

Unleash the Learning Power of Students

Masada Charter School

Student/Parent Handbook

USDA Non-Discrimination Policy:

In accordance with federal law and U.S. Department of Agriculture policy, Masada Charter School is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal (not all prohibited bases apply to all programs).

VISION, MISSION, PRINCIPLES

Vision

The vision of Masada Charter School is to unleash the learning power of students.

Mission

The mission of Masada Charter School is to provide the opportunity for its students to develop their learning skills and be motivated to use them continually in their lives through the close involvement of parents and the use of the most current learning technology. These means will lead to comprehensively literate, self-fulfilled individuals who will benefit the community.

Belief Statements

1. We believe parental involvement facilitates the academic success of students.
2. We believe technology is a vital learning tool to educate students for their future.
3. We believe in being a data driven institution.
4. We believe in intensive staff development that is systemic, ongoing, and supported.
5. We believe decisions are best made in a collaborative environment.
6. We believe meta-cognition is important in all processes of learning, teaching, managing and assessing.
7. We believe a uniform dress code will help in creating an environment that is focused upon class work.
8. We believe education includes the establishment of values.
9. We believe unity and cohesiveness between staff and students is important to our success.
10. We believe a student that is mentally engaged is happy and productive.
11. We believe in providing opportunities for students to be engaged in activities based on personal interest.
12. We believe learning power includes reasoning logically, thinking critically, and engaging in the process of inquiry.

13. We believe all education is language based; therefore, all teachers are teachers of reading, writing, listening and speaking.
14. We believe in providing programs that develop intellectual discipline and excellence.
15. We believe the teaching of curriculum includes foundational concepts and modes of thinking in each subject area and that these concepts must be made known to students, teachers, and the community.
16. We believe modeling is important in the process of teaching and learning.
17. We believe in using disciplinary measures that maintain the dignity and self-respect of all parties involved.

Our Guiding Principles

Masada Charter School has five guiding principles that create a challenging and enriching learning environment for all students:

- ❑ Every student can learn, and it is our responsibility to facilitate a process that identifies his/her individual learning style and creates the intrinsic motivation needed to empower the student to strive to do his/her personal best.
- ❑ Learning best takes place in a “small school” environment where educators, students, and parents share a common set of values and beliefs that provide a consistent focus.
- ❑ Academic excellence and personal growth can best be achieved through the combined efforts and direct involvement of students, educators, parents, and the community in the learning process.
- ❑ Best practices for delivering instruction are constantly evolving. The staff at Masada Charter School are committed to modeling life-long learning by actively pursuing and implementing more effective means of instruction as those means are identified and proven valid.
- ❑ The quest for academic excellence fosters a lifestyle where students develop the inner resources and individual responsibility needed to live purposeful lives, meet the challenges of today and tomorrow, and contribute positively to family, work, and society.

ORGANIZATION AND STRUCTURE

Masada Charter School is chartered by the Arizona State Board for Charter Schools, to “unleash the learning power of students.”

Masada’s Governing Board

The Governing Board consists of seven members appointed by the Corporate Board of Masada Charter School. The Corporate Board has the option to re-appoint new members every two years. Each member has committed himself to service which supports and achieves the mission, guiding principles, and goals of Masada Charter School.

<i>Present Members</i>	<i>Title</i>
Linda Chatwin	President
Don D. Timpson	Vice President
Marlyne Hammon	Education Representative
Barbara Knudson	Parent Member
Lorin K. Zitting	Parent Member
Joseph Hammon	Parent Member
Kris Holm	Parent Member

Responsibilities

- Policy Approval
- Operation Oversight
- Budget Approval
- Approval of Curriculum, Guiding Principles, and Goals
- Appoints Committees
- Approval of Personnel Employment and Dismissal Recommendations
- Initiate Sponsor and Partner Relations
- Evaluation and Compensation of Administrative Team
- Fall-Back for Designated Collaborative Team Decision-Making
- Guidance for Administrative Team in Appointing Committees
- Academic Probation and Student Expulsion

Masada's Administrative Team

Present Members

LeAnne Timpson
Mary Timpson
Michael B. Cawley
Polly Dockstader
Jessikah Timpson

Title

Administrator
Administrator of Curriculum & Instruction
Administrator of Technology
Jr. High Principal
Administrator of SPED

Responsibilities

- Drafting of Policies and Procedures to present to the Board
- Implementation of Board Policies and Procedures
- Assignment of Staff Duties
- Approval of Professional Development Opportunities
- Student/Staff Discipline
- Stipend Pay
- Teacher Guidance, Support, and Evaluation
- Operations and Management of School
- Collaborative Team Decision Making
- Day-to-Day Problem Solving
- Budgeting/Purchasing
- Supervision, Implementation, & Management of Technology

Parent Committee / Parent Resources In Service of Masada (P.R.I.S.M)

A committee of parent members whose purpose is to manage the operation of Masada's parent involvement program and who are appointed by the school Administrator will assist with extracurricular activities, organize fundraising events, manage donated funds, and assist with management of parent volunteer program.

Present Members

Alma Jessop
Kristen Hammon
Susan Williams
Melissa Zitting
Katrina Hammon
Lorine Dockstader

Title

Committee Chair
Secretary
Treasurer
Teacher Representative
Marketing
Inventory Manager

AZ TAX CREDIT

Maximize Your Impact with Arizona Tax Credits

Support Masada Charter School and keep your tax dollars local by taking advantage of Arizona's tax credit program. Contributions go directly against your state taxes, helping fund vital programs like Project Class, Field Trips, Leadership Academy, Band/Music Class, and more.

Contribution Limits: Up to \$400 for joint filers or \$200 for single filers.

Deadline: Donate by March 31st to qualify for the current tax year.

Rollover Option: Unused credits rollover to the following year.

Eligibility: Available to all taxpayers, regardless of whether they have children enrolled in the school. Other school contributions qualify if they support extra-curricular activities or a character education program.

IRS Tax Form: Arizona Form 323 / Credit for Contributions to Private School Tuition Organizations.

Payment: Make your check payable to Masada Charter School and mail to Masada along with a completed Taxpayer Contribution Transmittal form (download on Masada's website). A receipt will be mailed to you for your records.

Masada Charter School
PO Box 2277
Centennial Park, AZ 86021

You cannot claim both a tax credit and an itemized deduction for the same contribution on your Arizona state income tax return. However, any excess over the credit amount can be claimed as an itemized deduction.

Your support makes a tangible difference in our community and directly benefits your children. Please consider contributing today. For any inquiries, feel free to reach out.

Character Education Program

A character education program is a program defined in A.R.S. 15-719. Under this statute each district may develop its own course of study for each grade. At a minimum, the character education program must include instruction in the definition and application of at least six of the following character traits: truthfulness, responsibility, compassion, diligence, sincerity, trustworthiness, respect, attentiveness, obedience, orderliness, forgiveness, and virtue. Our board has approved the following list of programs: any extracurricular activity, art program, music program, athletic program, class project, and field trips.

WHAT IS A CHARTER SCHOOL?

What is a charter school?

A charter school is a public school that is founded and operated by individuals with the purpose of providing parents with educational choices and improving student achievement. The founders sign fifteen-year contracts with the AZ department of Education or AZ State Board for Charter Schools, and these entities are responsible for holding charter schools accountable for abiding by the state's rules and regulations.

Are charter schools part of a school district?

Charter schools are not part of a school district; thus, they do not report to any district office. Instead, charter schools report directly to their supervising agency: AZ Department of Education or AZ State Board for Charter Schools.

What policies must charter schools follow?

As part of the public school system, charter schools agree to follow the policies established by the AZ Department of Education, including: providing a free education to all enrolled children and not charging tuition; following a state-approved school calendar, including holding classes for the required number of days and observing the state-selected holidays; enforcing the state-mandated absence policy; implementing the AZ state standards within the curriculum; administering the state standardized tests; providing services to special education children according to the Individual Education Plans; fingerprinting and receiving fingerprint clearance cards for each employee; following the Open Meetings Law for Governing Board meetings; and completing yearly audits.

What, if any, additional policies must charter schools follow?

Charter schools also agree to follow the terms outlined explicitly in their active contracts (e.g. Masada's contract with the Arizona Charter School Board), including: selecting a specific educational focus and implementing this philosophy within the curriculum; establishing a maximum enrollment number and not exceeding this number of students; reporting directly to the supervising entity on a yearly basis or more often as required; and facing administrative accountability from the supervising entity if areas of concern are identified. Charter schools that do not adhere to the regulations of the AZ Department of Education and the agreement of their contracts may be issued a verbal or written warning, placed on probation, or lose their operating license and be closed.

How do parents learn about the qualifications of teachers?

Charter Schools are required to provide parents and the public with the opportunity to review the qualifications and experience of each teacher working for the school. Masada has a portfolio of teacher resumes available for preview at the front desk in the main office. Parents are welcome to review this portfolio.

Are charter schools and district schools funded in the same way?

Funding for charter and district schools are similar in three basic ways: charter and district schools receive funding based on their enrollment numbers and rate of student attendance; charter and district schools receive money from Proposition 301; and charter and district schools are eligible to apply for grants, depending upon the qualifications of the grants.

Masada Charter School receives state funding based on student enrollment and attendance. When a child attends school, Masada School receives money for that child. When a child is absent from school, Masada School does not receive money for that child. The school also receives Proposition 301 money and has been awarded money through grants.

SCHOOL OPERATIONS

School Day for Elementary Students

Grades 1 through 6 will begin class at 8:55 AM and end at 4:00 p.m. Mondays through Thursday. Lunch will be from 12:00 to 1:00 p.m. On Fridays, students will attend school from 8:55 a.m. to 12:30 p.m. There will be two kindergarten sessions. The morning session will run from 9:00 a.m. to 12:00 a.m. and the afternoon session will run from 1:00 p.m. to 4:00 p.m. Monday through Thursday. There will be no school for kindergarten students on Friday unless there are special circumstances. If these circumstances occur, kindergarten students will be required to attend on Friday.

School Day for Junior High Students

Grades 7 through 9 will begin class at 8:55 a.m. and end at 4:00 p.m. Mondays through Thursday. Lunch will be from 12:00 p.m. to 1:00 p.m. On Fridays, students will attend school from 8:55 a.m. to 12:30 p.m.

Teachers are required to always supervise students during school hours. School hours are 15 minutes before class starts and 15 minutes after class ends. Because teachers will be working after school to prepare lessons and execute other responsibilities, all students are expected to leave school grounds no later than 4:30 unless permission to stay has been granted by both the parent and the teacher. This is for the safety of all Masada students because the staff at Masada knows that students who are not under the supervision of parents or teachers may meet with danger.

School Office Hours

Office hours will be from 8:30 a.m. to 5:00 p.m. Monday through Friday except on designated holidays.

Playground

Students may bring bicycles or scooters to school only if they are wearing helmets, and they must park their bicycles and scooters during the school day in the bike racks. Students who ride bicycles and/or scooters to school without a helmet may have the bike or scooter confiscated. Confiscated equipment will be returned to parents upon request. Masada will arrange special days for students to bring roller blades. Students must have helmets and kneepads in order to participate in rollerblade and bicycle activities. The safety of students is a priority for us.

Parental Involvement

One of the guiding principles of Masada Charter School and a major reason for the creation of the school is to provide a learning community where parents play a significant role in the learning process. In keeping with this principle, Masada's model provides for parental participation in the learning environment. Research has shown that parent involvement in a student's learning experience is the greatest indicator of student success in school. Together, schools and parents can have a lasting impact upon the lives of students and make a significant improvement in student achievement. Therefore, Masada encourages parents to volunteer in the school every year. Parent participation is not a condition for enrollment but rather a request based upon research-substantiated elements of student success. We understand that parents are busy, and we work hard to provide ways for parents to participate in their child's education in ways that are convenient and supportive of them. Below are some suggestions of ways for parents to volunteer time in the school.

If a parent volunteers time at school, a sign-in sheet is available at the office.

At Home

- Cut and paste projects for teachers
- Refreshments for school occasions
- Prep for classroom activities
- Craft projects
- Class goal activities
- Book repair and labeling
- Art projects
- Mentoring for student projects
- Hosting of study groups

At School

- Work in classrooms
- Work in lab, library, or office
- Parent education nights
- Landscaping/grounds maintenance
- Playground supervision
- Special activities at school
- Field trip supervision
- PRISM committee member
- Bulletin boards

Please contact your child's teacher about your ideas for parental involvement.

Health Services

Health Services are provided to identify students whose health problems may now, or in the future, affect their education. Masada will work with the local health clinic to provide special or emergency health services. All kindergarten students are required to have a complete physical through a health care provider before the opening of school.

The school secretary provides basic health services for students. Parents are requested to notify her if a student has a health problem. She will address illnesses and accidents that occur at school. Because we desire to prevent the spread of illness at Masada, children who are seriously ill should go home. Should a child become ill during the day, a parent is responsible for picking the child up. Any student with a temperature of 100.0 degrees or higher may not attend school. Children may return to school when they have been fever free for twenty-four hours.

Medication

Staff may administer over the counter and prescription medication in the school setting in accordance with the Arizona State Pharmacy Guidelines:

There must be a written order from the physician stating the name of the medication, the dosage, and the time it is to be administered.

There must also be written permission from a parent for the medication to be administered at school.

The medication must be in the original prescription container labeled by the pharmacist, or in the original container with all the labels and warnings intact.

Only medications to treat an existing ailment are stored at school.

When a physician feels it is necessary for the student to carry and self-administer his/her own inhaler, the physician will provide written recommendations attached to the signed parent permission note. The parent must provide written permission for the student to self-administer and carry the inhaler.

The school reserves the right to circumscribe or disallow the self-administration of medication on school premises.

Acetaminophen (Tylenol) and basic medications will be dispensed to students who have written permission from a parent to receive medication at school as needed for a maximum of three consecutive days.

Aspirin will not be given at school unless prescribed by a physician.

Chicken Pox

If a student breaks out with chicken pox, he/she must remain home for a minimum of seven days after the first pox appear. The pox must be completely scabbed over before the student returns to school. Upon return to school, the student must check in with the school secretary before he/she is admitted to class.

Head Lice

As a preventative measure, students will be checked periodically for lice. A student cannot attend school if they are diagnosed with lice. A note from a health provider must be submitted to the Masada office before the student(s) can be re-admitted to school.

Immunizations

Due to a rise in the occurrence of contagious diseases, Masada highly encourages parents to keep children's immunizations up to date. If parents are averse to immunizations, they will be required to submit to the secretary a permission signed exemption form. In the event of an outbreak of an infectious disease, all students exempt from immunizations must stay home until notified by the school that it is okay to return to school.

Hearing/Vision Screening

Masada follows the recommended guidelines of the Arizona Department of Health. Tests are administered according to Arizona mandates and in cooperation with the local health clinic.

Special Activities

Special activities will be organized and provided for students. The activities will vary and may include sports, fine arts, speech, community service, field trips, and other areas of interest. Masada encourages parents to contribute to the learning community special talents or resources that they may have to help provide these kinds of opportunities for students.

Transportation

Because of the limited funds made available to Charter Schools for transportation, parents are responsible for transporting their child to and from school. Masada will arrange or provide transportation for extended learning trips.

Personal Student Supplies

Masada provides many consumable supplies for students. However, teachers may periodically ask that each student be responsible for bringing special items to enhance the learning process. Students are expected to keep valuables and toys at home. All items lost and found will be taken to a Thrift Center twice a year. If students bring personal items that prove to be a distraction from learning, teachers may confiscate these items until the end of the day when they will be returned.

Because the school is not responsible for lost items, parents may desire to clearly mark the belongings of all children. Misplaced clothing or other items will be taken to the school office and placed in a “lost and found.”

Homework

Masada’s program includes daily homework expectations. This homework will usually be reading fluency practice and math. Homework is considered independent practice. Best practices for homework include approximately 10 minutes per grade for a student to work independently.

For Example:

1st Grade	1 x 10 min = 10 min
2nd Grade	2 x 10 min = 20 min
3rd Grade	3 x 10 min = 30 min
Junior High	1 to 1.5 hrs of independent work

Student Placement Policy

All new students enrolling in Masada, including kindergarten, will receive appropriate evaluations (i.e. academic, social, emotional) to determine placement recommendations. After the assessment, Masada will schedule a placement conference with the student's parents to determine grade placement.

Lunch Policy

Since we don't provide school lunch, Masada teachers can leave campus during lunch. However, this leaves the playground unsupervised, raising safety concerns for early returning children. To address this, students are not allowed on the playground during lunchtime. If your child needs to bring a sack lunch for a special circumstance, contact the school office for supervised lunchtime arrangements.

Student Attendance Policy

Absence from school means a break in the learning process. All students are expected to attend school every day school is in session. Students attending Masada Charter School will attend regularly and punctually. Masada follows ADE guidance for excused absences.

Tardy Policy

At Masada, we firmly believe that punctuality is a crucial habit to instill in children to set them up for success in life. As part of our policy, we will make a phone call home to inform parents whenever a child is tardy, and if we do not receive an excuse note from the parent. This is to emphasize the importance of punctuality and keep parents informed.

If a parent fails to provide an excuse either by phone or note, the tardy will be classified as unexcused tardy. In the event of three unexcused tardies, the student will be required to do some problem-solving.

Whenever a student arrives at school after the official start time, they must sign in at the front desk. Similarly, when parents need to pick up their children early, they are required to report to the front desk and sign their student out.

Student Discipline

Masada believes that children have a natural desire to learn and succeed. The staff believes that it is the teacher's responsibility to create a positive learning environment where respect prevails by teaching, modeling, and practicing desirable behaviors. The staff also understands that children make mistakes just as adults do and unintentionally break rules as they get involved in working with others. If a student misbehaves, he/she will be gently reminded of the rules and be given the opportunity to change undesirable behavior to desirable behavior. If the student continues to misbehave after having been gently reminded, the student will be asked to go through a process of solving the behavior problem. Help from the teacher, parents, and/or the administrative team will be offered to him/her. When the child has satisfactorily solved the problem, he/she will be welcome to resume working in the classroom. Because Masada believes that children should be given the opportunity to first solve problems on their own and that classroom behavior is the responsibility of the school, parents will only be notified of a child's undesirable behavior when the student needs parental help to solve the problem.

In the event of serious misbehavior, such as serious physical or emotional harm to another student, the offending student will be placed on in-school or home suspension. Regular occurrence of suspension can lead to expulsion. It is not Masada's desire to expel children. The staff believes that children, parents, and teachers working together to solve problems will give students the support they need to change misbehavior and succeed in school.

Community Service Procedure

Masada provides community service opportunities for students who violate policies. This is done to give students time and space to think about their behavior in relation to school expectations.

Masada's Core Beliefs About Discipline

We believe that students should be responsible for solving their own problems with adult guidance and in their own way provided the solution does not cause a problem for others.

We believe that preserving and/or enhancing a student's self-respect and dignity is crucial to a successful disciplinary action.

We believe that an effective disciplinary action involves students making decisions and living with those decisions.

We believe that a student should always be left with some autonomy, but this autonomy is subject to certain limits set by adults.

We believe that discipline should be considered an opportunity for personal growth rather than a bad thing that should never happen; therefore, students should face consequences instead of punishment whenever possible.

We believe that effective educators should avoid threats, lectures, and warning.

Professional Standards for Discipline

The norms listed below outline the professional actions and attitudes expected of all staff members in this school.

Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.

Students will be guided and expected to solve their problems without creating problems for anyone else.

Students will be given opportunities to make decisions and live with the consequences, be they good or bad.

Misbehavior will be handled with natural or logical consequences instead of punishment whenever possible.

Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to personal attack on school or staff.

Students are encouraged to request a "due process hearing" whenever consequences appear to be unfair.

School problems will be handled by school personnel. Unsafe and illegal activity will be referred to the proper authorities.

Profanity Procedure

Masada has a no tolerance policy regarding the F-word or any form of it. Students verbalizing it, writing it, or signing it are referred to the administration for suspension. Other profanity will be addressed as a classroom issue.

Stealing

Masada has a no tolerance policy regarding stealing. Stealing is considered taking or attempting to take money or property belonging to another person or the school with intent to keep it. Any no-tolerance behavior will result in a problem-solving session with administrators and possible suspension.

Weapons Procedure

Any weapon carried on school grounds will be confiscated immediately. Any sharp-edged devices including pocketknives or fire lighting devices are considered weapons.

Confiscation Procedure

A teacher or administrator may confiscate any item that interferes with or distracts from the learning environment. There are specific items that will be confiscated if a student is found with them outside of his/her backpack at school. These items are earbuds, headphones (not being used for schoolwork), tablets, or phones. Any item that is considered a weapon, whether designed for play purposes or designed to be a weapon, will be confiscated if it is found at school in any location, including in the personal space a student uses. Weapon and technology items are turned into administration. Parents, not students, may retrieve these items. Parents will be called if items are confiscated that cannot be returned to students. If parents would like to retrieve the item, they can contact the administration.

Visitor Policy

It is the policy of Masada to provide a safe environment for students. In keeping with this policy, Masada requests that all visitors stop and sign in at the main office before proceeding to a child's classroom.

No Tolerance Policy

Masada has a no-tolerance policy regarding sexual harassment, stealing, or the F-word in any form. Students who are found violating this policy are referred to administration for immediate action. Any no-tolerance policy behavior will result in a minimum one-day suspension from school.

F Word

Verbalizing it, writing it, or signing it are considered using it.

Stealing

Stealing is considered taking or attempting to take money or property belonging to another person or the school with intent to keep it.

Harassment

It is the policy of Masada to consider an act of sexual or physical harassment by a student grounds for disciplinary action.

Physical harassment includes a physical act of aggression toward another student that is intended to injure. Physical harassment will result in suspension of one or more days depending upon circumstances and collaborative decision of the administrative team.

Sexual harassment includes sexual words, dialogue, intimations, and gestures directed toward another individual and will result in one-day suspension from school. Repeated occurrences by the same individual will constitute further action by the administration, which may include parent conferences, and consultation with other sources when necessary.

Profane Language Procedure

Profane language at school is a violation of Masada policy. Words commonly considered by society at large to be swear words, crude and vulgar language are grounds for disciplinary action.

Bullying Policy

Bullying is a targeted and repeated attempt by a student to remove power from another student. Bullying is not tolerated. Any student or parent that suspects bullying is encouraged to report the incident to the administration. All reports will be taken seriously, and appropriate disciplinary measures will be taken.

Weapons Policy

Any weapon or item designed to be a weapon that is brought on school grounds will be confiscated immediately. Any sharp-edged devices (including pocketknives) or fire-lighting devices are included as items considered to be weapons.

Learning Community Commitment

Upon enrollment of a child at Masada Charter School, parents are expected to sign a handbook that describes the roles of the school, student, and parent in the learning process. Parents are asked to commit to playing specific roles in the education of their child and the operation of the school. Parents are asked to attend the annual parent meeting that outlines important policies and opportunities offered during the year.

Student Education Plan

Parents have direct participation in the planning of their student's learning during the development of the Student's Educational Plan. They meet with the student and the teacher three times a year to reflect upon and inventory the student's strengths and weaknesses. The role of the parent and the teacher is to assist the student in developing goals which will advance the student as a learner. Parental participation in the SEP conference is essential to student success.

Parent Development Opportunities

Because Masada believes that the most powerful learning community is one in which parents understand and participate in the process of educating their children, opportunities will be provided regularly for parents to learn about the instructional model used at Masada, acquire information and strategies for assisting their children in the learning process, and design input about what they want for their children. This will allow parents to reinforce the instruction and projects the students are involved with in school.

Classroom

The direct involvement of parents in the learning process has proven to be critical to the academic success of students. Parents are given the opportunity to help provide one-on-one attention and organizational support for the learning environment by coming into the classroom to aid the teacher.

Extended Learning Activities

Parents are invited and encouraged to participate in the organization and implementation of field trips, community service days, school programs, and other extended learning activities. The staff at Masada values the many talents, abilities, ideas, and resources parents possess.

Governing Board

All meetings of the Governing Board are conducted in accordance with the “Open Meeting Law.” This gives the community direct access and influence in making decisions that affect the school at large. If a parent is interested in serving on the Board, a request can be submitted in writing to the Corporate Board for review. Parents are welcome at all Board meetings where time is given for public comments.

Committees

At Masada, the administration forms committees that include parent representatives, providing parents with an opportunity to contribute to the planning of school programs. The PRISM Committee, consisting of parents, holds a significant role in the school’s operations. Parents are encouraged to join this committee during their children’s enrollment period. If direct participation is not feasible, supporting the committee’s activities in any way possible is greatly appreciated.

Complaints and Grievances Policy

If a parent has a complaint concerning teacher incompetence, student discipline, or administrative action, the complaint is to be taken to the party involved. If a solution cannot be found between the parent and the appropriate party, the complaint should then be taken to the immediate supervisor of said party. If no solution can be arrived at, the complaint should then be brought before the Governing Board. The Governing Board will hear all complaints and decide as to whether the complaint should be brought into a formal Board Hearing.

Drug Free and Smoke Free Workplace

Any property or location at which work, activities and/or business of the school is conducted is declared to be a drug-free and a smoke-free workplace. This means:

No smoking or tobacco products, including vapes, are allowed in the school buildings or on the school grounds.

All employees are absolutely prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances in the workplace. Controlled substances include narcotics, cannabis, stimulants, depressants, and hallucinogens.

Alcohol is considered to be a drug and will not be allowed on school premises. Any employee violating these policies is subject to disciplinary action.

As a condition of employment, each employee shall abide by the school's drug and tobacco-free workplace. Additionally, the employee will notify the school in writing of any conviction for violation of a criminal drug statute occurring in the workplace within five days after such a conviction. Masada reserves the right to do random or selective drug testing of employees before hiring or upon cause.

Definition of Drug Free School Zone:

"Drug free school zone" means the area within three hundred feet of a school or its accompanying grounds, and public property within one thousand feet of a school or its accompanying ground.

Dress Code

The Governing Board has adopted a uniform dress code for all students. Masada believes that cultural pressures related to clothing choice can distract students and undermine a positive learning environment. Masada's uniform dress code will be strictly enforced. Violation of Masada's dress code will be grounds for disciplinary action.

Teachers and staff are expected to act as role models for students and the community. Their dress must reflect professionalism and be modest and appropriate for a learning environment. Dress standards must meet the same standards required of students. Dress code violation will be addressed by the Administration.

Uniforms must be kept neat and clean, and hair must be kept combed and secured away from the face and modestly cut with no emphasis on fads. Violation of the Dress Code at Masada will be grounds for disciplinary action.

The following pages 21-24 itemize uniform requirements for all students.

MASADA ELEMENTARY UNIFORM REQUIREMENT

GIRLS K-5TH GRADE UNIFORM REQUIREMENT					
	Jumper (Required)	Shirt/Blouse (Required)	Tights (Required)	Shoes (Required)	Sweater/ Jacket/ (Optional)
Description/ Colors	Burgundy plaid	White long sleeve picot collar knit polo or Peter Pan style blouse	White	Black Shoes can buckle or tie, no logos or other colors on shoes. Black classroom slippers —must have a sole and back enclosure.	Crew neck Burgundy cardigan Black MCS Hoodie
French Toast Code Numbers	1047 or 1687 Length must be below the knee.	1115, 1034, 1056			1371
Required Formal Uniform		White button-down picot collar blouse, burgundy plaid jumper, burgundy cross tie, white tights, black dress shoes.			

GIRLS 6TH GRADE UNIFORM REQUIREMENT					
	Skirt (Required)	Shirt/Blouse (Required)	Tights (Required)	Shoes (Required)	Sweater/ Jacket/ (Optional)
Description/ Colors	Burgundy plaid box pleated	White polo or White blouse	White	Black Shoes can buckle or tie, no logos or other colors on shoes. Black classroom slippers —must have a sole and back enclosure.	Crew neck Burgundy cardigan Black MCS Hoodie
French Toast Code Numbers	1047 or 1687 Length must be below the knee.	1466, 1518, 1594,			1371
Required Formal Uniform		White button-down picot collar blouse, burgundy plaid skirt, burgundy cross tie, white tights, black dress shoes.			

BOYS K-6TH GRADE UNIFORM REQUIREMENT						
	Pants (Required)	Shirt (Required)	Socks (Required)	Belt (Required)	Shoes (Required)	Sweater/ Jacket/ (Optional)
Description/ Colors	Black twill style pant	White or Burgundy polo or oxford style	Black or Grey	Black	Black Shoes can buckle or tie, no logos or other colors on shoes. Black classroom slippers —must have a sole and back enclosure.	V-neck Burgundy cardigan V-neck vest Burgundy or Grey Black MSC Hoodie
French Toast Code Numbers	1519, 1694	1007, 1017, 1014				1370, 1029
Required Formal Uniform			White button-down collared shirt, black tie, black uniform pants, black socks, black dress shoes.			

Additional Notes for Elementary Uniform Requirements
<p>Please follow the guidelines if it is necessary to use other uniform sources.</p> <p>No logos, flashing lights, or colorful designs on shoes (including shoe laces), socks, or clothes.</p> <p>No denim.</p> <p>No casual sandal shoes or flip flops. Boots are allowed during inclement weather (white, black, or brown; no mixed colors).</p> <p>Any student out of uniform will be asked to go home to get in uniform.</p> <p>If this requirement presents a financial hardship, please call the office to make arrangements.</p>

Code numbers are provided to ease ordering issues or to provide an example of the guidelines for the items.

French Toast has a specific page to order Masada's uniforms.
www.FrenchToast.com (**Source code # QS47EUC**)

Basic American carries approved uniforms.

MASADA JUNIOR HIGH UNIFORM REQUIREMENT

JUNIOR HIGH GIRLS UNIFORM REQUIREMENT						
	Blouse (Required)	Skirt (Required)	Socks (Required)	Shoes (Required)	Leggings (Optional)	Jackets/ Cardigan/ Hoodie (Optional)
Description	Long sleeve blouse with a collar—can be a 3-button polo or a fully buttoned oxford style.	A-line skirt made by Lola Zitting. Calf-length skirt with front pleats from French Toast. Hannah Lise skirts. Ubekeen elastic, pleated school skirt in long only. www.hannahlise.com	Trouser sock that is knee high or pantyhose/tights. Ankle style socks allowed if worn with leggings or nylons, matching in color.	Any style of dress or sport shoe with a back.	Plain style, any fabric, solid-colored, matching sock colors.	Lightweight, pullover, button or zipper style. Honor Roll hoodie/jacket is ok.
Acceptable Colors	White, Burgundy, Black, Light Yellow, Navy, Light Blue, and Light Pink.	Black, Khaki, Navy, or Grey. Optional: PE Skirt black knit, A-line style, knee-length with leggings	Brown, Navy, Grey, or Black. No white socks.	White, Black, Grey, Brown, Navy—must be one color; different sole ok but no mixed colors on top of shoe or laces.	White, Black, Brown, Nude, Navy or Grey.	Cardigan/Sweater: Navy, Black or Burgundy. Hoodie/Jacket: Black. Must be solid-colored.
French Toast Code Numbers	1007, 1009, 1466, 1594, 1377	1691	Code numbers are provided to ease ordering issues or to provide an example of the guidelines for the items. French Toast has a specific page to order Masada's uniforms. www.FrenchToast.com (Source code # QS47EUC) Basic American carries approved uniforms.			
Required Formal Uniform						
Additional Notes	Please follow the guidelines if it is necessary to use other uniform sources. No logos, flashing lights, or colorful designs on shoes (including shoe laces), socks, or clothes. No denim. No casual sandal shoes or flip flops. Boots are allowed during inclement weather (white, black, or brown; no mixed colors). All outfits need to consist of contrasting colors. No same color combinations. Any student out of uniform will be asked to go home to get in uniform. If this requirement presents a financial hardship, please call the office to make arrangements.					

JUNIOR HIGH BOYS UNIFORM REQUIREMENT						
	Shirt (Required)	Pants (Required)	Socks (Required)	Shoes (Required)	Belts (Required)	Jackets/ Cardigan/ Hoodie (Optional)
Description	Long sleeve shirt with a collar—can be a 3-button polo or a fully buttoned oxford style.	Dress pant. May be pleated or flat front. No cargo, baggy, or oversized style.	Trouser sock. No ankle styles.	Any style of dress or sport shoe.	No studs, logos or colorful designs.	Lightweight, pullover, button or zipper style. Honor Roll hoodie/jacket is ok.
Acceptable Colors	White, Burgundy, Black, Light Yellow, Navy, Light Blue, and Light Pink.	Black, Khaki, Navy, or Grey.	Brown, Navy, Grey, or Black. No white socks.	White, Black, Grey, Brown, Navy—must be one color; different sole ok but no mixed colors on top of shoe or laces.	Black, Brown, or Grey.	Cardigan/Sweater: Navy, Black or Burgundy. Hoodie/Jacket: Black. Must be solid colored.
French Toast Code Numbers	1009, 1014, 1017	1519, 1520, 1524, 9537	Code numbers are provided to ease ordering issues or to provide an example of the guidelines for the items. French Toast has a specific page to order Masada's uniforms. www.FrenchToast.com (Source code # QS47EUC) Basic American carries approved uniforms.			
Required Formal Uniform						
Additional Notes	Please follow the guidelines if it is necessary to use other uniform sources. No logos, flashing lights, or colorful designs on shoes (including shoe laces), socks, or clothes. No denim. No casual sandal shoes or flip flops. Boots are allowed during inclement weather (white, black, or brown; no mixed colors). All outfits need to consist of contrasting colors. No same color combinations. Any student out of uniform will be asked to go home to get in uniform. If this requirement presents a financial hardship, please call the office to make arrangements.					

JUNIOR HIGH POLICIES AND PROCEDURES

Suspension Procedure

Suspended students are recorded in the attendance program as an SA. Students with a note of MW marked in the computer are allowed to make-up work. Students with NMW marked are not allowed to make-up work for that suspended absence.

Fines Procedure

Damaged book and/or Equipment fines, Library fines and/or Summer School fines are required to be paid in full at the end of each school year. If fines go unpaid, Administration may hold report cards/transcripts until payment and/or reparation is made. If these fines present a financial hardship, the student can arrange for payment through providing service to the school. A student who is no longer enrolled and has unpaid fines will have his/her end of year grades held until the fines are paid in full.

Arrival Procedure

For the Jr. High, school begins at 8:55 a.m. In order to facilitate appropriate supervision, students are welcome no earlier than 8:40 a.m. After the outside doors are unlocked, students may wait quietly in the main and upper atriums for teachers to unlock their classroom doors. Students who need to come earlier to school must arrange with the administration and be supervised by a Masada staff member in a classroom.

Tardy Procedure

School begins at 8:55 a.m. Students are expected to be on time. If a student is late, he/she must either have a note from home or the office to get into class. Until 9:10 a.m. (for morning attendance) or 1:15 p.m. (for afternoon attendance), students may take their note from home directly to the teacher. After these times, students will need to go to the office. The note from the office can be obtained using a parent note or after a phone call home. Excessive tardies will result in administrative intervention.

Absent/Early Departure Procedure

If a student is absent, the office will contact the home to verify the absence. A note or phone call from home can prearrange an absence or early departure from school. If a parent/guardian is picking up a student early from school, that parent/guardian must sign the “In-Out” log in the office before the student will be released. For an older sibling or other caretaker to take a student early from school, the office must have a phone call from, or a note signed by the legal guardian of that student.

Attendance and Chronic Absenteeism Policy

Masada is in session 5 days a week. Students are required to attend each day of the week. Attendance is critical for not only understanding content but managing the workload to pass classes. Chronic absenteeism is considered absent more than 10 days in a year. Parents can expect a call from the administration in these situations.

Procedure for the Office

When a student needs to go into the office, he/she waits quietly in the designated area to speak to the secretary. Students must get permission to go beyond the designated area. All office materials/equipment are for staff use only unless permission is granted to use requested materials.

Uniform Violation Procedure

Students of Masada are always required to be in their uniform at school unless notified otherwise. Violations of the uniform will be referred to the administration for immediate action. If the student is not wearing the uniform appropriately, he/she will be given the opportunity to get into uniform. If the student is out of uniform or refuses to wear the uniform appropriately, parent contact is made, and the student is released to the parent. The student is welcome back at school when in proper uniform. If the student does not solve the problem, a formal written notice will be sent home with the student. This notice will inform the parent of the specific violation and a parent signature acknowledging receipt will be required for the student to return to school. The student will be expected to return to school with the issue resolved. If the parent is having difficulty resolving the issue, he/she is welcome at any time to contact the administration, and the administration may agree to the student’s return if time is required to resolve the issue or may agree to special consideration if it is deemed appropriate in the situation. The notice will also inform the parents that we may take further disciplinary action if the issue continues. Further action may include having the parent bring the student to school to discuss the situation before the student can continue enrollment. Continued violation of the uniform requirement may result in suspension, appearing before the Governing Board, and possible expulsion.

Visitor Procedure

Visiting students to Masada must first communicate beforehand with the administration to get permission. The student must have a valid reason for the visit and must be in uniform. The visiting student must get a Visitor's Pass from administration and present it to each teacher when entering the classroom.

Phone Procedure

Students are allowed to use the student phone in the office. Teachers must send an office note with the student communicating this need and that the teacher has released the student for this purpose. Classroom phones are not for student use at any time except with permission from a teacher for Project Class release calls. Students' phones are not to be outside of their backpack while on campus. A student who has a specific need to use his or her phone may ask permission from teachers or administration.

Atrium Use Procedure

Students are welcome to gather, visit, and/or study in the atrium during non-class time. Students are expected to be respectful while enjoying the atriums, including being quiet and respectful of in-session classes. While using the atriums, students need to please keep them neat and clear of clutter and take care of personal belongings when they leave.

Library Use Procedure

The library will be available at 8:45 am. Junior High students are encouraged to use the library. During school hours, non-scheduled library visits will be prearranged by a call ahead or a Library Pass from his/her teacher.

Elementary Building Procedure

A Junior High student is welcome to use the resources of the Elementary; however, he/she must follow the procedure of the building. All students are to be accompanied by a teacher for class unless other arrangements have been made through the office. If he/she is attending a class held in the Elementary, he/she must enter that classroom from the outside door. Running in the halls, excess noise, or rough play in the building is not allowed. Failure to comply with the procedures of the building will result in an Oops to be taken care of immediately with the main office. If a student has been sent to the Elementary on errands or to work with an administrator, he/she must check in with the main office to be directed from there.

Assignment Book Procedure

Assignment Books are a requirement for every Jr. High student. These books will be every student's ticket out the door for each class. A student's homeroom teacher will check-off the Assignment Book.

Recreation Attendance Procedure

Junior High students will meet in the classroom for attendance. The teacher will then accompany the class out to Recreation. Please be prompt. There is no 5-minute break after Recreation. Students need to go directly to clean-up after Recreation.

Resource Use Procedure

If a student needs to use *any* of the resources of Masada, he/she must obtain permission from a staff member through the office or through a teacher. That staff member will then supervise the student in the use of the materials. If a student misuses or damages that resource, the student will replace the item or pay a fee. Students are not allowed in teacher prep room areas at any time. This includes using the copier, printers, or other equipment in these rooms. If a student needs a special print job or copy job, he/she brings it to the office for assistance.

Sports Equipment Checkout Procedure

All sports equipment must be checked out through the office or the Recreation teacher. Students who misuse or damage the equipment are responsible to replace it according to administrator discretion.

Clean-up Procedure

All students are required to participate in cleanup. Cleanup begins promptly at 3:50 p.m. and ends at 4:00 p.m. Students are divided into groups and assigned a job. Each group has a team captain to oversee the jobs. Students must check in with the captain and be excused by the captain. The staff member who has been assigned to that part of our school will excuse the captains.

Use of Staircase/Elevator

In order to facilitate traffic on the staircases, please stay to the right. In case of a fire, check to see that the staircase is accessible, and then use the appropriate staircase outlined in the fire drill procedure. The elevator is available to students only by permission. The elevator is NEVER to be used in a fire.

Departure Procedure

Students are excused by 4:00 p.m. Students are expected to go home immediately after school. Students are allowed to stay after school only if arrangements have been made between the student, home, and a supervising staff member. Transportation needs to be arranged by 4:15 p.m. Parents will receive special communication for students who are in Homework Club or extracurricular classes.

Arriving to School Procedure

In order to reduce the impact of mud in our building, on stormy or muddy days if the student's shoes are muddy upon his/her arrival and the entry rugs are not enough to get them clean, the student needs to remove his/her shoes and clean them before they go to class. If students can foresee that this is going to be an issue, they should give themselves extra time or go to the office to get an excuse note to clean their shoes. Or if students would like, they can bring an alternate pair of clean shoes in their backpack to trade when they come into the buildings.

Safety

Students are expected to make choices that will keep themselves and others safe here at school. This includes using walkways and railings appropriately.

Safety Drill Procedure

Students will be participating in regular safety drills at school. These drills help children learn important skills needed in an emergency. Drills may include: fire, earthquake, safety alerts, etc.

CIVIL RIGHTS POLICY

In accordance with United States Federal Law and U.S. Department of Agriculture Policy, Masada Charter School is subject to Civil Rights laws and is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal (not all prohibited bases apply to all programs). All hiring policies and student policies meet the expectations of this law.

To file a complaint of discrimination, write the USDA at:

Assistant Secretary for Civil Rights

Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, S.W., Stop 9140
Washington, DC 20250-9410

Or call toll-free at (866) 632-9992 (English), (800) 877-8339 (TDD)
(866) 377-8642 (English Federal-relay), or (800) 845-6136 (Spanish Federal-relay).

USDA is an equal opportunity provider and employer.

TITLE IX POLICIES AND PROCEDURES

Harassment Policy

Masada Charter School is committed to creating and maintaining a working environment free of objectionable and disrespectful conduct, and communication of a sexual nature.

Everyone at Masada Charter School has a right to feel respected and safe. Consequently, we want you to know our policy to prevent sexual harassment, and harassment because of race, sex, ethnicity, color, national origin or disability.

Harassment may involve a student or an adult. Harassment may include the following when related to race, sex, ethnicity, color, national origin or disability:

- a. Name calling and target speech
- b. Graffiti
- c. Notes or cartoons
- d. Unwelcome touching of a person or clothing
- e. Offensive or graphic images on personal property
- f. Violent acts
- g. Offensive gestures
- h. Explicit sexual language

If any words or actions make students/staff feel uncomfortable or fearful, or if students/staff observe this happening to another individual, students/staff should tell a teacher, counselor, the principal or the Title IX Officer, Mary Timpson.

Students/staff may also make a written report. The report should be given to a teacher, counselor, the principal or the Title IX Officer, Mary Timpson.

Your right to privacy will be respected as much as possible.

We take seriously all reports of sexual harassment, and harassment based upon race, sex, ethnicity, color, national origin or disability, and will take all appropriate action to investigate such claims, to eliminate that harassment, and to discipline any persons found to have engaged in such conduct.

Masada will take action if anyone tries to intimidate or harm a student or staff member as a result of making such a report.

Harassment Policy Continued

If those involved are not satisfied with the actions and decisions made from the investigation, you may make an appeal to the Governing Board.

This is a summary of this school’s policy against sexual harassment, and harassment because of race, sex, ethnicity, color, national origin or disability. A complete copy of the policy is available at Masada’s Elementary office upon request. (2.20 Policy for Harassment and Violence)

<p>Sexual harassment and harassment based on race, sex, ethnicity, color, national origin or disability are against the law. Discrimination is against the law.</p>	<p>CONTACT</p>	<p>Mary C. Timpson <i>Title IX Officer</i> Masada Charter School P.O. Box 2277, 365 W. Cannon Ave., Centennial Park, AZ 86021 Phone: 928-875-2525</p>
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E.L.L. POLICIES & PROCEDURES

Masada Charter School Procedures for Identifying and Reclassifying ELL Students Part 1 - Identification

1. The primary or home language of all students shall be identified by the students' parents or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
2. A student shall be considered as a ELL (English Language Learner) student if the home language survey or enrollment form indicates that one or more of the following are true:
 - a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.
 - b. The language most often spoken by the student is a language other than English.
 - c. The student's first acquired language is a language other than English.
3. Masada administers the Arizona English Language Learner Assessment (AZELLA) assessment to all ELL students within 30 days from the beginning of the school year or 14 days from enrollment.
4. A student who does not score proficient on the AZELLA is identified as an English Language Learner (ELL). Masada will send a parental notification and consent form to the parent or guardian within 30 days of testing. For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program.
5. All ELL students, including Kindergarten, are tested in the areas of listening, speaking, reading, and writing portions of the AZELLA.

Part 2 - Assessment

1. ELL students in kindergarten and first grade shall be administered an oral English language proficiency test. Students who score below the publisher's designated score for fluent English language proficiency, shall be classified as ELLs.
2. ELL students in kindergarten and first grade shall be administered an oral English language proficiency test. Students who score below the publisher's designated score for fluent English language proficiency, shall be classified as ELLs.

ELL students in grades 2-12 who have scored at or above the 40th percentile on the English reading comprehension subtest of the nationally standardized norm-referenced achievement test or who have met or exceeded the standards on the reading and writing portions of the AzMERIT test are exempt from taking the oral, reading, and writing English language proficiency tests and shall not be classified as ELLs.

3. English language proficiency assessments shall be conducted by individuals who are proficient in English and trained in language proficiency testing to administer and score the tests. The determination of assessor's fluency in English shall be done through interviews and observations.
4. Masada shall assess the English language proficiency of all new ELL students as prescribed above within 30 days of the beginning of the school year or within two weeks of a student's enrollment in school, whichever is later.
5. All students who meet the qualifications for placement in an ELL instructional program shall be entered into the SAIS (Student Attendance System) as ELL eligible.

Part 2.1 - Assessment with SPED

If a multidisciplinary evaluation or IEP team finds the procedures prescribed in the Assessment subsection (Part 2) inappropriate for a particular special education student, Masada shall employ alternate procedures for assessing the student for purposes of English language classification. Persons conducting the English language assessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

Part 2.2 - Assessment with Gifted

ELLs who meet the qualifications for placement in a gifted educational program shall receive programmatic services designed to develop their specific areas of potential and academic ability and may be concurrently enrolled in gifted programs and English language learner programs.

Part 3 - ELL Programs

1. All ELs shall be provided daily instruction in English language development appropriate to their level of English language proficiency. The English language instruction shall include listening and speaking skills, reading, and writing skills, and cognitive and academic development in English.
2. ELs shall be provided daily instruction in subject areas required under the minimum course of study adopted by the Board that is understandable and appropriate to the level of academic achievement of the ELL and is in conformity with accepted strategies for teaching ELLs. This subsection does not require Masada to provide daily instruction in every subject area required if those subject areas are not provided daily to English proficient students.
3. The curriculum of all English language learner programs shall incorporate the Arizona English Proficiency Standards and shall be comparable in amount, scope, and quality to that provided to English language proficient students.
4. EL students who are not progressing toward achieving proficiency of the Arizona Academic Standards, as evidenced by the failure to improve scores on the 2-year monitoring form, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. Compensatory instruction shall be provided after school, on Fridays and during the summer. A WICP (An Individual Language Learner Plan) describing the compensatory instruction provided shall be kept in the student's academic file.
5. On request of a parent or legal guardian of an ELL student, the principal of Masada shall require a meeting with the parent or legal guardian and the classroom teacher to review the student's progress in achieving proficiency in the English language or in making progress toward the Arizona Academic Standards, to identify any problems, to determine appropriate solutions and to identify the person or persons responsible for implementing the changes and determining their effectiveness.

Part 4 - Reassessment for Reclassification

1. The purpose of reassessment is to determine if an ELL has developed the English language skills necessary to succeed in the English language curricula.
2. Students receiving EL services, as well as EL students who are Parent Withdrawn, are tested once a year on the AZELLA Spring Assessment until they score Overall Proficient on that assessment.
3. Masada will administer the AZELLA annually to any active EL students, those actively receiving services and those who are parent withdrawn.
4. Masada shall notify the parents or legal guardians in writing that their child has been reclassified as FEP (Full Education Program) when the student meets the criteria for such reclassification.
5. Masada shall ensure that the appropriate changes are entered into the SAIS system upon reclassification.

Part 4.1 - Reassessment within SPED

If a multidisciplinary evaluation or IEP team finds the procedures prescribed in the Reassessment subsection (Part 4) inappropriate for a particular special education student, Masada shall employ alternate procedures for reassessing the student for purposes of English language reclassification. Persons conducting the English language reassessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

Part 5 - Evaluation of FEP Students after Exit from ELL Programs

1. Masada shall monitor exited students based on the criteria provided in this Section during each of the two academic years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout Masada. Students who are not making satisfactory progress toward achieving proficiency of the Az Academic Standards, as evidenced by failure to improve scores on the statewide assessments shall be provided compensatory instruction to assist them in achieving on those standards. A WICP describing the compensatory instruction provided shall be maintained in the student's file.
2. Masada shall use AzMERIT test scores to determine progress toward achieving the Arizona Academic Standards in monitoring FEP students after exit from an ELL program unless no score is available. Performing satisfactorily will be measured by whether a student meets or exceeds the state standards in reading, writing, and mathematics skills and mastery of academic content areas, including science and social studies as measured by AzMERIT.
3. If an AzMERIT test score is not available because the test is not administered in the students' grade or to assess progress in academic subjects not assessed by AzMERIT, Masada shall use one or more of the following criteria in its evaluation to determine progress toward achieving the Arizona Academic Standards in monitoring FEP students after exit from an ELL program:
 - a. Standardized tests measuring academic achievement that demonstrate alignment to the Arizona Academic Standards; or
 - b. Criterion referenced tests measuring academic achievement that demonstrate alignment to the Arizona Academic standards; or
 - c. Grade level district assessments that demonstrate alignment to the Arizona Academic Standards; or
 - d. Teacher recommendations based on classroom assessments that demonstrate alignment to the Arizona Academic Standards.

Parent Request for Student Withdrawal from an ELL Program

A parent has a right to request that their student be withdrawn from Masada's ELL Program. If a parent does request this a "Parental Request for Student Withdrawal from an English Language Learner Program" is completed and signed by the parent after a meeting with the school administrator during which all the alternative educational options are discussed and the administrator affirms the decision made by the parent/guardian that the student be placed in a "mainstream classroom." Upon completion of this form, the student is immediately placed in a mainstream classroom and the student is withdrawn in SAIS from the ELL program with an exit reason of "Withdrawn by parent request" and an exit date.

Part 6 - Masada ELL Program Description

When a student is identified on the form as an EL learner, they will be placed in a mainstream classroom and an individual language learner plan will be created specifying the language standards and goals for that student. The plan will also include specific strategies for instruction. A student on an plan will receive differentiated instruction within the areas of reading, writing, grammar, and conversation/vocabulary following the AZ State Pull-Out Model and the specifications it lays out. At the end of each trimester, the teacher will evaluate the student's progress toward the specified standards and goals and revise the language standards/goals for the upcoming trimester.

EL students who are not progressing toward achieving proficiency of the Arizona Academic Standards, as evidenced by the failure to improve scores on the statewide assessment, shall be provided compensatory instruction to assist them in achieving those standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file. Compensatory instruction at Masada includes after school tutoring, Friday afternoon classes and summer school.

Part 7 - Parent Involvement

Masada takes necessary measures to help parents understand Masada's program and what they as parents can do to help their child success in Masada. We will also provide resources for parents to be able to access the resources we provide to all parents.

Masada provides opportunities specifically for parents of EL students to help their children improve their academic achievement and to become active participants in the education of their children. Specifically, these opportunities are designed to assist parents of EL students in helping their children improve their language skill and academic achievement. Parents of EL students are invited to attend parent education classes that are designed to assist parents in understanding Masada's education program and to know how to support their students in achieving within Masada's program. Parents of EL students are invited to engage in parent/student activities designed according to Masada's model that help parents understand the instructional approach and know how to support their child's success within it. Masada provides parents of EL students the opportunity to participate in SEP's (Student Education Planning Sessions) with Masada teachers and their student. In the SEP parents are given specific information about their students' performance and are given opportunities to give feedback and input into the child's education plan. Masada also engages parents of EL students as stakeholders in gathering feedback to enhance or supplement Masada's language instruction education programs.

HOMELESS EDUCATION POLICY AND PROCEDURES

Policy

It is the policy of the Governing Board to ensure that homeless children and youth are provided with equal access to educational programs, have an opportunity to meet the same challenging State of Arizona and Masada Charter School academic standards, are not segregated based on their status as homeless, and to establish safeguards that protect homeless from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship.

It includes children and youths who:

- Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

- Are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations.

- Are living in emergency shelters.

- Are abandoned in hospital; or are awaiting foster care placement.

- Have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

- Runaway children or children who are abandoned.

Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with parents, or in the case of unaccompanied youth, the local educational agency liaison. Homeless status may be documented through a variety of Masada Charter School forms and/or through direct contact with Masada Charter School staff.

School Selection

The placement of a child in a school will prioritize the child's best interest and adhere to the following guidelines:

Homeless students shall have the option to continue their education in the school they attended before homelessness.

If a family becomes homeless between academic years or during an academic year, the child may remain in the school of origin throughout the duration of homelessness.

Homeless students will be enrolled in any school that non-homeless students in the same attendance area are eligible to attend.

Parents or guardians have the right to request their child's attendance at any public school in the Colorado City/Centennial Park area.

- Masada Charter School will make reasonable efforts to accommodate such requests whenever possible.

Whenever feasible, the child or youth will be allowed to stay in the school of origin during their period of homelessness, unless the parent or guardian expresses a contrary wish.

For unaccompanied youth, the local educational agency liaison or designee will consider their preferences when making placement or enrollment decisions.

The "school of origin" refers to the school where the child or youth was enrolled when they were permanently housed or the school they were last attending.

Enrollment

The school shall immediately enroll the child/youth, according to the enrollment policy even if the child or youth lacks records normally required for enrollment. Records will immediately be requested from the previous school.

The terms "enroll", and "enrollment" are defined to mean attending school and participating fully in school activities.

Guardianship

For the purposes of placement, any parent, guardian or person in loco parentis who has legal or physical custody of a homeless child or youth shall enroll that child or youth directly in Masada Charter School.

Residency

A homeless child or youth is a resident if the child is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently.

The child or youth shall be considered a resident when living with a parent, guardian, or person in loco parentis not solely for school purposes or for participation in extracurricular activities.

Homeless students who do not live with their parents or guardians may enroll themselves in school.

The address listed on the enrollment forms becomes proof of residency.

Uniform Support Services

Each homeless child or youth shall be provided services comparable to services offered to other students in the school selected, such as

- Educational services for which the child or youth meet eligibility criteria such as ESL or special education programs.

- Programs for "At Risk" students.

- Programs for gifted and talented students.

- School nutrition programs.

- Title I services.

- After School programs.

Local Educational Agency Liaison

Masada Charter School employs a designated Homeless Liaison (currently Chalon Timpson, ph: 435-212-0249). The Homeless Liaison or designee shall ensure that:

Homeless children and youths are voluntarily identified by school personnel and through coordination with other entities and agencies.

Homeless children and youth enroll in and have a full and equal opportunity to succeed in schools in the district.

Homeless families, children, and youths receive educational services for which they are eligible and referrals to other appropriate services.

The parents or guardians of a homeless child and any unaccompanied homeless youth are informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.

Public notice of the educational rights of homeless children and youths is disseminated in such public places as schools, churches, and other locations frequented by low-income families.

The school complies with all policies and procedures and mediate enrollment disputes. The parents or guardians of a homeless child or youth, and unaccompanied youth, are informed of the school's transportation services.

Coordination of services between Masada Charter School and other homeless family service providers.

Assistance is provided to children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.

Students are not segregated based on their status as homeless.

Programs for homeless students are coordinated with other federal and local programs.

Disputes

The Homeless Liaison shall carry out the dispute process as expeditiously as possible after receiving notice of the dispute. The child shall remain in the school of choice until the dispute is resolved. Appeals will go to the appropriate Administrator. The parent or guardian of the child or youth, or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision to the Office of Coordinator for Education of Homeless Children and Youths in the Arizona Department of Education.

EXCEPTIONAL STUDENT SERVICES

Masada Child Find Program

Masada Charter School will identify, locate, and evaluate all children with disabilities within the population we serve who need special education and related services. For children aged 3 to 5, Masada will communicate and collaborate with Colorado Unified School District Child Find Team by sending one or more employees to serve on the child find team, and by using posters, flyers, and text messages to parents of Child Find clinic dates and times to make appointments.

Masada Charter School will maintain a record of children who are receiving special education and related services.

Masada Child Find will include all children suspected of having a disability even though they are advancing from grade to grade and highly mobile or of migrant families.

Masada Charter School will inform the general public and parents of special education services for students aged 3 through 21 and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

Masada Charter School will establish, implement and disseminate written procedures for the identification and referral of all children with disabilities, birth through 21 years. Children birth through 2 years will be referred to the Arizona Early Intervention Program for evaluation and, if appropriate, receive services. Children 3 to 5 years who are suspected of a disability will be referred to Colorado City Unified Special Needs Preschool.

Masada Charter School will require all school-based staff to review the written procedures related to child identification and referral on an annual basis and maintain documentation of the staff review.

Identification (screening for possible disabilities) will be provided by Masada Charter School within 45 calendar days after enrolling a student who lacks appropriate records or screening, evaluation, progress in school, or after parent notification of developmental or educational concerns. Screening is completed yearly for all new students.

Masada Charter School screening procedures include vision and hearing status and consideration of the areas of a) cognitive or academic b) communication c) motor d) social or behavioral, and e) adaptive development.

For a student transferring into Masada Charter School, staff will review enrollment data and educational performance in the prior school. If that student is not currently eligible for special education, but has a history of special education, or is progressing poorly, the student's name shall be referred to the Masada administrator and Student Study Team for consideration of need for a referral for a full and individual evaluation or other services.

Masada Child Find Program Continued

If a concern about a student is identified through screening procedures or review of records, the parents of the student will be notified of the concern within 10 school days and informed of Masada Charter School's procedures to follow-up on the student's needs.

Masada Charter School will maintain documentation of the identification procedures used, dates of entry into school, notification by parents of a concern, and the dates of screening. The dates shall be maintained in the student's permanent records.

If the screening indicates a possible disability, the name of the student will be submitted to the Masada Student Study Team for consideration of the need for a referral for a full and individual evaluation or other services. A parent may request an evaluation of the student.

If after consultation with the parent, Masada Student Study Team determines that full and individual evaluation is not warranted, Masada Charter School will provide Prior Written Notice and Procedural Safeguards notice to the parent in a timely manner.

Referral Procedure for ESS

1. Upon suspecting that a student's progress in the core curriculum/Arizona Standards may be impeded by a disability, a classroom teacher will consult with any member of the Student Study Team, providing 4 work samples demonstrating the student's particular problem or disability.
2. Student Study Team: Jessikah Timpson, LeAnne Timpson and/or Mary Timpson, current teacher of student referred, previous school year teacher of student if the team deems necessary.
3. The ESS administrator provides the list of Student Study Team Referrals for the current year, and the teacher of the referred student enters the student's name and required information on the document (student name, suspected problems/disability, list of types of work samples provided).
4. The ESS Administrator schedules a time for the Student Study Team to meet and decide whether the Exceptional Student Services referral process will be started.
5. Upon studying the student, the team records the decision and the reasons for it on the Study Team Referral Document.
6. If the Student Study Team decision was to begin Exceptional Student Services referral, the classroom teacher contacts parents of the student to inform them of the referral, and the SPED teacher gathers the documents for Exceptional Student Services Referral Package, issues Prior Written Notice for Identification, and schedules meeting for review of existing data.

Evaluation/Re-evaluation

Before a student with suspected disabilities is placed for Exceptional Student Services (ESS), a full, individualized evaluation shall be conducted for the child. The child's MET/IEP team (Multidisciplinary Evaluation Team/Individual Education Plan team) will review existing evaluation data and collect additional data if necessary. The team will use the results of the evaluation to determine the category of eligibility and whether the student has a need for special education and related services. After three years of receiving Exceptional Student Services (ESS), another evaluation will be conducted for the student to determine whether he/she is still eligible under a disability category and whether he/she still has a need for special education and related services.

Evaluation Timelines

An initial or re-evaluation for a student with suspected disabilities will be conducted as soon as possible but will not exceed 60 days from the receipt of informed written consent by the parent. A re-evaluation will not exceed three years from the date of the initial or most recent re-evaluation.

IEP Development

Within 30 days of determination that a child is eligible for and needs ESS, a meeting will be held to develop an IEP (Individualized Education Plan). The meeting will include an administrator, the parents of the child, the special education teacher, the child's regular education teacher, the child if appropriate, and an individual who can interpret the instructional implications of evaluation results.

The IEP will be implemented as soon as possible following the IEP meeting and will be in effect before any special education services are provided. The IEP will be accessible to any teacher or individual providing IEP-related services to the child. Each teacher and service provider will be informed of his responsibilities related to implementing the child's IEP, and of the specific accommodations, modifications, and support that will be provided in accordance with the IEP.

The IEP team will review the child's IEP at least annually to determine whether the child's goals are being achieved. The IEP team will revise the IEP as appropriate to address any lack of progress toward the goals or in the general curriculum, the results of any re-evaluation, any information provided by the parents about the child, the child's anticipated needs, or other matters of concern.

In developing a child's IEP, the IEP team will consider the strengths of the child and the concerns of the parent for enhancing the education of their child; the results of the most recent evaluation of the child; and as appropriate, the results of the child's performance on any general state or district-wide assessment programs.

IEP Development Continued

Special factors the IEP team must consider in the development of the IEP include: positive behavioral strategies, interventions, and supports for a child whose behavior impedes his own learning or that of others; the language needs of a child with limited English proficiency, instruction in Braille for a child who is blind or visually impaired; the communication needs of the child; all communication needs and possibilities, academic level and full range of needs for a child who may be hard of hearing; whether the child requires assistive technology devices and services; whether the child needs an intervention, accommodation, or other program modification in order to receive an appropriate education.

The IEP document will include:

1. A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum.
2. A statement of measurable annual goals with short term objectives toward its completion that meets the child's needs resulting from the disability.
3. A statement of special education and related services to be provided.
4. A statement of supplementary aids and services provided to or on behalf of the child.
5. A statement of the program modifications or supports for the school personnel that will be providing services for the child to help him/her benefit from and be involved in general curriculum instruction and to participate with non-disabled peers.
6. An explanation of the extent, if any to which the child will not participate with non-disabled children in the regular class and extracurricular activities.
7. A statement of any accommodations or modifications in the administration of state or charter assessments of student achievement that are needed for the child to participate in assessment.
8. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
9. A statement of how the child's progress toward the annual goals will be measured.
10. A statement of how the child's parents will be regularly informed of their child's progress toward the annual goals, and of the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
11. The IEP for any disabled student who has reached age 14 will include transition service goals to be updated annually that will aim to develop skills needed for the student to transfer from school performance to performance in the workplace or college.
12. Destruction of Special Education Records: A student's files of Special Education Records are retained for the entire time the student is enrolled in Special Education, and for 3 years after the fiscal year of final enrollment. After that time, the records will be destroyed.

Delivery of Services in LRE (Least Restrictive Environment)

Exceptional Student Services will be delivered in such a way as to maximize a student's access to the benefits of general curriculum instruction and to participation in academic and extra-curricular activities with other children with disabilities and non-disabled children. Any accommodations or modifications in the administration of State and Charter assessments of student achievements that are needed for a disabled student to participate will be provided.

Suspension and Expulsion of Students with Disabilities

Before suspending or expelling a disabled student for more than 10 days, the administration will determine whether such action constitutes a change of placement for the student. If the action is *not deemed a change in placement*, the IEP team will convene within 10 days of expulsion to either develop a functional behavioral assessment plan or review implementation of the existing behavior plan, and services will be provided to the student no later than the 11th day of suspension/expulsion.

If the disciplinary action *is deemed a change in placement*, the administration will conduct a functional behavioral assessment or review implementation of the existing behavior plan and provide the parents with notice of their procedural rights. They will then determine whether the student's offending violation was a manifestation of the student's disability. If it is determined that the offense *was a manifestation* of the student's disability, there will be no suspension or expulsion hearing. The IEP team will convene and consider revision of the IEP or a change in placement for the student. If it is determined that the offense was *not a manifestation* of the student's disability, the administration will conduct a hearing resulting in suspension or expulsion of the student, and the IEP will be revised to continue providing services enabling the student to receive an appropriate education during suspension/expulsion.

STUDENT RECORDS AND RIGHTS

Model Notification of Rights Under FERPA for Elementary & Secondary Schools

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

1. The right to inspect and review the student’s education records within 45 days after the day the School receives a request for access.

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

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child’s or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

Model Notification of Rights Under FERPA for Elementary & Secondary Schools Cont.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

Protection of Pupil Rights Amendment (PPRA) Model Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Masada Charter School to notify parents and obtain consent to opt a child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent.
2. Mental or psychological problems of the student or student’s family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of others with whom a student has a close relationship or family relationship.
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
7. Religious practices, affiliations, or beliefs of the student or student’s parent.
8. Income or other financial information, other than as required by law to determine program eligibility.
9. Gun or ammunition ownership.
10. Medical or mental health history, or medical or mental health information.
11. Student biometric information.
12. The quality of home interpersonal relationships.
13. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
14. Voting history.

Permission applies to the collection, disclosure or use of personal information collected from students for marketing purposes (“marketing surveys”). Please note that parents are not required by PPRA to be notified about the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. Additionally, the notice requirement applies to the conduct of certain physical exams and screenings. This includes any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. This does not include hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law.

This section does not apply to (1) mental health screening or the identification of or programming for children with disabilities or gifted students, (2) class instruction, discussion or assignments on subjects within the purview of the course, (3) any exam administered by a nationally recognized college entrance or career readiness exam provider that a student takes on school property regardless of whether the exam is taken during the school day, (4) any survey conducted or implemented by the Arizona Criminal Justice Commission if, at least seven days before the survey is administered the School provides the student’s parent or legal guardian with a copy of the survey, or (5) any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse.

Parents Right to Know

Masada is a Title I School-wide school and as such is required to notify parents that they may request information on the professional qualifications of their student's teacher. Parents may request:

1. Whether the student's teacher:

- Meets state qualifications/licensure requirements.

- Is teaching under an emergency certification or other provisional status through which state qualification of licensing criteria have been waived.

- Is teaching in the field of discipline of the certification of the teacher.

- Holds an undergraduate or graduate degree.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Masada must also provide parents with timely notice that their child has been taught for four or more consecutive weeks by a teacher of core academic subjects who is not highly qualified.

INTERNET ACCEPTABLE USE POLICY

Students, Staff, and Community Use

The Board supports the right of students, staff, and community members to have reasonable access to various information formats and believes it is incumbent upon students, staff and community members to use this privilege in an appropriate and responsible manner.

Procedures and Guidelines

The Administrator shall develop and implement appropriate procedures to provide guidance for students, staff and community member access to electronic media. Guidelines shall address educational use of electronic media including, but not limited to, the Internet and issues of privacy versus administrative review of electronic files and communications. These guidelines shall prohibit use of networks for forbidden or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Agreement for Staff and Community

A written request/agreement shall be required prior to the staff and/or community members being granted independent access to electronic media involving Masada Charter School technological resources. The required request/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/procedural violations must be signed by Staff/User. This document shall be kept on file as a legal, binding document.

Employee Use

Employees shall use electronic mail only for purposes directly related to work-related activities. Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Responsibility for Damages

Individuals shall reimburse the Board for repair or replacement of Masada Charter School property lost, stolen, damaged, or vandalized while under their care.

Community Use

On recommendation of the school administrator/designee, the Board shall determine when and which computer equipment, software and information access systems will be available to the community. Upon request to the school administrator/designee, community members may have access to the Internet and other electronic information sources and programs available through Masada Charter School technology system, provided they attend any required training and abide by the rules of usage established by the administrator/designee.

Disregard of Rules

Individuals who violate Masada Charter School rules governing the use of Masada's technology shall not be granted further use of the equipment, software, or information access systems.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Electronic Resources Acceptable Use Procedure

In the Masada Charter School Network, access to electronic information resources can range from read-only access to instructional software to full search capability of the Internet. For these reasons, Masada Charter School maintains the right to limit access to software and/or documents found either on Masada's network or the Internet, via technical or human barriers.

Right to Privacy

A Network administrator has the right to access information stored in any user directory, on the current user screen, or in electronic mail. Users are advised not to place confidential documents in their user directory. Network management, monitoring and filtering software packages will be used for random access to student and staff monitors to review progress and for security purposes. The Tech Department conducts an annual tech cleanup of all devices and any necessary review requests due to inappropriate use if/when that occurs.

NETWORK ACCESS TERMS & CONDITIONS

Acceptable Use

Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is not consistent with the purposes of Masada's network and is inappropriate. Illegal activities are strictly prohibited. Using Masada Charter School Internet to play games (including MUDs or multi-user games) is not acceptable use.

Rights, Responsibilities, and Privileges

This document, (Terms and Conditions for Use of Masada Charter School Network Access), must be signed by all students and adults. It is designed to enable all users to understand clearly their responsibilities as users of the Internet via the Masada Charter School Network. If you have any questions about these responsibilities, please contact your Network administrator. Violation of the following terms and conditions will result in the immediate loss of network services including, but not limited to, the Internet, and could eliminate future access.

Penalty for Abuse of Internet Access Privileges

The network administrator reserves the right to suspend computer access as necessary. Additionally, the administration, faculty, and staff of Masada Charter School may request the network administrator to deny, revoke, or suspend specific user access. Unsupervised revocation of network and Internet access will result in a minimum one-year suspension. Users (students, staff, or community members) who experience access denial, suspension, or revocation have the following rights:

- 1.) Request a written statement justifying the actions from the network administrator (in writing).
- 2.) Submit a written appeal to the school administrator.
- 3.) Pending the decision, users may make a final appeal to the Board of Education, whose decision is binding.

Reliability

Masada Charter School will not be responsible for any damage or loss of data. This includes, but is not limited to, delays, non-deliveries, miss-deliveries, or service interruptions caused by data provider negligence, user errors, or omissions.

Security

Security on any computer system is a high priority, especially when the system involves many users. If any user can identify a security problem on Masada's network, she/he must notify the network administrator. Do not demonstrate the problem to other users.

Vandalism

Vandalism shall result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data, operating system or applications of another user, or any of the above listed agencies or other networks that are connected to Masada's Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. Please note any independent/ unauthorized changes to the network will be considered vandalism by the Administration.

Student Agreement for Internet Access

Vandalism shall result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data, operating system or applications of another user, or any of the above listed agencies or other networks that are connected to Masada's Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. Please note any independent/ unauthorized changes to the network will be considered vandalism by the Administration.

The use of your Internet access must be in support of education and research and consistent with the educational objectives of the Masada Charter School.

You may not break in or attempt to break into other computer networks.

You may not create or share computer viruses.

You may not destroy another person's data.

You may not monopolize the resources of Masada Charter School by such things as running large programs and applications over the network during the day, sending massive amounts of mail to other users, or using system resources for games.

You may not use MUD (multi-user games) network via the Masada Charter School.

You are not permitted to get from or put onto the network any copyrighted material (including software), or threatening or obscene material.

You may not use the computers for chatting or messaging with other students or outside people.

Purposefully annoying other Internet users, on or off the Masada Charter School system, is prohibited. This includes such things as continuous talk requests.

As a user of this system, users should notify a network administrator of any violations of this contract by other users or outside parties. This may be done anonymously.

No illegal activities may be conducted via the network.

All communications and information accessible via the network should be assumed to be private property.

Student Agreement for Electronic Mail Access

1. Be polite. Do not write or send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Do not reveal your personal address or phone numbers of students or colleagues. Note that electronic mail is not guaranteed to be private. Personnel who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

MASADA CHARTER SCHOOL NETWORK STUDENT USER CONTRACT

Please read and fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian is required for all students.

Student

I have read the Terms and Conditions for Use of Masada Charter School Network Access. I understand and will abide by the stated terms and conditions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

Student Name (please print)

Student Signature

Date

Parent or Guardian

As the parent or guardian of this student I have read the Terms and Conditions for Use of Masada Charter School Network Access. I understand that this access is designed for educational purposes and the Masada Charter School has taken available precautions to eliminate access to controversial material. However, I also recognize it is impossible for Masada Charter School to restrict access to all controversial materials, and I will not hold them responsible for materials this student may acquire on the network. Further, I accept full responsibility for supervision when my child's use is not in a school setting, I hereby give my permission for my child to use the Masada network.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

MASADA CHARTER SCHOOL PARENT/STUDENT COMPACT

Masada Charter School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This school-parent compact is in effect during the school year _____ .

School Responsibilities

1. Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

Masada teachers design their instruction around the Arizona State Standards and in a way that supports individual learning styles. Teachers are trained to create brain-compatible classrooms and use Love & Logic as a disciplinary method allowing students opportunities to make choices, solve problems, and take charge of their learning.

2. Holding student educational conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Specific conferences that will be held:

Masada holds SEP's during the months of October, January, and May.

3. Providing parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards are sent home at the end of every trimester. In addition, the school's webpage provides parental access to student grade-book reports where parents can obtain current information on student performance.

4. Providing parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Masada staff highly encourages communication with parents. Staff members are available to parents at SEP's and upon request for scheduled appointments. Masada teachers and administration may also request conferences with parents as need.

5. Providing parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Parents are always encouraged and invited to participate in classroom activities. Masada encourages parents to volunteer in the school every year. Teachers actively seek parental help in and out of the classroom. Parents are encouraged to communicate with teachers about schedules and always sign-in at the office upon entering the school.

Volunteer Opportunities for Parents

We, as parents, will support our children's learning in the following ways:

Monitoring attendance.

Making sure that homework is completed.

Volunteering in my child's classroom and at PRISM events.

Participating, as appropriate, in decisions relating to my children's education.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being on the PRISM Committee, the Strategic Planning Committee or other school advisory or policy groups.

Student Responsibilities

I will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

Do my homework every day, including outside reading, and ask for help when needed.

Give parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Support and uphold school policies and procedures.

Actively work to meet the educational goals I set at SEP's.

I will respect teachers, staff, other students, and school property.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

Student Signature

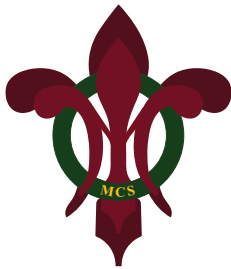
Date

Student Signature

Date

Student Signature

Date



Masada Charter School

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