

Sequoia Lehi Charter School

"Where Every Child is Known"



Family Handbook

2017 – 2018



2017-2018 Family Calendar

Meet the Teacher Night/Curriculum Night (5:00 – 7:00 PM)	July 25, 2017
First Day of School	August 1, 2017
Fall Conferences 2017	September 20-22,
School Resumes	January 8, 2018
100 th Day of School	January 18, 2018
Spring Conferences	February 14-16, 2018
Last Day of School	May 23, 2018

Closed Days

Labor Day	September 4, 2017
Teacher Professional Development Day	September 15, 2017
Fall Break	October 9-13, 2017
Veterans' Day	November 10, 2017
Thanksgiving Break	November 22-24, 2017
Winter Break	Dec 22 – Jan 5, 2018
Civil Rights Day	January 15, 2018
Teacher Professional Development Day	February 9, 2018
Presidents' Day	February 19, 2018
Spring Break	March 12-16, 2018
Spring Holiday	March 30, 2018
School Work Day	April 27, 2018

Quarter Ends / Report Cards:

October 6th (47 days); December 22nd (45 days); March 9th (42 days); May 24th (46 days)

Conferences:

Fall- September 20-22, 2017

Spring – February 14-16, 2018

School Hours

Monday, Tuesday, Thursday, Friday 8:15-3:00
Early Release Wednesdays 8:15-12:30

SCHOOL/COMMUNITY INFORMATION

Sequoia Lehi Charter School

2331 North Horne Street

2017-2018 School Year

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

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

1-5
Holiday Break – NO SCHOOL

8
School Resumes

15
Civil Rights Day – NO SCHOOL

School Days 17

July 25
Meet the Teacher/Curriculum
Night (5:00 – 7:00 PM)

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

1
First Day of School

School Days 23

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

9
PD Day – NO SCHOOL

14-16
Conferences – 12:30 Release

19
Presidents' Day – NO SCHOOL

School Days 18

4
Labor Day – NO SCHOOL

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

15
PD Day – NO SCHOOL

20-22
Conferences – 12:30 release

School Days 19

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

9
End of 3rd Quarter – 12:30 Release

12-16
Spring Break - NO SCHOOL

30
Spring Holiday

School Days 16

6
End of 1st Quarter – 12:30 Release

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

9-13
Fall Break – NO SCHOOL

School Days 17

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

27
School Work Day – NO SCHOOL

School Days 20

10
Veterans' Day – NO SCHOOL

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

22-24
Thanksgiving – NO SCHOOL

School Days 18

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

23
End of 4th Quarter
Last Day of School
12:30 Release

School Days 17

21
End of 2nd Quarter – 12:30 Release

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

22-29
Holiday Break – NO SCHOOL

School Days 15



Phone/Fax Number

Office Number – (480)-397-9890

Fax – (480)-890-4003

Web Site: www.sequoialehi.org

Please see “Teacher Pages” on our website for teacher email addresses.

Administrative Assistant: Mrs. Nicki Sanders – nsanders@edkey.org

Principal: Mr. Matt Metcalf - mmetcalf@edkey.org

Office hours: 7:30 A.M. to 3:30 P.M. Monday-Friday

School hours: Monday, Tuesday, Thursday and Friday **8:15 A.M. to 3:00 P.M.**

7:45 Students may be on campus

Breakfast Served

8:15 School Starts/Flag Ceremony

Wednesday afternoon dismissal time is 12:30 P.M.

My philosophy in education is to create a culture of respect and improvement. Each and every child can attain greatness through purposeful work and caring guidance. The school is where students first create their individuality based on themselves and guided by all those around them. We are required to create the best possible environment, with positive interactions, respect for all individuals and promote successes. We are desirous to create the best possible environment for our students which includes positive interactions, respect for all individuals and a focus on success. This will create a pride in our students and a sense of belonging within our school.

Matthew Metcalf
Sequoia Lehi Principal

School Vision/Mission Statement

The vision and mission of Sequoia Lehi is to empower students to become individuals, to achieve and perform at their highest personal level and to holistically educate students through genuine compassion, integrity and purposeful challenges. In providing a culture where every child is known, by participating in a culture where every child is known . . . students will leave Lehi with an appreciation of educational accomplishments through individual pride, respect, and responsibility.

Purpose of Student Handbook

The purpose of this student handbook is to take a straight forward approach in outlining the school's high, yet reasonable expectations for its students' academics, behaviors, dress, and overall character while on campus or at school sponsored activities. Questions and any clarity desired regarding the definitions and interpretations of the following pages are welcomed by Sequoia Lehi's administration. .Ultimately, the purpose of this handbook is to serve as a referenced outline of the expected behaviors that will enable a safe and positive culture and environment, one of which you will be proud to have your child be a part of our school. We take pride in communication and this will be one example that will differentiate our school from others and shows our commitment to all students.

Policies and Procedures

The policies and expectations that have been developed to regulate the operation of Sequoia Lehi are the backbone of our culture, which is a safe and respectful environment. Students and parents are expected to be familiar with these policies, and .sign off on the last page and return it to the office indicating the acknowledgement of them.

ENROLLMENT

Admission to Sequoia Lehi Charter School is based on space and program availability. Sequoia Lehi is a non-profit, public charter school serving students in grades Kindergarten – Sixth Grade. To register a student an original birth certificate or other satisfactory evidence of age, such as a passport is required. When enrolling a student, parents will need to provide proof of residence, immunization record and other relevant information.

Kindergarten Screening

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

Re-Enrollments

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

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

Student Transfers/Withdrawals

If it becomes necessary to transfer or withdraw a child from school, parents should notify the school registrar at least one week in advance of his/her last day. Parents should plan on checking their child out on the child's last day, at which time the attendance clerk will provide the parent with the required paperwork.

Immunizations

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

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

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

Children can be exempt from immunizations:

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

ATTENDANCE

Attendance is vital to academic success. All students between six and sixteen years of age are required by law to attend school daily. The ultimate legal responsibility for school attendance (ARS 15-803) rests with the parents and students, with the school assisting to fulfill that responsibility. Reasonable attempts will be made to contact the parents/guardians in the event of a student's absence.

An absence is defined as a minimum of one missed class period per day.

A student is "habitually truant" if he/she has:

- Five or more absences
- Is absent more than 10% (excused and/or unexcused) of the required number of days per year.

If your child become habitually truant, the school may contact the County Attorney's Office and the parent may be cited. Families will be notified, by letter, of absences and tardies throughout the school year.

To report/excuse an absence:

Voicemails may be recorded 24-hours a day. When reporting an absence the parent must identify the child's name, grade, reason, and date of the absence along with a phone number where the parent can be reached should additional information be needed. If notification is not received the absence will be marked as unexcused until a parent calls in or sends a signed note with all of the aforementioned information.

Any student who is absent for ten (10) consecutive unexcused days per semester will be automatically withdrawn pursuant to ARS 15-901 (A) (2).

Tardiness

If a student is late for school, after 8:15, he/she must report to the office before going to the classroom. The student will be given a pass to take to the classroom teacher. Excessive tardiness may result in an unexcused absence.

Make Up Work

Students who are absent will be required to make-up work from class. It is the responsibility of the family and/or student to obtain all make-up work. For each day missed, the student has two days to complete the make-up work. In cases involving an extended illness of more than three days, parents should arrange with the school to have work picked up for the student.

Work must be requested in advance of pick-up to allow time for the teacher to prepare any work.

SITE BASED PROCEDURES

Reporting an Absence

To notify us of your child's absence, please call (480) 397-9890 before 9:00 am. You may leave a message with your child's name, grade, reason for the absence and contact phone number for the parent.

Sign In/Sign Out Procedures

For the school to keep students safe and to comply with state safety guidelines, a parent must sign their child out when he or she leaves school during the school day for any reason. If it is necessary for another adult to check out the student (in a non-emergency situation), parental permission must be received by the school office and the parent's designee must have proper identification.

The school will call the child to the office once the parent or their designee arrives at the school.

Guests on Campus/Volunteers

Parents are encouraged to visit the school. When doing so parents must notify the teacher before visiting, register in the front office, and receive a visitor badge. The school will terminate visiting privileges for any parent who is interfering with instruction during the visit or who does not conduct him/herself appropriately. Parents who wish to discuss their child's progress are required to make an appointment with the teacher in order to not disrupt the learning of all students.

In order to support the student appearance standards and to set a good example for all students, parents are asked to wear modest attire when on campus to have lunch, visit classrooms, volunteer, etc.

Children from other schools may not visit students during school hours.

If parents wish to observe their child on the playground while visiting the school they should notify the teacher and sign in at the office. During these observations, parents must refrain from playing on the playgrounds with their children.

Parent volunteers are greatly appreciated. However, while volunteering they may not have preschoolers or other children accompany them.

ACADEMICS

Sequoia Lehi Charter School is an academically focused charter school that serves Kindergarten through sixth grade students. We focus on a phonics-based reading program and Pearson Envisions for our math curriculum. We strive to meet the needs of all our students and work at the level of our students pushing them further and faster in all academic areas. We are able to achieve this with our small class sizes and Highly Qualified teachers providing a caring, structured and focused environment with our students needs put first.

Standards Based Instruction

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

Grading Policies, Scales and Weighted Courses

Report cards will be sent home quarterly for all students. Grades will be directly related to and represented by the school grade book and accessible to parents and students at any time. Students will receive letter grades A-F based on achievement and a citizenship grade for each subject. Specials and technology grades will be based on effort and participation and will not receive a letter grade.

90%	-	100%	A
80%	-	89.9%	B
70%	-	79.9%	C
60%	-	69.9%	D
0%	-	59.9%	F

Citizenship and specials grades will be based on: O=Outstanding, S=Satisfactory, N-Needs improvement

Students will be graded on the following subjects; Reading, Language Arts, Math, Science and Social Studies. They will be assigned specials grades for: P.E., Music and Technology.

Homework

Homework serves several purposes: teach personal responsibility, time management skills, keep parents informed about what their children are learning, and provide additional academic growth and development for the student. Homework will be part of the student’s grade but should not consist of more than 10% of the overall grade.

Parent responsibilities:

- Provide a time and place free from distraction for the homework to occur.
- Sign the student’s daily agenda’s or homework sheets (whether completed or not); review the child’s work and provide encouragement.
- Work closely with the teacher if a problem occurs.

All students receive homework four nights per week, Monday through Thursday. Homework will be directly related to daily instruction. Daily work not completed is not considered homework but must be completed by the next day. Homework will be reviewed by the teacher or as a class assignment daily. Standards of neatness and accuracy are to be maintained regardless of the subject matter area. Grades are kept on the percent of homework completed or worked on for the maximum time.

Parents can ensure that students dedicate at least the minimum amount of time to homework and/or reading. Below are the minimum as well as maximum time guidelines for homework for which parents should plan. The required times by grade level are listed below:

	Minimum	Maximum
Kindergarten	10 minutes	15 minutes
1st Grade	15 minutes	25 minutes
2nd Grade	20 minutes	30 minutes
3rd Grade	30 minutes	60 minutes
4th Grade	30 minutes	60 minutes
5th Grade	30 minutes	60 minutes
6th Grade	30 minutes	60 minutes

All students are expected to read aloud or be read to for a minimum of 10 minutes daily. Their reading time is included in the homework minimum and maximum minutes.

Students are responsible for completing their homework and turning it in. Parents/Guardians can provide encouragement and assistance to students in regards to homework as needed. We thank you for your support.

Progress Reports/Report Cards

Progress reports will be sent out mid quarter and report cards will be sent home one week after the end of a quarter with the exception of the final report card that will be given out on the last day of school.

Conferences

Parent conferences are held twice a year. However, if parent has concerns or questions at any time they are encouraged to contact their child's teacher and/or the principal for assistance. The entire school staff is interested in each child's progress and well-being. To that end each member of the staff pledges their support for each child's academic success and will strive to create a culture of open communication and transparency.

PowerSchool

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

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

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

School Messenger

School Messenger allows the school to communicate with parents via text or email. Important notifications and information is disseminated to all families using this system. Please make sure to keep you contact information updated with the school office to ensure timely delivery of important news and events.

ASSESSMENT AND TESTING

In order to meet the individual needs of all students, the following evaluation instruments and techniques are used to assess and evaluate the needs of each child. The results are used to place the child in the proper environment which will foster success.

- DIBELS- Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The assessment is provided to all students several times per year with the express purpose of identifying (as early as possible) students who are not making expected progress and to assess the effectiveness of the core curriculum.

- State Testing- All students in grades 3-8 complete the AZ Merit Achievement Exam in reading, writing and math each year. Tests are administered during the months of March and April. State mandated tests are very important, and the school strives to ensure that all students have the necessary skills to perform well on them.
- Individual Standardized Tests- These tests are given when more specific information is needed for the diagnosis of individual learning problems. These are given by support personnel such as counselors, Special Education teachers, psychologists and therapists.
- Galileo Assessment (Benchmark Assessments) for 3rd – 8th Grade Students
 - Purpose:
 - Guide instruction and illustrate student growth on a standards based assessment by evaluating essential standards per grade level based upon Sequoia Schools' curriculum guides.
 - Structure:
 - 2 assessments for grades 3 – 12: Math and ELA Given four times per year.
 - Testing Duration:
 - Average 1.5 hours for each assessment. Each assessment given on individual days. No time limit. Testing must be administered in a continuous session.
 - Average Number of Questions:
 - 40-60
 - Types of Questions:
 - August Assessment – Multiple Choice and Gridded (Individual Response). Other Assessments will add additional styles of questions with higher levels of difficulty yet will assess the same standards as the initial assessment. ELA passages will change. Reference guides will be accessible for math assessments
- Math Assessment for K – 2nd Grade Students
 - Kindergarten – 2nd grades will take the Galileo assessment. The scope and sequence, curriculum guide and all benchmark assessments are aligned to the Arizona College and Career Readiness Standards.

Retention

It will always be our goal to strive to do everything to ensure success for all Sequoia Lehi students; however, in some cases it will be most beneficial for a student to remain at their current grade level for an additional year. We will follow the guidelines set by the state for promotion from grade to grade. If the teacher thinks your child will benefit by staying in his or her current grade, there will be early communication and meetings with all personnel involved in your child's education. Once all remediation and intervention strategies are addressed, state law provides that the final promotion/retention decision is made by the classroom teacher. If you choose not to accept the teacher's decision, you may request in writing that administration review the decision.

Tutoring and After School Support

Before and after school tutor will be offered by each classroom teacher on a set schedule. These times will vary from class and will be determined by the teacher.

Special Education

Federal and state law requires all schools to provide a free, appropriate public education to eligible children with disabilities. The free, appropriate public education refers to special education and related

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

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

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

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

Special Education Records

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

45 Day Screenings

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

ELL

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

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

Title 1

Title 1, under No Child Left Behind Act (NCLB), provides financial assistance to local educational agencies to meet the needs of special educationally disadvantage children at preschool, elementary, and secondary school levels. The purpose of Title 1 is to help all children achieve the state's academic standards. This is

accomplished through supplemental programs that consist of instructional services, instructional support services, school wide reform efforts, and increased involvement of parents in their child's education.

504 Plans

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

FERPA

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

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

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

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

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

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

Home-Bound Instruction

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

Homeless Students

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

- This federal legislation guarantees homeless children and youth the following:

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

Teacher Qualifications

- Information on teacher qualifications and certifications is available in the school office.

BEHAVIOR AND DISCIPLINE

Student Code of Conduct

All students have the right to an education that is not disrupted by other individuals. With this as the overlying concepts that students are expected to conduct themselves with respect for all stakeholders including, all staff members, other students, volunteers and themselves. This mutual respect from staff to students and students to staff will ensure the continual uninterrupted learning environment that is the right of all students at Sequoia Lehi.

Parental Notification on Discipline

Disciplinary action is utilized to remind our students of the expected choices that are to be made on campus. These actions are progressive in nature and have layers of intervention built into them to provide

for the safety, well-being, and growth of our students. The following are some possible interventions for student behavior management:

- Student counseled by teacher, staff member or administration
- Parent meeting with students
- Phone conference with all involved parties including teacher, parent, student and administration
- Removal from activities including but not limited to: specials, recess, celebrations etc.
- Creation of a behavioral contract
- In or out of school suspension
- Expulsion
- Notification to police for major infractions

Disciplinary actions will be communicated with appropriate staff members, administration and parents to ensure the alleviation of unwarranted behaviors with students.

Discipline Matrix:

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

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

Infraction	Definition	First Occurrence	Repeat Occurrence
*Alcohol (Possession, Distribution or Use)	The violation of laws or ordinances prohibiting the manufacture of, sale, distribution, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events and on school-sponsored transportation.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45days) ● Expulsion
*Arson	Knowingly and unlawfully damaging a structure or personal property by causing a fire or explosion	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
*Assault/Fighting	A physical attack or fight; includes an actual and intentional touching or striking of another person against his or her will or the intentional causing of physical injury to an individual. This includes situations in which one person or group of persons physically attacks or “beats up on” another person who does not wish to engage in the conflict	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
Bullying	Bullying is not limited to, verbal, written, printed, or graphic mediums. Bullying includes derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly or through another person or group or through cyberbullying. It also includes social exclusion or ostracism; physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting; damage to or theft of personal property.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
Cyberbullying	The use of electronic communication to bully a person.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion

*Drug Use/Under the Influence - Possession - Sales - Distribution - Paraphernalia	Includes possession, sale, use, distribution, or being under the influence of drugs; or the unlawful cultivation, manufacture, transporting of drugs; or the possession of equipment or devices used for preparing or taking drugs or at school, school-sponsored events or on school-sponsored transportation. Drugs include but are not limited to all dangerous controlled substances, narcotics, inhalants, and any prescription or over-the-counter drug if abused by the student	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Expulsion
*Extortion	Asking or demanding money or something of value in return for protection or in connection with a threat to inflict harm.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
*Gangs	An ongoing loosely or organized association of three or more persons, whether formal or non-formal that has a common name, sign, colors, clandestine purpose or symbols. This includes persons wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
Harassment	Intentional disruptive or threatening behavior by a student(s) to another student(s); includes, but not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs and graphics.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
*Hate Crime	A criminal offense or threat against a person, or property or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability or sexual orientation. This includes any crime that manifests evidence of prejudice based on race, religion, sexual orientation, or ethnicity.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
*Dangerous Item/Destructive Devices (Distribution, Possession, Use)	A dangerous item or destructive device that is used to cause bodily harm or used to intimidate another person including but not limited to: BB, paintball, stun, starter or pellet guns; knives less than 2.5 inches; or Tasers	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
Intimidating Act	Intentional Behavior by a student(s) that places another student(s) in fear or harm of person or property.	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion
*Robbery/Theft	Intentional taking of an individual's or organization's property	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Restitution ● Expulsion 	<ul style="list-style-type: none"> ● Restitution ● Expulsion
Sexual Harassment	Unwelcome sexual advances, request for sexual favors, or the verbal or physical conduct of a sexual nature constitutes sexual harassment when this conduct is offensive and objectionable, causes discomfort or humiliation or interferes with school performance. Includes: sexual comments, gestures, jokes or looks, being touched, grabbed or pinched in a sexual manner, flashing or mooning, spreading sexual rumors, and clothing pulled at, off, or down	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior Contract ● Expulsion 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days) ● Expulsion

	off in a sexual manner		
*Vandalism	Deliberately defacing or destroying any school property	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Restitution 	<ul style="list-style-type: none"> ● Restitution ● Expulsion
*Weapons (Possession, Sale or Distribution)	Possession, use or distribution of any weapon including but not limited to handguns, rifles, shotguns, or knives at least 2.5 inches, electrical weapons, clubs, bombs, grenades, pipe bombs, or poisonous gases or similar devices that explode	<ul style="list-style-type: none"> ● Suspension Pending Expulsion 	<ul style="list-style-type: none"> ● Expulsion

Discipline Matrix: K-12

BIP = Behavior Improvement Plan- a more detailed and intensive Behavior Contract

Infraction	1 st Offense	2 nd Offense	3 rd Offense
Absent Without Permission	<ul style="list-style-type: none"> ● Parent Contact 	<ul style="list-style-type: none"> ● Parent contact ● Behavior Contract 	<ul style="list-style-type: none"> ● Administrative Parent Contact
Academic (Missing work)	<ul style="list-style-type: none"> ● Teacher intervention 	<ul style="list-style-type: none"> ● Parent contact ● Teacher BIP 	<ul style="list-style-type: none"> ● Administrator BIP ● Parent contact
Academic Dishonesty (Cheating, Plagiarism/Forgery)	<ul style="list-style-type: none"> ● Loss of credit on assignment ● Parent contact ● Teacher BIP (5hrs) 	<ul style="list-style-type: none"> ● Loss of credit on assignment ● Parent contact ● BIP (7.5hrs) ● Behavior contract 	<ul style="list-style-type: none"> ● Loss of credit for class (HS) ● Failing Grade (Elementary) ● Parent contact ● Suspension (Up to 5 days) ● Academic probation
Bus Behavior	See Transportation Section		
Cafeteria Disturbance	<ul style="list-style-type: none"> ● Clean up ● Administrator BIP (2.5hrs) 	<ul style="list-style-type: none"> ● Lunch Detention (3 Days) 	<ul style="list-style-type: none"> ● Parent contact ● Suspension (Up to 5 days)
Classroom Disruption, Minor	<ul style="list-style-type: none"> ● Teacher consequence 	<ul style="list-style-type: none"> ● Teacher consequence ● Parent contact ● Behavior contract 	<ul style="list-style-type: none"> ● Administrator referral ● Parent contact
Classroom Disruption, Major	<ul style="list-style-type: none"> ● Administrator referral ● Parent contact ● BIP (2.5 – 5hrs) 	<ul style="list-style-type: none"> ● Administrator referral ● Parent contact ● BIP (5- 7.5 hrs) 	<ul style="list-style-type: none"> ● Administrator referral ● Behavior contract ● Suspension (Up to 5 days)
Computer Infraction	<ul style="list-style-type: none"> ● BIP ● Privileges lost 1 day 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Privileges lost 1 week 	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Complete loss of privileges
Disorderly Conduct	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Behavior contract 	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior contract
Disrespect/Defiance/Insubordination	<ul style="list-style-type: none"> ● BIP ● Suspension (Up to 5 days) ● Parent conference 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Behavior contract 	<ul style="list-style-type: none"> ● Suspension (Up to 10 days)
Dress Code (Appearance Standards)	<ul style="list-style-type: none"> ● Change of clothes ● Parent contact 	<ul style="list-style-type: none"> ● Change of clothes ● BIP (2.5hrs) ● Parent contact 	<ul style="list-style-type: none"> ● Change of clothes ● BIP (5hrs)
Electronic Devices	<ul style="list-style-type: none"> ● Confiscation ● Student pick-up of device(s) 	<ul style="list-style-type: none"> ● Confiscation ● Parent pick-up of device(s) 	<ul style="list-style-type: none"> ● Confiscation ● Parent pick-up of device(s) ● Suspension (Up to 5 days)
Gambling	<ul style="list-style-type: none"> ● BIP ● Parent conference 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) 	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior contract

Leaving Campus without Authorization/Ditching	<ul style="list-style-type: none"> ● Parent notification ● BIP 	<ul style="list-style-type: none"> ● Behavior contract ● In-school suspension 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Truancy intervention
Physical/Verbal Aggression or Abuse	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Parent conference 	<ul style="list-style-type: none"> ● Suspension (Up to 10 days) ● Behavior contract 	<ul style="list-style-type: none"> ● Suspension (Up to 45 days)
Pornography	<ul style="list-style-type: none"> ● Parent notification ● Confiscation ● BIP 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Behavior contract 	<ul style="list-style-type: none"> ● Suspension (5 – 10 days)
Profanity	<ul style="list-style-type: none"> ● Verbal/Written Warning ● BIP 	<ul style="list-style-type: none"> ● Parent Contact ● In-school suspension 	<ul style="list-style-type: none"> ● Behavior contract ● Suspension (Up to 5 days)
Public Display of Affection	<ul style="list-style-type: none"> ● Verbal/written warning ● BIP 	<ul style="list-style-type: none"> ● Parent contact ● In-school suspension 	<ul style="list-style-type: none"> ● Behavior contract ● Suspension (Up to 5 days)
Tobacco/Tobacco Paraphernalia (Possession and/or Use)	<ul style="list-style-type: none"> ● Parent contact ● Suspension (Up to 5 days) 	<ul style="list-style-type: none"> ● Suspension (Up to 5 days) ● Behavior contract 	<ul style="list-style-type: none"> ● Suspension (Up to 10 days)

(Matrix provides only a portion of infractions and outcomes. It is not limited to these infractions and outcomes.)
(Mandatory Parent Meeting on any 3rd Offense before the student is allowed back on campus)

Due Process

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

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

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

Bus Conduct

The safety of students on the bus is a primary concern (field trips). Students causing disruptions by violating the rules of the bus risk the welfare of other students and possibly the community. All students are expected to abide by the bus rules and to show respect for the driver of the bus. Students breaking the rules will be subject to disciplinary action.

Stakeboards/Bicycles

Students that choose to ride a bicycle to school will walk the bike when entering the gate and will put them in the bike rack.

Students who ride a skateboard or other wheeled devices must walk or carry these devices while on campus and place them in the office to avoid other issues while in the classroom.

Electronic Devices

Electronic devices are not necessary at school. Students who bring unnecessary games, music devices or cell phones will have them taken and stored until the end of the day. These devices are necessary for family contact outside the school hours and may not be used during the school day. If a student needs to contact their family during the school hours they will be allowed to use the school phone if the need is truly necessary.

On a very limited basis some teachers will allow students to use cell phones for education purposes. These devices will be allowed to be used in class and only for the limited time of the activity, project or assignment.

Bullying

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

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

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

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

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

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

The principal has the responsibility to adopt procedures throughout the whole school to prevent bullying among students and to teach these procedures to all staff, parents and students in curriculum, professional development and assemblies as appropriate.

The following steps may be taken when dealing with incidents:

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

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

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

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

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

Harassment

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

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

Hazing

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

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

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

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

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

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

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

Intimidation

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

Student Interviews

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

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

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

Student Searches

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

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

Dress Code

IT IS BOTH THE PARENTS' AND THE CHILD'S RESPONSIBILITY TO ENSURE COMPLIANCE WITH THE DRESS CODE.

DRESS CODE

- School appropriate shirts must be worn.
 - All shirts must cover the shoulder with at least three finger widths of coverage.
 - No inappropriate language or images can be on the shirt.
 - Shirts are to be normal fitting, size appropriate.
- School appropriate shorts, jeans, long slacks (ankle length), clean and in good repair.
 - Slacks or shorts with holes are not acceptable.
- Extreme haircuts are not permitted. This includes color, length and style. Hair must be out of the student's eyes.

DRESS CODE SPECIFICS

1. Clothing must be neat, clean and in good repair.
2. Clothing that is cut off, tattered, torn or has holes must be repaired before being worn to school.
3. Pants should be worn around the waist.

4. Extremely baggy/saggy style shorts or pants showing underclothing, are not acceptable.
5. The length of the pants should not hinder walking or running.
6. Leggings are not acceptable as pants and can only be worn under skirts and shorts.
7. The length of shorts and skirts must be no shorter than 'fingertip' length.
8. Baseball caps, hats, hoods or visors may be worn to and from school and during outside activities. They may not be worn inside any building.
9. Shoes must be closed toe and fastened to the heel.
10. No flip flops or crocs.
11. On PE days students need to wear tennis shoes, they will lose PE points if they do not.
12. Hair may not be distracting to others. Appropriate grooming and hygiene standards must be met. Hair must be neat, clean and conservative in color cut and style. NO mohawks, long spikes (longer than 2 inches) or bright, unnaturally colored hair will not be allowed. Streaking, tipping and other hair-coloring treatments and styles may be considered out of dress code if they are deemed distracting to the learning environment. Exceptions in hair coloring may be made for plays, parties or other school events with safety and modesty being a priority.
13. Piercings are limited to the ear lobes.

EXTRA-CURRICULAR ACTIVITIES

Field Trips

Field trips are an extension of concepts taught in the classroom. They are encouraged and supported. Only children exhibiting responsible behavior may go on field trips. Parents are often asked to serve as chaperones and supervisors for various field trips and their assistance is truly appreciated. The purpose of a parent volunteer on a field trip is to actively supervise students assigned to them, so younger children of the chaperone may not attend. Chaperones are expected to maintain the highest level of decorum in their appearance and behavior. Sometimes parents who are not selected as chaperones wish to participate in the field trip experience with their child and travel to the field trip site independently. The school respectfully request that parents not selected as chaperones refrain from attending and instead, make separate arrangements to attend with the child at another time.

SCHOOL SAFETY

Fire Drills and Lock-Downs

Fire drills are conducted each month. These drills teach the students the safest and quickest route from their classrooms and school buildings. Whenever a class leaves a room for an emergency, students stay with their teachers until they hear the signal to return to class.

The school also practices lock-down procedures. These lockdown drills prepare staff and students to quickly take cover in a secure room should it be necessary.

HEALTH AND WELLNESS

Prescription Medications

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

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

Over the Counter Medications

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

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

Emergency Contact Policy

It is the responsibility of the parent/guardian to provide the school with current contact information (phone, cell, and email) so school personnel can reach someone in case of an emergency.

If the primary contact cannot be reached for whatever reason, an emergency contact will be called. Updating this contact information is also the responsibility of the parent/guardian.

SCHOOL LUNCH PROGRAM

Breakfast and Lunch Program

Our meal prices are listed below.

Breakfast	\$1.80
Breakfast (reduced)	\$0.30
Lunch	\$2.85

Lunch (reduced) \$0.40

Adult Lunch \$3.00

Milk Only \$0.30

Free and reduced price meals are available to qualifying families through the National School Lunch Program (NSLP). The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

TECHNOLOGY ACCEPTABLE USE AGREEMENT AND POLICIES

Edkey, Inc. Technology Responsible Use Policy

Student Responsible Use Policy 2014-2015 1

This Agreement is entered into on: _____ (Date)

This Agreement is between _____ ("Student") and Edkey, Inc. ("Sequoia Charter Schools") hereafter referred to as "SCS".

The purpose of this Agreement is to grant access to and define acceptable use of SCS's technology resources ("Technology Resources"). Technology Resources are any type of instrument, device, machine, equipment, technology, or software that is capable of transmitting, acquiring, or intercepting, any telephone, electronic, data, internet, audio, video, or radio transmissions, signals, telecommunications, or services, and include without limitation (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems.

In exchange for the use of the Sequoia Charter Schools Technology Resources either at school or away from school, you understand and agree to the following:

A. Your use of SCS Technology Resources is a privilege that may be revoked by SCS at any time.

B. You have no expectation of privacy when using SCS Technology Resources. SCS reserves the right to monitor and inspect all use of its Technology Resources, including, without limitation, personal e-mail and voice-mail communications, computer files, databases, blogs or any other electronic transmissions accessed, distributed, or used through Technology Resources. SCS also reserves the right to remove any material from Technology Resources that the school, at its sole discretion, chooses to, including, without limitation, any information that SCS determines to be unlawful, obscene, pornographic, harassing, intimidating, disruptive, or that otherwise violates this Agreement.

C. SCS Technology Resources do not provide you a "public forum." You may not use Technology Resources for commercial purposes or to support or oppose political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class project or activity.

D. SCS Technology Resources are intended for use only by registered users. You are responsible for your account/password and any access to Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you is prohibited and may be grounds for suspension from Technology Resources and other disciplinary consequences for both you and the person(s) using your account/password.

E. You may not use Technology Resources to engage in bullying, which is defined as: Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

a) Substantially interfering with educational opportunities, benefits, or programs of one or more pupils; b) Adversely affecting the ability of a pupil to participate in or benefit from the educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress; c) Having an actual and substantial detrimental effect on a pupil's physical or mental health; or d) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Use of other communication/messaging devices (including devices not owned by SCS) to engage in bullying may be grounds for discipline under the SCS Code of Conduct/Student Handbook.

F. If you misuse Technology Resources, your access may be suspended and you may be subject to other disciplinary action, up to and including expulsion. Misuse includes, but is not limited to:

1. Accessing, or attempting to access, material that is inappropriate for minors. Material that is inappropriate for minors is defined as obscene, explicit content or pornography.
2. Bullying (as defined in paragraph E).
3. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
4. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
5. Unauthorized copying or use of licenses or copyrighted software.
6. Plagiarizing, this includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
7. Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
8. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
9. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act ("CIPA").
10. Misusing equipment or altering system software without permission.
11. Inappropriate use of technology or waste of computer resources. These acts include but are not limited to: sending mass mailings or chain letters, spending excessive amounts of time on the Internet unrelated to school work, playing games, engaging in online chat groups, instant messaging, listening to streaming audio (radio, music, etc.) or streaming video (news casts, TV, movie trailers, etc.) or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, file of this, or any other sort, shall not be downloaded unless they are school related
12. Using Technology Resources in any way that violates any federal, state, or local law or rule, or SCS's Code of Conduct/Student Handbook.

G. You must promptly disclose to your teacher or other school employee any content you view or receive over Technology Resources that is inappropriate or that makes you feel uncomfortable, harassed, threatened, or bullied, or that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.

H. It is the policy of SCS, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures.

I. It is the policy of SCS to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; and (3) accessing materials that are harmful to minors. It is also the policy of SCS to educate students about cyberbullying awareness and response and about appropriate online behavior, including disclosing, disseminating, or using personal information and safely and appropriately interacting with other individuals in social networking websites, chat rooms, by e-mail, and other forms of direct electronic communications.

J. SCS does not guarantee that measures described in paragraphs (H) and (I) will provide any level of safety or security or those they will successfully block all inappropriate material from SCS's students. You agree that you will not intentionally engage in any behavior that was intended to be prevented by paragraphs (H) and (I).

K. SCS does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will SCS be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use Technology Resources.

L. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of Technology Resources caused by your inappropriate use.

Edkey, Inc. Technology Responsible Use Policy

Student Responsible Use Policy 2014-2015 4

