-4014
www.pensaracademy.org
FAX: 1(888) 858-2737

1.2 OVERVIEW

PENSAR ACADEMY ("School" or "school") was authorized by the Arizona State Board for Charter Schools (ASBCS) on June 2, 2016. It is 1 of only 2 charter applications ever submitted to the ASBCS that received a 100% perfect score in all three areas of academics, business, and operations.

Pensar Academy is a unique school within the community. We are the first school to service middle school students in this community with an academic system design with the following components:

• **Individualized Growth Plans** for every student.
• **A Blended Learning Model** that combines traditional teacher-led instruction, online learning, and project-based learning.
• **A College Bound Culture** that supports post-secondary planning for our students beginning in middle school.

Building upon its success, Pensar Academy was approved in Spring 2026 to expand its educational program to include grades Kindergarten through 3rd grade (K–3), allowing the school to serve students earlier in their academic journey while continuing its commitment to personalized learning, innovation, and college and career readiness.

SECTION 2: GOVERNING BOARD INFORMATION

2.1 GOVERNING BOARD MEMBERS

Mr. Martin "Ole" Zupetz - mzupetz@pensaracademy.org

Mr. David Pearsall – pearsall@pensaracademy.org

Mr. Antonio "Tony" Reyes – reyes@pensaracademy.org

Ms. Sandra Zupetz – zupetz@pensaracademy.org

SECTION 3: INSTRUCTIONAL CALENDAR

3.1 INSTRUCTIONAL CALENDAR 2026-2027

Pensar Academy | 2026-2027 CALENDAR (147 days)

July '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

04 Independence Day

31 Meet the Teacher Night

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

03 Students' First Day

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

07 Labor Day-OFF

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

08 Student HALF Day
Parent-Teacher Conferences
1:00-7:00pm
09 Parent-Teacher Conferences
10:00am-2:00pm
12-15 Fall Break-**OFF**

23 Fall Festival/Trunk or Treat

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans' Day-**OFF**

23-27 Thanksgiving Break-OFF

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21-31 Winter Break-OFF

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

01 New Years Day/
Winter Break-OFF

04 Teacher Training-No School
05 Teacher Training-No School

06 Students Report Back

18 Martin Luther King Jr. Day

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

14 Valentine's Day

15 President's Day-OFF

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 Student HALF Day
Parent-Teacher Conferences
1:00-7:00pm
12 Parent-Teacher Conferences
10:00am-2:00pm
15-18 Spring Break-**OFF**

Awesome APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

01 State Testing Day
06 State Testing Day
08 State Testing Day
13 State testing Day
15 State Testing Day
20 State testing Day
22 State Testing Day
27 State Testing Day
29 Test Recharge Day-OFF

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 8th Grade Dinner

27 Kindergarten Graduation

28 8th Grade Promotion Ceremony

31 Memorial Day-OFF

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

02 Last Day of School

19 Juneteenth

SECTION 4: ATHLETICS

4.1 Athletics Introduction

At Pensar Academy, we believe that athletics are an important part of a well-rounded educational experience. Participation in sports provides students with opportunities to grow beyond the classroom by developing self-discipline, confidence, teamwork, and perseverance. Our athletic programs encourage students to challenge themselves, set goals, and develop healthy habits while enjoying positive competition. We are committed to promoting good sportsmanship, respect, and integrity both on and off the field or court. Through athletics, students have the opportunity to build leadership skills, learn the value of cooperation, and develop important life skills that support their success in school and beyond.

Pensar Academy offers various athletic opportunities including various sports, clubs, camps, and open gyms.

4.2 Requirements to Participate

The health, safety, and well-being of our student-athletes are our highest priorities. Pensar Academy is committed to providing a safe environment and appropriate training conditions for all athletic activities.

Before a student may participate the following requirements must be completed and submitted:

- A completed and signed Parent/Guardian Consent Form.
- A signed Athletic Participation Waiver and Release Form.
- A current physical examination completed and signed by a licensed healthcare provider.
- Completion of all required online sports trainings.

Students who are selected to participate in an athletic team are expected to maintain eligibility, complete all required paperwork and trainings, and follow the rules, expectations, and standards of conduct established by the athletic program. Failure to meet these requirements may result in a student's inability to participate in athletic activities until all requirements have been satisfied.

SECTION 5: ATTENDANCE PROCEDURES

5.1 Attendance Introduction

Pensar Academy believes that regular school attendance is essential to student success. Students should be in school each day unless an absence is absolutely necessary. To support student learning and maximize instructional time, Pensar Academy has established the following attendance procedures. These procedures are designed to promote consistent attendance, reduce

disruptions to the learning environment, and encourage students to arrive on time and be prepared to learn each day.

5.2 Absences

When a student must be absent, parents or guardians are asked to notify the school before the start of the school day whenever possible. If the school has not received notification of a student's absence, school staff will attempt to contact the parent or guardian within the first two hours of the school day. The initial notification will be sent through the school phone or ParentSquare. If no response is received, school staff will follow up with a phone call to the parent or guardian.
Prompt communication regarding student absences helps ensure student safety and allows school personnel to respond efficiently. For your convenience, absence notifications may be left on the school's phone 24 hours a day, 7 days a week. To participate in after-school activities, athletic events, clubs, or school dances, students must be present for at least one-half of the regular school day unless prior administrative approval has been granted.

Pensar Academy: Maria Escareno (623) 383-4013

Parents are expected to keep contact information current.

Regular promptness is a vital part in your child's school experience and attainment of academic excellence. It is important that all students arrive to school on time each day in order to maximize their learning opportunities while minimizing the disruption in the learning environment of the classroom. Each child, based upon their grade level, is required to be in school for a certain number of instructional minutes per day. When your child is tardy these missed instructional minutes can add up.

ADE defines excused absence as an absence due to illness, a doctor's appointment, mental or behavioral health matters, homelessness, bereavement, family emergencies, or the time necessary to process for the armed forces, and out-of-school suspensions. Excused absences due to out-of-school suspensions must not exceed 10% of the instructional days scheduled for the school year. Students may also be excused from school attendance to participate in religious exercises or instruction. For any of the above absences to be excused, a child under 16 must be accompanied by a parent, guardian, or a person authorized by a parent. A.R.S. § 15-803

5.3 Arizona Truancy Statute

School attendance is not only a good habit; it is required by Arizona State Law. A child between the ages of six (6) and sixteen (16) failing to attend school during the hours school is in session is truant unless excused pursuant to ARS 15-802, 15-803, or 15-1901. Excessive absenteeism or missing greater than 10% of school days whether excused or not is also truancy.

- Students from ages 6 to 16 shall attend school

- Parent or person with custody of the student is responsible for ensuring that the student attends school
- Students who are truant for five days or more or have excessive (19+) excused and/or unexcused absences may be cited by the school administration

A truancy is any absence from one or more class periods without the prior knowledge and consent of the parent/guardian and is in violation of state law and school procedure. Unexcused absences for at least five (5) school days within a school year constitute habitual truancy. Habitual truancy, excused or unexcused, may lead to discipline of the child and/or referral of the parent/guardian to truancy court. Pensar Academy is required to automatically withdraw a student after ten consecutive unexcused absences.

In order for chronic illness status to override the excessive absence rule the parent/guardians are reminded to reference the chronic illness when reporting absences.

5.4 Attendance Legal Requirements

Arizona Compulsory Attendance Law: Students must be in school until they reach the age of 16 or successfully complete the 10th grade (Ref. A.R.S. 15-802). They must be in school every day for the full day school is in session.

5.5 Court Unified Truancy Suppression (C.U.T.S.)

C.U.T.S. is a Maricopa County truancy diversion program, which brings consequences for students and parents/guardians whose children do not attend school. Students who are truant for give days or more or have excessive (19+) excused and/or unexcused absences may be cited by school administration. As part of this citation process, both the parents/guardians and the student will be rewired to attend a hearing with a probation officer for the Juvenile Court Center.

If a parent receives a citation and is convicted, the offense is a Class 3 misdemeanor. Consequences may include a fine of up to $500 per child, mandatory parenting classes, and up to 30 days in jail. If a student receives a citation, a Diversion citation appointment will be scheduled. Possible Diversion consequences may include, but are not limited to, an essay, workbook completion, life skills classes, and/or unpaid community service hours.

5.6 Early Departure from Class/School

Early departure from school should only happen on rare occasions under exceptional circumstances. Calling students from classrooms disrupts learning and continually leaving early results in missed opportunities for students. Trying to avoid the end of day traffic is not a reason to pull students out of class. Please note that depending on departure time as compared to state requirements, a student leaving early is subject to absences that could lead to the truancy process. Parents are respectfully asked to avoid early pick-up withing

30 minutes of dismissal. Minimizing interruptions during this time helps ensure student safety and preserves valuable instructional time.

Parents/guardians must check out students through the office prior to leaving school during school hours. Any person picking up the student must be listed on the emergency contact and show a valid picture I.D. or have written approval from a parent/guardian. Written notification is required for any changes to a student's dismissal plan, including requests for a student to ride a bus to a different stop. Any dismissal changes but be clearly communicated in writing well in advance of dismissal time.

5.7 Extracurricular Participation

Students may not participate in after school activities unless they have been in school for at least half of the school day.

5.8 Make-Up Work

It is the student's responsibility to request and complete all missed work upon return from any absence. It is the responsibility of the student to learn the material and the responsibility of the teacher to make the assignments available to the student.

SECTION 6: School Policies and Procedures

6.1 School Hours of Operation

In the pursuit of excellence, PENSAR ACADEMY has created a daily schedule that maximizes instruction. This gives students more time for academic growth and non-academic enrichment. It also gives students the time and support needed to make great strides in realizing their potential, both academically and personally.

Standard Work Week:	Monday, Tuesday, Wednesday, Thursday (excludes holidays/breaks)
Hours of Operation:	8:00am-4:30pm
School Start:	8:30am
School End:	4:00pm
Half Days:	October 8th, March 11th
Half Day Start:	8:30am
Half Day End:	12:30pm

The school building will be open to students at 8:00 am, Monday through Thursday. All students should aim to arrive by 8:20 a.m. in order to have breakfast. Students may not enter the facility before 8:00 am unless an appointment has been arranged in advance with a specific staff member. In order to ensure student safety, it is recommended that students do not arrive on campus prior to 7:55am, as the campus will be locked and supervision will be limited as we prepare for the school day.

The school office will be open from 8:00am to 4:30pm. Additional appointments that occur outside of those office hours must be approved by the staff at Pensar Academy in advance and only under special circumstances.

Students will be dismissed from school at 4:00 pm on Monday, Tuesday, Wednesday, and Thursday. If parents or guardians need to speak to a teacher or conduct any other classroom business, this should be scheduled during the teacher prep during the academic school day when teachers and staff are available. The school building is open at 8:00 am and closed at 4:30 pm. (See Calendar on Page 7)

6.2 Student Drop-Off/Dismissal

All students will be walked out of the school building by staff at the end of the school day. Parents who are driving are expected to remain in their vehicles and staff will escort students to their vehicle. Walkers will be dismissed from locations in which they can utilize crosswalks, with their staff member serving as a crossing guard.

Student Drop-Off: To ensure the safety of students, we have constructed a drop-off plan accordingly.
Walking Students: Walking students will be allowed to line up outside the South door to the PA Building. Students are not to arrive any earlier than 7:55am to ensure appropriate supervision by staff.
Bussed Students: Bussed students will be dropped off by the bus in the parking lot by the South Door of the PA building. Students will not be allowed to disembark the bus until 8:00am.
Parent Driven Students: Students whose parents are dropping them off will drop them along the south side of the PA building.
Student Pick-up: To ensure the safety of students, we have constructed a pick-up plan accordingly.
Walking Students: Walking students will be dismissed from the South door of the PA Building.
Bussed Students: Bussed students will be picked up on the South side of the PA Building.
Parent Driven Students: Parent driven students will be picked up on the south side of the PA Building. Staff will be present to ensure that all students get into appropriate cars with approved guardians.

6.3 Hallway Behavior

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides, not touching the wall, and towards the right side of the hall.

6.4 Bathroom Behaviors

In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, lunch time, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared spaces, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the

floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a referral and may not be permitted to use the bathroom alone.

At all times a student is expected to obtain a pass from the teacher to use the restrooms. Students are not to write on the walls or damage the facility in any way. A student who is feeling ill should report to the office and not remain in the restroom.

6.5 Forty-Five Day Screening

Every child is screened within 45 days of entrance for health, behavior, and academic strengths and weaknesses. This information is then used to identify those students in need of special service.

6.6 School Uniform

PENSAR ACADEMY has a uniform policy to ensure that all students are dressed for success.

Top Attire: Each student will be given 2 uniform shirts at the school's expense upon enrollment. Additional shirts will be available for purchase at cost of $12 per shirt to families. Shirts may or may not be tucked in. Due to the heat, sweatshirts and jackets are not allowed until the temperature goes below 85 degrees. Pensar Academy sweatshirts are the only sweatshirt allowed for wear while a student is in class. Undershirts must be either white or black, including long and short sleeved shirts with no visible patterns or printing. All students will have the option to purchase and wear school spirit shirts throughout the school year in lieu of collared uniform shirts.

Bottom Attire: Families must provide students with bottoms in a khaki brown color or solid black color at their own expense. Skirts and shorts must be no shorter than 2 inches above the knee. Shoes can be any make or model as long as they are NOT open-toed, slipper style, or flip-flops. This is to ensure student safety.

6.7 Breakfast and Lunch Procedures

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to all students.

Breakfast: Breakfast is served from 8:00 until 8:20. Students who arrive after 8:20 will not be served breakfast. When students enter the classroom, they must place their backpacks on their chairs, collect their breakfast tray, and return and remain seated with the other students until Student Advisory. Once they are seated, they may begin to eat their breakfast. Students must remain seated during breakfast. Students are required to clean and wipe up their tables after breakfast.

Lunch: Students may receive a lunch and milk from the school or bring their own lunches from home. Since school lunches are prepared off-site, the school must have an accurate number of meals that students wish to order and must place that order with the caterer one week in advance of the meal. They will not have access to a microwave to heat any lunches. **Soda, energy drinks, coffee, chips, and candy** are never permitted at school, even in lunches brought from home. Students must remain seated during

lunch. Students may talk using "restaurant level" voices. Students are required to clean and wipe up their tables after lunch.

Food Allergies: The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

6.8 Food Restrictions

In accordance with Arizona HB2164 (Arizona Healthy Schools Act), beginning in the 2026-2027 school year, schools participating in federally funded meals programs may not serve, sell, or allow third-party vendors to sell ultra-processed food on campus during the normal school day. This restriction does not apply to parents/guardians providing ultra-processed food to their own child nor does it apply to school-sponsored events held outside the normal school day. However parents/guardians may not bring these items to share with other students for birthdays, holidays, or any other events during normal school hours. The list below outlines common items that may not meet the requirements of ARS 15-242.01

Potassium Bromate	Propylparaben	Titanium Dioxide	Brominated Vegetable Oil	Yellow Dyes 5 & 6	Blue Dyes 1 & 2	Green Dye 3	Red Dye 3	Red Dye 40
Commercial breads, rolls, hamburger buns	Packaged baked goods (tortillas, cookies, cinnamon rolls)	Frostings, icings, white glazes, ice cream, yogurt	Citrus-flavored sodas	Gummies, fruit snacks, gelatin desserts	Colored candies, ice pops, yogurts, ice creams, frostings	Candies, dessert gels, drinks	Candied cherries	Candies, cake mixes, frosting
Pizza crusts	Packed snacks and trail mixes	Candies, chewing gum, confections	Select sports drinks	Bright colored cereals, chips, crackers	Blue colored cereals, baked goods	Ice cream, baked goods	Candy canes, gelatins, strawberry flavored dessert	Soft drinks, sport drinks
Some crackers & pastries	Packaged dry sausage	Powdered mixes, soups, snack bars	Select energy drinks and citrus punches	Soft drinks , energy drinks, sauces, salad dressing	Select sodas, energy drinks, and sports drinks	Canned vegetables, salad dressing	Cake mixes, fruit snacks	Yogurt, cereal, red sauces

6.9 Internet Acceptable Use Policy

Acceptable Use: The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. PENSAR ACADEMY offers Internet access to students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the school's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Technology resources covered by this policy include commercial, governmental, and private telecommunications-accessible

networks (such as the Internet), local networks, databases, and any computer-accessible source of communication or information, whether from or to file servers, hard drives, tapes, compact disks, floppy disks, or other electronic storage or retrieval means.

Unacceptable Use: The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school's Internet service:

- Disclosing, using or disseminating personal identification information about self or others;
- Accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- Using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- Using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- Vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- Copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Principal;
- Plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- Using the Internet service for commercial purposes;
- Downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- Overriding the Internet filtering software.

Safety Issues: Use of the Internet has potential dangers. The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal any identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

Privacy: Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on any medium involved in the user's use of the school's Internet service. Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network

administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations: Access to the school's Internet service is a privilege not a right. The school reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

6.10 Faculty

Our teachers are highly qualified and committed to providing quality educational opportunities for students while promoting a professional learning community. Parents/guardians are permitted to review staff qualifications. Please contact school officials to arrange an opportunity to review a staff member's certification, educational background, and professional experience.

6.11 Drug, Alcohol, and Tabacco Free Zone

PENSAR ACADEMY is a Drug and Tobacco Free zone. PENSAR ACADEMY prohibits the possession of use of alcohol, tobacco, vaping devices, e-cigarettes and illegal substances on campus or during school-sponsored events and activities.

Arizona law specifically prohibits any type of tobacco or alcohol on public school campuses. This includes outside on the grounds or in the parking lot. This also includes all forms of tobacco. No parent, student, staff member, or other person may smoke or have tobacco products anywhere on the campus at any time.

6.12 Skateboards, Bicycles, Roller Skates, Roller Blades

Students are allowed to ride bicycles to school. We strongly suggest that the bike have a lock to prevent theft and be registered with the school and local police station. Students may not use skateboards, roller skates, roller blades, hoverboards, or roller shoes as a means of transportation to or from school. Skateboards, roller skates, roller blades, hoverboards, roller shoes, and shoes with wheels are not allowed anywhere on campus at any time.

6.13 Electronics and Restricted Items

All electronic devices including electronic dictionaries, CD players, cassette players, Gameboys, iPods, and MP3 players are not allowed to be played at school. Students may carry a cell phone as long as it remains silent and unused during the school day. Toys, electronic devices, magazines, hats worn inside the building, and any other item that violates school policy or disrupts the class or causes a hazard will be confiscated. Only a parent may pick up these items in person from the school office. Any personal electronic device brought on campus will not be the responsibility of the school. The student and parent/guardians assume all risk for items brought on campus under this category.

7.1 Academics

At Pensar Academy, our instructional philosophy is rooted in 4 basic beliefs. We believe:

1. Education must feel and be individualized for students to feel and be meaningful to students.
2. Regardless of Socio-economic status, all students can unlock the opportunities of Post-secondary education by "beginning with the end in mind [1]".
3. To compete in a 21st century global marketplace, each student must possess the essential skills of creativity, communication, collaboration, and critical thinking to maximize his/her growth and success in life.
4. The early elementary years (grades K–3) are a critical time for building the academic foundation students need to succeed in school and beyond.

A Pensar Academy education consists of:

- A Rotational Model that integrates through blended learning best teaching practices, Response to Intervention, and technology in all core classes.
- A Project-Based curriculum.
- Individualized Growth Plans for **every** student.
- A Culture that supports post-secondary aspirations.

Parents and guardians have the right to review instructional materials used in the classroom, in accordance with A.R.S. 13-721. Requests may be made through the school office.

7.2 Homework

Homework is an optional incentive for each student at Pensar Academy. Students in grades K-3 will receive 20 minutes of homework each weekday. Students in grades 4-6 will receive 20 minutes of reading and 20 minutes of math homework each weekday. Students in grades 7-8 will receive 30 minutes of reading and 30 minutes of math homework each week day. Students may receive additional assignments that will be written in binders.

Homework Requirements
We believe that homework allows our students the chance to extend their learning day. By simply adding an hour of homework to each school day, every student receives 183 extra hours of academics a year! That translates to more success! Homework may also serve as a portion of student grading in class.

The teacher will:

- Create meaningful assignments.
- Make sure that homework is recorded in the binder.
- Be certain that every assignment is understood.

[1] Covey, Steven. 7 Habits of Highly Effective People. 1989. Free Press.

- Relate the assignment to what was learned in class.
- Use homework as a way to check for understanding of the skill and content.

Students should:

- Give parents/guardians the homework assignment by showing them the agenda.
- Be responsible for completing assignments on time, accurately, and neatly.

Parents should:

- Provide time and a quiet place for their student to study.
- Help their children develop responsibility by completing all of their assignments.
- Be aware of all assignments (by looking at the Binder), review the student's work, and assist as needed.
- Make sure that every assignment is completed to PENSAR ACADEMY's standards.
- Talk to their student about what he or she learned at school and encourage their child to develop a positive attitude about learning.

7.3 Promotion Policy

In order to demonstrate mastery of the Arizona College and Career Readiness Standards (ACCRS), multiple forms of assessment will be utilized in each class at Pensar Academy. Final grades will be configured through an average of different assessment categories outlined below:

- *End of lesson assessments*: Delivered to students after direct instruction and in small group.
- *Projects:* Content specific or Capstone Learning Projects graded through rubrics.
- *Formative benchmarks:* Given weekly as end of unit tests.
- *Comprehensive summative assessments:* Delivered through the Galileo Benchmarks and State Assessment

At Pensar Academy, the percentage that demonstrates proficiency or mastery of a skill or content has been set at 80%. This is intentionally set higher than the standard score of 70% utilized by other educational institutions. The rationale behind this percent is to guide and push students to surpass the ACCRS, not just meet them. On norm-referenced tests, the 80% will be determined based on number of questions the student answers correctly out of the number of questions assessed. On end of the lesson assessments, the 80% will be determined by the number of problems presented or a rubric. Project Based Learning (PBL) is also embedded into the school schedule. A student will also receive grades based on rubrics that address the 21st century skills of collaboration, creativity, critical thinking and communication.

The teachers will be given professional development on norm-referenced grading and rubric grading in the Staff Orientation and on Benchmark half-days in the afternoon along with data digs to ensure consistent rigor across all classrooms and content areas. These practices will also be ongoing.

The grading system at Pensar Academy will be:

- 4/Highly Proficient. The student has displayed mastery that exceeds the objective(s).
- 3/Proficient. The student has displayed proficient mastery of the objective(s).
- 2/Partially Proficient. The student is approaching mastery of the objective(s).
- 1/Minimally Proficient. The student has not mastered the objective(s).

In order for student to promote from one grade to the next grade, they must earn a mastery score of 3 or better in academic classes or they may be retained. In addition, students must pass all state assessments for that grade. If students do not pass the state assessments, they may be retained. This applies to all students in grades 4-8. Student promotion and retention decisions are based on multiple academic indicators.

Beginning in 2013-14, 3rd grade students not passing the state reading assessment may not be promoted to 4th grade (A.R.S. 15-701). In 2010, the Legislature passed House Bill 2732, also known as Move on When Reading, which requires all students in third grade to be reading proficiently before being promoted to 4th grade. Specifically, this law states a student may not be promoted form third grade if the student obtains a score on the reading portion of the state assessment that demonstrates he/she is reading far below the third grade level.

7.4 Parent-Teacher Conferences, Individual Growth Plans

There will be 2 PA Parent-Teacher Conferences at Pensar each school year. Parents are required to attend (either in person, online, or phone conference) each session. At each session, valuable information will be shared on understanding student IGP's and learning some ways to assist our students at home. Most importantly, these meetings allow for the student's support team to all meet together to discuss his/her progress.

There will be parent-teacher conferences scheduled at the end of quarter 1 and quarter 3.

IGP's will be updated each month through the benchmark data. Students will meet once per month with the teacher to discuss their progress and set goals. Parents are welcome to attend. The time for each student's meeting will be written in the binder.

7.5 Student Supplies

All supplies will be provided for the students. If there are any specialized items you wish to purchase for the student, please ensure that it does not have noise components or electric components (lasers) that would detract from learning in the classroom.

7.5 Sample Daily Schedule

Time	Cohort 1	Daily Instruction Minutes
8:00-8:30am	Campus Opened/Breakfast	
8:30-8:45	Student Advisory	30
8:45-9:15	Leveled Reading	30
9:15-9:45	Writing	30

9:45-10:15	Specials	30
10:15-11:00	ELA	45
11:00-11:30	Lunch/Recess	30
11:30-12:15	ELA	45
12:15-12:30	Recess	15
12:30-1:00	Math Interventions	30
1:00-1:40	PBL	40
1:40-2:40	Math	60
2:40-2:55	Recess	15
2:55-3:25	Science	30
3:25-4:00	Social Studies	30
4:00	Dismissal	

SECTION 8: Code of Conduct

8.1 Code of Conduct

We believe at Pensar Academy that it is the teacher's job to teach, the students job to learn, and the administration's and parents' jobs to support the learning environment. Academic learning in the classroom is the primary purpose at Pensar.

8.2 Safe and Orderly Environment

PENSAR ACADEMY is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

8.3 Behavior Code

It is part of the culture at Pensar Academy to maintain a positive and caring atmosphere for all. To be a Pensar Bulldog, we demonstrate the qualities and actions that make us exceptional. These qualities are outlined below:

B*e on time and prepared to use every minute of academic time productively.*

U*se goals to map out your future, track your success, and fix what isn't working.*

L*ove tackling new challenges head-on to completion.*

L*isten first, ask questions second.*

D*iscover a better or new way to do something using the same pieces.*

O*wn my choices. Be accountable and honest.*

G*rowth mindset. How can I continue to improve?*

8.4 Behavior System

Our behavior system is simple. Teachers have a right to teach. Students have a right to learn.

A **Level 1 offense** would be categorized as failure to: • Follow Instructions • Stay On Task • Get the Teacher's Attention • Accept Feedback and/or Criticism • Accept "No" for an Answer • Ask Permission • Disagree Appropriately • Listen • Use Appropriate Voice Tone • Ask for Help • Give Criticism • Work with Others • Wait Your Turn • Mind Your Own Business (MYOB) • Resist Peer Pressure • Properly Use Materials • Comply to Dress Code • Respect Personal Space • Be On-Time • Stay in Designated Areas • Properly Dispose Trash • Dress for PE.

A **Level 2 offense** would be categorized as: Physical injury (caused, attempted, threatened) • Force or violence (except self-defense) • Weapons: firearm, knife, explosive, dangerous object (possessed, sold, furnished) • Controlled substance, alcohol, intoxicant (under the influence of, possessed, used, sold, furnished) • Controlled substance, alcohol, intoxicant (offered, arranged, negotiated to sell) • Robbery or extortion • Property damage (school/private) • Stole/attempted to steal property (school/private) • Tobacco or tobacco products (possessed, used) • Obscene act, habitual profanity, or vulgarity • Drug paraphernalia (possessed, offered, arranged to sell) • Disrupted, willfully defied valid authority • Received stolen property (school, private) • Imitation firearm (possessed) • Sexual assault (committed, attempted) • Harassed, threatened, intimidated a witness • Sexual Harassment • Hate violence • Harassed, threatened, or intimidated other pupil, groups of pupils, or staff • Terroristic threats • Physical injury (aided or abetted) • Hazing (engaged, attempted to engage) • Bullying and/or electronic bullying, (X1) Bullying: sexual orientation, (X2) Bullying: ethnicity/race, (X3) Bullying: physical/mental disability • Sexting

8.5 Consequences

For Level 1 Violations:

First warning: A student redirection by staff to adhere to the rules using specific language.
Second warning: The staff member will refer student to an assigned Buddy Classroom for 10 minutes and/or have a 1:1 conversation about expected behaviors.
Third warning: The student and teacher will phone home and let your parent know that you are making poor choices and that if you continue, you need to have your parent come and sit with you the next day to get you back on track.
Fourth warning: Student will be instructed to go to the office with a written referral. Parent will be contacted. Student will not return to class until parent contact is made.

For Level 2 Violations:
Suspension for policy violations. The police may be contacted if the policy violation is a violation of the law.

8.6 Suspension

In the case of a suspension, the student will be removed from class and will be sent to the Main Office or another designated school location, following which, the student's parent or guardian will be notified of the incident by the school. In all cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. There will be no corporal punishment of students at PENSAR ACADEMY, though staff may use reasonable, necessary force to restrain a violent, disruptive, or disobedient student.

Under the Fourteenth Amendment to the United States Constitution, students are guaranteed Due Process and fair treatment at school. Therefore, prior to PENSAR ACADEMY taking disciplinary action against a student, the School will provide the student with appropriate due process. When the disciplinary action consists of ten days of suspension or a lesser penalty, this process will consist of informing the student of the charges against him/her and giving the student an opportunity to respond. As described below, more formal procedures will be followed when the discipline proposed is greater than ten days of suspension.

Suspension Under or Equal to 10 Days (Short-Term)

If a student commits one of the infractions listed below, the student may receive an out-of-school suspension. The Assistant Principal may recommend a student to the Principal who may suspend any student for up to 10 school days. Before the student is returned to class, the student, his or her parent or guardian, and the Principal will meet in order to address the student's behavior and plan for improvement. Furthermore, students will not be allowed to return to class after a suspension without a parent signature on the suspension letter. If the school is unable to contact the parent/legal guardian, the suspended student will be held in school until the end of the day. The parent/legal guardian shall be held liable for all damages caused by a student. Students are not entitled to appeal a short-term suspension. Infractions that merit immediate suspension include but are not limited to:

- Gross disrespect of a fellow student, staff member, or school property

- Tantrums
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, building, or school-sponsored activity
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Violent or threatening behavior
- Bullying or harassing conduct
- Repeated and fundamental disregard of school policies and procedure

Suspension Over 10 Days (Long-Term)

Using the same list of infractions listed under short-term suspension, the Principal will make a recommendation to the Governing Board, if the suspension of a student is more than 10 days.

Prior to a suspension of more than 10 days, the following due process procedures will apply:

- The parent/legal guardian will be notified of the intent to suspend for over 10 school days
- Date, time and place of a hearing will be sent to the parent/legal guardian with at least five working days' notice
- Notice of the right at the hearing to be represented by his/her parents, legal or other representative (at the student's/parent's own expense)
- Present evidence
- Confront and cross-examine witnesses

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request. This hearing must include the student, the Principal/Assistant Principal (or other staff), and the parent/legal guardian.

8.7 Expulsion

The Governing Board has decided that the all expulsion hearings shall be closed to protect the privacy of the student unless the parent requests that it be open to the public. The Governing Board's decision is final.

In the case of an expulsion, the student will be removed from class and will be sent to the Main Office or another designated school location, following which the student's parent or guardian will be notified of the incident by the school. In all cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. Expulsion is defined in as the

permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.

The Principal may recommend to the Governing Board expulsion of a student for serious cause, including, but not limited to:

- Continued open defiance of authority, habitual profanity, vulgarity, or excessive absenteeism
  A pupil who cuts, defaces or otherwise injures school property
- Being on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, marijuana, cocaine, and heroin;
- Assaulting another student, school employee, school consultant, or school volunteer on school premises or at school-sponsored or school-related events, including athletic games;
- Repeated or excessive out-of-school suspensions;
- Repeated and fundamental disregard of school policies and procedures;
- Possession, use, sale, or transfer of drugs and alcohol;
- Destruction or attempted destruction of school property including arson

In addition to any of the preceding infractions, any breaches of federal law or Arizona law may be handled in cooperation with the Phoenix Police Department and may result in expulsion.

Prior to expulsions, the following procedures will apply:

- The parent/legal guardian will be notified of the intent to long-term suspend or expel a student;
- The date, time and place of a hearing will be sent to the parent/legal guardian with at least five working days' notice
- The student and parent will be given written notice of the right at the hearing to:
  - Be represented by his/her parents, legal or other representative (at the student's/parent's own expense);
  - Present evidence;
  - Confront and cross-examine witnesses;
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request;
- The hearing will include the student if he or she chooses to participate, the Principal/Assistant Principal (and/or other staff), and the parent/legal guardian if he, she, or they choose to participate;
- All expulsion hearings shall be closed to the protect the privacy of the student unless the parent requests that it be open to the public;
- A student and/or parent, upon request, will have the right to review the student's records;
- The decision by the board will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision;

The decision of the Governing Board is final.

Students have the right to reapply for admission after one year of expulsion. The Governing Board has the right to deny admission of a student who has been expelled from another school or is in the process of being expelled, and to deny, upon review of a request, readmission of a student previously expelled from the School.

8.8 Discipline of Students with Special Needs

PENSAR ACADEMY will meet all requirements of Section 504 of the Rehabilitation Act as defined in Part B of IDEA, and State laws regarding disciplining of students with disabilities.

As explained in section 4.5, above, under the Fourteenth Amendment to the United States Constitution, students are guaranteed due process and fair treatment at school. Therefore, prior to the School taking disciplinary action against a student, the Principal will provide the student with appropriate due process. When the disciplinary action consists of ten days of suspension or a lesser penalty, this process will consist of informing the student of the charges against him/her and giving the student an opportunity to respond. More formal procedures must be followed when the discipline proposed is greater than ten days of suspension.

Students may have additional rights pursuant to laws governing the provision of educational services to students with disabilities.

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

Short-Term Suspensions: School personnel may refer a student to an alternative placement or suspension for up to 10 total school days without services. For subsequent exclusions which do not constitute a change in placement:

1. The school must provide Free and Appropriate Public Education (FAPE) services to the extent necessary for progress in the general curriculum and IEP goals as determined by school personnel in consultation with at least one teacher.
2. If appropriate, the school must conduct a functional behavioral assessment and develop a behavioral plan.

Change of Placement: A change of placement is defined as removal for more than ten consecutive school days or for a series of shorter removals (exceeding 10 days in total) with consideration of the length and total time removed, as well as the proximity and similarity of behavior. On the date of a decision to make a removal constituting a change of placement, parents/guardians must be notified of the decision and the procedural safeguards.

Within ten school days of a decision resulting in a change of placement, the team must conduct a manifestation determination. The meeting must include representatives of the school, parents/guardians and any other relevant members. The team must consider all relevant information in the student's file, teacher observations, and relevant information from the parents/guardians. The team must determine whether the conduct was: (1) caused by the disability; or (2) had a direct and substantial relationship to the disability; or (3) was a direct result of the school's failure to implement the IEP. If any of these criteria are met, then the conduct is a manifestation of the student's disability.

If the team determines that the conduct was a manifestation of the disability, the student must be returned to his/her placement. The parties, however, may change the IEP and placement through the team process. Also, the team must conduct a functional behavioral assessment and implement a behavior

intervention plan or, if a behavioral plan already exists, review the plan and make any necessary modifications.

If the team determines that the conduct was not a manifestation of the disability, the school discipline can be put into effect. The student is entitled, however, to receive educational services to enable progression in the general curriculum and IEP goals. The team must determine which services are necessary and the setting where they will be provided.

Appeal Rights: When a parent/guardian disagrees with the Team's decision on a "manifestation determination," or an alternative placement, the parents/guardians have the right to request an expedited hearing from the Bureau of Special Education Appeals. Placement pending the appeal is in the alternative setting as determined by the team for the duration of the discipline or completion of the appeal.

Exceptions for Specified Conduct: Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. The federal definition for serious bodily injury means bodily injury that involves:

1. A substantial risk of death;
2. Extreme physical pain
3. Protracted and obvious disfigurement; or
4. Protracted loss or impairment of a bodily member, organ or mental facility.

Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to himself/herself or others, the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

Students with Disabilities under Section 504 Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

Complaint Process: Both the school and the Board work in conjunction with one another to hear and resolve any complaints by parents. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Principal. The Principal will receive a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Principal will present a decision to the complainant. The Board will not hear complaints that have not followed this procedure.

If the complaint has still not been resolved to the parent's satisfaction, the parent should contact the Governing Board Chair about placing the issue on the agenda for the next Governing Board meeting.

Notifying the Board Chair (or Principal, or any other board member) of the issue, however, is not a guarantee that the issue will actually be placed on the Board's agenda. Also, the parent should bear in mind that the more information that a board member receives about the issue outside of the properly noticed open meeting of the Board, the more likely that particular board member will have to recuse himself or herself from discussion and voting on the issue.

8.9 Field Trips

The school's curriculum may sometimes call for outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and must be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must give these parents or other volunteers the same respect they would give to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges. PENSAR ACADEMY requires a minimum of one adult chaperone for every 10 students.

8.10 Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.

SECTION 9: Building Safety and Security

9.1 Safety and Security

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

9.2 Closed Campus

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students need to be aware that the school has several neighbors, and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

In addition, if a parent wishes to have lunch with their student, he/she will need to check the student out through the front office. This is to ensure the safety of all students in our care.

Campus Passes: Campus passes are required any time a student is out of class. When using a pass, a student must go quickly and directly to and from the specified destination.

9.3 Visitors/Volunteers

Visitors: PENSAR ACADEMY is happy to have visitors. Anyone, including family members who wish to visit the school, must first call the office to set up an appointment. Our Office Manager will make every attempt to arrange the visit within 24 hours of the request.

Volunteers: Volunteers often inadvertently have access to sensitive information. Any information about students or their grades, discipline, or any personally identifiable information about School employees, including address, salary, Social Security number, or telephone number, etc. is to remain confidential. If a volunteer has a concern involving something that is witnessed or overheard it should be discussed with a the Principal. If a volunteer disregards this policy, the privilege of volunteering may be revoked. All employees of charter schools, and school volunteers who work with students, shall be fingerprinted and have a criminal background check conducted as required by statute.

Any visitor, including parents and guardians, who do not report to the office or are found in the building without authorization will be asked to leave immediately. Visitors should wear visitor badges at all times to indicate that they have checked-in at the main office.

Public Conduct on School Property No person shall engage in conduct that may cause interference with or disruption of an educational institution (A.R.S 13-2911). At any time this occurs, administration may order a person to leave the premises, and local law enforcement may be called if deemed necessary. Disruptive, vulgar, or threatening language toward staff or students will not be tolerated and members of our school community displaying these behaviors may have their access to campus denied.

9.4 Student Searches

In order to maintain the security of all students, PENSAR ACADEMY reserves the right to conduct searches of its students and their property when there is reasonable suspicion that a school rule or law has been violated. If searches are conducted, the school will ensure that the privacy of the students is respected to the greatest extent possible, and that students and their families are informed of the circumstances surrounding, and results of, the search. School cubbies and desks, which are assigned to students for their use, remain the property of the school and students have no expectation of privacy in these areas. All school premises are subject to canine searches and to random searches by school officials at any time.

9.5 Emergency Drills

Crisis/Emergency Plan/ Threat Assessment Process: While we never hope to experience an act of

violence at Pensar , we realize the need to ensure we have a plan in place. Pensar has an emergency/crisis plan to respond to unforeseen events. The plans include responses to a variety of scenarios along with lockdown and evacuation procedures. In addition, plans are updated by the school safety team and followed up with training for staff members. During school or community emergencies (may include weather related issues), Pensar may go into a "lockdown".

Fire Drill: During the first month of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency. It is important for students to follow instructions quickly and quietly during an emergency drill. Procedures are as follows:

- Everyone must respond immediately to the fire alarm.
- All electrical equipment must be turned off before exiting a room.
- All doors must be closed but not locked.
- Exit quietly in a single file line.
- Use either the primary or secondary exit.
- Proceed to assigned area where attendance will be taken and absences reported to a school administrator.
- Students should turn away from the building and remain quiet to listen for further directions.
- No one may return to the building until an "all clear" signal is given.

Lock Down Procedures: A school administrator or staff member who sees that there is an immediate need for an emergency lock down will initiate the following procedures:

1. Notify the school office immediately upon observing a situation that may put children in imminent danger.
    a. A school administrator will notify school personnel to lock down.

2. At this time, teachers will complete the following steps as quickly as possible:
    a. Lock their doors – once the door is locked, teachers are not to unlock it for any reason (not even to permit a student to enter);
    b. Have the students move away from all windows and sit silently on the floor;
    c. Take attendance and call the office if they are missing any students (they may be in the bathroom or in another classroom);
    d. Under NO CIRCUMSTANCES are teachers to open their classroom doors until they hear the code word or are directed to do so by local law enforcement or fire officials.

Volunteers/guests must also follow the above procedures for a fire alarm and lock-down.

SECTION 10: Family Involvement

10.1 Family Involvement

PENSAR ACADEMY is an academically challenging, disciplined, and joyful elementary school in which all members of the school community – board members, leaders, teachers, families and scholars – understand and are driven by our mission. We believe in the importance of working together to make a positive impact in the academic growth, character growth, and development of every child. Although

the responsibility of making decisions of school policy belongs to the Governing Board and Principal, families are involved on an individual level and through organized parent groups. We recognize that an effective partnership between school and home sets each scholar up for success by garnering family support of our school and reinforcement in the home for the school's activities and expectations.

10.2 Family Communication

In the case of an emergency, a parent may come to the front office to meet with the administration. If situation is deemed not to be an emergency, an appointment will be set.

Daily: Parents can communicate through the student agendas/folders or call to set an appointment at the front office with the school staff.

Monthly: A monthly newsletter will be posted online, as well as text blasts for upcoming events or information. All school staff will be available by email. The school staff will make every effort to return correspondence within 24 hours, with exceptions to weekends and breaks.

10.3 Parent and Family Involvement

Family involvement in a child's educational life is critical to a child's success. We encourage families to develop strong positive partnerships with the school.

Personalized Enrollment Visits. For new students, members of the school's staff attempt to visit every family's home or meet with parents personally prior to the start of school to go over the Pensar Academy expectations, get to know the family, and answer any questions. Staff will also explain vital information about class rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that parents have about the school.

Visiting Classes: Our school has an open door policy that allows family members to sit in on class any time AFTER the first month of school by appointment only. Appointments can be set up as early as 24 hours in advance. During the beginning of school, it is critical for students to transition into their new setting, and the presence of families in the classroom can slow this process. After Labor Day, we encourage families to come into the classroom and see our dedicated teachers and students at work. Please do not bring other children into the classroom. When observing in the classroom, families are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Family members who are disruptive to the educational process will be asked to leave. Visitors need to sign in at the office before visiting a classroom and wear a visitor badge while in the school.

Meet the Teacher Meeting: New families of PENSAR ACADEMY are asked to bring their children in to the school before the start of school to meet with their child's teachers. These meetings will last about half an hour and will be scheduled directly by the teachers. These meetings will give students and their parents a chance to meet their teacher before the first day of school and will also allow teachers to learn

a little bit about the child's educational history and personality. It is critical that all parents and children attend this initial teacher meeting.

Celebration of Learning Nights: We are excited about our PBL at the school and want to share what is going on in our classrooms. Throughout the year, we will hold celebration of learning nights, and we encourage all parents who can attend to do so. We will send out a calendar at the start of the year that has all of the dates.

Individual Growth Reports: Scholar achievement data and behavior progress is communicated with families throughout the school year. Families receive reports that outline: (1) their child's academic proficiency regarding prioritized standards in every subject, (2) the targeted intervention the school will provide in the coming weeks to maximize academic progress, and (3) tangible supports to be provided by the family at home.

Volunteer at PENSAR ACADEMY. Families are asked to host and give tours to school visitors, assist classroom teachers with various needs, serve as chaperones for school field trips, and participate in planning sessions for school activities that support the school's mission. All employees of charter schools, and school volunteers who work with students, shall be fingerprinted and have a criminal background check conducted by the Arizona Department of Public Safety and the FBI. Families are appreciated. We demonstrate appreciation of all of our families for entrusting us to educate their children to the highest quality, and we honor and recognize families that go above and beyond the required efforts to enhance their scholar's achievement and our mission.

Community Updates/Information: We will utilize the school Facebook, website, and text blasts for upcoming events. In addition, stickers with reminders of upcoming events will be placed in the student agendas.

SECTION 11: General School Information

11.1 Phone Use

Although PENSAR ACADEMY aims to have as much communication as possible with families, it would take an incredible amount of staffing and resources to provide message services, and we cannot guarantee that messages will actually reach students or teachers during the day. Teachers will, however, receive messages after 4:00 pm. Students are prohibited from using school telephones unless it is an emergency that requires immediate attention.

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office, to leave a message before 12:30 p.m. Students will not be called from class to the office to speak with a parent except in case of an emergency.

Student Cellphones: Pensar Academy enforces a No Cell Phone Policy during the school day in accordance with state law.

- Student cell phones must remain in a student's bag/backpack/away and NOT on their person during the school day. The phone should be silenced or turned off.
- Students are permitted to use a personal device in the event of an emergency, however, they are encouraged to notify school staff of the emergency first.
- If needed, students are permitted to ask a teacher for permission to use the school office phone to contact a parent during the school day.
- We ask parents and guardians to utilize the office phone in order to get in contact with their student.
- Students will receive a total of 3 warnings during the year; each warning the device will be turned into the front office and the student can pick it up at the end of the school day. After the 3rd warning a parent will be contacted to collect the device and the school has the right to ask that the device not return to campus.

11.2 Lost and Stolen Property

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school which may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to a parent; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

11.3 Birthday Celebrations

Parents, guardians, family, and friends are asked not to have flowers, cakes, balloons, etc. delivered to school for student celebrations. These are disruptive in the classroom and are a safety concern at school. These items will be kept in the front office until the parent comes to collect them. If they are delivered, they will be kept in the office and the student's parent/guardian will be notified to pick up these items. According to the Arizona Department of Health Services, all food distributed in the classes must be pre-packaged and store-bought and comply with Arizona HB 2164 (Arizona Healthy Schools Act).

If your child does not celebrate birthdays, please send a note in writing informing us that your child is not permitted to participate in birthday celebrations. This note will be held in the students' file.

11.4 Admissions Policy

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Pensar Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. There is no tuition or fees charged for attending PENSAR ACADEMY.

PENSAR ACADEMY will admit all eligible pupils who submit a timely enrollment application. The School shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applicants exceeds the capacity of a program, class, grade level, or building, all applicants for that program, class, grade level or building will be selected for the available slots through an equitable selection process except that preference shall be given to siblings of a pupil selected through

an equitable selection process such as a lottery. After the application deadline, pupils for any remaining slots or for a waiting list will be accepted in chronological order. A.R.S. 15-184(A).

PENSAR ACADEMY 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. A.R.S. 15-184(F).

11.5 Registration and Records

Registration: Enrollment forms need to be filled out for each child to be registered at PENSAR ACADEMY. The forms should be submitted to the school office along with the following documents:

- A copy of the pupil's birth certificate or other acceptable proof of age;
- Custody papers (if applicable);
- Proof of parent's Arizona residency.

PENSAR ACADEMY complies with the McKinney-Vento Homeless Assistance Act. Students experiencing homelessness have the right to immediate enrollment, transportation assistance, and access to education services. Families may contact the school office for assistance and liaison support.

Students in foster care are entitled to educational stability, including remaining in their school of origin when in their best interest. Pensar Academy coordinates with child welfare agencies to ensure continuity of services.

PENSAR ACADEMY supports students from military families and complies with applicable federal and state protections, including flexibility in enrollment, placement, attendance, and promotion requirements.

PENSAR ACADEMY requests any IEP, psychological reports, and/or other documentation of special education (if applicable, providing this information is optional and is intended to provide continuity of services and is not used for enrollment decisions);

Parents have the right of access to the records of their children. The school reserves the right to have a 24-hour waiting period in order to maintain the smooth flow of school business, and to charge a reasonable fee for the cost of copying records. Non-custodial parents also have the right of access to records, unless the school has received a court document to the contrary.

Standardized Testing: As is required by the state, all students in grades 3 through 8 participate in the AASA exams administered each academic year. From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

11.6 Healthy Information

Health screenings are provided annually in order to identify students with health problems such as vision or hearing deficits that may now, or in the future, affect their education. Parents/guardians are requested

to notify the office if a student has a health problem. School personnel make every effort to comply with physicians' recommendations.

Parents and guardians are requested to keep students home if the following symptoms are present: nausea and/or vomiting, elevated temperature, yellow or green nasal discharge, red or inflamed eyes, cold symptoms, any skin rash unless it has been diagnosed by a physician as non-infectious, severe headache, or other pain. State law requires that students be excluded from school if they are suspected of having a communicable disease.

Emergency Contact: Parents/guardians must make arrangements to have either a parent, neighbor, or other responsible person available at all times to pick up a child who is ill. Because it is occasionally necessary to contact parents/guardians, it is very important that parents/guardians inform the school immediately of any phone number or address changes. School officials may contact Child Protective Services if a child is not picked up within two hours of the parent/guardian being contacted.

Chicken Pox: The student must remain home seven to ten days after the first pox appear so that all pox can be completely scabbed over before the student returns to school.

Emergency Form: Parents are required to complete an emergency medical referral form for each of their children every year. Tell us how to contact you or another responsible adult if your child becomes ill or is injured at school. Parents are expected to notify school officials regarding students' health problems including allergies to foods, medicine, insect stings, etc. It is important to notify the office of your address, home phone number business phone or emergency phone number changes during the school year.

Flu: School officials immediately send home students who exhibit an abrupt onset of any of the following symptoms: fever, chills, headache, muscle aches, vomiting, or severe sore throat.

Health Screening Programs

- **Hearing:** We follow the guidelines recommended by the Arizona Department of Health Hearing Conservation program. Hearing tests are given to students at specified grade levels.

- **Vision**: We follow the guidelines of the Arizona Department of Health Services Vision program. Vision tests are given to pupils at specified grade levels.

- **Lice Checks**: Lice are commonly transmitted in children when they share combs, brushes, hats, and coats. Lice crawl slowly; they do not hop or fly. They will die if they fall off of the human body. Lice checks are performed on students when the parent or teacher suspects the child has lice, or if classmates and/or siblings of any student have lice. If a child is found to have head lice, the parent guardian will be notified immediately by telephone to take their child home. The child will need to be treated, and the parent/guardian must remove all of the eggs (nits) from the hair shafts before the student may return to school. The home environment must also be treated. The child must check in with school officials before re-entering school the next day. If there is an epidemic of lice in a classroom, the parents/guardians of every student in the classroom (whether they have lice or not) will be notified by a letter. Parents/guardians are invited to call the front office to ask for assistance if needed.

- **Pink Eye:** Pink eye (conjunctivitis) is an eye infection with symptoms of red, swollen, runny and/or sticky eyelids, especially in the morning. Bacteria or a virus can cause pink eye that is easily spread from person to person by contact with discharge from the infected person's eyes. When it is necessary to send a child home because of pink eye symptoms, we encourage the parent to call the child's doctor and report the symptoms. The doctor will then decide if an antibiotic eye medication is necessary. If medication is prescribed, the child can return to school after using the medication for 24 hours.

Immunizations: School officials maintain health records on each student. Arizona law. A.R.S. 15-872 requires that the parent, prior to school attendance, furnish a complete, up-to-date immunization record. An immunization record is not a requirement for enrollment. Every parent/guardian must furnish the month and year of the child's immunizations and sign an immunization history form. The immunization requirements for a child entering the school are:

- Measles (rubella)
- Rubella (German measles)
- Poliomyelitis (polio)
- Tetanus
- Pertussis
- Mumps
- Diphtheria
- Hepatitis B (3 doses for all students)
- Varicella or history of chicken pox
- Meningococcal (age 11 years or older)

Parents/guardians are asked to inform school officials at the school of any immunizations received during the year so that the school records can be kept up-to-date.

Arizona law provides certain exemptions from immunization requirements. A.R.S. § 15-873(A).

Although the law allows exemptions, the Maricopa County Health Department may require the school to exclude a student from school in the case of an outbreak of any of the diseases covered by the immunization requirements. A.R.S. § 15-873(C). The parents will be notified when the student may return to school.

Prescription Policy

Over-the-Counter Medication Policy: Administration of prescription medication is governed by the school's separate Policy for Administration of Prescription Medications at School. For over-the-counter (OTC) medications, parents must fill out an Emergency Information Card that will remain on file in the front office and in the health assistant's office. This form will also allow parents to indicate permission for the student to take specific OTC medication (e.g., acetaminophen or ibuprofen). If a student must take any OTC medications while at school the parent must bring the OTC medication to the health office and complete an additional permission form with signed instructions for administration. Dosage requested by the parent or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or non-prescription (OTC) drug shall be documented in the school's database by the administering office staff. The school does not provide any medications; therefore, parents will need to provide any OTC medications their child will need. This includes cough drops,

ibuprofen, antacids and acetaminophen. Students are not permitted to keep OTC medications on their person or in their backpacks on campus (all drugs, including cough drops, are kept locked in the health office). The Principal must be notified immediately of students suspected of breaching these regulations. Violation of these policies place the student and others at great risk of personal harm, and as such, will result in disciplinary action.

Restricted Physical Education Activities: If for any reason you feel your child should have restricted physical education activities, please provide school officials with a doctor's statement giving the reason and the length of the restriction. This information will be forwarded to the classroom teacher.

Weather Conditions/Heat Advisory: We follow the guidelines of the Arizona Department of Health Services. When weather related conditions occur, the following precautions are to be taken for all outdoor physical activity, including but not limited to: recess, physical education classes, and field trips.

First Aid Provision and Medical Emergencies: Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each student's Office/Health Emergency Card, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

Water Safety: Pensar Academy will provide families with the Arizona Department of Education's website address listing water safety and swimming lesson information when they initially enroll their child at the school.

11.7 Administration of Prescription Medication

In the event that a physician and parent or legal guardian determine that a student needs medication which can be administered while the student is at school or during school activities, the following rules shall apply:

1. If the physician and parent or legal guardian determines that the student has demonstrated sufficient maturity and ability to carry medication on his or her person and self-administer the medication, the physician shall provide written documentation to that effect. In the case of diabetes, the parent or legal guardian shall also provide a diabetes medical management plan, signed by the student's physician that authorizes the student to carry medication and/or testing equipment on his or her person.

2. If the physician and parent or legal guardian determine that the student has not demonstrated sufficient maturity and ability to carry medication and/or testing equipment and self-administer medication, but the parent has a written statement from the student's physician that it is medically necessary that medication and/or testing equipment be kept closer to the student than the school office, the parent may request, in writing, that the medication be kept in a

separate closed bag, (backpack, lunch bag, tote, etc.) that will remain nearby the student throughout the day to ensure expedient administration of medicine by trained school staff. In the case of diabetes, the parent or legal guardian shall also provide a diabetes medical management plan, signed by the student's physician. School personnel will not administer medication by injection or perform diabetes testing that involves breaking the skin unless the diabetes medical management plan provides specific written notice that the student's health would be seriously impaired without the injection or testing during school hours or school activities, and also provides specific written instructions for techniques used to determine the proper dosage of medication in a specific situation. It is the parent or legal guardian's responsibility to provide adequate staff training for administration of medicine or diabetes testing. In no event will school personnel administer medications in dosages not prescribed by a physician.

3. If the parent or legal guardian cannot provide written notification from a physician that it is medically necessary for a student to carry medication and/or testing equipment on his or her person, all medication or testing equipment will be kept in the school office. In the case of diabetes, the parent or legal guardian shall also provide a diabetes medical management plan, signed by the student's physician. School personnel will not administer medication by injection or perform diabetes testing that involves breaking the skin unless the diabetes medical management plan provides specific written notice that the student's health would be seriously impaired without the injection or testing during school hours or school activities, and also provides specific written instructions for techniques used to determine the proper dosage of medication in a specific situation. It is the parent or legal guardian's responsibility to provide adequate staff training for administration of medicine or diabetes testing. In no event will school personnel administer medications in dosages not prescribed by a physician.

4. Subject to the requirements of sections 1 and 2, above, students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided the pupil's name is on the prescription label for the medication container or device. The student shall notify the school nurse or administrator as soon as practicable following the use of the medication.

5. Subject to the requirements of sections 1 and 2, above, students who have been diagnosed with breathing disorders may carry handheld inhaler devices for self-administration provided the student's name is on the prescription label on the medication container or on the handheld inhaler device.

6. Subject to the requirements of section 1, above, students who have been diagnosed with insulin-dependent diabetes may be allowed to carry insulin, syringes, needles, insulin pens, insulin pumps, or testing equipment with them. Since it would be impractical for a prescription with the student's name to be placed on all diabetes equipment, the physician's documentation must be sufficiently detailed to permit the student's self-use of any of the above-described items. Additionally, the parent or legal guardian and the school shall agree on a method to dispose of equipment and medications. If agreement cannot be reached, the student shall not be permitted to carry insulin, syringes, needles, insulin pens, insulin pumps, or testing equipment with him or her, but those items will be maintained at the school's health office, where the student can use them under supervision of school-health staff. Further, should the

student not practice proper safety precautions for the handling and disposal of equipment and medications, the student's privilege of self-administering medication will be withdrawn.

11.8 Child Find (AzEIP)

AzEIP (Arizona Early Identification Program for Infants and Toddlers) is a program that identifies children who have special needs, provides a Service Coordinator, provides screening/evaluation services and helps families to find services. It is funded by and based on the Individuals with Disabilities Education Act (IDEA), Part C. The law gives primary responsibility for planning and implementation to a single state agency, named by the Governor. In Arizona, this is the Department of Economic Security (DES). The law requires the lead agency to obtain interagency agreements covering the fiscal and programmatic responsibilities for Part C. The Governor appoints an Interagency Coordinating Council (ICC) to advise and assist the lead agency in carrying out its responsibilities.

AzEIP has established a public awareness program focusing on early identification of eligible infants and toddlers. AzEIP must inform the public and primary referral sources about the program and the child find system, including how to make referrals and how to gain access to evaluation and services. AzEIP established a comprehensive child find system with an effective method for hospitals, physicians, parents, day care programs and other providers to refer children to the early intervention system for evaluation and assessment.

AzEIP's intent is to ensure that all children from birth through 21 with delays or disabilities are identified, located and evaluated with minimal cost to parents. Anyone who has contact with the child may refer him or her to AzEIP. Contact AzEIP if you have concerns about how a child: plays and interacts with others, learns, communicates, moves, sees or hears. When children are "found," they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm that he or she has a delay or disability that falls under state definitions. If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Arizona Early Intervention Program or a public school system will offer early intervention or special education services according to the child's needs.

- Early intervention supports and services assist families of children who are eligible by helping children ages Birth to three years develop to their full potential. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzEIP).
- Preschool special education services for children ages 3 to 5 provide special strategies to help children reach their developmental milestones.
- Special education services for school-aged children in kindergarten through the age of 21 provide specialized instruction and services to assist children in the educational environment.

You may call the school office at (602) 383-4013 if you require further information or assistance. Additionally, you may refer children for evaluation to the State AzEIP Office, (602) 532-9960 or Maricopa County AzEIP, (480) 820-3605.

11.9 FERPA – Annual Notification to Parents and Eligible Students Regarding Student Records

This Notification is required by the Family Educational Rights and Privacy Act (FERPA) and provides you with important information regarding your rights as they relate to student educational records. It is directed to parents (including a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian) and eligible students (students aged 18 or older) or attending an institution of postsecondary education).

YOUR RIGHT AS A PARENT OR ELIGIBLE STUDENT

- The Right to Inspect and Review the Student's Educational Records. If you wish to inspect/review the student's educational records, please contact the Principal to make an appointment to do so. You will be provided access to records within a reasonable period of time, but in no case more than 45 days after your request is received. 34 Code of Federal Regulations § 300.613. School personnel will respond to reasonable requests for explanations and interpretations of the records. The school will provide you with a copy of the records or make other arrangements for inspection and review of the requested records if its failure to do so would effectively prevent you from exercising your rights to inspect and review the records.

- The Right to Consent to Disclosures of Personally Identifiable Information Contained in the Student's Educational Records, Except to the Extent the Law Authorizes Disclosure Without Your Consent. The school will limit the disclosure of information contained in a student's education records except: (1) By your prior, written consent; (2) As directory information; or (3) Under certain limited circumstances permitted by FERPA, the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT Act), and the No Child Left Behind Act of 2001. Some instances in which disclosure is permitted without your consent are set forth below.

Directory Information: Your consent is not required for the school to release the following student information designated as "directory information:" If you wish to refuse to permit the school to release directory information, you must submit your written refusal to the Principal's Office within two weeks of the date of this notice.

Name	Date and Place of Birth	Class Designation
Address	**Grade level or major field of study**	**Previous School or District Attended**
Telephone	**Participation in officially recognized activities and sports**	**Wt. and Ht. for athletic teams**
Parent Name	**Student Photograph**	**Dates of Attendance**

Name	Date and Place of Birth	Class Designation
Email	**Degrees and awards received**	

Disclosure To School Officials: PENSAR ACADEMY may disclose personally identifiable information from a student's education record without your consent to school officials who have a legitimate educational interest in the information. School officials include, but are not necessarily limited to:

- Administrators, supervisors, and teachers
- Counselors, therapists, and other non-teaching personnel
- Authorized volunteers or interns
- Temporary substitutes for administrative, supervisory, or teaching personnel
- Members of the Governing Board, when acting in their official capacity
- Contracted consultants or other professionals (i.e., attorneys, auditors, evaluators)

A "legitimate educational interest" is the person's need to know in order to fulfill the school official's professional responsibility and/or to provide a service or benefit to the student or the student's family.

- The Right to Seek Amendment of the Student's Education Records that the Parent or Eligible Student Believes to Be Inaccurate, Misleading, or Otherwise in Violation of the Student's Privacy Rights. If you believe the student's records contain information that is inaccurate, misleading, or in violation of the student's privacy or other rights, you may ask the school to amend the record. You are also entitled to a hearing to present evidence that the record should be changed if the school decides not to alter it according to your request. A form for this purpose and additional information is available in the Principal's office.

- The Right to File a Complaint with the U.S. Department of Education Concerning Alleged Failures by (the school) to Comply with the Requirements of FERPA. You are entitled to file a Complaint with the U.S. Department of Education if you believe PENSAR ACADEMY has violated FERPA. Complaints may be sent to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

PENSAR ACADEMY complies with FERPA (20 U.S.C. § 1232g and § 1232h; 34 C.F.R. Part 99); the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.; 34 C.F.R. Part 300); and A.R.S. §§ 15-141, 15-142.

Parents and eligible students have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the student records laws and regulations with the Arizona Department of Education. Complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education.

11.10 Individuals with Disabilities Education Act (IDEA)

IDEA is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other healthcare providers. This information is collected to ensure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws. Each agency participating under Part B of IDEA must ensure that at all stages of gathering, storing, retaining, and disclosing education records to third parties, it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

For additional information or to file a complaint, you may Call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) or the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact: Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901 or the Arizona Department of Education Exceptional Student Services 1535 W. Jefferson, BIN 24, Phoenix, AZ 85007. This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

11.11 Custody

In most cases, natural parents shall be given reasonable access to their children at school and to their children's official school records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent to access a child and/or the child's official school records.

It shall be the responsibility of the natural parent who has a court order restricting the rights of the other (non-custodial) parent to a child or the child's official school records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order. In cases in which a person other than the natural parent has been granted guardianship, the rights and privileges of the natural parent shall be considered divested, in the absence of court action granting the natural parents specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes.

11.13 Reporting Child Abuse

Child abuse is something that will not be ignored at PENSAR ACADEMY. All school employees are required by Arizona state law and school policy to report any suspected child abuse. PENSAR ACADEMY is required by law to report to Child Protective Services or the police department with jurisdiction any suspected non-accidental injury, sexual molestation, abuse, or neglect. All staff members should immediately report any suspected abuse to the Principal/Assistant Principal.

11.14 Non-Discrimination

PENSAR ACADEMY does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA), or on the basis of pregnancy status in accordance with the Pregnancy Discrimination Act of 1978. In addition, no person shall be discriminated against in admission to the school on the basis of race, sex, color, creed, ethnicity, sexual orientation, mental or physical disability, age, or ancestry. Finally, no person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation.

11.15 Harassment

PENSAR ACADEMY is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, or other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. PENSAR ACADEMY requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community. Each form of harassment listed below will be reported to the Principal/Assistant Principal. If the Principal is the source of the harassment, the Principal shall be reported to Governing Board Member, Tricia Shields.

Definition of Harassment

In General: Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.

The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.

Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited: Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the school.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Governing Board, subject to applicable procedural requirements.

11.16 Bullying and Cyberbullying

Bullying is defined as systematic, repeated, or recurrent conduct that involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Schools have a procedure for students, parents and teachers to confidentially report and document bullying behavior to a school official to trigger investigation, consequence, and prevention of further bullying behavior. (A.R.S. § 15-341). If the bullying acts threaten or actually cause injury to a person or property, then more severe penalties are called for and carried out under Arizona's criminal laws. (A.R.S. § 15-341).

Bullying is illegal and will not be tolerated at PENSAR ACADEMY. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying. Any student who engages in such behavior will face behavioral consequences through the school, and could face charges in the legal system.

Cyberbullying (bullying via the internet on any electronic device) that is conducted at school will be treated the same as in-person bullying and all consequences will apply.

Pensar Academy will provide Student Advisory daily, which will include social skills training on how to maintain a bully-free campus where all students can learn.

11.17 Grievance Procedure

Introduction: It is the school's policy to ensure that students or parents with a grievance relating to the school, its administration, and/or other employees shall, except as otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.

1. **Initial Conversation**: If you or your child has a grievance you should discuss it informally with the teacher, administrator, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.

2. **Where To File A Complaint**: Any student who believes that the school has discriminated against or harassed her/him because of her/his race, color, creed, ethnicity, national origin, sex, sexual orientation, mental or physical disability, age, or ancestry in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint in writing with the Assistant Principal. If the Assistant Principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Principal. If the Principal is the cause of the complaint, the report should be filed with Governing Board Member, David Pearsall. These individuals are listed below and are hereinafter referred to as "Grievance Administrators." Pensar Academy does not discriminate on the basis of sex. Concerns related to Title IX may be reported to the Title IX Coordinator through the school office. Reports will be promptly investigated following established grievance procedures.

- Principal, Sandra Zupetz, 602.383.4013, zupetz@pensaracademy.org
- Assistant Principal, Daniela Medina, 602.383.4013, dmedina@pensaracademy.org

Complaints of Harassment by Peers: In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the Principal.

Complaints of Discrimination Based Upon Disability: A student who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of that student, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act should first contact the Principal. If the complaint remains unresolved after contacting the Principal, the procedure set forth in Arizona Administrative Code § R7-2-405 must be followed.

Contents of Complaints and Timelines for Filing. Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. Any person of the student's choosing, may assist the complainant with filing the complaint. The written complaint must include the following information:

1. The student's name and the parent's name who is filing the complaint on behalf of the student.
2. The name, address, telephone number, and e-mail address of the student's legal representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the student or parent wants the complaint to be resolved.

Investigation and Resolution of the Complaint: Respondents will be informed of the charges as soon as the Principal/Assistant Principal deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The Principal/Assistant Principal or one of their designees will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Principal/Assistant Principal will meet with the student, parent and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the student, parent, and/or representative, the Principal/Assistant Principal will provide written disposition of the complaint to the student, parent and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the school involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

All the timelines above will be implemented as specified, unless the nature of the investigation or circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of students/respondents and witnesses will be maintained, to the extent possible.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals: If the student/parent is not satisfied with the disposition of a complaint, the student/parent may appeal the disposition to Governing Board. The Governing Board will issue a written response to the appeal within 30 school days of receiving the appeal. The Board expects that all prior steps have been followed before action is taken at a Board level. All applicable public open meeting laws will be followed for the Board's meeting, including prior notice and the right of the employee to request that any potential employment action be held in an open meeting. The Board's decision is final.

11.18 Transportation

Pensar Academy will provide transportation to students. However, transportation is a privilege, not an explicit right. Students who receive 3 bus referrals over the course of one school year may have their bus privileges terminated for that academic school year at the sole discretion of the Principal.

SCHOOL BUS GUIDELINES

1. BE AT YOUR STOP 5 MINUTES PRIOR TO YOUR DESIGNATED TIME. Wait by curb, 10 feet away from stop.
2. Stay in your Seat
3. Follow the directions of the driver the first time that they are given.
4. Keep hands and all parts of your body inside the bus.
5. Do not eat or drink on the bus (except for water)
6. Keep harmful objects off the bus (Drugs, Weapons, Tobacco)
7. Keep Aisle clear, except for exiting the bus
8. Keep the bus clean
9. Listen to the same classroom rules for the bus
10. Report any problems to the driver
11. Talk quietly

Other Safety Rules

1. Do not get on the bus unless directed by the driver
2. Once on the bus go directly to your seat.
3. When exiting the Bus Look around you for cars before walking away or across the street
4. Walk 10 feet in front of the bus, never behind the bus
5. Know the emergency rules for Evacuation
6. Never push as you are getting on the bus or leaving the bus

Referral Process:

Referral #1: Parent conference call with the Transportation provider, the Assistant Principal.
Referral #2: Parent meeting with the Assistant Principal, Parent, bus driver, and student.
Referral #3: Suspension of bus privileges for a time period of up to 18 weeks.

At any point, depending on the severity of the offense a student may lose his/her privilege to ride the bus. A bus driver has 50-60 passengers and their safety to look out for while completing their job duties.

11.19 Tax Credit Donations

Arizona taxpayers have the unique opportunity to help public schools through the use of tax credit donations to be used for extra-curricular activities. Individuals may donate up to $200 each calendar year, while couples who file taxes jointly may donate up to $400.

11.20 Move on When Reading Entry Notification

MOWR
Move On When Reading

Date: 08/07/2026

School: Pensar Academy

District: Pensar Academy

Universal Literacy and Dyslexia Screener Name: Renaissance: Star Literacy Assessment

K-3 Literacy Screening and Move On When Reading Notification

Dear K-3 Parents and Guardians,

Our goal is to provide all students with high-quality reading instruction every day. As part of our commitment to literacy success, all kindergarten through third-grade students take part in a Multi-Tiered System of Supports (MTSS). Through this process, all K-3 students are screened for reading difficulties and characteristics consistent with dyslexia during the fall, winter, and spring using our district-approved Universal Literacy and Dyslexia Screener (see above).

The universal literacy and dyslexia screener is a brief assessment administered to all K-3 students to help identify students who are meeting grade-level expectations and those who may benefit from additional support. The screening process does **not diagnose** a reading disability or dyslexia.

Students whose screening results indicate they are below benchmark may receive additional diagnostic assessments. These assessments help teachers and specialists identify specific reading skills that require targeted instruction and intervention. The purpose of these assessments is to guide instruction and intervention, and they do **not diagnose** a reading disability or dyslexia.

When a student is identified as needing additional support, intervention services begin as quickly as possible. Interventions may vary in curriculum, group size, intensity, frequency, and duration based on student needs. Some students may receive more intensive interventions, often referred to as Tier 3 support, from the classroom teacher, a reading interventionist, or another qualified specialist. Student progress is monitored regularly to ensure interventions are effective and adjusted as needed.

1

MOWR
Move On When Reading

Parents and families are vital partners in supporting literacy development. If your child is identified as being at risk for reading below grade level, you will receive a **separate written notification** that includes information regarding your child's reading needs, interventions, progress-monitoring plan, and opportunities for family involvement.

Arizona's Move On When Reading (MOWR) legislation emphasizes the importance of all students acquiring reading proficiency beginning in kindergarten.

State law requires school districts and charter schools to provide annual written notice that a student who does not demonstrate sufficient reading skills by the end of third grade may not be promoted to fourth grade unless the student qualifies for a good-cause exemption under Arizona legislation.

If a third-grade student does not demonstrate sufficient reading proficiency on the statewide assessment, as required by Arizona Revised Statute §15-701, the student may be retained in third grade unless they qualify for an exemption provided by AZ legislation.

Information regarding Move On When Reading requirements and exemptions can be found at www.azed.gov/mowr.

A variety of factors both inside and outside of school can influence a child's educational progress. We encourage families to remain active participants in their child's education through regular communication with teachers and by supporting reading at home. Together, we can ensure that every child can become a confident and successful reader.

If you have questions regarding the universal literacy and dyslexia screener, reading interventions, or your child's progress, please contact your child's teacher or school administration.

Sincerely,

Daniela Medina

Administrator Name

Assistant Principal

Administrator Title

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Move On When Reading

Fecha: 08/07/2026

Nombre de la escuela: Pensar Academy

Nombre del distrito: Pensar Academy

Nombre del evaluador universal de alfabetización y dislexia:
Renaissance: Star Literacy Assessment

Evaluación de Alfabetización K-3 y Notificación de Move On When Reading

Estimados padres y guardianes de estudiantes de K-3:

Nuestra meta es proveer a todos los estudiantes instrucción de lectura de alta calidad todos los días. Como parte de nuestro compromiso con el éxito en la alfabetización, todos los estudiantes de kínder a tercer grado participaran en un Sistema de Apoyos de Múltiples Niveles (MTSS). A través de este proceso, todos los estudiantes de K-3 son evaluados para detectar dificultades en lectura y características consistente con dislexia durante el otoño, invierno y primavera utilizando el Evaluador Universal de Alfabetización y Dislexia aprobado por nuestro distrito (vea el nombre arriba).

El evaluador universal de alfabetización y dislexia es una evaluación breve administrada a todos los estudiantes de K-3 para ayudar a identificar a los estudiantes que están cumpliendo con las expectativas de su nivel de grado y a aquellos que podrían beneficiarse de apoyos adicionales. El proceso de evaluación no diagnostica una discapacidad de lectura ni dislexia.

Los estudiantes cuyos resultados de evaluación indiquen que estén bajo del nivel de referencia podrán recibir evaluaciones diagnósticas adicionales. Estas evaluaciones ayudan a los maestros y especialistas a identificar habilidades específicas de lectura que requieren instrucción y intervención focalizadas. El propósito de estas evaluaciones es orientar la enseñanza y las intervenciones; no diagnostican una discapacidad de lectura ni dislexia.

Cuando se identifica que un estudiante necesita apoyo adicional, los servicios de intervención comienzan lo antes posible. Las intervenciones pueden variar en currículo, tamaño del grupo, intensidad, frecuencia y duración según las necesidades del estudiante. Algunos estudiantes podrán recibir intervenciones más intensivas, frecuentemente denominadas apoyos de Nivel 3 (Tier 3), proporcionadas por el maestro del salón, un especialista en intervención de lectura o otro especialista calificado. El progreso del estudiante es monitoreado regularmente para garantizar que las intervenciones sean efectivas y se ajusten según sea necesario.

Los padres y familias son socios vitales en el desarrollo de la alfabetización. Si se identifica que su hijo(a) está en riesgo de leer por debajo del nivel de grado, usted recibirá una notificación escrita por separado que incluirá información sobre las necesidades de lectura de su hijo(a), las intervenciones proporcionadas, el plan de monitoreo de progreso y las oportunidades para la participación familiar.

La legislación de Arizona *Move On When Reading (MOWR)* enfatiza la importancia de que todos los estudiantes adquieran competencia en lectura desde el kínder.

La ley estatal exige que los distritos escolares y las escuelas chárter proporcionen una notificación escrita anual informando que un estudiante que no demuestre habilidades de lectura suficientes al final del tercer grado podría no ser promovido a cuarto grado, a menos que el estudiante cumpla con una exención por causa justificada conforme a la legislación de Arizona.

Si un estudiante de tercer grado no demuestra competencia suficiente en lectura en la evaluación estatal, según lo requiere el Estatuto Revisado de Arizona §15-701, el estudiante puede ser retenido en tercer grado, a menos que reúna los requisitos para una exención establecida por la legislación de Arizona.

Puede encontrar información sobre los requisitos y las exenciones de *Move On When Reading* en: www.azed.gov/mowr

Diversos factores, tanto dentro como fuera de la escuela, pueden influir en el progreso educativo de un niño. Animamos a las familias a mantenerse activamente involucradas en la educación de sus hijos mediante una comunicación regular con los maestros y apoyando la lectura en el hogar. Juntos podemos asegurar que cada niño se convierta en un lector seguro y exitoso.

Si tiene preguntas sobre el evaluador universal de alfabetización y dislexia, las intervenciones de lectura o el progreso de su hijo(a), comuníquese con el maestro de su hijo(a) o con la administración de la escuela.

Atentamente,

Daniela Medina

Nombre del administrator

Assistant Principal

Título de administrador

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RETURN

11.20 Residency Questionnaire

Homeless Education

Arizona Student Residency Questionnaire

Information contained on this form is confidential and used to determine whether a child or youth meets the definition of homeless under the McKinney-Vento Act. The Education for Homeless Children and Youth (EHCY) program as authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.). Please note, false claims about living situations may affect enrollment.

Section A

Today's date: _____

Name of individual completing this form: _____

Your telephone number: _____Your email address: _____

Student name: _____

Last school attended: _____ Current grade: _____ Birth date: _____

Do you have additional children attending school in our district? Yes ☐ No ☐

Do you have children of the preschool age? Yes ☐ No ☐

Please provide information about additional children attending school in our district or of preschool age.

Last Name	First Name	Grade	School	District

Address of where the student slept last night: _____

Is this address based on a temporary living arrangement due to the loss of housing? Yes ☐ No ☐
(Examples: sharing the housing with others due to economic hardship or similar reason; hotel/motel; shelter; transitional housing; car; park; campsite; and inadequate housing, including no running water, electricity, or adequate space)

NOTE: If you checked "No" to the temporary living arrangement, you may STOP here. If you checked "Yes", please continue to the next section.

Section B

Name of the parent/guardian/adult caring for the student: _____

Relationship to the student: _____

If the address you provided in section A is based on a temporary living arrangement, is it due to loss of housing or economic hardship? Yes ☐ No ☐

Please place an "X" in each box that best describes where the student sleeps at night.

☐ In a place that does not have windows, doors, running water, heat, electricity, or overcrowded

☐ Staying with a friend or relative because of loss of housing, economic hardship, or similar reason
(Example: eviction, foreclosure, fire, flood, lost job, divorce, domestic violence, kicked out by parents, ran away from home)

What date did you begin staying here? _____

☐ In a shelter/transitional housing program (name of agency): _____

What date did you begin staying here? _____

☐ In an unsheltered location (e.g. tent, vehicle, abandoned building, streets, campground, park, bus/train station, or similar place)
Provide the main cross streets of this unsheltered location: _____

☐ In a hotel/motel (name of hotel/motel & address) _____

What date did you begin staying here? _____

☐ With an adult that is not a parent or court appointed legal guardian

☐ Alone, not in the care of a parent or court appointed legal guardian

☐ None of the above (Please explain): _____

_____

The following signature certifies that the information provided above is accurate. False claims about living situations may affect enrollment.

_____ _____
Signature of Person Providing Information Date
Parent/Legal guardian/Caregiver/Student

For School Use Only

Please note, the student's cumulative file should not include a copy of this form. **Do not make copies of this form.** If Section B is filled out, please notify the LEA Homeless Education Liaison, and provide the original form to them.

Name of school site personnel who enrolled the student: _____

Please check the housing types that apply:

Sheltered ☐ Doubled-up ☐ Unsheltered/FEMA/Substandard ☐ Hotel/Motel ☐

Unaccompanied youth: Yes ☐ No ☐ Transportation to school of origin needed: Yes ☐ No ☐

Date received by Homeless Liaison

_____

RETURN

11.21 Compact-Contract of Commitment

At PENSAR ACADEMY, we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education and abides by the school's cultural expectations. Parent, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth. As education partners, we must agree to create a respectful school environment, with everyone treating others as values members of the community. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the community.

As a PENSAR ACADEMY student, I agree to:		
Show respect, enthusiasm, achievement, courage, hard work every day. **Come to school every day unless I am sick** **Complete my homework every night.**		
Student's Name (Print)	**Student's Signature**	**Date**

As a PENSAR ACADEMY parent or guardian, I/we agree to:

1. Make the school a safe and orderly environment by supporting the school as it enforces the school's code of conduct (as spelled out in the student handbook), including policies regarding immediate conferences and the issuance of suspension.
2. Ensure that my child arrives at school before 8:30am, attends school regularly and is prepared to work.
3. I have read the attendance policy in the student handbook and understand the school's policy regarding lateness, excused and unexcused absences, and annual absences in excess of 18 days.
4. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the student handbook.
5. Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend all required family events
6. Check my child's homework assignments nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence.

Parent/Guardian Name (Print)	**Parent/Guardian Signature**	**Date**

As a PENSAR ACADEMY employee, I certify that the school agrees to:

1. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous and that meets or exceeds the requirements of the Common Core Standards.
2. Make the school a safe and orderly environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school.
3. Communicate regularly with parents regarding their child's behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents to the school.
4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis.
5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct as a means of holding students accountable for their behavior in school.

Staff Member Name (Print):	**Staff Member Signature:**	**Date:**

RETURN

11.22 Acknowledgment of Receipt of Handbook

Thank you for taking the time to read the PENSAR ACADEMY Family and Student Handbook.

We have read, understand, and agree to abide by the rules, regulations, and procedures outlined in PENSAR ACADEMY's Family and Student Handbook*. I understand that if I ever have any questions regarding school policies, I should ask the Principal for further explanation.

***If a family has more than one child attending the school, a separate Acknowledgement must be returned for each child.**

_____ _____

Student Name Parent/Guardian Name

_____ _____

Student Signature Parent/Guardian Signature

_____

Date

We thank you for your cooperation and wish you the best for the upcoming school year!

1…2…3…BULLDOGS!