

**AMERICAN HERITAGE
ACADEMY**
An Edkey, Inc. School



Parent & Student Handbook

Revised 3-14-2018
SUBJECT TO REVISIONS

Welcome to American Heritage Academy

www.americanheritageacademy.org

American Heritage Academy, founded in 1995, provides a unique educational experience for students who want to become the thinkers, doers, and leaders of the future.

Our goal is to foster personal greatness in our students. In our small school setting, each teacher comes to know the students and can help lead them to realize their potential as leaders, successful students, and tomorrow's heroes.

We believe that parents are the first and most effective teachers. Our goal is to be a resource to support the family in educating successful students. Parents are invited and encouraged to participate in all aspects of the American Heritage Academy experience.

American Heritage Academy teaches using positive role models, the great eminent men and women of our history, particularly our founding fathers, and those who build, uplift and encourage, all within the framework of a classical education.

Our youth live in the greatest time in history! They possess individual, unique, and wonderful talents. They come from a long line of great men and women who performed great deeds. This is their heritage...their destiny! We encourage patriotism, integrity, and all of the principles that have made America great.

Thank you for choosing the school that "builds tomorrow's heroes today!"

Mr. Evans & Mr. Barnes
Principals

eevans@edkey.org

lbarnes@edkey.org

**ADMINISTRATIVE STAFF
COTTONWOOD**

Tony Rhineheart.....Assistant Superintendent
Eric Evans.....K-12 Principal
Kathy Thompson.....Purchasing/Admin. Assistant
Joy Peters.....Administrative Assistant/Front Office/Attendance

**ADMINISTRATIVE STAFF
CAMP VERDE**

Lance Barnes.....K-8 Principal
Alison Sandall.....Admin. Assistant/Front Office/Registrar/Purchasing

AHA GOVERNING BOARD MEMBERS

Kim Martin
Mindy Savoia
Sue Paschal

Reanna Buss
Stephanie Kirby

CAMPUS LOCATIONS

Cottonwood Campus
2030 E. Cherry Street
Cottonwood, Az. 86326
PH: 928-634-2144
FAX: 928-634-9053

Camp Verde Campus
132 General Crook Trail
Camp Verde, Az. 86322
PH: 928-567-0462
FAX: 928-567-7895

AHA OFFICE HOURS

During the school year
Monday-Thursday
7:30 AM - 4:00 PM

Summer Hours*:
Monday-Thursday
9:00 AM – 2:00 PM

*Closed select days/weeks

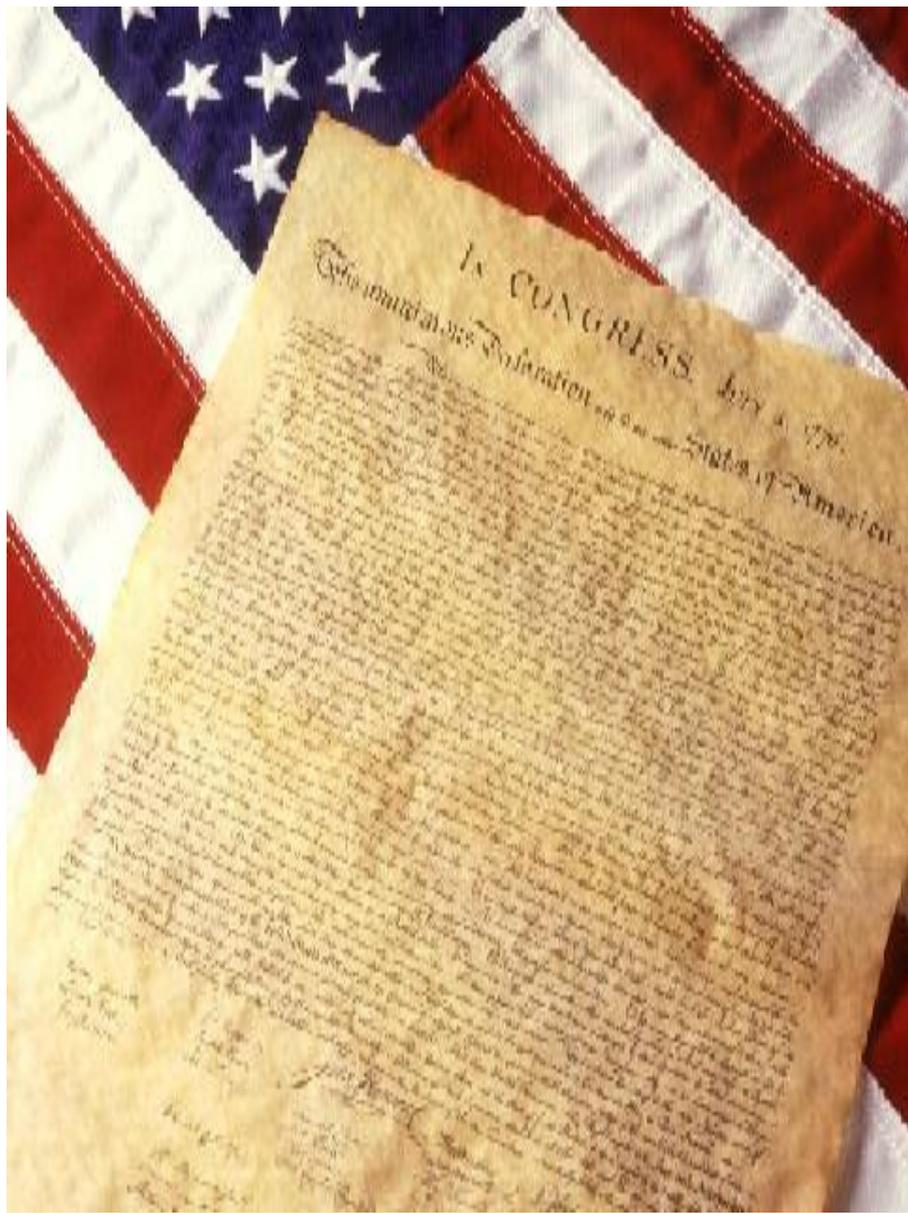
AHA MISSION STATEMENT

“We Promote America’s founding principles through a classical liberal arts education fostering personal greatness, community service, strong academic and leadership skills, while reaffirming hope in a caring environment.

AHA MOTTO

“Building Tomorrow’s Heroes Today”
“In God We Trust”





Action of Second Continental Congress, July 4, 1776. The unanimous Declaration of the thirteen United States of America.

When in the Course of Human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to affect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn that Mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity, which constrains them to alter their former Systems of Government. The History of the present King of Great Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world... (Follow here the complaints against the King of England):

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the World for the rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES, that they are absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great-Britain, is and ought to be totally dissolved, and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our Sacred Honor.

(56 courageous signatures follow)

28 Principles of Liberty
Founding Principles of America

1. Natural law is the basis of a just and free society
2. A free society cannot exist without moral and virtuous people
3. A free society cannot exist without moral and virtuous leaders
4. The role of religion is foundational
5. Role of the Creator
6. All men are created equal in their unalienable rights
7. Government protects equal rights, does not provide equal things.
8. Unalienable rights are endowed by their Creator
9. To protect rights God revealed certain divine laws
10. Governments derive their just powers from the consent of the governed; sovereignty remains with the people
11. Oppressive government may be altered. Or abolished by the people
12. The United States shall be a Republic
13. The best protection from human frailties is written law
14. Property rights secure people's liberties
15. Free market and minimal government best supports prosperity.
16. Government should be separated into three branches: Legislative, Executive and Judicial
17. A system of checks and balances help to prevent abuse of power
18. Written Constitution protects unalienable rights
19. Governments should have limited and defined powers
20. Majority rules, law protects the minority rights
21. Strong local self-government is the keystone to preserving human freedom
22. A free people are governed by law and not by whims of their leaders
23. Good education keeps people free
24. A free people cannot survive unless they stay strong
25. "Peace, commerce, and honest friendship with all nations; entangling alliances with none."
26. Family is the basic unit of society and should be fostered and protected
27. Avoid debt
28. The United States has a manifest destiny to be an example and a blessing in sharing and promoting the principles of liberty.

SOURCE: over 150 volumes of the Founding Fathers original writings, minutes, letters, biographies, etc. Distilled into The Five Thousand Year Leap, by W. Cleon Skousen, published by National Center for Constitutional Studies, 1981.

EDUCATIONAL PHILOSOPHY

American Heritage Academy represents a family partnership among the students, parents, faculty, administration and staff. As mentors and instructors, American Heritage teachers value students and parents for their caring attitudes. Intelligence, integrity, creative teaching ability, loyalty, responsibility and a proactive attitude define characteristics of the faculty.

At American Heritage Academy, we are committed to the philosophy of educating the individual child by helping each student acquire knowledge and develop personal greatness. Every child is capable of achieving his or her potential fully when afforded respect, kindness, loving discipline and appropriate instruction.

Throughout the curriculum incidents and stories of eminent men and women of history, particularly the Founding Fathers of our own country will be taught. The potential for greatness of each student is emphasized and examples are given that they might emulate the positive examples of our forefathers and avoid the mistakes of the past. The preservation of America's greatness and freedoms through teaching timeless principles is our ultimate goal. The classics are required reading for all students. The 28 Principles of Liberty are inculcated and memorized.

American Heritage Academy Core Beliefs

Goals for working with Students

When working with students or disciplining them our goals are...

- We believe students will be treated with dignity at all times.
- We believe there is a logical connection between the infraction and the disciplinary action taken.
- We believe problems are valuable opportunities for learning and growth.
- We believe students have some control over their lives, therefore, we believe they should be expected to do most of the thinking.
- We believe students are responsible for solving their own problems with guidance.
- We believe students can request an admin hearing if the treatment seems unfair.
- We believe all students have assets and those assets will be built upon in a positive way.
- Each student will be encouraged to achieve the best of their own personal abilities.
- Any and all criminal activities will be referred to the authorities.

THE A.H.A. CODE OF AMERICANISM

- AHA believes in America’s greatness, goodness, and freedoms. AHA believes and supports Public Law 84-140 adopted July 30, 1956, known as the “National Motto” of the United States, and reaffirmed by Congress in 2003, as “In God We Trust.”
- AHA was specifically formed to promote the teachings and opinions of the Founding Fathers and the classics they read. President John Adams said: “Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other.” AHA encourages the teaching of morals and virtue as a support of our form of government.
- The Declaration of Independence carries the central story and core belief of AHA. It teaches its students the same principle.
- This is an American public school and American public schools were created to make better Americans. Therefore, students at AHA will respect its flag, its pledge, National Anthem, and the National Motto.
- AHA teaches and believes that the United States Constitution is the greatest document of liberty ever written in the history of humanity. AHA is committed to defending the Constitution and its Principles.
- AHA holds to America’s motto: e pluribus Unum—“from many, one.” AHA focuses on what makes America great and unified.
- Learning has been a sacred endeavor from the beginning of this nation. The Academy will reflect the elevated status that institutions of learning must receive and will not tolerate behavior or action that is illegal or degrading. Students are expected to respect themselves, each other, and all facilities.

A.H.A. TRADITIONAL FAMILY CODE

- AHA recognizes the family as the fundamental unit of society.
- AHA exists to support, strengthen and supplement the family. We do not supplant the parents or replace them in their social, financial, or educational responsibilities.
- AHA commits to act in ways that will strengthen family relationships.
- Mothers and fathers have an obligation to provide for the physical and general well-being of their children; to teach them to love, to serve others and to be law-abiding citizens.
- Parents of AHA students are viewed as valuable partners.
- Students do better in school and other settings when parents have set boundaries and limitations for them with appropriate consequences for breaching those rules. We encourage parents to be firm, fair, and consistent.
- Feelings of security have great influence on intellectual development. Children have a right to live in a family and to have parents who respect each other.
- The Academy will notify proper legal authorities of any legal concerns.

ENROLLMENT & ANNUAL RE-ENROLLMENT

Enrollment

Admission to an Edkey school is based on space and program availability. All Edkey schools are non-profit, public charter schools. To register a student an original birth certificate or other satisfactory evidence of age, such as a passport is required. When enrolling a student, parents will need to provide proof of residence, immunization record and other relevant information.

Re-Enrollments

Re-enrollments are conducted on an annual basis. Re-enrollment forms must be completed and turned into the school's office by the deadline in order to secure space for the following school year. Without a completed re-enrollment form your child's spot cannot be guaranteed.

Because of high demand for students to attend the school and the school's commitment to maintaining optimum class sizes, waiting lists are created for each grade level/program. Students are admitted on a first-come-first-serve basis with priority given to siblings already attending the school. Parents with children on waiting lists will be contacted when space becomes available.

Immunizations

To help protect each child, state law requires immunizations against:

- Diphtheria, Pertussis, Tetanus, Meningitis
- Measles*, Mumps, Varicella, Polio
- Hepatitis B, Hepatitis A
- Rubella (German Measles)*,
- Haemophilus Influenza B (Hib)

A form giving the month and year the child was immunized against these diseases **MUST BE COMPLETED** at the time of enrollment. Although the law allows exemptions, the County Health Department may require the school exclude exempted children from school activities if there is an outbreak of any of these diseases.

Children can be exempt from immunizations:

- If a physician certifies that one or more of the immunizations would endanger the child's life.
- If parents submit a signed statement that immunizations are contrary to their religious or personal beliefs.

Kindergarten Screening

Children turning five years old before Sept. 1st may enroll at the school and be granted admission to Kindergarten on a first-come-first-served basis. Children turning five years old after Sept 1 and before December 31 will be given an individual screening assessment to determine their knowledge and maturity and to gauge their potential for success in the classroom. Classroom size, success on the assessment, and agreement between the parent and school staff will determine if the student should be admitted to the school.

PowerSchool™

PowerSchool is the Edkey's electronic student management system where student information is collected and stored. The portal is the "doorway" into the system giving parents access to information about their children.

The PowerSchool Parent Portal gives parents and students access to real-time information that may include attendance, grades, lunch balances and detailed assignment descriptions and school bulletins. Students can stay on top of assignments, parents are able to participate in their children's progress, and teachers can share information with parents and students.

You can access the PowerSchool Parent Portal on the school's website.

School Messenger™

School Messenger allows the school to communicate with parents via text or email. Important notifications and information is disseminated to all families using this system. Please make sure to keep your contact information updated with the school office to ensure timely delivery of important news and events. Please "opt in" by sending a text message that says "yes" or "y" to 67587. Each year we will send an opt in message.

Special Education

Federal and state law requires all schools to provide a free, appropriate public education to eligible children with disabilities. The free, appropriate public education refers to special education and related services described in an Individualized Education Program and provided to the child in the least restrictive environment. Child with disabilities and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth to age 22. The law and its implementing regulations also provide methods to help you assure your input is considered. For a copy of procedural safeguards visit www.sequoiaschools.org.

If your child is having difficulty in school, please check with the teacher to determine what interventions have been implemented to help your child succeed. If the interventions are unsuccessful, a referral for a special education evaluation may be necessary.

If special education disabilities are suspected, we are required to evaluate your child to identify and document whether your child has a disability that affects his or her learning and, if so, to determine what special education and related services are required. This evaluation will be conducted according to federal and state guidelines and only after the plan is shared with you.

If your child qualifies for special education services you will be a part of the team that will develop your child's Individual Education Plan (IEP).

Special Education Records

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

45 Day Screenings

Screening shall be completed within 45 calendar days after entry into preschool, kindergarten, or for newly enrolled school-aged children. The screening identifies any concerns with a child's academic achievement or development. Parents are notified if any concerns are noted.

ELL

Students whose proficiency levels in English are measured using the Arizona English Language Learner Assessment (AZELLA). This assessment is administered if it is noted on the enrollment form that English is not your child's primary language.

If the results of this assessment indicates that your child is not proficient in English, an ILLP will be developed to support their language acquisition. For more information on ELL programs visit www.sequoiaschools.org.

Title 1

Title 1, under No Child Left Behind Act (NCLB), provides financial assistance to local educational agencies to meet the needs of special educationally disadvantage children at preschool, elementary, and secondary school levels. The purpose of Title 1 is to help all children achieve the state's academic standards. This is accomplished through supplemental programs that consist of instructional services, instructional support services, school wide reform efforts, and increased involvement of parents in their child's education.

504 Plans

A 504 Plan helps a child with special health care needs to fully participate in school. Usually, a 504 Plan is used by a general education student who is not eligible for special education services. A 504 Plan lists accommodations related to the child's disability and required by the child so that he or she may participate in the general classroom setting and educational programs. Each school has a 504 coordinator to support students and families.

FERPA

The Family Educational Rights and Privacy Act (FERPA) was enacted to protect the privacy interests of student records. All employees must fulfill the requirements set forth in FERPA. FERPA establishes:

- The right for parents to access and review the education records of their children, and the right for eligible students to inspect and review their own records.
- The right for parents and eligible students to challenge any records that they feel are inaccurate, misleading, or in violation of their privacy rights;
- The rights for parents and eligible students to give prior consent before a third party can have access to any education records; and
- The right to be informed of the rights granted by FERPA and the procedures for exercising those rights.

Pursuant to FERPA, personally identifiable information generally cannot be disclosed to others without the prior consent of the parent. Consent must be obtained in writing and should be signed and dated, specify the records to be disclosed, state the purpose of the disclosure, and identify the parties to whom the disclosure is to be made.

FERPA allows for the disclosure of student records without parental consent in the following circumstances:

- Directory information,
- Teachers or other school officials,
- Officials of another school system where the student seeks to enroll,
- State juvenile justice systems or their officials,
- State and federal educational authorities,
- In compliance with a judicial order or a lawfully issued subpoena,
- In connection with the receipt or application of financial aid,
- Organizations conducting educational studies,
- Accrediting organizations, or
- Health and safety emergency.

School officials must also maintain records of all requests for student information, except requests made by parent or school officials with a legitimate educational interest. Parents have the right to access and review these records to see who has had access to their child's records.

To specify how your child's photo can be used or not used, please fill out the form:

[Photo Permission Sheet](#)

Educational Records

Student Records:

Parents/guardians have access to their children's school records. School employees observe confidentiality of student records and recognize that only important, factual information should be in permanent records. FERPA regulations broadly define a "record" as "information recorded in any way, including but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm and microfiche." The term "educational record" is defined as "those records, files, documents, and other materials which...contain information directly related to a student; ...and are maintained by an educational agency or institution or by a person acting for such agency or institution."

CONFIDENTIALITY OF STUDENT EDUCATIONAL RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

- Parents or eligible students have the right to inspect and review the student's educational records maintained by the school within 45 days of the day the school receives the request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. A school may charge a fee for copies. Parents or eligible students who wish to inspect their child's or their educational records should submit to the school principal a written request that identifies the records they wish to inspect.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. This request should be made in writing to the school principal. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s record except to the extent that FERPA authorizes disclosure without consent.
- Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The Office that administers FERPA is: Family Policy Compliance Office, US Department of Education, 400 Maryland Ave. SW, Washington DC 20202-4605.
- The District is permitted to disclose education records, without consent, to the following parties or under the following conditions:
 - o To teachers or other district officials who have a legitimate educational interest. 34 CFR 99.31(a) (1).
 - o To officials of another school system or school where the student seeks to enroll or has enrolled. 34 CFR 99.31(a) (2).
 - o To authorized representatives of the U.S. comptroller general, the federal education secretary, or state and local educational authorities. 34 CFR 99.31(a) (3).
 - o In connection with the application for or receipt of financial aid. 34 CFR 99.31(a) (4).
 - o To state and local juvenile justice systems or their officials. 34 CFR 99.31(a) (5).
 - o To organizations conducting educational studies. 34 CFR 99.31(a) (6).
 - o To accrediting organizations. 34 CFR 99.31(a) (7).
 - o To parents of an eligible student considered a dependent student under the Internal Revenue Code. 34 CFR 99.31(a) (8).
 - o In compliance with a judicial order or lawfully issued subpoena. 34 CFR 99.31(a) (9).
 - o In connection with a health or safety emergency. 34 CFR 99.31(a) (10).
 - o If designated as directory information. 34 CFR 99.31(a) (11).
 - o To parents (of a non-eligible student) or to an eligible student. 34 CFR 99.31(a) (12).
 - o To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization, when the state or tribal organization is legally responsible for the care and protection of the student. S. 3472, 112th Cong., 2d Sess. (2013).
 - o To child welfare agencies that are legally responsible for the care and protection of students, including the educational stability of children in foster care. 20 Sec. USC 1232g (b) (1) (L).
 - o To authorized child welfare agency representatives and tribal organizations following a judicial order.
 - o Uninterrupted Scholars Act, Public Law 112-278. 20 USC Sec. 1232g (b) (2) (B).
 - o To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations and performance measures of programs authorized under Richard B. Russell National

School Lunch Act or Child Nutrition Act of 1966, under certain conditions (20 U.S.C. s.s.1232g (b) (1) (K)).

o Federal Law also requires that high schools release directory information of juniors and seniors to military recruiting agencies unless the school or district has been notified by the parent not to disclose the information without consent.

Schools may disclose, without consent, “directory” information such as a student’s name, date and place of birth, address, telephone number, grade, school of attendance, most recent school attended, diplomas, awards and honors received, major field of study, and record of participation in officially recognized activities (sports and school events), such as weight, height and team number. Edkey, Inc. does not release directory information of students for commercial purposes unless it has been determined by the CEO to be in the best interest of both the student and the organization.

If you do not wish any or all of the above information released about your son/daughter, you may complete a request by completing the form on the website at www.sequoiaschools.org.

Custody

- Unless otherwise provided by a court order or law, both parents are entitled to equal access to information concerning the child’s education including school records provided directly by the custodian of the records or from the other parent. A.R.S. 25-403.06(A).
- It shall be the responsibility of the parents to provide school officials with a current copy of any custody and/or parenting time orders.
- In cases in which a person other than the parent has been granted guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation of changes.

Home-Bound Instruction

When a protracted health condition requires extended student absences, parents must make arrangements with the school to address the best way to accommodate the student’s learning. Sequoia Schools offers an online homebound instruction option through Sequoia Choice Arizona Distance Learning for students who will miss multiple weeks of school.

Homeless Students

Notice of Student Rights under the "McKinney Vento Homeless Assistance Act"

- This federal legislation guarantees homeless children and youth the following:
 - The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
 - The right to attend school in his/her school of origin (if this is requested by the parent or unaccompanied youth and is feasible) or in the school in the attendance area where the family or youth is currently residing.
 - The right to receive transportation to his/her school of origin, if this is requested by the parent or unaccompanied youth.
 - The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
 - The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
- The posting of homeless students' rights in all schools and other places around the community
- The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes:
 - 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, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting formal care placement.
 - Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - Children and youth who are living in cars, parks, public spaces or abandoned buildings; substandard housing, bus or train stations, or similar settings.
 - Migratory children who qualify as homeless because the children are living in circumstances described above.

ATTENDANCE

Daily school attendance and punctuality are essential for the continuous progress and academic success of each child. A child is expected to attend school on-time each day unless he or she must miss for one of the following reasons:

1. Illness, doctor/dentist/counselor appointment. Or contagious circumstance
2. Death in the immediate family
3. Family emergency
4. Family vacations that cannot be scheduled during school holidays or weekends.
5. Religious holiday

For each child's safety and to avoid an Unexcused Absence on the child's record, a parent or guardian should notify school office personnel prior to any planned school absence and by 9:00 AM on the morning of an absence necessitated by illness or family emergency. Any absence not excused within 24 hours will be considered Unexcused. All absences are considered unexcused until a parent or guardian excuses them. Assignments missed on account of an Unexcused Absences may not be made up.

Students missing 10 consecutive days will be withdrawn from the school (chronic illness, suspension, or other extenuating circumstances may warrant an exception at the principal's discretion). Students missing more than 9 days a semester may be subject to academic consequences up to and including the withholding or credit or retention in the current grade level.

A child arriving late to school must present a note of explanation from his or her parent or guardian and be duly admitted into the school according to the school procedures. Students planning to leave early must have parent or guardian consent and be duly exited from the school according to school procedures before they depart.

Student Absences/Tardiness: If a student is consistently absent or tardy the school will implement the following procedures:

1. The teacher or the school office personnel will call the parent.
2. The teacher or school office personnel will notify the parent in writing when a student has missed more than 4 days in a quarter.
3. The principal, teacher, or their delegate will initiate a visit by school personnel or local law enforcement agency.
4. If steps 1-3 yield no results a Student Study Team will meet to determine the student's welfare.
5. If a student is tardy more than 3 times, appropriate discipline will be implemented.

Tardy/Early Departure:

Any student will not be considered absent if the student is present at least three-quarters of the school day. However, if the student is absent up to one-quarter of the school day, the student will be considered tardy or an early departure.

TARDY POLICY

Tardy is defined as not being in class, in the assigned seat, prepared with all necessary items for class to proceed, on time. Excessive tardiness or absences can lead to a loss of credit. (See Discipline Code)

Signing Students Out:

- For the safety and protection of the child, a student will only be released from the classroom before the regular dismissal time when the parent/guardian comes to the office and signs the child out.
- Students will not be released on the basis of a telephone call.
- Students will only be released to persons authorized by the parent/guardian and those individuals specifically listed on the Emergency Information Card. For a student to be released to anyone other than those listed on the Emergency Information Card, the school will require specific written authorization for the parent/guardian.

OUT OF CLASSROOM WITHOUT PERMISSION

Students out of classroom without proper permission(s) are counted as tardy or absent and may incur suspension or other discipline up to and including expulsion from the Academy.

TRUANCY

Truancy is not attending a class when the law requires a student to attend school. This is sometimes known as “ditching.” When discovered, it may be referred to local legal authorities for parent and student prosecution and possible expulsion from the Academy (see ‘Attendance’ on pg. 19 for more details)

CLOSED CAMPUS/LEAVING CAMPUS

American Heritage Academy is a **CLOSED** campus. After arriving on campus, students are to remain on campus. **Authorized individuals must sign out students at the front office.** Students are **NOT** allowed to leave or drive with another student for lunch or other field trip/excursions. Parents may come and have lunch with their students on campus **AFTER** signing in at the office. A student cannot sign themselves out unless legally emancipated (documentation required), or their school day is over (early out).

SCHOOL HOURS

COTTONWOOD
Grades K-12 8:00-3:35

CAMP VERDE
Grades K-6 7:55-3:00
Grades 7-8 7:55-3:20

Students should **not arrive any earlier than 7:30 AM in Camp Verde and in Cottonwood.** Students **MUST** be picked up by **4:00 PM in Cottonwood and in Camp Verde at the end of the day.** **The proper legal authorities will be notified if parents cannot be contacted and children are at school for an extended period of time with no ride and/or no parent contact.**

BAD WEATHER/LATE START

Local radio stations (KAZM 780 FM, KVRD (KYBC) 1600 AM, 105.7 FM, KKLD 98.3 FM, and KZGL 95.9) will broadcast the latest information. Classes will typically start two (2) hours later in the event of dangerous road conditions or other emergencies. School may be cancelled if serious enough; however, the State requires that cancelled days must be made up. (Typically on a Friday).

FOOD /GUM IN CLASS

No food or beverage, except water, is allowed in the classroom during regular class time. Occasional holidays, projects, and special events may be an exemption, at the teacher's discretion. **AT NO TIME IS GUM ALLOWED ON CAMPUS.**

Additionally, certain drinks are not allowed on campus.

Coffee, energy drinks, fountain drinks, open containers, etc. are not permitted on campus. Drinks outside of these parameters may be confiscated and disposed of.

FOOD SERVICES/LUNCH

AHA now fully participates in the National School Breakfast and School Lunch Program (SBP and NSLP), via a fully catered menu of food delivered each day by Yavapai Food Council. For more info, please visit <http://yavapaifoodcouncil.org/>. Students are expected to keep eating areas clean. Menus are posted online on our schools website and in the front office window. Microwaves are available to heat up food for all students.

ELECTRONIC DEVICES/CELL PHONES

Electronic Devices (cell phones, iPads, iPods, MP3 devices, laptops, gaming devices, etc.) can be brought on campus at the **owner's personal risk. The school is not responsible for any damage to or loss of electronic devices.** At no time may the use of electronic devices interrupt, disturb, or otherwise inhibit the education environment of the classroom or the school. AHA reserves the right to determine when and if the device has become a disruption. The device in question may be confiscated if it is determined that it interferes with the education environment. Failure to relinquish a device when requested to do so may result in further disciplinary action. Cell phones used as a disruption during school transportation times may be confiscated as well, and also the subject of additional consequences.

TRANSPORTATION

Parents must provide student transportation to school. Parents are responsible for getting students to school **on time and picked up on time.** Parents are encouraged to carpool with other parents to help conserve environmental resources (ARS 28-8131 & ARS 28-3032). There is a shuttle bus to and from the AHA Cottonwood and Camp Verde campus, each school day, in the AM and the PM.

AUTOMOBILES

Students park their cars at their own risk. They should have adequate insurance, and never allow another student to drive their vehicle. Valuables should not be left in parked cars. **The school will not assume responsibility for the loss of stolen items or damage to parked or moving vehicles.**

Students are not allowed to go to a vehicle during the school day.

AHA will charge a student fee to park cars on campus. It will cost students \$20 for the year. Students will be required to park on the paved parking lot, in an uncovered spot and visibly post their parking permit daily.

INSURANCE

Parents are responsible for their student's medical bills when a student injury is sustained at school or during school activities. The school provides limited secondary coverage for student medical costs relating to school activities.

BOOK DEPOSITS

AHA no longer requires a book deposit. Restitution will be sought for all damaged and/or destroyed books and/or school property.

DISCIPLINE

Due Process

Students involved in any type of disciplinary problem must enter the discipline process at the preliminary investigative point where early guilt or innocence of charges is determined.

Dependent upon the seriousness of the offense, the student must be accorded the following basic rights:

- Notice of the charges, nature of the evidence supporting the charges and the consequences if the charges are proven true.
- Notice of the right to a hearing at which time he or she may respond to the charges.
- A fair hearing, including the right to present witnesses and evidence.
- A fair and impartial decision.

Bullying

The Sequoia Schools System is committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying. Reports must be made within 30 days of the last incident. Definition: Bullying is the act of systemically and chronically inflicting physical harm and/or psychological distress on others) to include, but not limited to, fear, anxiety, psychological and emotional harm).

Any student who has committed the act of bullying, intentionally filed a false report or retaliated against another who has participated in an investigation, proceeding or hearing conducted in response to an investigation of bullying, will be subject to disciplinary action including possible police involvement.

Anti-Bullying Program - The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behavior that affects everyone. It is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools. Bullying is defined as deliberately hurtful behavior, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumors, excluding someone from social groups)

Students who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truancy from school.

Students must be encouraged to report bullying in schools. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The principal has the responsibility to adopt procedures throughout the whole school to prevent bullying among students and to teach these procedures to all staff, parents and students in curriculum, professional development and assemblies as appropriate. The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the principal
- The principal or appointee will interview all concerned, record the incident and take appropriate disciplinary action
- Teachers will take appropriate preventive actions and advise the principal of repeat incidents so that principal can take further necessary action
- Parents will be kept informed
- Punitive measures will be used as appropriate

Students who have been bullied will be supported in the following ways:

- an immediate opportunity to discuss the experience with a trusted staff member
- reassurance from the staff
- an offer for continuous support to help restore self-esteem and confidence

Students who have bullied will be supported in the following ways:

- discuss the incident(s)
- discover why and how they became involved in the incident(s)
- acknowledge and take ownership for the wrong doing and the need to change
- inform their parents or guardians and enlist their help in the process of change

Harassment

Harassment is defined as the intentional disruptive or threatening behavior by a student(s) to another student(s); including but not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs or graphics. Harassment may be direct or indirect.

Harassment may be related to but not limited to, race, religion, sexual preference, cultural background, economic status, size or personal appearance. Students who have been found to be harassing others will face significant disciplinary actions.

Hazing

It is the policy of Sequoia Schools to strive for a learning environment for students which is free from Hazing. Hazing, or aiding and abetting another person who is engaged in hazing, is prohibited at any of the Sequoia Schools and is prohibited in connection with any organization that is affiliated with Sequoia Schools.

Hazing is defined as any intentional, reckless act committed by a student, whether individually or in concert with other persons, against another (with or without their consent), which contributes to substantial risk of potential physical injury, mental harm or personal degradation in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with Sequoia Schools.

Hazing does not include customary athletic events, contests or competition sponsored by the school, or any activity affiliated with a legitimate educational curriculum or legitimate extracurricular program.

Any staff member who knowingly permits, authorizes, condones, or fails to report hazing activity will be subject to disciplinary action. Any student that has engaged in violation of this policy shall be subject to disciplinary action, which may include suspension or expulsion.

If a student believes he or she has been subject to hazing, the student should report the behavior to a teacher or school administrator. Staff members must report the incident to the school administrator or next higher administrative supervisor in writing (including all details provided). A failure by a staff member to timely inform the school of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted at each school and shall be made a part of the rights and responsibilities section of each school's student handbook.

The Sequoia School’s procedure for reporting and investigating harassment/discrimination claims shall apply for all hazing violations.

Intimidation

Intimidation is defined as intentional behavior by a student(s) that places another student(s) in fear of harm of person or property; may be manifested emotionally or physically, directly or indirectly, and by use of social media. Students who have been found to be intimidating others will face significant disciplinary actions.

Student Interviews

School officials may interview students regarding incidents to school without limitation. Parents will be contacted if a student interviewed is then subject to discipline for a serious offense. If law enforcement is contacted the CEO will also be contacted.

If law enforcement/CPS requests to interview a students, the school administrator shall be notified and an attempt will be made to contact the student’s parent(s). If the interview is held at the school, a school administrator shall be present unless law enforcement requests that the administrator not be present.

There may be times when law enforcement/CPS requests that parents are not notified. In all other cases, a parent, with the law enforcement officer’s permission, may be present during the interview except when interviews are conducted by a child protective services’ worker (in the case of suspected abuse) pursuant to A.R.S. 8-224 and 8-564.01.

[Form for Signature of Interrogating Authority](#)

Student Searches

The administration has the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter is detrimental to the health, safety, and welfare of the student(s) exists.

Items provided by the school for storage (i.e. lockers, desks) are the property of the school and are subject to control and supervision. Students have no reasonable expectation of privacy and items may be inspected at any time without notice by school personnel.

****AHA will always fully cooperate with all local law enforcement agencies. AHA will always welcome and support local law enforcement agencies trainings, practices, and drills on our campus, at any time.****

Prescription Medications

Medications may be administered to students during the school day when circumstances dictate that the student must take medicine at school. The following requirements must be met prior to school personnel being able to administer prescription medication:

- Parent or guardian must fill out appropriate form requesting administration of medicine. A student must never bring medication to school.
- Medication must be counted and signed off agreeing to the number of pills by the parent/guardian and the person representing the school.
- Medication must be in a properly labeled prescription bottle, as received from the pharmacy, with the name of the student, the name of the medication, the dosage and the time(s) of day the medication should be given.
- A Principal may designate a school employee to administer the medication to the student.
- All instances of administration of medicine to students must be documented in a log.
- The medication must be stored in a locked box in a locked storage cabinet.
- If the medication is returned to the parent/guardian, the medication must be again counted and signed off by both the parent/guardian and the school representative.

Over the Counter Medications

When a student must take medicine that does not require a prescription, the following procedures must be followed:

- A parent/guardian must provide a written permission statement to the administration for administering of the non-prescription medication.
- The medication must be brought to the school in the manufacturer's original container, which states the name of the drug, the proper dosage and contents of the drug.
- A Principal may designate a school employee to administer the medication to the student.
- All instances of administration of medicine to students must be documented in a log.
- The medication must be stored in a locked box in a locked storage cabinet.

Mandatory Reporting of Criminal Activity to Law Enforcement

Arizona State Statute (A.R.S. 13-3620) requires schools and school employees to report criminal activity to local law enforcement. Suspected child abuse is not something school employees can ignore. Apparent non-accidental injury, sexual molestation, abuse, neglect, and crimes against children are required by law to be reported to local law enforcement and the Department of Child Safety. Recent changes in the law require schools to report threats, or rumors of threats against

schools, students, and school personnel. Schools must also report incidents of non-accidental injury, which might occur during altercations at school.

BEHAVIOR AND DISCIPLINE

The school strives to provide all students the opportunity to learn in a safe and nurturing environment. The following matrices identify, define, and provide consequences to ensure the success of these objectives. Latitude is incorporated in the matrices to allow adaptation according to student’s maturity, and the severity of the violation:

School Specific Discipline Matrix

Each school site **may** have additional information pertaining to this discipline matrix. Please review this for site specific ways in which discipline will be handled.

***Mandated to report to local law enforcement and ADE**

| Infraction | Definition | First Occurrence | Repeat Occurrence |
|---|---|--|---|
| *Alcohol Possession Distribution or Use | The violation of laws or ordinances prohibiting the manufacture of, sale, distribution, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events and on school-sponsored transportation. | Suspension (Up to 10 days) Behavior Contract Expulsion | Suspension (Up to 45 days) Expulsion |
| *Arson | Knowingly and unlawfully damaging a structure or personal property by causing a fire or explosion | Suspension (Up to 10 days) Behavior Contract Expulsion | Suspension (Up to 45 days) Expulsion |

| | | | |
|---|--|--|--|
| | | | |
| *Assault (Fighting) | A physical attack or fight; includes an actual and intentional touching or striking of another person against his or her will or the intentional causing of physical injury to an individual. This includes situations in which one person or group of persons physically attacks or “beats up on” another person who does not wish to engage in the conflict | Suspension (Up to 10 days) Behavior Contract Expulsion | Suspension (Up to 45 days) Expulsion |
| *Drug Use Under the Influence Possession Sales Distribution Paraphernalia | Includes possession, sale, use, distribution, or being under the influence of drugs; or the unlawful cultivation, manufacture, transporting of drugs; or the possession of equipment or devices used for preparing or taking drugs or at school, school-sponsored events or on school-sponsored transportation. Drugs include but are not limited to all dangerous controlled substances, narcotics, inhalants, and any prescription or over-the-counter drug if abused by the student | Suspension (Up to 45 days) Behavior Contract Expulsion | Expulsion |
| *Extortion | Asking or demanding money or something of value in return for protection or in connection with a threat to inflict harm. | Suspension (Up to 10 days) Behavior Contract Expulsion | Suspension (Up to 45 days) Expulsion |

| | | | |
|--|--|---|--|
| *Gangs | <p>An ongoing loosely or organized association of three or more persons, whether formal or non-formal that has a common name, sign, colors, clandestine purpose or symbols.</p> <p>This includes persons wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership.</p> | <p>Suspension (Up to 10 days)</p> <p>Behavior Contract</p> <p>Expulsion</p> | <p>Suspension (Up to 45 days)</p> <p>Expulsion</p> |
| *Hate Crime | <p>A criminal offense or threat against a person, or property or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability or sexual orientation. This includes any crime that manifests evidence of prejudice based on race, religion, sexual orientation, or ethnicity.</p> | <p>Suspension (Up to 10 days)</p> <p>Behavior Contract</p> | <p>Suspension (Up to 45 days)</p> <p>Expulsion</p> |
| *Dangerous Item/ Destructive Devices (Distribution, Possession, Use) | <p>A dangerous item or destructive device that is used to cause bodily harm or used to intimidate another person including but not limited to: BB, paintball, stun, starter or pellet guns; knives less than 2.5 inches; or Tasers</p> | <p>Suspension (Up to 10 days)</p> <p>Behavior Contract</p> <p>Expulsion</p> | <p>Suspension (Up to 45 days)</p> <p>Expulsion</p> |
| *Robbery/ Theft | <p>Intentional taking of an individual's or organization's property</p> | <p>Suspension (Up to 5 days)</p> <p>Restitution</p> <p>Expulsion</p> | <p>Restitution</p> <p>Expulsion</p> |

| | | | |
|---|---|--|---|
| Sexual Harassment | Unwelcome sexual advances, request for sexual favors, or the verbal or physical conduct of a sexual nature constitutes sexual harassment when this conduct is offensive and objectionable, causes discomfort or humiliation or interferes with school performance. Includes: sexual comments, gestures, jokes or looks, being touched, grabbed or pinched in a sexual manner, flashing or mooning, spreading sexual rumors, and clothing pulled at, off, or down off in a sexual manner | Suspension (Up to 10 days) Behavior Contract Expulsion | Suspension (Up to 45 days) Expulsion |
| *Vandalism | Deliberately defacing or destroying any school property | Suspension (Up to 10 days) Restitution | Restitution Expulsion |
| *Weapons (Possession, Sale or Distribution) | Possession, use or distribution of any weapon including but not limited to handguns, rifles, shotguns, or knives at least 2.5 inches, electrical weapons, clubs, bombs, grenades, pipe bombs, or poisonous gases or similar devices that explode | Suspension Pending Expulsion | Expulsion |

Weapons and Violence Policy

Policy Statement

The purpose of this policy is to provide a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Therefore, violations of these rights and violations of the atmosphere which supports sound education will not be tolerated.

Edkey, Inc. hereby adopts this policy for weapons and violence in schools. The policy provides the power for administrators to address potentially dangerous situations. It sets the tone for all to understand that weapons and violence will not be tolerated and will not be allowed in any of the Edkey, Inc. schools. However, when administrators are implementing the policy they are allowed some flexibility given the age of the student and the circumstances.

In order to ensure that this occurs, the following has been established

Weapons

The term “weapons” shall include, by the way of illustration, the following enumerated items: any loaded or unloaded firearm (including but not limited to pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, cross-bow); any knife (including but not limited to Bowie, Dirk, lock-blade, hunting pen, pocket, switchblade, utility); any defensive weapon (including but not limited to gas repellent, pepper gas, mace, stun gun); any martial arts device (including but not limited to Chinese stars, nunchaku) or any tool or instrument which school administrative staff could reasonably conclude as being capable of inflicting bodily harm (including but not limited to blackjack, chain, club, knuckles, night stick, pipe, studded bracelet); or which by virtue of its shape or design gives the appearance of any of the aforementioned (including but not limited to air pistol, air rifle, BB gun).

Assault

Assault is defined as an act of physical violence or a threat of physical violence by a student on another student or staff member. Any willful attempt or threat to inflict injury upon the person of another, when coupled with an apparent present ability to do so, and any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm, constitutes an assault. An assault may be committed without actually touching, or striking, or doing bodily harm to the person of another. For crime of assault, victim need not be apprehensive of fear if the outward gesture is menacing and defendant intends to harm, though for tort of assault, element of victim’s apprehension is required

When considering what constitutes assault, the factors to be weighed include: age of student (s) involved, seriousness of bodily injury, the intent of the individual (s) involved, any disability affecting behavior of the individual, and any other factors deemed relevant to the principals or their designee.

Suspension

Suspension is defined as that act by a school administrator or by a designated school discipline committee that removes a student from school for a specified period of time, not more than the length of the entire school year.

1. A short term suspension is removal from a school for ten (10) days or less and may be imposed by the appropriate school official;
2. A long term suspension is removal from a school for more than ten (10) days and must be approved by the designated school discipline committee.

Police Involvement

1. In all cases involving weapons or assault in schools or on school grounds, on the bus, at the bus stop, on the way to or from school, and at school sponsored activities, local police shall be called immediately, and all confiscated weapons are to be turned over to the police department at that time.
2. A log of all confiscated weapons will be kept by school administrators and will be available to be reviewed by the local police department on a monthly basis.

Statement on Enforcement

This policy will be implemented according to the due process provisions applicable to regular and special education students.

1. Any student found to be in possession of a weapon, or involved in an assault, as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the school administrator will take the necessary steps in determining any additional action, which may include long term suspension. Any student who gives a weapon to another student will also be subject to similar disciplinary action.
2. Decisions regarding the specific length of a student's suspension will be made by the appropriate authority or the school committee. Any student suspended from school cannot participate in school functions or be on school premises.

Uniform Weapons Seizure Report

A uniform log will be kept on file at every school in the Edkey School system for the purpose of recording information on ALL weapons seized. The log shall be kept in the principal's office to be reviewed only by the police and the appropriate school personnel.

The reason for maintaining said log are as follows:

1. To record and utilize statistical information regarding the possession of weapons in the schools and monitor the rise or fall of such incidents during a specific period. These statistics would assist in evaluating programs that may be in place in the schools to combat weapons and violence or to dictate the need for such programs.
2. To examine these logs with both a school administrator and a law enforcement official so that they might detect a pattern of incidents occurring in a specific community. For example, if possession of weapons escalated in a specific school, it might be indicative of violence rising and students attempting to protect themselves from aggressive actions.
3. To demonstrate the effectiveness of programs sponsored and operated by both the police and school departments in order to solicit funding from various sources.
4. To dictate the need for increased law enforcement or other methods where weapons possession may be on the rise in a particular school.

Alcohol, Tobacco and Drug Free Schools Statement:

Edkey, Inc. schools are considered "drug free school zones" under state law. Therefore the following are prohibited:

1. The use, distribution or possession of any tobacco product on school property regardless of the individual's age. Parents and employees may possess tobacco products in their vehicles while on school grounds or at school events, however the use of the tobacco products is strictly prohibited. This includes electronic cigarette devices.
2. The use, distribution, manufacture, purchase or sale of illegal drugs, inhalants, noxious substances, drug paraphernalia, imitations of illegal drugs/noxious substances, dietary supplements, or medication.
3. The use, possession, sale, purchase or distribution of alcoholic substances.
4. Intoxication of being under the influence or use of any alcohol, tobacco, or drug at any school event.

Suspension of Special Education Students

The long-term suspension of students with disabilities will be handled in accordance with the IDEA and its implementing regulations.

Short-Term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten consecutive school days or less. The school principal and/or the principal's designee have the authority to impose short-term suspensions. The principal/designee may suspend the student for ten days or less, choose another disciplinary alternative, or exonerate the student. A written record of the decision shall be kept in the student's discipline file.

If a short-term suspension is imposed upon the student, the following steps shall be taken:

- The student shall receive verbal notice of the alleged misconduct. The student shall be provided with the opportunity to explain his/her version of the situation. The school official involved shall make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
- A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- On the day of suspension, the principal shall contact the parent and inform him/her of the suspension. If the parent cannot be contacted by phone, a letter must be sent to the parent explaining the terms and reasons for the suspension and to request a meeting to solicit his/her help.

Long-Term Suspension

Long-Term Suspension means the temporary withdrawal of the privilege of attending school for a set period of time for ten (10) or more consecutive school days. If a recommendation for a long term suspension is made, a notification of the long term suspension will be mailed (certified) or hand delivered to the parent, guardian or emancipated minor to the last known address.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending an Edkey school. The Superintendent, and/or the Governing Board are authorized to impose a long-term suspension or expulsion.

The student shall receive the verbal notice of the alleged misconduct. The student shall then be provided with the opportunity to explain his/her version of the situation. The school official involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.

If a recommendation of an expulsion is made, a notification of the expulsion will be mailed (certified) or hand delivered to the parent, guardian or emancipated minor to the last known address.

This letter should include the following information:

- The nature of the offense(s) alleged and the policies, regulations or rules allegedly violated.
- A statement that the school principal has imposed expulsion.
- Definition of expulsion.
- The official date of expulsion.
- A statement that the parent, guardian, or emancipated student are welcome to meet with the principal to discuss the situation in an informal setting.
- A statement that a formal hearing may be requested. This request must be made in writing and returned to the principal within five (5) business days after the notice of intent to expel letter is mailed or hand delivered.

If a timely written request for a formal hearing is received, the principal shall forward the request to the Governing Board secretary. A hearing date shall then be scheduled. Written notice regarding the hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s), or emancipated student within five (5) business days prior to the hearing and shall include the following information:

- The charges and the rule or regulation violated.
- The extent of the punishment to be considered.
- The date, time and place of hearing.
- A statement that the student may present witnesses.
- A statement that the student may be represented by counsel at his/her own cost. Notice that the student will be represented by legal counsel shall be provided to Sequoia Schools at least two (2) working days prior to the hearing.
- If a hearing officer has been designated, the name of the hearing officer. If the Governing Board will serve as the hearing officer, it will distinguish this information on the written notice.

A formal hearing will be held, during which the student will be informed of the following:

- A statement of the right of the parents of a student, who is subject to expulsion, to object to the Governing Board's resolution to have the hearing in executive session or closed session if a hearing officer has been designated.
- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, at his own expense.
- The student may present witnesses.

- The student or counsel may cross-examine witnesses presented by the School.
- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.

The Hearing Office shall prepare a written decision within ten (10) days after the hearing. The Governing Board's decision is final and no appeal is available if the Board serves as the hearing officer. If a hearing officer holds the hearing, the parent/student can only appeal the recommendation of expulsion to the Governing Board, the Governing Board's decision is final and no appeal is available.

Bullying/Cyberbullying/ Harassment/ Hazing/ Intimidation

The Sequoia Schools System is committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying. Reports must be made within 30 days of the last incident. Definition(s): Bullying is the act of systemically and chronically inflicting physical harm and/or psychological distress on others, to include, but not limited to, fear, anxiety, psychological and emotional harm. Cyberbullying is the act of systemically and chronically inflicting psychological distress on others to include, but not limited to, fear, anxiety, psychological and emotional harm through electronic means such as texting, messaging, email and social media.

Any student who has committed the act of bullying, intentionally filed a false report or retaliated against another who has participated in an investigation, proceeding or hearing conducted in response to an investigation of bullying, will be subject to disciplinary action including possible police involvement.

Anti-Bullying Program - The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behavior that affects everyone. It is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumors, excluding someone from social groups)

Students who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.

There may be evidence of changes in work patterns, lacking concentration or truancy from school.

Students must be encouraged to report bullying in schools. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The principal has the responsibility to adopt procedures throughout the whole school to prevent bullying among students and to teach these procedures to all staff, parents and students in curriculum, professional development and assemblies as appropriate. The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the principal
- The principal or appointee will interview all concerned, record the incident and take appropriate disciplinary action
- Teachers will take appropriate preventive actions and advise the principal of repeat incidents so that principal can take further necessary action
- Parents will be kept informed
- Punitive measures will be used as appropriate

Students who have been bullied will be supported in the following ways:

- an immediate opportunity to discuss the experience with a trusted staff member
- reassurance from the staff
- an offer for continuous support to help restore self-esteem and confidence

Students who have bullied will be supported in the following ways:

- discuss the incident(s)
- discover why and how they became involved in the incident(s)
- acknowledge and take ownership for the wrong doing and the need to change
- inform their parents or guardians and enlist their help in the process of change

Harassment is defined as the intentional disruptive or threatening behavior by a student(s) to another student(s); including but not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs or graphics. Harassment may be direct or indirect. Harassment may be related to but not limited to, race, religion, sexual preference, cultural background, economic status, size or personal appearance.

Students who have been found to be harassing others will face significant disciplinary actions.

Hazing, or aiding and abetting another person who is engaged in hazing, is prohibited at any of the Sequoia Schools and is prohibited in connection with any organization that is affiliated with Sequoia Schools.

Hazing is defined as any intentional, reckless act committed by a student, whether individually or in concert with other persons, against another (with or without their consent), which contributes to substantial risk of potential physical injury, mental harm or personal degradation in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with Sequoia Schools.

Hazing does not include customary athletic events, contests or competition sponsored by the school, or any activity affiliated with a legitimate educational curriculum or legitimate extracurricular program.

Any staff member who knowingly permits, authorizes, condones, or fails to report hazing activity will be subject to disciplinary action. Any student that has engaged in violation of this policy shall be subject to disciplinary action, which may include suspension or expulsion.

If a student believes he or she has been subject to hazing, the student should report the behavior to a teacher or school administrator. Staff members must report the incident to the school administrator or next higher administrative supervisor in writing (including all details provided). A failure by a staff member to timely inform the school of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted at each school and shall be made a part of the rights and responsibilities section of each school's student handbook.

Edkey procedure for reporting and investigating harassment/discrimination claims shall apply for all hazing violations.

Intimidation is defined as intentional behavior by a student(s) that places another student(s) in fear of harm of person or property; may be manifested emotionally or physically, directly or indirectly, and by use of social media. Students who have been found to be intimidating others will face significant disciplinary actions.

Additional K-12 Behavior Matrix @ AHA

| Infraction | 1 st Offense | 2 nd Offense | 3 rd Offense |
|---|---|---|---|
| *Unauthorized/ inappropriate accessing of (or attempted access of) computers, networks, software, school/official documents/records, tampering or intrusion of computer systems *Possession of pornographic sexual material(s) or drug publications | *0-9 day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Restitution Loss of computer privileges | *5+ day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Restitution Expulsion Loss of computer privileges | *9+ day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Restitution Expulsion Loss of computer privileges |
| *Threatening an Educational Institution *Disorderly Conduct *Recklessness *Endangerment | *0-9 day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Expulsion | *5+ day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Expulsion | *9+ day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Expulsion |
| *(Cyber)/Bullying *Indecent Exposure *Gambling *Harassment, Non Sexual threat or Intimidation *Forgery | *0 – 9 day suspension *Parent Contact | *2 – 9 day suspension *Notify police *Parent contact | *9 day suspension *Notify police *Parent contact Possible recommend of... 15+ day suspension Expulsion |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> *Inappropriate language *Verbal provocation *Minor aggressive act (i.e. hitting) *Defiance *Disrespect of staff *"Tagging" *Insubordination *Disruptions | <ul style="list-style-type: none"> <i>*1 day detention and/or 1 day suspension</i> <i>*Parent contact</i> | <ul style="list-style-type: none"> *3 day detention and/or 3 day suspension *Parent contact | <ul style="list-style-type: none"> *5 day detention and/or 2-5 days suspension *Parent contact <i>Possible recommend of...</i> 15+ day suspension Expulsion |
| <ul style="list-style-type: none"> *Dress Code violation(s) | <ul style="list-style-type: none"> <i>*Wear alternative, proper clothing</i> <i>*0-1 day detention</i> <i>*Parent Contact</i> | <ul style="list-style-type: none"> *Wear alternative, proper clothing *1-2 days detention *Parent Contact | <ul style="list-style-type: none"> *Wear alternative, proper clothing *1-3 days detention and/or suspension *Parent Contact |
| <ul style="list-style-type: none"> *Excessive tardiness | <ul style="list-style-type: none"> <i>**3+ tardies in any one class/subject...</i> <i>*1 Detention</i> | <ul style="list-style-type: none"> <i>**5+ tardies in any one class/subject...</i> *1-2 detentions *Parent contact | <ul style="list-style-type: none"> <i>**8+ tardies in any one class/subject...</i> *1-3 detentions *Parent contact *Possible loss of credit |
| <ul style="list-style-type: none"> *(Excessive and/or inappropriate) Public display of affection "PDA" | <ul style="list-style-type: none"> <i>*Verbal warning</i> | <ul style="list-style-type: none"> *1 Detention *Parent contact | <ul style="list-style-type: none"> *1-3 detentions and/or 1 day suspension *Parent contact |
| <ul style="list-style-type: none"> *Scholastic Dishonesty (i.e. cheating and plagiarism) | <ul style="list-style-type: none"> <i>*A zero on the assigned work</i> <i>*Parent contact</i> | <ul style="list-style-type: none"> *A zero on the assigned work *Parent contact *1-2 days detention | <ul style="list-style-type: none"> *A zero on the assigned work *Parent contact *1 day suspension |
| <ul style="list-style-type: none"> *Speeding, reckless driving on campus and/or illegal parking | <ul style="list-style-type: none"> <i>*0-1 day in school suspension</i> <i>*Loss of parking privileges for 1 week</i> <i>*Parent contact</i> | <ul style="list-style-type: none"> *1-2 days in school suspension *Loss of parking privileges for 1 month *Parent contact | <ul style="list-style-type: none"> *1-3 days out of school suspension *Loss of parking privileges for 1 year *Parent & police notified |

| | | | |
|---|--|--|---|
| <p>*Cell phones, electronic devices, music/mp3 players, tablets, etc. as a disruption or unauthorized use of</p> | <p><i>*Item taken by teacher or administrator and taken to front office</i> Student may pick up the item after school <i>Verbal warning</i></p> | <p>*Item taken by teacher or administrator and taken to front office Parent must pick up the item after school *1 Detention</p> | <p>*Item taken by teacher administrator and taken to principal Parent must pick up the item after school *2 Detentions or 1 day suspension *Parent conference with administration</p> |
| | | | |

**Progressive Administrative Discipline Plan
American Heritage Academy**

Point Chart and Guidelines

1. Students will be assigned demerit points for earning *administrative discipline consequences* from any school administrator.
2. Demerit points will be cumulative throughout the school year and demerit points and their subsequent consequence(s) will roll over to the next school year.
3. Probation Levels and related consequences will be enforced as students pass the point thresholds as indicated. (See details below)
4. *Discipline Level Reduction Plan:*

A student may earn their way off of each Discipline Level in the following manner:

- A student must complete an entire, consecutive 10 week period without an administrative discipline consequence
- When reducing the Discipline or Probation Level, students’ total points will be reduced to the highest amount of points in the lower Discipline or Probation Level.
- Example: Student A is on Level 3 with 39 points. After completing a full, consecutive 10 week period with no administrative consequence/discipline, the student would be reduced to Level 2 Probation with 35 points.

Demerit Point Values in the Discipline Plan

1 Detention (regardless of the length) = 2 points

1 period of In-School Suspension = 2 points; up to a maximum of 5 points total per day

1 day of Out of School (Off Campus) Suspension = 8 points

1 day of In School (On Campus) Suspension = 5 points

“Minor Offenses” = 1 - 2 points; i.e. gum chewing, minor classroom disruptions, dress code, tardiness, PDA, electronic devices as a disruption, inappropriate language, parking violations, etc.

“Moderate Offenses” = 2 – 4 points; i.e. unauthorized access or attempted access of inappropriate websites/inappropriate computer use, minor aggressive act, verbal provocation, excessive tardies/absences truancy, plagiarism, etc.

“Severe Offenses” = 3 - 5 points; i.e. vandalism, hazing, theft, bullying, etc. All other “severe offenses” are Zero Tolerance.

Progressive levels of probation and aligned minimum consequences are described in the following table (see next page). The administration reserves the right/discretion to modify consequences on any level of probation in order to meet the needs of the school or the particular situation/context.

See page 44 for the point system matrix.

DISCIPLINE MATRIX POINTS SYSTEM

| Probation Level | Student Discipline | Discipline guidelines | Extracurricular Consequences |
|-----------------|------------------------|---|--|
| Level 1 | 10 – 19 demerit points | Lasts 10 school days | Student will miss next extracurricular competition (club or sport) if within the scheduled probation time of the 10 days. |
| Level 2 | 20 - 35 demerit points | Lasts 20 school days | <p>Level 1 consequences <i>plus</i>; No competing in any extracurricular or co-curricular competition for the 20 days (player can attend practice if coach and/or A.D. approves)</p> <p>No school dances, sporting events, or any other school sponsored extra-curricular activity.</p> |
| Level 3 | 36 – 50 demerit points | Lasts 30 school days and may be long term suspended | <p>Level 1 & 2 consequences <i>plus</i>; May not practice, attend meetings, or be in any way actively involved with a club or sport. Student may not compete in any activity or competition in the current season or next, unless the student can lower their way back to a reduced probationary level.</p> <p>May be subject to custodial crew cleanup duties before/during/and/or after school.</p> <p>Student may not be under any indirect supervision.</p> |

PARENTAL NOTIFICATION

American Heritage Academy recognizes that parents and guardians are its most important partner in student education. Communication is therefore essential to your child's educational success and safety.

Behavioral/Disciplinary Violations: In the event, a student or students have violated any of the provisions in the Disciplinary Code, the parents or guardians or the students immediately involved shall receive prompt notification detailing the misconduct and potential consequences faced by the student or students. If necessary, a proper law enforcement agency may be contacted.

Health, Safety and Welfare: In the event it is determined that an occurrence or activity which took place on any American Heritage Academy campus, may have posed a threat to the health, safety or welfare of the students, all parents and guardians shall receive notification outlining the health or safety concern within 2 working days. Parents are encouraged to contact AHA Administration to disclose discipline and safety issues. (Adopted by AHA Board, July 2008)

Principal's Corner: Mr. Evans will email blast and post to the AHA websites, a monthly newsletter to all AHA stakeholders.

“Like” us on Facebook for continued communications & AHA announcements!

“American Heritage Academy – Cottonwood”

“American Heritage Academy – Camp Verde”

Follow AHA Cottonwood on Twitter! @AHA_Patriots

*****AHA DRESS CODE*****

GROOMING AND DRESS STANDARDS

Good personal hygiene, grooming and appropriate dress are crucial to making the most of your educational experience at American Heritage Academy. Clothing, hairstyles that are not a natural human hair color, and makeup or jewelry that **detracts from the educational setting** will not be allowed. The mandatory standards are as follows:

1. Uniform clothing is required for all students. Students must wear approved clothing appropriately **WHILE ON CAMPUS**. Students who do not come appropriately attired, or with soiled, torn, or ragged clothing **may be sent home until the PROBLEM IS CORRECTED. Parents will be notified.**
2. Hats may be worn **outside** the building only. Students cannot have colored Mohawks, dreadlocks, or “baggie”/tight (revealing) clothing. Boys may not wear earrings or any other visual body piercings/jewelry outside of the uniform. Ladies are expected to limit earrings to **one pair, in the lower ears only**. It will be at the discretion of administration to determine the appropriateness of the jewelry.
3. Tattoos are highly discouraged AND must be covered and not exposed, this includes the AHA staff.
4. Young men must be clean-shaven and **hair must not be below the collar.** Ladies and Gentlemen should practice good hygiene. Please keep your hair out of your face. We want to see your beautiful smiles.
5. Footwear is required. Shoes and socks should not detract from and must be safe from slipping or falling. No **flip-flops (thongs), or open sandals are allowed in P.E., Home Economics (cooking) classes or in the labs.** Violators will call home.
6. **Undershirts must be solid white, red, or navy blue and be tucked in.**
7. White button down shirts must be **tucked in.** No other color button down is allowed. This is the alternative top to the AHA polo. No logo required.
8. Religious exemptions will be granted with proper documentation.

THE UNIFORM DRESS CODE IS AS FOLLOWS:

- 1: Solid red, white, or navy polo's with AHA logo ONLY.**
- 2: Solid red, white or navy pullovers, sweatshirts, hoodies, or vests. Students may wear non-AHA colored items contained in # 2 to the campus, but must remove them once inside the building.**
- 4: Solid khaki or navy pants, capris, or shorts. NO OUTSIDE POCKETS. Shorts must go to the knee.**
- 5: Solid navy, khaki colored, or navy plaid skirts or jumpers that go to the knee.**
- 7: Solid colored red, white, or navy leggings or tights may be worn under skirts/dresses.**



WHEN IN DOUBT, PLEASE ASK



STUDENT GRADING SCALE

Standards Based K-12 Instruction (AZ College and Career Readiness)

All Edkey schools align instruction and academic programming with Arizona's College and Career Readiness Standards. These standards can be viewed on our website at www.sequoiaschools.org or on the Arizona Department of Education's website.

Additionally, AHA teaches students about Great Heroes, Liberty, The Constitution, our Founding Fathers, and Classic Literature as the pillars of our local, unique curriculum and instruction.

For grades K – 12:

| | | | |
|----|------------|---|-------------|
| A | 93% - 100% | F | 0% - 64% |
| A- | 90% - 92% | I | Incomplete* |
| B+ | 87% - 89% | P | Passing |
| B | 83% - 86% | | |
| B- | 80% - 82% | | |
| C+ | 77% - 79% | | |
| C | 73% - 76% | | |
| C- | 70% - 72% | | |
| D+ | 68% - 69% | | |
| D | 66% - 67% | | |
| D- | 65% | | |

REPORT CARDS

Quarterly Report Cards will be sent home with the child in grades K-6 and mailed home to each child's mailing address in grades 7-12. Parents can log in to PowerSchool anytime, in grades K-12, to check the grades and attendance of their child. Please see Mrs. Peters and Mrs. Sandall for login information. **All students in grades K-12 will be using a traditional A-F Reporting System.**

PARENT TEACHER CONFERENCES

Parent Teacher Conferences will be held every September and February. They will also be held throughout the year as needed, with your child's teacher(s), on an individual basis. Parents and/or staff can request a conference at any time.

HOMEWORK POLICY

Those who founded AHA hold family time precious. All types of homework, projects, term papers, etc., are a portion of the curriculum that reinforces principles, study habits, self-discipline, time-management, and educational skills. Autonomy is given teachers to use their wisdom in determining when homework is necessary and the amount, in order to meet the academic standards of the school.

Homework Make Up Policies

Students who are absent will have an opportunity to make up their homework (missed) classwork. Students will have *the amount of time missed plus 1 extra day* to make up all missing work related to their absence(s) starting *upon their return*. Failure to meet the time restrictions will thus result in a lowering of the grade on the assignment(s). It is the student's responsibility to obtain missing homework and/or classwork and complete it within the allotted time frame.

In the event that academic issues arise a Teacher/Administrator meeting may be held, with parents and student required to attend, to communicate and discuss the importance, necessity and completion of the assignments.

DETENTION/SUSPENSION STUDENTS

Students who are serving detentions, in school suspensions, and/or out of school suspensions will be required to turn in all missing classwork/homework and/ or assignments **immediately** upon their return. Students serving detention and/or suspended students will not receive extra time to turn in the required work while they are suspended and/or serving detention. Suspended students can have their parents pick up their work and complete the work while on suspension. One exception is if the school failed to provide the necessary work for the parent to pick up, thus defaulting to the regular homework and/or make up work policies.

INCOMPLETES

There may be times (long term illness, family tragedy, etc.) when a teacher holds the discretion to administer a grade of "I", or incomplete for a child who may be in special circumstance, rather than receiving a grade of "F", for failing, due to several coursework deficiencies. **Students who receive an "I" will have two weeks from the close of the grading period to make up any deficiencies in coursework in order to then receive a letter grade other than F.**

ACADEMIC DISHONESTY

Here at AHA we take cheating and plagiarism seriously. It is important to remember that we do our own work and that when we wish to quote someone or use another's work that we quote and give credit/reference to where that work came from. Cite your sources and work properly for any work that is not your own. See discipline matrix for consequences of cheating and/or plagiarism.

ONLINE COURSES (AZDL)

Students wishing to get ahead or to recover credits may have the opportunity to do so online, through Sequoia Choice-an EdKey school <http://www.sequoiachoice.org/> Students may have an option to take the course(s) during the school day with teacher supervision during the instructional day, or on their own at home. Students not completing the course(s) with a C or better, taking an incomplete, or not meeting AHA's course deadlines may be responsible for reimbursements to AHA for the cost of the course(s). All AZDL courses need prior administrative approval.

REQUIRED A.H.A CLASSES BY GRADE LEVEL HIGH SCHOOL 9TH - 12TH

9TH GRADE

*World History/Geography

*Algebra I

*Earth Science

*English 9

*PE

*Statesmanship

*Elective

10TH GRADE

*World History 2

*Geometry

*English 10

*Biology

*Leadership/Community Service

*Fine Arts Elective

*Elective

11TH & 12TH GRADES

*American History & Government

*Chemistry or Forensic Science

*Algebra II

*Pre-Calc or Financial Literacy

*English 11 & 12

*Elective(s)

Civics Test

In 2015, the Arizona legislature passed the American Civics Act (House Bill 2064). This bill will require students, beginning with the graduating class of 2017, to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 60% or higher in order to graduate from high school or obtain a high school equivalency certificate. As a courtesy, the Arizona Department of Education, with help from the Maricopa County Education Service Agency and Arizona educators, has developed a mostly multiple choice version of the required test.

****Elective classes THIS YEAR include: P.E., Art, Rosetta Stone Foreign Languages, Creative Writing, Film Studies, Wilderness Survival, Gardening, Forensic Science, Photography, Theatre/Drama, and Yearbook.**

****ELECTIVE CLASSES SUBJECT TO CHANGE YEAR TO YEAR**

One course in Leadership/Community Service is required for 9-12 High School

ECAP (Education and Career Action Plans)

On February 25, 2008 the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students grades 9-12. An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. All students have an ECAP plan that is reviewed annually and on file in the front office.

Edkey Inc. Benchmark Assessments

Students in grades 3 – 12 are administered a standards-based assessment 3-4 times a year to monitor their progress and acquisition of standards via Galileo™. Data is tracked and stored via Alpine™. Students are tested in ELA (Reading), Math, Science, and Social Studies. Assessments are used to guide instruction and to prepare for the AzMerit.

State Assessments, the AzMerit

All students in grades 3 – 12 are required to take Arizona's state assessment, AzMERIT. It evaluates performance on grade level standards in the areas of Reading, Writing, and Math. *There are no opt-out provisions for AzMerit in AZ.*

For High School students, AzMERIT is administered in an End of Course format.

If students complete a course in the fall semester they will have the End of Course assessment administered at that time. Students who complete courses during summer school are also administered an End of Year assessment.

WEIGHTED COURSEWORK

Any students in grades 7-12 who are taking advanced placement and/or above grade level courses will receive a weight of 1.15 toward that course. **It is for GPA and class rank purposes only. HS Seniors taking Government will receive a weight of 1.05.** American History requires a senior project, Senior Orals, and required community service hours. This weighting too, is for GPA and class rank purposes only.

COURSE ADD/WITHDRAWAL POLICY

Any student wishing to withdraw from a course has **8 school days (two weeks)** or less to do so. In addition to the 8 day window, students must have parental, administrative and teacher approval to make the change. Extenuating circumstances can be left to the discretion of the AHA administration. Proper forms for withdrawing may be obtained at the front office.

COMMUNITY COLLEGE

Community college and on-line **university** classes at **100 level or higher** *may* be used to satisfy core classes and receive **concurrent College credit**. Students are encouraged to take college classes if they have the readiness, motivation, and ability at any class level, without age discrimination. AHA does have a partnership with Yavapai College. Students must receive prior admin approval to take a course. Once a course is passed with a C or better (proof of transcript needed), parents are reimbursed by the school for the cost of the course. High school credit is applied and the high schooler has college credits, before they ever walk across the high school graduation stage! What a great offer to you and your child.

GRADUATION

Students graduate when they successfully complete the course goals and the required state standards. **The State dictates that a minimum twenty-two (22) credits are required** for graduation, starting with the class of 2013 and beyond. AHA is completely aligned with all state of AZ graduation requirements.

| | |
|--------------------------------|-------------------|
| English | 4 credits |
| Math | 4 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| CTE/Vocational Ed. or Fine Art | 1 credit |
| Electives | 7 credits |
| Total | 22 credits |

PROMOTION & RETENTION OF STUDENTS

AHA does not support the notion of social promotion. Each year, teachers and administrators reflect on the body of academic work completed, analyze the degree of standards mastery, gauge the maturity level of each child, consider students services that may have been received, and consult with the administration, the teachers, and the parents to make the best decision, to promote or retain in grades K-8, as possible.

Retaining a student at AHA should be a last resort measure. The final decision to retain a student will be made by the principal. In Arizona, 3rd and 8th grade have specific requirements that need to be met in order for a child to be promoted.

GRADUATE BOARD OF REVIEW (Senior Orals) & COMMUNITY LEADERSHIP PROJECTS

Students who intend to graduate from AHA will be required to pass a Board of Review comprised of: teachers, community members, and The Administration. The purpose of the Review is to ascertain that graduates are meeting the mission and standards of the school. **Graduates are responsible for knowing: the “28 Principles”, The Preamble, 7 Articles and first 10 Amendments of the Constitution, a Classical Poem, a Shakespeare play, two pieces of classic literature, two Great Heroes, the chronology of The United States History Timeline, and a TYPED summary of “What I have learned at AHA”.** Students will receive instruction in these required areas in class during their Junior and Senior years. Parents are encouraged to attend the Board of Review. These are scheduled in the spring (April) of the students’ graduating year.

The Leadership component of our curriculum is a critical part of our commitment to creating “Tomorrow’s Heroes Today”.

All graduates are required to complete a “Leadership Project” during their senior year. This project will have the students demonstrating their leadership skills they have learned in their community. Details, guidelines and requirements for the projects are available in the front office.

All seniors are required a minimum of 10 documented, verifiable hours of community and/or leadership experience during their senior year. They must submit this evidence to their 1st hour Senior History teacher, prior to their Senior Oral Board Review.

STUDENT ELIGIBILITY CHECK (for all extra/co-curricular events):

Students wishing to participate in co-curricular and/or extra-curricular events must maintain a “C or better” **class average in all their classes** in order to be eligible to participate in those events. A student who is not eligible for such event because of any D’s or F’s will remain ineligible until all classes become C’s or better. Their eligibility status will be checked weekly, until they have “all C’s or better”.

Athletes participating in sporting events may still practice during the probationary period for a maximum of two weeks. If grades are not “C’s or better” by the end of the two week probationary period, then the athlete may no longer practice with the team/club, and may be subject to removal from the team/club. This will be an administrative decision between the principal, coach, and the Athletic Director.

DANCES

Student Council or other clubs may plan a dance. The following guidelines must be followed:

1. Music must be appropriate. Administration must approve the songs prior.
2. The sound level is to be at such a level that a conversation can be maintained without yelling.
3. Lighting must be such that individuals across the dance floor can be observed and recognized.
4. Dress standards are to be enforced and students or guests violating them will not be allowed into the dance or required to leave.
5. No “dirty dancing,” lewd, or sexually suggestive movements. Non-compliant individuals may be removed from the dance.
6. An AHA student attending the dance must sponsor guests. It is the responsibility of the sponsoring student to explain dance standards and dress code to their guest. Students are responsible for their guests.
7. The adult supervisor is to be notified of students or guests who violate dance standards.
8. If you leave the building, you will not be allowed re-entry.

DANCE DRESS STANDARDS

Dances are not a place for modeling revealing clothing. No baggie clothing, baseball caps, colored hair (normal coloring OK), excessive jewelry, strapless dresses, exposing mid-drift, or clothing which can detract from the dance. Young men and women are expected to be dressed neatly and clean. Only grades 7 and up

are invited to the “high school” dances. ***Any student who leaves the premises of the dance without authorization will not be allowed to re-enter.*** Dances may have an admission fee. Parents ARE invited to dances as chaperones and participants.

CHAPERONES

Parents are invited and at times requested to attend AHA dances. It is expected that parents will also uphold the standards expected of students in dress and behavior.

SPORTS

Sports programs are made available to students based on interest by students and the availability of a knowledgeable advisor/coach. Sports at American Heritage Academy are designed to promote the students’ sense of personal greatness through helping them personally and collectively excel. Programs that may be available are volleyball, soccer, basketball, softball, golf, cross-country, Ultimate Frisbee, *Lego Building, Chess, and Golf*. All students who qualify (i.e. are academically and behaviorally eligible) will play.

AHA Cottonwood has recently joined the CAA, the Canyon Athletic Association. To learn more, visit <http://www.azcaa.com/>.

CLUBS

Students may have clubs by submitting a potential club membership list with at least six members and a club constitution outlining the purpose of the club to the Administration. Each club must have a sponsoring advisor to the club (a teacher). Club objectives can include service, non-proselytizing religious organizations, political issues, cultural studies, mutual interests, mutual goals, or study purposes. Once a club is organized they can have activities, hold fund-raisers etc. using the school facilities and resources. The Administration retains authority to veto and/or revoke any club at AHA.

LIBRARY

Please see the librarian for book sign out procedures, late books, return policies, and other activities that are planned throughout the year for you and your child. **Please also see the librarian for information and questions about the BOOK ROOM!**

PERMISSION SLIPS

All students will need a permission slip for all events/trips that are off campus. Students who do not turn in a signed permission slip prior to the trip will not be allowed to attend that event.

AWARDS & STUDENT RECOGNITION

American Heritage periodically holds assemblies to recognize those students of character, valor, academic and/or sports achievements.

STUDENTS OF THE MONTH

Starting in September, and running through May, each month, the AHA staff will nominate two (2) students of the month, one from the Jr. High and one from the High School.

In grades K-6, the elementary teachers select one student of the month, each month, for each of the 7 grade levels.

All K-12 winners will be taken out to lunch, courtesy of AHA, and will receive a certificate for their achievement, along with public recognition.

SITE COUNCIL

The AHA Site Council is an advisory board consisting of representative stakeholders, (teachers, students, administrators, and community members). This council gives recommendations on school improvement efforts such as, but not limited to; curriculum, policies, facilities, programs, parent involvement, student achievement, and dress code. If interested in serving on this council, please email evans@edkey.org in Cottonwood, or lbarnes@edkey.org in Camp Verde.

AHA GOVERNING SCHOOL BOARD

An appointed 5 member School Board is the policy-making organization for the Academy. It approves/ratifies the budget, directs the affairs and is the “court of last resort” for appeals and legal concerns regarding the school. AHA is an I.R.S. approved 501-C-3 non-profit Corporation with its Chartering Board. **To see a list of AHA’s Governing Board members, please see page 3.**

GUESTS/STUDENT VISITORS SIGNING IN/OUT OF SCHOOL

Friends, relatives or other guests wanting to attend classes with students must have a sincere desire to **attend** the Academy and have written parental permission as well as administration approval. Guests are held accountable for their behavior and will be asked to leave campus if not in accordance with school policies. Appropriate dress is expected.

When other school calendars differ from AHA's, such as early dismissal or when another school is not in session, those students may **NOT** attend or visit on AHA's campus.

All visitors must report to the front office immediately upon their arrival to our campus to sign in and receive a visitor's/guest pass. Children arriving late to campus for the school day must sign in with the front office. Parents wishing to sign out their child from school early must also do so with the front office. *Students who are 18+ years old are not allowed to sign themselves out of school, unless the child is legally and verifiably emancipated.*

FIRE & EMERGENCY DRILLS

Fire and Emergency drills are held at irregular, monthly intervals throughout the school year. Students should be familiar with escape routes. When drills are held, it is important to:

1. Follow the instructions of teachers. Be orderly and alert.
2. Walk quickly and quietly to the designated area. Line up, and be ready to respond
3. Students are to remain with their teacher throughout the entire drill.
4. AHA will notify parents via phone call, email, and/or text of these drills.

AN INDIVIDUAL WHO PURPOSEFULLY PULLS AN ALARM WHEN THERE IS NO FIRE OR DANGER OF FIRE IS SUBJECT TO STATE MANDATED FINES AND POTENTIAL LEGAL ACTION(S).

TEACHER & STAFF QUALIFICATIONS

Teacher and Staff resumes are available for public review in the district office, along with teachers' Highly Qualified Status. (A.R.S... 15.183F).

STATEMENT OF INTENT NON-DISCRIMINATION POLICY

American Heritage Academy affirms its intent to comply with all Federal and State laws relating to the prevention of discrimination based upon race, color, creed, national origin, age, gender or disability. This compliance is to include, but not be limited to, the regulations of Title IX of the Education Amendments of 1972, issued by the United States department of Health, Education and Welfare, which prohibits discrimination on the basis of sex in educational programs or activities which receive Federal funds, extending to employment in and admission to such programs and activities; and will comply with the Education of all Handicapped Children Act, Public Law #94-142, section 504 of the Rehabilitation Act of 1973, as amended periodically. It is the intent of American Heritage Academy to comply with regulations pertaining to the Individuals with Disabilities and Education Act (I.D.E.A.) as revised in 1997 and 2006.