



Highland Free School's 2017-2018 Parent & Student Handbook

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When we first opened our doors, we were embarking on an educational experiment to provide a unique learning environment for parents and students looking for an alternative to traditional public schools.

The educational philosophy at Highland is based upon the fact that children are naturally inquisitive and excited by learning. Our goal is to keep that inquisitiveness alive.

Students are given freedom of choice and learn to take responsibility for their choices. We emphasize the development of self-discipline and self-control, rather than external control. Discipline is based on the theory of logical and natural consequences, developed by Alfred Adler and Rudolf Dreikurs.

Our school maintains an average 12 to 1 student- teacher ratio. This low ratio allows us to individualize academic instruction for each child. Students are able to work at their own pace and skill level.

Our curriculum is aligned with the Arizona College and Career Ready Standards and includes individualized, skill-based tasks and assignments for the introduction and practice of basic skills. However, our emphasis is on integrated, thematic units that use hands-on, innovative activities and projects designed to give students practice applying those basic skills.

Student achievement is measured using a variety of assessment tools, including teacher observation, quizzes, Galileo Assessment, AIMS, AZMerit, and Stanford 10 assessment. Teachers compose narrative progress reports charting each child's accomplishments and skill levels three times a year. Although teachers are in contact with parents on a daily basis, conferences are scheduled at least twice a year to discuss student progress. We believe that a child's education is a partnership between families and school. Lessons learned at school should be supported and reviewed at home through homework and family discussions and activities.

Highland Free School by no means has all the answers for educating children. The one answer we do have is that we change and grow and are always looking for new ways to generate enthusiastic participation and learning. The basic keys to our success are low student/teacher ratios, parent involvement that creates a sense of community, and a learning environment that is individualized and approximates the way true learning takes place in the real world.

Curriculum

Highland Free School follows the Arizona College and Career Ready Standards. For more information or to get a copy of your child's specific grade level standards you can download them from the Arizona Department of Education's website or speak with Teresa.

Every two weeks the classrooms also cover in-depth units of study. This year's topics are listed below.

2017-18 Units of Study

- August 21-September 1:** Body Systems & Geography
- September 5-15:** Archaeology / Ancient Mesopotamia
- September 18-29:** Ecosystems & Grasslands
- October 2-9:** Economics
- October 9-20:** Arizona Native Peoples
- October 23-27:** Geology & Earth Science
- October 30- November 3:** U.S. Government & Symbols
- November 6-17:** Westward Expansion
- November 27- December 1:** Celebrations / Eastern Religions
- December 4-21:** Theater & Winter Performance
- January 8-12:** School Olympics & Health
- January 16-26:** Biographies
- January 29 - February 2:** Careers and Workplace Skills
- February 5-21:** Scientific Method and Energy & Magnets
- February 26 – March 2:** Ecology
- March 5-16:** Celebrating Diversity / Civil War & Reconstruction
- March 19-23:** Ocean & School Dance
- April 3-20:** Movies, Media, and Technology
- April 23- May 4:** Asian Culture / Ancient India
- May 7-11:** Creepy Crawlies
- May 14-25:** Ancient Egypt

Additional Curriculum Information for the Year

Geography- This year we will be covering world geography.

Art & Music

- Lessons on regional art and music are taught during world geography.
- Art and Music are integrated into the units of study when possible (e.g. *the units on Ancient Egypt and the Arizona Natives will include lessons on music and art from different cultures and time periods*).
- Additional music lessons also occur intermittently.

Science

This school year's science units include ecosystems, grasslands, body systems, geology and earth science, scientific method, energy and magnets, oceans, and creepy crawlies. In addition to those units of study, science is also integrated whenever possible into the other units of study (e.g. *the unit on Ancient India will include advancements in science during that era*).

Health and Physical Education-

- Our Olympic unit focuses on health and physical education.
- Small and gross motor activities are an integral part of the curriculum of the younger class.
- Highland has a wonderful playground that enables students to exercise while their having fun.
- To help exercise their bodies, students will also be taking occasional walking trips.

Character Education Program: Highland tries to provide a rounded education for its students. Part of this curriculum includes a character education component that focuses on traits such as truthfulness, responsibility, compassion, diligence, sincerity, trustworthiness, respect, attentiveness, & forgiveness.

Assessment

Testing: Highland administers the following standardized assessments to gage student progress and help inform instruction. Retention is possible if students don't make adequate yearly academic gains.

- The state of Arizona requires that we administer the AIMS Science test to 4th graders as well as the AZMerit to 3rd-6th graders. These assessments are scheduled for the weeks of April 9th - 20th. Please make sure that your child is present during testing days. We understand that some families are frustrated with high stakes testing and even consider 'opting out', however we

strongly encourage families against that option as it will have a seriously negative impact on our school. With such a small school, any student not taking the assessment can ***significantly*** affect our funding and school rating

- The school administers the Stanford 10 at the beginning and end of the school year to students in 1st-6th grade in order to assess student growth.
- The school will administer standards-based, Galileo testing to inform teachers and help in instructional planning.

Third Grade Retention: Arizona Revised Statute §15-701 states that if a student scores below the cut score on the reading portion of the 3rd grade AzMERIT exam, he/she will not be promoted to the 4th grade until sufficient progress is made to demonstrate that the student is reading proficiently.

There are four exemptions to retention in ARS §15-701. In accordance with the law, a school district governing board or the governing body of a charter school is permitted to promote a student who fails to meet the cut score on the reading portion of the 3rd grade AzMERIT exam for any of the four following reasons:

- (i) A third grade student is an English Language Learner or is Limited English Proficient and has received fewer than two years of English instruction; or
- (ii) A third grade student with disabilities has an individualized education plan (IEP), and the IEP team, which includes the student's parent/guardian, agrees that promotion is appropriate; or
- (iii) A third grade student is in the process of a special education referral or evaluation for placement in special education and/or students that have been diagnosed as having a significant reading impairment, including dyslexia; or

A third-grade student has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3rd grade reading standards as evidenced through a collection of reading assessments approved by the State Board

Progress Reports and Conferences

Progress Reports: Highland is a non-grading school. Skill-based, narrative progress reports will be distributed three times a year. These reports will be followed-up with an individual Parent/Teacher Conference to discuss the child's progress. If interested, we can also include a copy of your child's standard's based Galileo assessment data for each trimester.

Parent/Teacher Conferences: We try to keep in contact with parents on a daily basis and provide in-depth conferences following the distribution of progress reports. If you would like to set up an additional meeting with the staff, please see your child's teacher to schedule an appointment.

Title I Tutoring

Title I: Title I is a federally funded program designed to provide supplemental support to students who need extra help in becoming successful learners and to stimulate needed changes in teaching and learning systems. A school receives Title I services if more than 40 percent of its student population qualifies for the federal Free and Reduced Meals Program. If our school qualifies, your child may be eligible for Title I tutoring (which generally occurs before and after school, during breaks, as well as during class time).

School Day

Highland Free School Charter opens at 8:15 am and closes at 3:00 pm.

The academic school day begins at 8:30 am. Please make sure that your child is at school on time. Tardiness not only creates instructional disruptions to the class, but frequent late arrivals also result in a significant loss of your child's learning time.

General Daily Schedule

[Times and activities may vary daily]

7:30 - 8:15	<i>* Morning Extended Day Program *</i>
8:15 - 8:30	Students Arrival
8:30	School Day Begins
8:30 –9:00	<i>Specials: (e.g. Monday morning meeting, geography, art, and show and tell)</i>
9:00-10:30	<i>English & Language Arts</i>
10:30- 10:45	Break/Recess <i>(Note: the younger class will go out to break at 10:15).</i>
10:45 - 11:30	<i>Math</i>
11:30 - 12:30	Lunch and Free–Play <i>(The older class go out to lunch at 11:45)</i>
12:30 - 1:15	<i>Shared Reading (story-time) and short academic activity</i>
1:15 - 1:20	Short break
1:20 - 2:40	Unit Topic Activities
2:40 - 2:45	Clean-Up
2:45 - 3:00	Student Pick-Up
3:00 - 4:30	<i>*Afternoon Extended Day Program *</i>

At the end of each day, please make sure that you or your child has checked his/her homework slot for homebound paperwork.

* Extended Day Care is available at a cost.

School Rules and Procedures

Highland Free School's discipline is based on logical and natural consequences. To support this, we might use the following methods of discipline: removing the child from the situation, ignoring the specific negative behavior while using positive reinforcement, group discussions of inappropriate behavior, agreements between student, staff and guardians, suspensions and/or expulsion from school. Reading material on logical and natural consequences is available at the school if you are interested in learning more about this philosophy.

Disciplinary issues involving weapons, serious verbal threats of violence, violent behavior towards students, staff or property, and inappropriate behavior of a sexual nature can be cause for immediate dismissal.

The school administration reserves the right to interpret how it will deal with any of the many situations that may come up in the learning environment of Highland Free School. Discipline measures are chosen on a case-by-case basis, as appropriate to the situation.

1. **No weapons are permitted [including toys with weapons, clothing depicting weapons or violence, or even using pretend weaponry during play].**
2. **Drugs and other illegal items and behaviors are prohibited. Federal, State and Local laws apply to Highland staff, families and students. If illegal items are brought to school or illegal actions are done on the Highland campus, the consequences may include loss of privileges, suspension, expulsion and even possible criminal charges.**
3. **No hurtful hands or hurtful words are allowed. Problem solving must be done with words only. Intimidation and the force of one's will are not acceptable. Harassment and bullying will not be tolerated (this includes, but is not limited to, harassment on the basis of sex/gender, family status, race, color, national origin, religion, and disability). This policy extends to the entire Highland community (including staff, students, families, and other visitors). Overly rough play is also not acceptable. Any wanton or deliberate destruction of property is the financial responsibility of the students and parents.**
4. **Interference with another's learning is not acceptable. Everyone must be respectful of one another and value their right to learn.**

Toys and other Items from Home: Toys or books brought from home by your child are to be shared by everyone, as is everything here. Explain to your child that the other children can use everything she/he brings to school, and she/he will have to accept the consequences of what may happen to her/his toys or books. Students are not permitted to bring electronic toys or equipment to school (including remote control toys or personal gaming devices). War toys or toys that depict or promote violence are also not permitted. Only one small toy a day is allowed. Toys must be left in the cubby and can only be used during free time. If toys or other items from home become a distraction or cause conflict in school, we reserve the right to prohibit particular items or prohibit particular students from bringing items from home.

Cell Phones: Students are not allowed to use cell phones at school. Cell phones brought to school must be turned off and stored in the student's cubby or the teacher's desk. If there is an emergency and you need to contact your child, call the school's main line at (520) 623-0104 (dial 1 for the main line) or contact us via Remind.

Cameras: Students are not allowed to bring cameras to school without permission from staff. If the staff has allowed students to bring cameras to school on a particular day, students may not use them during class time, and they must get permission from anyone they intend to take pictures of. All pictures and videos taken at Highland Free School are for private use only. ***Pictures of students, staff and the campus cannot be published or transmitted for public viewing without permission from the school and all of the people included in the picture or video.*** Public viewing includes posting on blogs, posting on media sharing sites such as YouTube, Facebook, Snapchat and any other transmission of media on the internet. This also includes emailing media on the internet or sending pictures via cell phones. Students are also prohibited from taking pictures with cell phones without permission from staff.

Cyber-Bullying and Other Harassment: Any form of bullying or harassment at Highland Free School is prohibited. Cyber-bullying and harassment of anyone in the Highland school community (including students, staff and family) by a student and/or family members of the students, regardless of where the harassment occurs, may be grounds for loss of technology privileges, suspension, expulsion and even possible criminal charges.

Students Must Remain on Campus: Students must remain on school property within the school gates during school hours unless accompanied by a guardian or teacher (with parental permission).

Pamphlets: Students have the right to distribute non-school endorsed materials and pamphlets when outside the school building while class is not in session (during public school hours).

Emergency Information: It is VITAL that you provide us with up to date emergency information. If you move, change jobs or change other important contact information you must let us know as soon as possible.

Proof of Identity: By law, parents must produce a birth certificate or passport as "reliable proof" of the pupil's identity.

Student Records: Highland Free School is required by law to retain the following records permanently: immunization, student identification number, academic records and transcript of final

grades, summary of attendance records and standardized test scores.

Authorized Pick-Up: Persons authorized to pick up students from school must be listed on the child's emergency card. If you are planning to have someone who is not on the emergency card pick up your child, you must give verbal or written permission before it happens.

Daily Sign-In: The Department of Health Services requires that parents of extended day and summer program students sign their child(ren) in and out each day.

Excessive Tardies and Absences: Excessive tardies and absences have a detrimental effect on your child's ability to develop academically, and it also interferes with the teacher's ability to teach the class as a whole. If your child is absent or tardy a significant number of days, he/she might not be able to make enough academic progress to be promoted to the next grade level. Excessive absences and/or tardies are also grounds for disenrollment. Note: The federal government considers 15 or more absences for the year as excessive.

Absence and Tardy Notification: Parents should notify the school if their child is going to be late or absent. If your child has excessive absences and/or tardies, a meeting will be scheduled to discuss your child's attendance. Excessive absences and late arrivals not only disrupt your child's education, but it also affects our funding.

Illness and Contagious Diseases: The Department of Health Services requires that students not attend school if they are in an infectious stage of a disease. If your child is sick, he/she must be fever and vomit free for 24 hours before he/she can return to school. If he/she becomes ill at school, please pick up your child promptly after you have been notified. If there is an emergency that requires immediate medical attention, we will call 911 and take the student to a hospital emergency room if necessary; however, such emergencies seldom occur. The Department of Health Service requires that in the event of an outbreak of a vaccine preventable disease for which you cannot provide proof of immunity of your child, your child will not be allowed to attend school until the risk period ends.

Lice: Anyone can get lice regardless of income, age and sex. Highland does periodic lice checks on the students. If a child has been found to have lice or nits (eggs of lice), we will notify the family and the student may not return to school until his/her hair has been treated. Even with treatment, it might take a while to completely get rid of lice. Make sure you do follow-up treatments as indicated by your treatment plan and take all precautionary steps to delouse your house.

Medications: *Medication cannot be in the student's possession.* ANY medication brought to school must be labeled with the student's first and last name and given to a staff member for safe storage in our lock box. This includes, but is not limited to, cough syrup, pain medication, vitamins or any other over the counter medicine. In order for teachers to be legally allowed to administer medicine to your child, a *Medication Consent* form must be completely filled out by the parent. Medications must be in their original containers. Over the counter medications must be labeled as safe for children. Teachers will only dispense medicine at or below the dosage level that is indicated on the over-counter medication package as is appropriate for your child's age and weight. Teachers are also required to follow dosages as indicated on prescription medicines. Prescription medicines must have your child's name on the pharmacy label. Any expired medicines will be appropriately discarded. Highland

reserves the right to refuse to administer medication that has not been prescribed by a licensed physician. Students with inhalers and epi-pens are able to carry these medications with them (however, parents still need to fill out a consent form).

Poison Control: With the exception of medicine, which must be locked up, anything that could be poisonous and/or is labeled *Keep out of reach of children* should not be brought to school.

Sunblock Policy: In order to reduce future skin cancer risk, Highland strongly recommends that students wear hats and sunglasses while outside. Before school and/or before playing outside, we also recommend that students apply sunblock that they have brought from home.

- ❑ All sunblock products must be marked as child safe.
- ❑ Sunblock must be labeled with your child's first and last name.
- ❑ The sunblock will be kept in a tub, which will be stored out of the reach of children. If your child would like to use it, he/she must ask a teacher for his/her bottle and then return it to the teacher after use.
- ❑ It is your child's responsibility to apply the sunblock him/herself. The teachers will not apply sunblock on any student.
- ❑ Any expired sunblock will not be used; it will be discarded.
- ❑ In order to prevent unintended allergic reactions, sunblock must not be shared with other students.

Note: Some sublocks contain heavy scents which can be a problem for those with allergies and asthma. If possible, please try to bring in unscented sunblock.

Food: Children should eat before school to provide them with energy to start the day. If breakfast is missed, students are allowed to bring a snack to be eaten before school starts (i.e. before 8:30 am). Highland does not provide lunches, so children must bring their own lunches in bags or boxes. Make sure that your child comes to school with a quality, balanced lunch each day. Please limit sweets and junk food (e.g. candy, soda, chips). No microwave is available for student use. A refrigerator will be available for lunches that must be kept cool; however, due to limited space, we request that refrigerated lunches be packed in small paper or plastic bags. In order to avoid confusion, don't forget to label your child's lunch bag and beverage container. To ensure the safety of the students, lunches cannot include knives or glass containers. Because of the problems created, lunches will not be shared. No gum is allowed.

Birthdays: At Highland, birthday celebrations are school-wide events. If you would like to celebrate your child's birthday at school, treats must be brought for the students in all three classrooms. Suggested treats are cookies, cupcakes or popsicles. **Birthdays are celebrated on Fridays each week.**

Clothing: An active child needs to wear comfortable, practical clothing. Your child should dress appropriately for the weather and for special school activities (for example, sandals and fancy dresses are out of place for a trip to the county fair and shorts are out of place on a cold winter's day). On cold days, children might not be allowed to play outside without appropriate dress. Students cannot wear strapless shirts to school. Please label your child's sweaters, jackets and hats. At the end of the year during warm weather, we may also have outside water-play in the afternoon, so please bring a labeled bathing suit and towel when needed. Don't forget to occasionally check the lost and found cart with

your child. All unclaimed items will be donated to a charitable organization.

Bicycles, Skateboards & Roller Skates: Highland has a bike rack for those students who bike to school. However, Highland is not responsible for monitoring the safety of personal items. For safety reasons, the riding of bikes, skateboards, scooters and roller skates is not allowed inside the school gates.

Field Trips: We will go on various field trips throughout the year. In order for your child to go on each field trip, we require that a legal guardian sign a permission slip. Non-legal guardians are not allowed to sign the permission slip. By signing the permission slip, legal guardians are agreeing to allow their child to attend the field trip and are acknowledging and agreeing to the fact that their child will be transported by available transportation means (including being transported in vehicles driven by parents or staff or by chartered bus when available). *The school has a general liability policy that covers non-owned vehicles rented or borrowed.* Parents are always invited to help chaperone the students. During most trips, we will also need help with transportation. All drivers must provide a copy of their driver's license and proof of insurance/liability coverage. Drivers who are transporting students have only been given permission to transport the students between the school and the trip location. While transporting other children besides their own, drivers may not make any additional stops or transport students to a location that is different from the one for which guardians have signed permission. The extended day and summer programs do not take any field trips (besides walking trips in the neighborhood). Let us know your ideas for unique field trips or special happenings.

Neighborhood Walking Trips: As a part of our school curriculum, Highland students will be taking occasional walking trips around the neighborhood (in the area contained by the following streets: Broadway, Kino, Euclid and Aviation Parkway), to Safeway (on Broadway and Campbell) and to a local park called San Antonio Park-Parque de la Gente for play and picnicking. The park is located on the southwest corner of Santa Rita Avenue and East 14th street (two blocks from Highland). Please sign the permission slip at the beginning of the year to allow your child to join in on these walks.

Art: Smocks or old shirts are provided for artwork. However, we cannot guarantee that students will not get dirty or that washable paint is really washable.

Lending Library and Family Game Cabinet: The books in the student library are available for checkout. We also have a family game cabinet with games, puzzles and activity items available for check-out. Fun family together time is beneficial to children, so we strongly encourage parents to visit the game cabinet and have fun playing with your kid! You are also welcome to donate your old games! There are also books available for loan at Highland about education and childrearing. Speak with a staff member if you are interested in borrowing one. Families are financially responsible for any books that are damaged or not returned.

Helping Out / Parental Participation:

Parents are strongly encouraged to volunteer at school and in the classroom. Volunteering helps families feel connected and allows parents to take an active part of their child's education. Please talk with your child's teacher to sign up!

Functions: There are several functions that happen at school during the year, including potlucks, plays, talent shows, etc. The entire school community and friends are invited to attend these events. Unfortunately, due to limited space, only immediate family can attend the winter performance.

Car-pooling: If you are interested in car-pooling, please include your name on the form provided at

the beginning of the year. We will provide a list of interested parties. However, parents are responsible to make contacts and carry out the car-pooling process.

Smoking: Highland is a smoke-free facility.

Pesticides: Pesticides will not be applied during normal facility hours of operation. Pesticides are applied as necessary to prevent the immediate harm that may be caused by fire ants or other infestations of stinging/harmful insects. If pesticides will be applied, a notice will be posted 48 hours in advance.

Mandated Reporters: All employees at Highland are by law mandatory reporters concerning suspected child abuse and neglect. Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature, or who reasonably believes that there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. § 36-2281, shall immediately report or cause reports to be made of this information to a peace officer or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only. For more information about our Sexual Abuse and Prevention Policy, please speak request a copy of the policy. To report any concerns, speak with the director or assistant director.

Volunteer Policy: We appreciate your willingness to devote your time and talents to our students. To comply with state mandates and insurance requirements, we have an application for all volunteers. If you are interested in helping out, please pick up an application.

School Community Meetings: Highland Free School holds community meetings that provide an opportunity to discuss important school issues. These are open to all and are strongly encouraged.

Non-Profit Status & Governing Board Members: Highland Free School is a non-profit organization (501(c)(3)). Following is a list of the board members of Highland Free School: Nicholas Sofka, Teresa Rodriguez, Kelly Murphy, Byron Montross, Christine Donovan, and Susie Spellman.

The Arizona Department of Health Services regulates Highland Free School. Highland carries a blanket liability insurance, as required by D.H.S.

Parental Participation

We believe that the basic keys to our success are low teacher/student ratios, a learning environment that is individualized and parental involvement that creates a sense of community.

Taking into consideration all that the school needs in order to successfully operate, we feel that it is important and necessary for the entire school community to help out in making the school the best it can be.

We do not have room in our budget for a daily janitor, gardener, secretary, etc. So, we rely upon a group partnership between the school and the families to help in the school's daily upkeep (such as washing drinking cups and toys, cleaning tables, raking leaves, sweeping, etc.).

We are relying on a partnership that has proven so successful in the past; each parent is strongly encouraged to help out at least 1 hour per month as well as during two Spruce-Up the School Days. We also need help in whatever fundraising project we have going on (calendars, tax credit, etc.).

Please plan to set aside a one-hour block, or two half-hour blocks, each month to help out. We hope that you take this responsibility seriously and with a good feeling.

If, due to time restraints, you are unable to come into the school to help, you can make a donation per hour missed. A suggested amount per hour is \$10 (which would be \$100 donation per year).

NCLB Parents' "Right to Know" Notices

Title I schools shall notify parents that they may request information on the professional qualifications of the student's teacher and paraprofessionals and be notified if their student is being taught by a teacher that does not meet the state certification or licensure at the grade level and subject they are teaching. This information must be provided to parents in a uniform format., "To the extent practicable," provide in a language that parents can understand, and in a timely manner.

The information provided should include: whether the teacher has met state requirements and licensing criteria for the grades and subjects taught; whether the teacher is teaching under an emergency certificate; information on the teacher's degree major and any other certification or degree held by the teacher and the field of discipline of the certification or degree; whether the child receives services from paraprofessionals and, if so, their qualifications. Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional by the State of Arizona. Notification must occur if students have been assigned, or have been taught by—for four or more consecutive weeks—a teacher who is not highly qualified.

At Highland, a teacher and paraprofessional background/qualification folder is available in the main building. Speak with a staff member if you would like to see the folder.

Supplement vs. Supplant: Monies received from the federal government for Title I must not be used to substitute for funds or services that would otherwise be provided by the school. We use federal funds received under Title I only to supplement our services and do not use these federal funds to supplant funds that would, in the absence of Title I funds, have been spent on Title I students.

Student Achievement: Parents have the right to know in a timely manner their child's level of achievement based on required state assessments.

Parent's Right to Know notices are included in the Student Handbook, Title I Handbook and posted online. The handbooks are distributed to all families upon enrollment each year. The online notice is always posted and is updated as needed.

Child Find Policy

Highland Free School will ensure that all children with disabilities within the boundaries of the public agency, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

PROCEDURES

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

- 1) Highland will identify, locate, and evaluate all children with disabilities within their population served who are in need of special education and related services.
This must include:
 - a) Children who are homeless;
 - b) Children who are highly mobile, including migrant children; c) Children who are wards of the state; and,
 - d) Children who are attending private schools or home schools.
- 2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - a) They are advancing from grade to grade or
 - b) They are highly mobile children, including those who are migrant children.
- 3) Each public agency will maintain a record of children who are receiving special education and related services.

Arizona Administrative Code (AAC) R7-2-401.C Public Awareness

Highland shall inform the general public and all parents within its boundaries of responsibility of the availability of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

AAC R7-2-401.D Child Identification and Referral

- 1) Each public agency shall establish, implement, and disseminate to its school-based personnel and all parents written procedures for the identification and referral of all children with disabilities aged birth through 21 years.
- 2) Each public agency will require all school-based staff to review the written procedures related to child identification and referral on an annual basis and will maintain documentation of the staff review.
- 3) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a) Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b) Parent notification of concern regarding developmental or educational progress by their child aged 3 through 21 years.
- 4) Screening procedures shall include vision and hearing status and consideration of the following areas:
 - a) Cognitive or academic; b) Communication; c) Motor; d) Social or behavioral; and e) Adaptive development.

- 5) For a student transferring in to a school, the public agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
- 6) If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of the public agency's procedures to follow up on the student's needs.
- 7) Each public agency shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents of a concern, and the dates of screening. The dates shall be maintained in students' permanent records.
- 8) If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may request an evaluation of the student. For parentally placed private school students, the school district within whose boundaries the nonprofit private school is located is responsible for such evaluation.
- 9) If, after consultation with the parent, the public agency determines that a full and individual evaluation is not warranted, the public agency shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

English Language Learner Policy for Placement

Highland Free School has 20 or fewer ELL students total. All ELL students enrolled in the school will have language driven ILLPs and be mainstreamed into the traditional classroom. These ILLPs and ELL program will follow recommendations set in place by the ARIZONA DEPARTMENT OF EDUCATION, OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES in the *ILLP Implementation PowerPoint Presentation* and use the forms found in *ILLP Guidance Document-August 2008*. The program will follow ADE recommendations as described below.

Our Elementary School K-6 program will include:

- a mainstream classroom teacher who will document ILLP requirements
- two hours of *explicit* ELD
- one hour reading block
- one hour writing block
- teachers who will utilize strategies appropriate for working with English language learners and follow ESL standards of instruction
- the use and documentation of formative assessment

Highland Free School will insure that:

- The teachers have an ILLP for each ELL student.
- Specific ELP standards are included on the ILLPs.
- The ILLPs accurately reflect the SEI allocations as per the models.
- The instruction matches the ILLP.
- There is evidence of differentiated instruction for the English Language Learners (ELLs).

IDEA

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

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

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

or

Arizona Department of Education
Exceptional Student Services
1535 West Jefferson, BIN 24
Phoenix, AZ 85007

IDEA- General FAPE Procedures

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of the public agency, including children with disabilities who have been suspended or expelled from school as provided for in §300.530(d) of the IDEA regulations.

Determination of Eligibility: All Public Agencies will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

Free Appropriate Public Education For School-Aged Children (5 to 21). All Public Agencies will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

Powers of the School District Governing Board or County School Superintendent

1) The public education agency (PEA) will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the PEA or county for provision of special education services.

2) The special education programs and services provided shall be conducted only in a school facility that houses regular education classes or in other facilities approved by the division of special education.

Assistive Technology

1) The public agency will ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of: a) Special education, b) Related services, and c) Supplementary aids and services.

2) On a case-by-case basis, the public agency will ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

Extended School Year Services (ESY)

1) The public agency will make extended school year services available as necessary to provide FAPE to children with disabilities. a) ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320–300.324, that the services are necessary for the provision of FAPE. b) Services will not be: i) Limited to a particular category of disability; or, ii) Unilaterally limited to the type, amount, or duration of services.

2) The ESY services that are provided to a child with a disability will: a) Be provided beyond the normal school year of the agency; b) Be provided in accordance with the child's IEP; c) Be provided at no cost to the parents of the child; and d) Meet the standards of the State.

Nonacademic Services

1) The public agency will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.

2) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

Physical Education

1) The public agency will make regular physical education services available to children with disabilities to the same extent that the agency provides those services to children without disabilities, unless: a) The child is enrolled full time in a separate facility; or b) The child needs specially designed physical education as prescribed in the child's IEP.

2) If a child is enrolled in a separate facility, the public agency will ensure that the child receives appropriate physical education services. 3) If special physical education is prescribed in a child's IEP, the public agency will provide for those services, either directly or through other public or private programs.

Program Options The public agency will ensure that children with disabilities have available to them the

variety of educational programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

1) The public agency will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly; and 2) The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the agency will not be responsible for any post-surgical maintenance, programming, or replacement of any component, external or internal, of the medical device.

Methods of Ensuring Services

1) The public agency may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the public agency: a) May not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE; b) May not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay; c) May not use a child’s public benefit if that use would: i) Decrease lifetime benefits; ii) Result in the family paying for non-school services that would otherwise be paid for by public benefits; iii) Increase premiums or lead to discontinuation of benefits; or iv) Risk loss of eligibility.

2) The public agency must notify parents that their refusal to allow access to their public benefits does not relieve the agency of its responsibility to provide all required IDEA services.

3) The public agency must obtain a one-time written consent from the parent, after providing written notification and before accessing the child’s or the parent’s public benefits for the first time. The consent must specify:

a) The personally identifiable information that may be disclosed; b) The purpose of the disclosure; and c) The agency to which the disclosure may be made.

4) The public agency must provide a written notification to the child’s parents before accessing the child’s or parent’s public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")] receives a request for access.

Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the [School] to amend their child’s or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. 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. The name and address of the Office that administers FERPA are:

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FERPA Notice for Directory Information

NOTE: Highland respects your privacy and tries its best to never publish or give out any personal information without written consent.

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Highland with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Highland may disclose appropriately designated "directory information" without written consent, unless you have advised the Highland to the contrary in accordance with Highland's procedures. The primary purpose of directory information is to allow Highland to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Highland to disclose any or all of the types of information designated below as directory

information from your child's education records without your prior written consent, you must notify Highland in writing. Highland has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records **except when used in conjunction with one or more factors that authenticate the user's identity**, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

FOOTNOTES: 1. These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Homeless Student Policy

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. This school district will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney-Vento Act.

It is the policy of our district to view children as individuals. Therefore, this policy will not refer to children as *homeless*; it will instead use the term *children and youth in transition*. Under federal law, children and youth in transition must have access to appropriate public education, including pre- school, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Our schools will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from school, and posted in every school in the district, as well as other places where children, youth, and families in transition receive services, including family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments, and other social service agencies.

Each year, schools that have been particularly creative or proactive in implementing this policy will be publicly recognized for the benefits they provide their students.

It is the policy of the board to establish safeguards that protect *children and youth in transition* from discrimination on the basis of their homelessness and to ensure that *children and youth in transition* are provided with equal access to its educational programs and are not stigmatized or segregated on the basis of their status.

Homeless status is determined in cooperation with parents or in the case of unaccompanied youth the local educational agency liaison.

Definitions:

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth shall be considered to be in transition for as long as he or she is in a living situation described above. *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term *youth* also includes unaccompanied youth. *Enroll* and *enrollment* mean attending school and participating fully in school activities.

Immediate means without delay. *Parent* means a person having legal or physical custody of a child or youth. *School of origin* means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. *Liaison* is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.

Procedure

Identification

In collaboration with school personnel and community organizations, the liaison will identify children and youth in transition in the district, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the liaison. Community partners in identification may include the following: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services. The liaison will keep data on the number of children and youth in transition in the district, where they are living, their academic achievement (including performance on state- and district-wide assessments), and the reasons for any enrollment delays, interruptions in their

education, or school transfers.

McKinney-Vento Homeless Education Procedure for the Identification of Homeless Children & Youth

The McKinney-Vento Homeless Liaison will identify students experiencing homelessness during enrollment by ensuring the following:

- ▣ Family to complete McKinney-Vento Enrollment Questionnaire.
- ▣ Liaison will follow-up with family to obtain additional information, if needed.
- ▣ Liaison will post the Educational Rights of Homeless Students Posters.
- ▣ Liaison will include the Educational Rights of Homeless Students in the enrollment packet.

McKinney-Vento Homeless Liaison will identify students experiencing homelessness during the academic year by ensuring the following:

- Liaison will train all staff who have interaction with students ▣
- Liaison will provide the Educational Rights of Homeless Students two additional times during the academic year in one or more of the following means: o Newsletters o Pamphlets o Student Handbook o Website o Etc.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.

Therefore, in selecting a school, children and youth in transition shall remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes. Potential feasibility considerations include:

- Safety of the student
- Continuity of instruction
- Likely area of family or youth's future housing
- Time remaining in the academic year
- Anticipated length of stay in temporary living situation
- School placement of siblings
- Whether the student has special needs that would render the commute harmful Services that are required to be provided, including transportation to and from the school of origin (see next page) and services under federal and other programs, shall not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth in transition. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation (such as unpaid school fees)

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or liaison.

Services Children and youth in transition shall be provided services comparable to services offered to other students in the school selected, such as ESL or special education programs, Title I services, after School programs, transportation, etc.

Children and youth in transition shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation
- Title I
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- School nutrition programs
- Before- and after-school programs

The district recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth in transition suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary to ensure timely completion of a full evaluation. When necessary, the district shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation shall be excused. Our school district will follow state procedures to ensure that youth in transition and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel shall refer children and youth in transition to appropriate health care services, including dental and mental health services. The liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

Transportation: At the request of the parent, or in the case of an unaccompanied youth, the local agency liaison or designee, transportation (in the form of bus passes) will be provided for homeless children to the school of origin, school of attendance area or school requested, for the duration of the school year. In the case where the school of origin and current residence are different LEA's, the two school districts will agree on a method for transportation and share costs.

Title I: Children and youth in transition are automatically eligible for Title I services, regardless of what school they attend. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. The district shall reserve such funds as are necessary to provide services comparable to those provided to Title I students to children and youth in transition attending non-participating schools. The amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison and the Title I director. Reserved funds will be used to provide education-related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance. Our district's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the liaison. Children and youth in transition shall be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Disputes: If a dispute arises over any issue covered in this policy, the child or youth in transition shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending. The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth in transition. The parent, unaccompanied youth, or school district may appeal the liaison's decision as provided in the state's dispute resolution process.

Dispute Resolution Process

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

- The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. *Highland Free School* will provide its share of the transportation to the school selected for the duration of the dispute resolution process.
- The child, youth, parent, or guardian shall be referred to *Highland Free School's* Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.
- The Local Educational Liaison shall work through the expedited dispute resolution process. *A three-member panel that is to include the school liaison, an administrator and a teacher will meet to discuss the issue, review data and make a decision. A decision will be made within 7 days of learning of the dispute.*
- *Highland Free School* shall provide the parent, guardian, or homeless youth with:
 - 1) a written explanation of the school's decision regarding school selection or enrollment; and
 - 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.

(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

Coordination: The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the liaison and our schools in implementing this policy.

Training: The liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses, and teachers. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth in transition.

The liaison shall also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools' compliance with this policy and will receive training from the district liaison annually.

School Prayer Policy (as mandated by the Federal Government)

Prayer During Non-Instructional Time: Students may pray when not engaged in school activities or instruction, subject to the same rules designed to prevent material disruption of the educational program that are applied to other privately initiated expressive activities. Among other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other noninstructional time to the same extent that they may engage in nonreligious activities. While school authorities may impose rules of order and pedagogical restrictions on student activities, they may not discriminate against student prayer or religious speech in applying such rules and restrictions.

Organized Prayer Groups and Activities: Students may organize prayer groups, religious clubs, and "see you at the pole" gatherings before school to the same extent that students are permitted to organize other non-curricular student activities groups. Such groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination because of the religious content of their expression. School authorities possess substantial discretion concerning whether to permit the use of school media for student advertising or announcements regarding non-curricular activities. However, where student groups that meet for nonreligious activities are permitted to advertise or announce their meetings—for example, by advertising in a student newspaper, making announcements on a student activities bulletin board or public address system, or handing out leaflets—school authorities may not discriminate against groups who meet to pray. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer such disclaimers in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Teachers, Administrators, and other School Employees: When acting in their official capacities as representatives of the state, teachers, school administrators, and other school employees are prohibited by the Establishment Clause from encouraging or discouraging prayer, and from actively participating in such activity with students. Teachers may, however, take part in religious activities where the overall context makes clear that they are not participating in their official capacities.

Before school or during lunch, for example, teachers may meet with other teachers for prayer or Bible study to the same extent that they may engage in other conversation or nonreligious activities. Similarly, teachers may participate in their personal capacities in privately sponsored baccalaureate ceremonies.

Moments of Silence: If a school has a "minute of silence" or other quiet periods during the school day, students are free to pray silently, or not to pray, during these periods of time. Teachers and other school employees may neither encourage nor discourage students from praying during such time periods.

Accommodation of Prayer During Instructional Time: It has long been established that schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation in such instruction or penalize students for attending or not attending. Similarly, schools may excuse students from class to remove a significant burden on their religious exercise, where doing so would not impose material burdens on other students. For example, it would be lawful for schools to excuse Muslim students briefly from class to enable them to fulfill their religious obligations to pray during Ramadan.

Where school officials have a practice of excusing students from class on the basis of parents' requests for accommodation of nonreligious needs, religiously motivated requests for excusal may not be accorded less favorable treatment. In addition, in some circumstances, based on federal or state constitutional law or pursuant to state statutes, schools may be required to make accommodations that relieve substantial burdens on students' religious exercise. Schools officials are therefore encouraged to consult with their attorneys regarding such obligations.

Religious Expression and Prayer in Class Assignments: Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Thus, if a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards (such as literary quality) and neither penalized nor rewarded on account of its religious content.

Student Assemblies and Extracurricular Events: Student speakers at student assemblies and extracurricular activities such as sporting events may not be selected on a basis that either favors or disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. By contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or other specifically religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student speech that is not in fact attributable to the school, school officials may make appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker's and not the school's.

Prayer at Graduation & Baccalaureate Ceremonies: Highland does not have Graduation or Baccalaureate ceremonies.

Extended Day & Summer Program

Description of Services/Activities: During the hours of operation, teachers will care for and monitor elementary school-aged students (aged 5-12). Activities will include tutoring, homework help, arts and crafts, the use of computers and other technology, using the playground, playing board games, etc.

School Info: Highland Free School • 510 South Highland Avenue, Tucson, AZ 85719 • (520) 623-0104

Director: Nicholas Sofka (Assistant Director: Teresa Rodriguez)

Parent Responsibilities and Access: Parents have access to facility premises where the parent's enrolled child is receiving child care services. Parents are responsible for signing their child(ren) in and out each day. Only people listed on the emergency forms will be allowed to pick up children. If you would like someone other than the people listed to pick up your child, you must make arrangements with the school prior to the pick-up.

Enrollment and Disenrollment: In order to enroll in the extended day or summer programs, parents must

*fill out an enrollment sheet

*fill out a blue emergency card

*provide proof of up-to-date immunization records

*provide a valid copy of a birth certificate or passport

A verbal or written request is required in order to dis-enroll your child from the program(s).

Discipline Guidelines and Methods: Highland Free School uses the logical and natural consequences philosophy when disciplining students. The program is outlined in the S.T.E.P. Program (Systematic Training for Effective Parenting). As a result of disciplinary concerns, Highland reserves the right to dis-enroll a child at any time.

Transportation Procedures: Students in the extended day and summer programs do not take field trips requiring transportation. The school does not provide any transportation. We may take occasional walking trips in the neighborhood. A permission slip must be signed by a legal guardian prior to the trip.

Refund Policy: Overpayments will be applied to the next month's tuition. Any refunds will be negotiated with the director.

Pesticides: Pesticides will not be applied during normal facility hours of operation. Pesticides are applied as necessary to prevent the immediate harm that may be caused by fire ants or other infestations of stinging/harmful insects. If pesticides will be applied, a notice will be posted 48 hours in advance.

Medication Administration Procedures: No medication can be administered by Highland's Staff without a medical consent form signed by the student's legal guardian.

Inspection Reports: Reports from the following departments are available for review in the director's office: Arizona Department of Health Services, Tucson City Fire Department and Arizona State Fire Marshal.

Emergency Procedures: The school has first aid kits available to staff. There will be at least one staff member with current first aid and infant/child CPR certification. If a medical emergency occurs, staff will call 911 and then contact the parents. Additional emergency information is posted near the emergency exits. The facility will maintain a log of accident, injury, emergency, illness, infestation and absence.

Absent Day Policy: *Highland does not charge for day when child is not in attendance.*

Schedule, Charges and Fees for the 2017-2018 School Year:

Extended Day Schedule of Hours: morning: 7:30am-8:15am afternoon: 3:00pm-4:30pm

Refer to the current school calendar for school closure dates.

Charges and Fees: Registration Fee: \$20 • Daily extended-day: \$15 • Half Day (kinder): \$25

• If tax credit monies are available, scholarships may also be available. So please ask!

Schedule, Charges and Fees for the 2017 Summer Program:

Summer Program Times and Dates: Weekdays, 7:30am to 4:30pm, between May 30-June 30, 2017

Charges and Fees: Registration Fee: \$20 Entire Program: \$750 Daily Fee: \$35

Scholarships may be available to help cover some of the tuition costs.

Kindergarten Tuition for School Year: \$2,500 (note: this covers the second half of the Kinder program that the state does not cover)

The Arizona Department of Health Services regulates Highland Free School. Highland carries a blanket liability insurance, as required by D.H.S. Insurance and inspection reports are on site and available upon request.

Arizona Department of Health Services Contact Information: 400 West Congress, Suite 100 Tucson, Arizona 85701

General and Public Information: (520) 628-6540; Fax: (602) 628-6537

Extended Day Empower Standards

Highland Free School's Extended Day Program is an Arizona Department of Health Services Empower Program facility. In general, Empower facilities follow 10 basic healthy living standards.

Standard 1: *Provide at least 60 minutes of daily physical activity and do not allow more than 60 minutes of sedentary activity at a time, or more than three hours of screen time per week.*

We at Highland are committed to our children's health. We encourage all children to participate in a variety of physical activity opportunities that are appropriate for their age, that are fun, and that offer variety. If children are inactive for long periods of time they can be at risk for problems associated with being overweight. In keeping with this philosophy, our facility will follow the guidelines below:

- Staff will include up to 30 minutes of free-play and or teacher-led activity per day in curriculum for physical activity.
- Staff will encourage moderate and vigorous levels of physical activity.
- Screen time will be limited to three hours or fewer per week
- Sedentary time will be limited to fewer than 60 minutes at a time, except when sleeping. Information on screen time (in English and Spanish) will be made available to families at least once per year.

Information on screen time (in English and Spanish) will be made available to families at least once per year.

Standard 2: *Practice "sun safety."*

Highland is committed to our children's health and protecting children from the sun's rays during outdoor activities. In keeping with this philosophy, our facility will:

- Staff will follow the age-specific recommendations, as described in Table 1 under the Sun Safety Standard, when planning outdoor activities.
- Staff is encouraged to protect the children's skin (and their own) by:
 - Using sunscreen, lip balm, hats, sunglasses, light clothing and shade.
 - Limiting exposure during peak UV times, from 10 am to 4 pm.
 - Regularly checking the UV Index to monitor the intensity of the sun's rays and plan for outdoor activities accordingly.

Information on sun safety (in English and Spanish) will be available to families at least once per year.

Standard 3: *Provide a breastfeeding-friendly environment.*

We at Highland are committed to providing ongoing support to breastfeeding mothers and will respect a mother's decision to continue to breastfeed her child. In keeping with this philosophy, our facility will:

- Provide a welcoming atmosphere that encourages mothers to initiate and continue to breastfeed, even after returning to school or work.
- Provide a designated place for mothers to breastfeed their child on site.
- Provide a refrigerator for storage of expressed breast milk.

Information on breastfeeding (in English and Spanish) will be available to families at least once per year

Standard 4: *Determine whether the site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.*

We at Highland are committed to the health of all of our children. CACFP supports child care facilities by making child care more affordable for many low-income families while promoting good eating habits. Eligibility for CACFP is determined by federal standards based on family income within established geographic boundaries. Our facility will check and document eligibility for CACFP. At this time, Highland does not participate in the CACFP. If you would like additional information regarding eligible family enrollment, please contact CACFP at 1-800-352-4558.

Standard 5: *Limit serving fruit juice to no more than two times per week.*

Highland is committed to supporting your child in establishing lifelong healthy eating and drinking habits. Too much juice may be linked to weight problems and is associated with tooth decay and decreased appetite for other nutritious foods. Too much juice may also take the place of more nutritious beverages such as fat-free or low-fat (1%) milk or water. In keeping with this philosophy, our facility will:

- Limit 100% fruit juice with no added sugar to no more than two times per week for all children one year and older.
- Only 4-6 ounces shall be served at one time. Fruit juice shall only be served with meals and snacks and not continuously throughout the day.

- Water shall be used as the first choice for thirst and will be offered throughout the day. Information on fruit juice (in English and Spanish) will be made available to families at least once per year.

Standard 6: *Serve meals family-style and do not use food as a reward.*

Highland is committed to supporting your child in establishing lifelong habits of healthy eating patterns. In keeping with this philosophy, our facility will:

- Serve meals family-style whenever possible to support children in learning to serve themselves and develop healthy relationships with food.
- Our role as caregivers is to provide nourishing food. The child's role is to decide whether and how much to eat. We will never force a child to eat.
- Model behaviors for healthy eating and positive body image in the presence of children by having staff members recognize the important role adults play as role models for children as they learn to live healthy lives.

Healthy eating handouts (in English and Spanish) will be made available for the families at least once per year.

Standard 7: *Provide monthly oral healthcare education or implement a toothbrushing program.*

Highland is committed to protecting the health and safety of our students and staff in regards to tooth decay, which is an infectious disease and a serious problem among young children in Arizona. Our facility recognizes that we play an important role in preventing tooth decay and in educating children, their families and staff on tooth decay prevention. In keeping with this philosophy, our facility will:

- Provide oral health education once a month.
- Guide our staff members on steps they can take to prevent tooth decay according to the age appropriate guidelines in the Empower Guidebook.

Information on tooth decay prevention (in English and Spanish) will be made available to families at least once per year.

Standard 8: *Ensure that staff members receive three hours of training annually on Empower topics.*

Highland is committed to furthering staff knowledge on the Empower Program and Empower topic areas including: physical activity, nutrition, oral health and tobacco. In keeping with this philosophy, our facility will make sure that our staff receives or attends three hours of training annually on age-appropriate topics pertaining to physical activity, nutrition, oral health and tobacco education. All training shall be documented and records will be readily available.

Standard 9: *Make Arizona Smokers' Helpline (ASHLine) education materials available at all times.*

Highland is committed to supporting the efforts of the Arizona Smokers' Helpline (ASHLine) to help staff and parents quit tobacco. In keeping with this philosophy and to protect the health of our children, their families and our staff, our facility will promote the ASHLine information on the dangers of second and third-hand smoke by placing them in a visible spot at least once per year so parents and staff can see them. We will also refer parents, when possible, to ASHLine.

Standard 10: *Maintain a smoke-free campus.*

Highland is committed to providing a smoke-free environment for children and staff due to acknowledged hazards from exposure to second-hand smoke. In keeping with this philosophy, our facility will notify all employees, families and visitors of the smoke-free policy. Appropriate signage will be posted.



Highland Free School's 2017-2018 School Calendar

August 2017						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Su	M	Tu	W	Th	F	S
1	2	2	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
Su	M	Tu	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		

- School Closed/ Holidays
- Half Day 8:30-noon
- School Closed- Teacher Planning

Note: Scheduled events are subject to change. Look for school postings for the most up-to-date schedule of events

- August 17 & 18 First days of School (Half Days: 8 am-noon)
- September 4..... Labor Day (School Closed)
- October 6 Half Day (for teacher planning and training)
- November 9 Parent/Teacher Conferences (Half Day)
- November 10..... Veterans Day (School Closed)
- November 22 - 24.... Thanksgiving Break (School Closed)
- Dec. 22- Jan. 5..... Winter Recess (School Closed)
- January 15..... Martin Luther King, Jr. Day (School Closed)
- February 22 & 23..... Rodeo Vacation (School Closed)
- March 2 Parent/Teacher Conferences (Half Day)
- March 23 Half Day (for dance preparation)
- March 29-April 2..... Spring Break (School Closed)
- April 9-13..... State Testing
- May 4 Half Day (for teacher planning and training)
- May 25..... Last Day of School for Students (Half Day)