



PAUL REVERE ACADEMY

Community ★ Independence ★ Success

Scholar Handbook
2024-2025

“Building America’s Heroes, Together”

www.paulrevere.tech

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WELCOME MESSAGE

Dear Scholars and Parents/Guardians,

Welcome to Paul Revere Academy! We are dedicated to youth, their growth and development, and believe in building sound character, strong communities, and a strong nation. While teaching the academic disciplines, Paul Revere Academy has partnered with East Valley Institute of Technology (EVIT) to provide a post secondary career advancement. This is accomplished by Career Technical Education (CTE) elective classes through EVIT and core classes at Paul Revere Academy, in one central location. Paul Revere Academy embraces that with the right support, teaching, and training our scholars can magnify their abilities and enhance their futures. This new adventure is a one of a kind educational experience, re-imagining the scholars' needs and transforming the typical high school experience to a focused career foundation.

Paul Revere was on an urgent mission to protect the independence of those he reached. Likewise, Paul Revere Academy is founded upon the belief that we can make a change now for students to acquire the knowledge and skills they need to become independent in the future.

Paul Revere Academy is a public charter school. It is a school of choice. Because you have chosen to come here, you need to know that there are expectations of you.

Another difference you will find is our unique learning environment. As you study this manual, you will notice our dress and behavior standards are higher than most other schools. These guidelines create a great atmosphere and learning environment for scholars to succeed.

Our teachers have also been trained to integrate the teaching of citizenship into the classroom. This helps to implement the belief in our mission statement, that true education includes the development of strong character as exemplified by those who founded the American nation.

Other exciting opportunities include the ability for scholars to receive college credit by registering for dual enrollment, sports programs, and credit recovery classes.

Please do not take this handbook lightly. Review it thoroughly to understand the requirements, and then sign the enrollment agreement. Thus indicating that you agree to abide by the requirements of Paul Revere Academy.

Let's have a great year together!

Mission Statement

Paul Revere Academy is dedicated to youth, their growth and development. The purpose of education is to build strong character. Strong character is reflected in strong families, strong communities and a strong nation. While teaching the academic disciplines, Paul Revere Academy is dedicated to instilling into the minds and hearts of today's youth a knowledge of and respect for the ideals and values of the great men and women of history, including those who founded the American nation. As today's rising generation gains an appreciation of these people of accomplishment, they will be ready to provide selfless service to their fellow citizens and to their country which will be required in the coming years to assist in preserving America's greatness. Paul Revere Academy exists to this end.

Goals

1. Paul Revere Academy maintains a clean, moral, positive atmosphere where scholars can feel safe in the environment - safe from physical harm, from addicting substances, and from damaging gossip and stereotyping.
2. Paul Revere Academy teaches the mastery secondary skills in the fields of history, math, reading, science, writing and literature.
3. Paul Revere Academy teaches scholars about the lives, beliefs and accomplishments of the heroes of America - our Founding Fathers and Mothers - and to better understand the values and principles which governed their lives and upon which they built the American nation. Scholars should be able to relate the trials, struggles, accomplishments and setbacks of these great people to their personal lives, building hope, desire, and determination.
4. Paul Revere Academy and its partner, EVIT, work in conjunction and cooperatively to ensure all scholars receive an outstanding education experience.

Accreditation

Paul Revere Academy is accredited by Cognia.

Enrollment

Paul Revere Academy shall enroll all eligible students who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. Paul Revere Academy shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, and proficiency in the English language or athletic ability.

Enrollment Preferences: Paul Revere Academy shall give enrollment preference to:

- a) Students returning to the charter school in the second or any subsequent year of its operation;
- b) Siblings of students already enrolled in the charter school;
- c) Siblings of students selected through an equitable selection process such as a lottery.

Paul Revere Academy may give enrollment preference to and reserve capacity for students who are children of any of the following:

- a) Employees of the school
- b) Employees of the charter holder
- c) School founder

Paul Revere Academy shall also give enrollment preference to students who have attended another charter school or are the siblings of that student if the charter school previously attended by the student has the identical charter holder, board and governing board membership as the enrolling charter school or is managed by the same educational management organization, charter management organization or educational service provider as determined by the charter authorizer.

Lottery: If remaining capacity is insufficient to enroll all eligible students who submit a timely application, Paul Revere Academy shall select students through an equitable selection process such as a lottery. All remaining applications after the lottery shall be placed on a waiting list, in the order in which they were drawn in the lottery.

Paul Revere Academy may refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

The Principal of Paul Revere Academy shall determine if students will be admitted in accordance with whether the School has the capacity to serve the student without adversely impacting the educational opportunities for students currently enrolled. Factors to be considered in making this determination include, but are not limited to, the following:

- Physical capacity of the school building and classrooms
- Availability of staff members
- Capacity in relevant classes, classrooms and special resources
- Availability of other resources
- The student's admission does not violate the provisions of a court order.

Capacity

Enrollment projections will be made for each school, grade level and special program on an annual basis. Enrollment projections will include students who complete re-enrollment forms and enrollment forms received after the 1st of the calendar year.

School Days and Hours

Paul Revere Academy is a four day per week school, Monday through Thursday. Regular classes begin each school day at 8:00 a.m. and end at 3:45 p.m for 10th -12th grade and a dismissal time for 9th grade at 2:45pm. This means the scholar is to be in the classroom seated at a desk and ready for instruction before the bell rings. Tutoring will be available after school by appointment.

Scholar drop off and pickup: Parents/guardians are asked to bring their scholars no earlier than 30 minutes before school begins unless they are enrolled in an early morning class. Also, scholars must be picked up within 30 minutes after school is out.

Attendance

General Policy

Paul Revere Academy cannot fulfill its mission when scholars are not in the classroom. A scholar's absence from the classroom causes undue work for the teacher as well as for the scholar who must deal with missed work. Furthermore, many experiences and activities cannot be duplicated or "made up". Paul Revere Academy's attendance policy reflects our belief that when a scholar is not in class, he or she does not earn the credit that is sought by being enrolled in class. Also, neither the administration nor teachers give permission or say it is OK to miss school. If parents/guardians desire to keep a scholar out of school for whatever reason that is their prerogative. However, the scholar may not be excused from class work or assignments missed.

Absences

Any scholar who misses ten percent (10%) or more of classes (usually 7 or more per semester) in a given subject may not receive credit for that subject. This applies to all absences unless on school business.

An excused absence is an absence due to illness, doctor appointment, bereavement, family emergencies and suspensions not to exceed 10% of the instructional days scheduled for the school year. Paul Revere Academy must be notified of the absence prior to the absence or when the absence occurs by the parent or legal guardian who has custody of the student. If an absence occurs relating to any other term or condition that is not specifically designated above, the absence shall be counted as unexcused.

Students absent for ten (10) consecutive school days, except for excused absences identified above, are at-risk of being withdrawn from the school. Make up of any assignments missed will be at the discretion of the teacher. Please thoroughly review each class syllabus at the beginning of the semester regarding each teacher's individual policy regarding make-up work.

Each teacher sets his/her own policy for work missed. This will be communicated in writing to scholars at the beginning of the course.

Notification

Students are expected to attend class. When attendance is not possible, the student (or parent/guardian of the student if a minor) must contact the Registrar to excuse the absence, tardy, or early release from class.

Front office phone # 480 461-4475

Tardiness

At Paul Revere Academy tardiness is defined as not being in class in the assigned seat with all things necessary for class to proceed when the bell rings. There is no such thing as an "excused tardy." When a scholar arrives late, he/she must sign in at the front desk prior to going to class.

Early release

Students under the age of 18 years must receive the permission of a parent or guardian to be released early from class. That permission must be communicated to the Attendance Office via a telephone call. Students 18 years of age and older may call themselves out for early release by contacting the Attendance Office prior to the start of class. Campus policy restricts the use of cell phones during

academic instructional time, and Faculty do not have the authority to release students from campus. Faculty will be contacted at the requested time for the released student(s) to report to the Attendance Office and sign out. The release becomes a record of the date and time a student signed out for the day.

Out of classroom

Scholars out of the classroom without a hall pass will be counted as tardy or absent.

Habits for Academic Success

Out-of-school behavior patterns and activities have a bearing on performance at school. Overall academic, physical, and emotional health can be improved by adhering to the following:

- Monitor screen time on school days including TV watching, cell phone use, and internet watching.
- Get plenty of rest. Adolescents need 8 to 10 hours of consistent and regular sleep per night.
- Eat healthy, well-balanced meals limiting soda, candy, and fast food.
- Establish a consistent morning routine that allows scholars to eat breakfast, check backpacks, and arrive at school in a timely manner. These habits prepare scholars for their school day and for an orderly lifestyle.
- Arrive at school on time. Punctuality matters.

Academics

One of the foremost scholars in early America, Thomas Jefferson, wisely noted, “If a nation expects to be ignorant and free, it expects what never was and never will be.”

Paul Revere Academy Graduation Requirements

A scholar receives a graduation diploma from Paul Revere Academy when requirements of the Arizona State Board of Education have been met. Some dual enrollment classes may be offered for students wishing to accelerate learning.

Graduation Requirements

Subject	Credits
English or English as a Second Language	4 credits
Mathematics	4 credits
Science	3 credits
History	3 credits
Fine Arts or Career Technical Education	1 credit
Electives	7 credits

All Paul Revere Academy classes receive .5 credit per semester.

Scholars who receive a "F" in a required class receive no credit and will be required to repeat the class. A student who fails a required class must make up the class. If a student wishes to take the class from an acceptable on-line school, permission, by the principal, must be granted prior to enrolling.

Transfer Credits

Transfer students who have earned credit from a previous school for a required class will receive credit for the class but it may count as an elective. Some credits may not transfer because the courses they represent fall far below Paul Revere standards.

Credit for Activities Outside of School

Occasionally, a scholar may be granted credit for learning accomplished outside of school. The criteria for granting credit are as follows:

1. The activity is scheduled for a specific timeframe
2. Significant new learning must take place
3. Scholars must have approval of the School

Dual and Concurrent Enrollment with College Classes

Paul Revere Academy may offer classes that students can receive college credit. These classes are referred to as Dual Enrollment. Paul Revere Academy recommends that scholars work directly with the school counselor/college advisor to create and progress in their college plan. Only one(1.0) full core credit (ELA, Math, Science, History) is accepted per year from an outside Local Education Agency.

Requesting Classes and Completing Registration

All course requests are made online or on paper. Registration for both semesters of the new school year occurs during the spring semester of the previous school year. Parents or guardians are notified before the start of classes of any fees associated with the requested classes. The website offers access to both the course fee sheet and course catalog, providing a list of fee-bearing and non-fee bearing classes. Parents or guardians are also given the opportunity to purchase other items such as yearbooks, contribute to the support ECA donations, etc. All payments can be paid via our website under "Payments".

To complete the registration, parents/guardians must return any requested documents and make any corrections by the communicated deadlines.

Schedules will be sent electronically to scholars prior to the first day of school via parent/guardian and/or scholar emails on file. Schedules will not be changed once they are issued to scholars unless there is an error or other unusual circumstance.

Dropping or Changing Classes

Schedules will not be changed once they are issued to scholars unless there is an error or other unusual circumstance. Teacher assignments, classrooms, and textbooks are purchased based on the course's scholars have requested. No scholar should request to drop a class because of a failing grade or for eligibility to participate in extracurricular activities.

Withdrawals

The parent/guardian of a withdrawing student must notify the school office of his/her intent to withdraw 24 hours, or one school day, prior to the last day of attendance. On the last day of attendance the parent/guardian is asked to participate in an exit interview with a member of the administration, return ALL Paul Revere Academy property (books, Chromebooks, sports uniforms, etc.), and complete required withdrawal paperwork. Paul Revere Academy has up to 45 days to provide parents with complete official transcripts. Every attempt to collect fees will be made at the time of withdrawal. However, in the event there is a balance due after withdrawal, Paul Revere Academy will make every attempt to collect monies owed, including but not limited to invoicing parents/guardians, deducting fees from any balance on file, getting in touch with emergency contacts on file, etc. Parents are encouraged to verify that no fees are outstanding at the time of withdrawal.

Class Fees

Paul Revere Academy is a public school and therefore the education required for graduation at this school is provided without tuition charge to parents. Theoretically, a scholar can graduate from this school without any fees being paid.

Most fees are associated with sports to offset charges for coaches and uniforms, some facilities (fields), etc., and for transportation to away games and events. All sports fees must be paid in full prior to attending school field trips referred to as tours.

Regarding sports, the payment of fees is not contingent upon the scholar's playing time on a team, because whether a scholar gets to play, money has been expended for the class. Every effort is made to ensure that every scholar will play on a team, whether it is playing another school (interscholastic) or playing another team at the school (intramural).

Explanation of Grades

Dual enrollment (DE), AP, and honors academic high school courses (9th - 12th grade only) will receive weighted grade point values. Weighted grade point values are possible because of higher expectations and greater rigor required in the work. The grade point values for these courses are outlined below.

Grade point average (GPA) for transferring students is computed according to courses earning weighted grades at the receiving Heritage high school. This ensures that each student's GPA at any Heritage high school is computed in the same way.

PERCENTAGE	LETTER GRADE	5.0 SCALE FOR DE, AP, AND HONORS ACADEMIC HIGH SCHOOL CLASSES	4.0 GRADING SCALE FOR ALL OTHER CLASSES
90% and above	A	5.0	4.0
80 - 89%	B	4.0	3.0
70 - 79%	C	3.0	2.0

60 - 69%	D	2.0	1.0
59% and below	F	No credit	No credit

Homework

Homework is an important part of a Paul Revere Academy scholar’s journey and mastery. Scholars learn time management, prioritizing, self-discipline, and responsibility for their educational journey through the act of homework. Parents are able to see what is being learned in school. Scholars learn to work independently. Teachers are able to see what scholars have mastered and what they are having difficulty with. Paul Revere Academy has a balanced approach to homework.

The 9th-12th grade program can expect an average of 60 minutes per week in each core subject. Additional expectations for homework may be present for honors or Dual Enrollment classes.

See teacher packet/syllabus for more information.

Scholastic Recognition and Awards

Scholastic Awards

Paul Revere Academy will present scholarship awards, to the extent of the funds, according to GPA and in conjunction with the high achievement and service to the school as outlined above under the following categories:

George Washington Award - given to scholar for outstanding leadership, Character and Service, voted by faculty (must be at least three years at Paul Revere Academy)

Dolley Madison Award - given to scholar exhibiting unifying characteristics, voted by faculty (must be at least three years at Paul Revere Academy)

Paul Revere Award - given to scholar exhibiting extraordinary persistence (must be at least three years at Paul Revere Academy)

4.0 GPA Award – to the scholars who earn a 4.0 GPA or higher for one or both semesters

College Entrance Requirements and Scholarship Opportunities

Information for 10-12 Grade Students

1. The 4-year state universities in Arizona require new freshmen students to have met the following competency requirements:
 - a. Four years of high school English
 - b. Four years of high school courses: one year each of Algebra I, Geometry, Algebra II, and an advanced math class
 - c. Three years of high school laboratory science
 - d. Two units of the same high school foreign language.

- e. Other requirements and/or exceptions should be studied at:
www.asu.edu/admissions/requirements/competencyrequirements.html
2. Nearly anyone may apply and gain admission to the 2-year Community Colleges. You must take the appropriate placement test which assesses skill level for proper placement. Information on admission applications, financial aid, scholarships, etc., can be found at through www.maricopa.edu
3. Some 4-year universities require ACT or SAT scores. Check each school's website for requirements. These college entrance tests can be taken beginning early in high school and be taken as many times as you want. Registration should be made at least 6 weeks prior to the test date. Check websites for dates and registration.
SAT = <http://www.collegeboard.com> ACT = <http://www.act.org>
4. Scholarships:
 - a. Any school's website will list scholarship opportunities. There are also many websites about scholarships other than college sites.
 - b. From time to time, Paul Revere Academy receives scholarship information for students which we make available as they are received. For example, the Maricopa Community Colleges offer Presidential Scholarships to students who enroll in Honors courses and score well on the placement tests. The Arizona Board of Regents and the Maricopa Community Colleges send a request each year for the names of our top 11th and 12th grade students so scholarship information can be sent directly to the scholar.
 - c. Paul Revere Academy presents scholarships each year to graduating students based on GPA.

Citizenship Classes

All Paul Revere Academy scholars in grades 9-12 are expected to participate in Citizenship class. Subjects such as good citizenship, study of ideals and values of America's Founders, and other character-building concepts and activities will be presented.

Code of Conduct

The overriding standard of conduct at Paul Revere Academy is the Golden Rule. ***"Do unto others as you would have them do unto you."***

If scholars would think through this one guideline and act accordingly, no other rules would be necessary. But in the meantime, here are just a few of the most important we must emphasize:

1. Let our communication be uplifting and encouraging. Refrain entirely from note writing and passing, gossiping, name-calling, and/or the use of profane, vulgar, or off-color language. All entries into social media should be uplifting and positive. No social media postings should include demeaning language about scholars or faculty. Any pictures or graphics, including those in magazines, electronic devices, scholar folders, and lockers must conform to Paul Revere standards of modesty. (For more on modesty, see *Dress Code* on pg.24.)
2. Let us be found honoring and obeying the law in every aspect. Possession or use of illegal substances (drugs, tobacco, alcohol, etc.) or dangerous devices on campus or at an off campus, school sponsored activity, whether school is in session or not, are grounds for expulsion. Hookah

instruments, electronic cigarettes or related devices are prohibited from our facilities or grounds. Let our actions and demeanor evidence that we really are trying to upgrade and refine our behavior and be examples of friendly, peace-loving people. Experience has shown with teenagers, as with nations, that a “most favored” status creates more problems than it solves. There is to be no physical display of affection. Be friends with everyone without choosing one to the exclusion of others. Bullying is prohibited.

3. Let us be more refined in our eating habits. Food is not allowed in the classroom. Keep food out of the building and eat only in designated places. Leave gum at home. **Clean up after eating on campus.**
4. Let our scholar-body be a self-enforcing one. An important principle of maintaining a wholesome society is that its members identify lawbreakers and help bring them to justice. If a scholar is not in compliance with Heritage standards, often a friendly reminder from their peers will suffice. Scholars must also not feel they are “ratting” or “tattling” when they bring to the attention of school officials those who violate rules of decent behavior.
5. Remember the 4 Bs! Be where you are supposed to be; be there when you are supposed to be there; be doing what you’re supposed to be doing; and, be wearing what you’re supposed to be wearing.
6. It is each scholar’s responsibility to have reading and study material with him or her at all times while on campus during class hours, in order to advance his education. In other words, there is to be no “dead” time. Socializing during class time is “dead” time. In the unusual case where a scholar may not have an assigned class, he or she should be engaged in quiet study or reading.
7. Plagiarism is the use of another person’s work without acknowledgment (indicating it is a quote and citing the source) with the intent of claiming it as your own. Not only is this cheating, it is stealing. Any scholar who wants to be honest in all things will avoid the temptation to plagiarize another person’s work. Plagiarism can take on several different forms, such as:
 - Copying and pasting from the Internet or some other source. This is very tempting to a student because of the vast amount of information available and the ease with which it can be used.
 - Using another person’s work with only minor word changes but still retaining the other person’s thoughts and ideas.
 - Using an assignment submitted by you or another student for another class.
 - Submitting work as your own that has been done by a parent, a tutor, or another student.
 - AI (Artificial Intelligence), such as ChatGPT, is a form of plagiarism.
8. Academic integrity is a fundamental value of education and of Paul Revere Academy; therefore, acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should it be determined that an academic integrity violation has taken place, the teacher reserves the right to assign a zero grade and submit a discipline referral to an administrator. Repeated infractions will result in additional discipline.

A basic part of research is using ideas from other people. However, when using words and ideas of others it must be clear to the reader that it is from another source (use quotation marks and/or parenthetical references) and the reader should be able to go to the cited source if he wishes to examine the quoted material.

The purpose of research is to experience the thrill of bringing various findings together with your own thoughts to form your own ideas and conclusions. In a paper, quotes should be used sparingly for emphasis or to make a specific point.

Plagiarism is a serious infraction of the Heritage Code of Conduct and will be reflected in the grade given for the assignment or for the course, as well as may subject the Scholar to discipline.

Discipline

General Principles

Paul Revere Academy holds to the principle that a civilization can only remain free if its citizens are self-disciplined. Of course, until individuals are mature enough to be self-disciplined, then some guides and guidelines are necessary. These guides are first and foremost parents. At school, teachers and administrators assist parents in this task. Guidelines for disciplinary measures at Paul Revere Academy are:

- Scholars know what is basically right and wrong and are expected to use their own reasoning power to determine in advance whether an action is within bounds of proper conduct. Infractions of the Code of Conduct always infringe on the rights of other scholars and of the faculty. Discipline is meted out to restore the victim, to punish the offender, and to protect the rights of others.
- Teachers and administrators have ultimate authority on campus.
- Disciplinary measures are graduated and depend on the severity and frequency of the infraction. Many times, teacher intervention is all that is needed. After that the administration will intercede and parent support may be requested. Suspension and expulsion are the last steps which may be taken.
- If a scholar is suspended for less than 10 days from school, teachers are not obligated to provide scholar with school work which he or she may miss during suspension.

Log Entries - Log entries are used to manage behavior.

- Log entries can be written by any staff member.
- Log entries are emailed home weekly.
- Multiple log entries or certain scholar handbook violations will result in immediate involvement of administration.
- Scholars will not always receive a warning prior to receiving a log entry.
- Log entries are sent home so parents or guardians have an opportunity to discuss their scholars' behavior choices and help them make better choices.
- Teachers may individualize how they choose to use a log entry. Teachers inform scholars how log entries will be applied in their classes at the beginning of the school year.

Discipline in the Classroom

In our effort to improve the character and competence of our scholars the necessity of their experiencing personal responsibility for their actions and behavior in the classroom is of paramount importance. Helping scholars to become aware of their behavior choices and how it affects everyone in the class is used by applying a simple teaching model. At the beginning of each year, a class meeting is held where classroom rules, expectations and member relationships are discussed. At that time, they are taught that our desire is to create a climate of confidence where teachers and scholars talk in personal terms about themselves and their participation in the class. These meetings are designed to

invite participation from all scholars who, as full partners in the process, learn to appraise themselves and apply many character and achievement concepts to what they see and do. These class meetings are then held as needed and there is open talk between teacher and scholars.

When specific behavior merits, the teacher will stop the class and discuss the scholar's behavior by asking open-ended questions. These questions include such queries as; what exactly happened, what are the consequences for such behavior; what rules are involved and what would have been better. This discussion is not intended to embarrass any scholar but to let them know that they are responsible for their choice of behavior and that behavior brings consequences. The bottom line to this process is to let the scholar evaluate whether the behavior is "helpful" or "harmful". Deep character development takes place as scholars learn to appraise their actions by this determining scale.

We have experienced measurable results not only in less administrative referrals but also in improved classroom management by the teachers. There may be a temporary uncomfortable moment for the scholar as the behavior is discussed. Teachers will not single out a scholar by name when it has to do with an individual's work, but often a scholar will be called upon if it is necessary to point out and correct misbehavior. This is a consequence for choosing to misbehave. The attitude of the teacher and fellow scholars is not to be critical but of learning to make the choices that will bring better behavior and greater personal responsibility in the future.

Paul Revere Academy Student Behavior Guidelines

The following is given to be more specific relative to some offenses. All violations are noted by log entries in PowerSchool. Incidents that encompass multiple violations will result in increased consequences. Continued violations of offenses may result in long-term suspension or expulsion. A scholar may be long-term suspended or expelled for repeated or egregious violations of the scholar handbook.

OCS – Off-campus suspension

Warning – May be in the form of a log entry, scholar conversation, or parent communication

Academic Misconduct/Cheating

1st offense – loss of credit for assignment/test and/or OCS

2nd offense – OCS and/or loss of credit

Assault

Minimum – 1 school week OCS and/or police referral

Maximum – expulsion

Automobile Violation

1st offense – warning and/or parent contact

2nd offense – loss of driving/parking privileges on campus

Electronic devices/Cell phones

1st offense – pick up from administration

2nd offense – parent must pick up

3rd offense – violation of electronics agreement, scholar may not bring electronic device on campus for the remainder of the year

Closed campus (leaving campus without permission) or ditching

1st offense – warning and/or 1 day OCS

2nd offense – 1 day OCS if previous offense was a warning, 2 days OCS if previous offense was OCS

Dangerous Weapon/Instrument (explosives, combustibles, etc.)

Minimum – 1 school week OCS and/or police referral

Maximum – expulsion and/or police referral

Deadly Weapon/Firearm

Minimum – expulsion and police referral

Disorderly Conduct

Minimum – parent contact and/or 1 day OCS

Maximum – expulsion

Dress Code Violation

1st offense - warning and parent contact

2nd offense – warning of suspension to scholar and parent contact

3rd offense – parent contact and/or 1 day OCS

Drugs/Alcohol/Tobacco/Vaping

Minimum – 2 school weeks OCS and/or disciplinary hearing and/or police referral

Maximum – expulsion and/or police referral

Fighting (to include attending and/or recording)

Minimum - 2 days OCS for all scholars involved

Maximum – expulsion

Harassment/Bullying/Hazing

1st offense – warning and/or 1 day OCS

2nd offense -multiple days of OCS

Improper use of technology (to include sharing inappropriate content)

1st offense – warning and/or 1 day OCS

2nd offense – multiple days of OCS

Insubordination/Defiance of Authority

1st offense – warning and/or 1 day OCS

2nd offense – multiple days of OCS

Lying/False Accusation

1st offense – warning and/or 1 day OCS

2nd offense – multiple days of OCS

Public Display of Affection

1st offense - warning and/or 1 day OCS

2nd offense - multiple days of OCS

Profanity

1st offense – warning and/or 1 day OCS

2nd offense – multiple days of OCS

Sexual Misconduct

1st offense- 8 days OCS

2nd offense- Expulsion

Theft

1st offense – warning and/or multiple days of OCS and/or police referral

2nd offense – 2 school weeks OCS and/or disciplinary hearing and/or police referral

Threats

1st offense – warning and/or multiple days of OCS and/or police referral

2nd offense – 2 school weeks OCS and/or disciplinary hearing and/or police referral

Threats toward an Educational Institution

Minimum – expulsion and police referral

Truancy

1st offense – warning of possible loss of credit

2nd offense – loss of credit

Vandalism

1st offense – multiple days OCS and restitution

2nd offense – 2 school weeks OCS and/or disciplinary hearing and/or police referral and restitution

Violation of Suspension

1st offense – double the initial suspension

2nd offense – 2 school weeks OCS and/or disciplinary hearing

Bullying/Intimidation/Harassment

Paul Revere Academy's Governing Board 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, guardians, and school employees have a right and a responsibility to report incidents of bullying.

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members' instances of bullying, harassment, and intimidation (A.R.S. § 15-341(A)(37)). These reports will be shared with appropriate school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Definitions

Bullying: Bullying of an individual or group can occur through written, verbal, physical, emotional or psychological methods. Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming an individual, damaging an individual's property, or placing an individual in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, aggression, or threat creates an intimidating, threatening, hostile or abusive environment in the form of physical or emotional or psychological harm or distress;
- behavior, aggression or threat occurs repeatedly over time;
- occurs when there is a real or perceived imbalance of physical, emotional or psychological power or strength; or
- may constitute a violation of law.

Bullying of an individual or group can be manifested through written, verbal, physical, emotional or psychological means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- damage to or theft of personal property.

Bullying may also be in violation of Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, and its implementing regulations (Section 504); and Title II of the Americans with Disabilities Act of 1994, and its implementing regulations (Title II).

Harassment: Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted and annoying actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name-calling (e.g., bullying); graphic and written statements, which may include use of cell phones, social-media or the Internet (e.g., cyberbullying); or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance may violate an individual's civil rights when such harassment is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed or ignored.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other

District-owned property, and by means of an individual's personal electronic media and equipment. Cyberbullying may also be in violation of Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, and its implementing regulations, and Title II of the Americans with Disabilities Act of 1990 and its implementing regulations.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Reporting Incidents of Bullying or Harassment

Students and others should report any incidents of bullying to a teacher, school administrator or any other school employee (i.e., educational assistant, receptionist, etc.). It is mandatory that school employees report any incidents of bullying in writing to school administration. Students who cannot immediately file a report must do so within thirty (30) calendar days of the last incident.

The school employee receiving the report/complaint who believes a student has been subjected to bullying or personally witnesses bullying shall:

- Check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or law enforcement).
- Have the student complete a *Student Concerns, Complaints, and Grievances Form*.¹ An adult may assist the student in completing the *Student Concerns, Complaints, and Grievances Form* if necessary.
- At a minimum, the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- At a minimum, the school employee shall put the report/complaint in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- When a school employee receives the information, the employee will give the information to the school administrator no later than the next school day following the day of the report/complaint.

All violations of the policy shall be treated in accordance with the appropriate procedures and penalties provided for under the Behavior Standards and Expectations section of this student handbook and A.R.S. § 15-341(37). Any student who has committed the act of bullying/harassment/intimidation, intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing conducted in response to an investigation of bullying, will be subject to consequences.

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by the Chief Executive Officer.

¹ The form may be obtained from the front office.

A school administrator shall check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or local law enforcement authorities). A school administrator shall complete a Log Entry if the scholar is found to have violated the bullying policy. All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of scholars, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be re-filed within 30 calendar days of the original incident.

Weapons and Violence Policy

Weapons Prohibited

All scholars are prohibited from possession of any weapon at any time on school property or during any school activity and/or event on or off campus. A weapon may be an item a scholar may use to physically threaten, assault, attack or harm another person such as, guns, knives, razors, explosive devices, and/or any other item a scholar may bring to school and use to defend him/herself or harm another person. Misuse of school items such as chairs, pencils, rulers, etc. to assault and/or harm another person will also be considered as use of a weapon. A scholar who violates this policy by carrying or possessing a firearm shall be placed in an alternative education program for a period of not less than one (1) year, suspended for a period of not less than one (1) year, or expelled and not be readmitted within a one (1)-year period, if ever. The Governing Board, in its sole discretion, may modify the one (1)-year duration of such disciplinary action on a case-by-case basis.

A scholar who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with disabilities shall be applied on a case-by-case basis in accordance with School policies and state and federal special education laws.

Any employee who observes any person in possession of a weapon or simulated weapon on school premises shall immediately report the matter to the School principal. The Principal shall immediately take appropriate safety and disciplinary actions in accordance with School policies and shall immediately report a violation of this policy to a police officer, pursuant to A.R.S. § [15-515](#), if the weapon is a deadly weapon or the student is a minor in possession of a firearm.

Violence Prohibited

All students are prohibited from displaying violent acts that result in injury to another person and/or destroy or damage school property. Further students cannot, through verbal or written expression, threaten to destroy or damage school property and/or cause injury or death to students, staff or visitors. In the event of such an action, law enforcement authorities will be contacted. *Any student who commits an act of violence will be immediately suspended and may be recommended for expulsion.*

Consequences for acts of violence depend upon the student's intent to cause personal injury, the behavior resulting in personal injury, the behavior resulting in destruction or damage of school property, student's verbal or written threat to destroy school property, and student's verbal or written threat to injure and/or kill students, staff and/or visitors.

Gang Activity/Involvement

All students are prohibited from involvement in gang activities at any time on school grounds or during any school activity and/or event on or off campus. Gang activity includes but is not limited to inappropriate verbal comments, physical gestures, behavior, and possession of gang paraphernalia or clothing used to promote or advertise gangs. *Any student that displays gang activity/involvement will be immediately suspended and may be recommended for expulsion.*

Gang activity or involvement may include flashing of gang signs, inappropriate verbal comments or physical gestures, gang clothing colors or symbols worn on the body or symbols or gang words drawn on books or materials.

Search and Seizure Policy

School officials may conduct searches when there is reasonable suspicion that the search will yield evidence of the student's wrongdoing or when there is evidence that students and/or staff are in imminent danger of injury on school grounds. Items provided by the School for storage (e.g., lockers, desks) or personal items that are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectation of privacy in their lockers, desks, storage areas, etc., and these areas may be inspected at any time with or without reason, or with or without notice, by school personnel.

School officials conducting a search or seizure will follow these guidelines:

The search will be restricted to the information that justified the search in the first place.

General searches of school property (including personal items found in and on school property) may be conducted at any time when there is reasonable suspicion for school officials to believe that something violates the law or school rules is on school property. This search of school property may be made without the student being present.

Illegal items (firearms, explosive devices, weapons, tobacco, alcohol, drugs) or other possessions reasonably determined to be a threat to the safety, security of others, or might possibly interfere with school purposes shall be seized by school officials.

Items that are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.

A student's person and/or effects (e.g., cell phone, backpack, etc.) may be searched by school employees when there is reasonable suspicion to believe that the student has on his/her person or in his/her effects illegal items or other items that may interfere with any school purpose.

School employees may search motor vehicles parked on school property when there is individualized and reasonable suspicion that the search of a student's effects will yield evidence of misconduct.

Student Interviews

School officials may question and/or interview students regarding matters related to the health, safety and welfare of students and staff without limitation. If the School receives a request from local law enforcement authorities to interview a student, depending on the circumstances surrounding the

request, the parent may not be contacted prior to such interviews. However, the parent will be contacted if a student interviewed is then subject to discipline for violation of the School's behavioral standards and expectations.

Drug and Tobacco Free Campus

Paul Revere Academy is a Drug and Tobacco Free zone. Arizona law specifically disallows any type of tobacco, including vaping products and paraphernalia, on public school campuses. This includes outside on the grounds or in the parking lot. This also includes all forms of tobacco. **No parent/guardian, student, staff member or other person may smoke or have tobacco products anywhere on the campus at any time.**

All students are prohibited from possession, use and distribution of any and all drugs (prescribed, non-prescribed, over the counter), alcohol, and tobacco (any type, including vaping products) on school grounds or during any school sponsored event or activity on or off campus. In the event of such an action, law enforcement authorities will be contacted. *Any student who possesses, uses, or distributes any drugs, alcohol, or tobacco will be immediately suspended and may be recommended for expulsion.*

Medication

Medication Administration

In cases where medication is required by a doctor to be given during school hours, Paul Revere Academy officials administer prescription medication in the school setting in accordance with specific regulations that come from state law. All medications must be brought to the school office by an adult and picked up from the school office by an adult. Only medications, which are needed to treat an existing ailment, are stored in a secured (locked) medicine cabinet in the school office. All medications not picked up by the end of the school year or by the date of expiration will be disposed of by school officials.

Medication to be given two (2) and/or three (3) times daily are to be given at home, unless specifically ordered by the doctor to be given at school.

For prescription medication, 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 and that it must be administered during school hours. There must be written permission from the parent/guardian for the medication to be administered at school. The medication must be in the original prescription container labeled by the pharmacist. Pharmacies will provide a duplicate container for school use upon request. No medications in envelopes, foil, or baggies will be accepted.

Pursuant to A.R.S. §§ 15-341(A)(35),(36), students who have been diagnosed with anaphylaxis and/or breathing disorders may carry and self-administer emergency medications while at school and at school-sponsored activities. The student's name must be on the medication container and annual written documentation, which authorizes the possession and self-administration of the medication from the student's parent, is required.

Diabetes Management

In accordance with Arizona Revised Statute 15-344.01, the management of students with diabetes in the classroom, on School grounds and at school-sponsored activities shall be in compliance with this policy.

Students attending Paul Revere Academy (“The School”) with diabetes shall have a Diabetes Medical Management Plan (DMMP) on file with the School and the DMMP shall be updated and submitted annually.

The DMMP shall:

- Be provided by the Parent or Guardian;
- Be signed by the appropriately licensed health professional or nurse practitioner;
- Authorize the student to carry appropriate medications and monitoring equipment;
- Acknowledge that the student is capable of self-administering medications and equipment;
- Specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the School; and
- List the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for the student.

Student Self-Administration of Medication

Students are to take extraordinary precautions to ensure that any medication or equipment is secure and shall never make the medication and/or equipment available to another student. The student shall immediately report to School Administration any theft or loss of the medication and/or equipment brought to the School. Violation of these procedures may subject the student to disciplinary action.

- Students are required to practice proper safety precautions for the handling and disposal of the equipment and medications authorized under the DMMP.
- Medication must come in the prescription container as provided by the physician and/or pharmacy.
- If a student fails to practice proper safety precautions, the School may withdraw student’s authorization to self-monitor blood glucose and/or diabetes medication and develop a plan for administration by a designated staff member.

School Administration of Medication

If a student is not capable of self-monitoring blood glucose and/or self-administering medications, any medication administration services specified in the student’s DMMP shall be provided by the School. Two or more staff members shall be identified as designated staff members for the purposes of the administration of diabetic medications including storing, supervising ingestion, and recording.

School employees shall not be subject to any penalty or disciplinary action for refusing to serve as a designated staff member.

Designated staff members shall receive training by an appropriately licensed health professional as to the implementation of a student’s DMMP.

The School, its employees and members of its governing body, are immune from civil liability with respect to actions taken to adopt this Policy and all decisions made and actions taken that are based on good faith compliance with this Policy.

Dress Code

One of the most valued objectives at Paul Revere Academy is to help scholars learn to make responsible

choices and thereby be prepared to govern themselves. Our dress code is based on principles of maintaining modesty, cleanliness, and professionalism in your dress. Paul Revere Academy is not the place to experiment with fads. Hairstyles, clothing, make-up, or jewelry which is distracting by nature is not modest, and therefore violates the dress code. ***Due to the changing nature of dress and grooming which is particularly popular among youth, administrative decisions in matters not addressed in these guidelines are final.***

Parents/guardians have the responsibility to make sure that their scholar complies with our dress code before bringing them to school. Scholars not in compliance with the dress code will be asked to change or sent home.

When scholars are on campus during school days, they are to be in full uniform. Full uniform is required for all activities held during or immediately following school hours. The only exception to this rule is when the instructor requires alternate clothing for a class. Clothing changes under such circumstances are to be made during class time. While on campus, scholars are not to change out of their uniform prior to leaving campus for the day.

Clothing

To be in full uniform, scholars must wear a navy blue, gray, black, white, or a Paul Revere logo shirt, shorts, pants, or skirts, and footwear, all of which meets the requirements below. Students must follow EVIT's dress code when attending their CTE classes.

- **Paul Revere uniform shirts** consist of any plain navy blue, gray, black or white shirt. NO logos, graphics or words except for the Paul Revere Academy logo will be allowed, but does not need to have the Paul Revere logo. Tank tops or shirts without sleeves are not allowed. Scholars whose midriff shows will not be allowed in class. Any shirt worn under a Paul Revere shirt must be solid gray, white, or navy with no words or graphics.
- **Pants, jeans, or shorts** solid color pants that are blue, khakis, gray, or black, must be clean, fitted at the waist, modest without holes and no pj's. Shorts can be no shorter than four inches above the middle of the kneecap.
- **Skirts** solid school colors, must be no shorter than the top of the knee when sitting or standing (front and back).
- **Shoes** may be open-toed and must have a back support. Shoelaces are always to be tied. Slippers are not allowed.
- **Outerwear, jackets, coats, sweatshirts** consist of solid school colors: Navy blue, gray, black, or white without logos or graphics.

Uniform Clothing for Sports

All scholars in **sports** will wear the Heritage PE uniform. Instructors are required to enforce this rule. Scholars may be required to wear spandex shorts under their PE shorts, depending on instructor preference. A team uniform option may be available.

Hair

Hair should not distract from the learning environment and put forth a professional appearance ready to make a positive impact in the community and workforce. It must be a natural color (genetically possible) and be neat and in good taste. Extreme hair cuts are not acceptable.

Jewelry and Other Items

Makeup and jewelry should be simple and not attract unreasonable attention.

Body piercing, gauges, and plugs are not allowed. Girls' earrings should not be distracting or extreme in nature.

- No extreme or distracting jewelry is permitted.
- No make-up is permitted in classrooms.
- No curlers, curling irons, hair dryers, etc., are allowed at school.
- No hats, durags, disrupting head coverings are allowed in the building.
- No dark glasses are allowed in the building.

With respect to any other item in the classroom not mentioned in this handbook, ***each teacher has authority to say what will or will not be allowed in his or her classroom.***

Dress Code for Scholar Activities

Paul Revere may host events and activities for scholars during which scholars are not required to wear their uniforms, such as sports, field trips/tours, etc. During such events all clothing, and words and pictures thereon, must be positive, uplifting, and encouraging. Clothing displaying words and pictures which are degrading to others or which leave questions as to their meaning must be avoided. No scholar will be allowed to participate in any Paul Revere activity who does not comply with our dress code.

Spirit Days

Guidelines for Spirit Day attire are left up to each campus' Principal.

Dances

Paul Revere may host a variety of traditional high school dances throughout the year. Chaperones will strictly ensure that these guidelines are followed and will ask participants to conform before being admitted to the dance.

Formal Dance Dress Code

- Necklines must not reveal cleavage.
- The backs of dresses should be above mid-back.
- Midriffs should not be revealed.
- All dresses must come to the knee, in the front and the back, when sitting or standing.
- No jeans.
- Young men should wear suits, tuxedos, or collared shirts, ties and slacks.

Scholar Activities

Activities held outside the classroom are considered an extension of our school. Therefore, all standards of dress and behavior apply, unless specifically exempted by the faculty in charge. Uniform dress is required for all activities held during or immediately following school hours. No scholar will be allowed in dances and other activities, including formal dances, who does not comply with our dress code.

School activities, including dances, are for enrolled Paul Revere students only. Allowance is made for

certain specifically announced activities for scholars to invite other than Paul Revere students to attend. However, these scholars must secure a guest pass in advance from the administration during regular school hours for each non-Paul Revere student. Such a pass must be presented at the door with a photo ID.

Paul Revere reserves the right to not allow scholars to participate in school events due to past behaviors. Paul Revere does not allow scholars to represent the school in any school event such as sports, field trips/tours, etc., if they have repeatedly violated school policy.

Off-Campus Activities

No scholar will be able to participate in any off-campus activities without a valid permission slip signed by parent or guardian, unless the scholar is 18 years old.

Sports and Extracurricular

Paul Revere Academy has a no-pass, no-play policy. All students involved in after-school sports, scholar council, and field trips/tours must pass a periodic grade check to participate in these activities. Team fees must also be paid prior to receiving equipment, jerseys, and participating in games. Coaches are responsible to see that these rules are enforced. Playing time is not guaranteed. Scholarships available based on need.

Scholar Council

Scholar leadership is an important part of Paul Revere Academy. Scholar Council is the governing organization for all school clubs. The scholar council sponsor is a faculty member or parent designated by the school. The positions are listed below; other offices may be created or removed as needed:

Scholar Body President coordinates all school activities and is responsible to assure that the Scholar Council members complete their assigned duties.

Scholar Body Vice President is acting president in the president's absence; is responsible for working with all elections and promotes school spirit.

Secretary is responsible for writing letters, recognizing scholar groups and keeping records and minutes of Scholar Council Meetings.

Treasurer is responsible for accurate accounting of funds raised and dispersed, create budgets, and reconciles financial reports.

Spirit Ambassador improves or enhances scholar activities, raise school spirit, motivates pride in PRA, helps with daily announcements.

Grade Level Representatives communicates ideas, enhances school spirit, represents student body grade level appropriately, assists in all scholar council activities.

Scholar body officers elected for the new year should be available for training during the summer.

Clubs on Campus

Any scholar wishing to organize a club must first have the approval of the teacher of the related class who has agreed to be the advisor of that club. The advisor must agree to meet with the club members at the established meetings and supervise all activities of the club. Finally, administrative approval must be obtained for any club to be organized.

Personal Items at School

Scholars should bring to school only those items that directly relate to learning at school. Scholars who bring electronic devices to school do so at the risk of losing them if they are misused. Phones will be turned off and kept in a backpack during the school day. Each teacher will set rules for such use, if they are to be used at all. Teachers' restrictions must be strictly followed. Paul Revere Academy is not responsible for the loss of any of these items.

Telephone

A phone near the front desk is designated as the phone to be used by scholars. However, scholars may use the phone only before and after school, during lunch, and between classes. Any other use of the phone is by permission. Permission will be granted only for emergencies as determined by staff. Generally, phone calls to discuss matters which could reasonably have been arranged with better planning before school will not be allowed (such as going home with a friend or other carpool arrangements). A good rule-of-thumb is this: If I would feel good asking a faculty member to make the call for me, then I can feel good about asking to make it myself at the appropriate time.

Internet Use by Scholars

In class, scholars should only use the internet while on school computers and/or when supervised by a teacher. Failure to abide by this policy will jeopardize scholar use of the computers at school.

Building and Classroom Cleanliness

Among other duties, our custodians will ensure the cleanliness of the common areas such as the hallways, the restrooms, the lobby, etc.

In keeping with our policy of teaching responsibility and accountability, scholars in the last period of the day in which the classroom is occupied will ensure the classroom is clean for the next day. Under the leadership of the teacher the scholars will rotate duties of vacuuming, cleaning the white boards, cleaning desks, emptying trash, etc.

Lunch

Many scholars bring their own lunch from home. However, a variety of items, both hot and cold, is available to purchase. Vending machines are also available during certain hours of the day if scholars need a snack or drink. All food is to be eaten only in designated areas. In keeping with our policy of teaching scholar's responsibility and accountability, cleaning of the lunch areas will be done by scholars. All scholars must throw away their own trash.

Parking

Use of our parking lot is by permit only. Permits will be issued to full-time faculty and scholars. If scholars find that all designated parking spaces in our lot have been taken, they are subject to receiving a parking ticket from EVIT and will not be allowed to drive to school.

Scholars must remember that during school hours we have a closed campus. They are not free to leave campus to go to their cars until their classes are finished for the day. Scholars must plan their day, including lunch time so that they do not have to go to their cars if parked off campus.

Closed Campus and Visitors

Paul Revere Academy is a closed campus. Once a scholar is on campus, they must stay on campus until leaving school for the day. Only a parent/guardian may sign a scholar out. No phone calls will be accepted for sign-outs. Any exception to this policy must have administration approval. There is to be no leaving campus for lunch or loitering around vehicles in the parking lot during lunch.

Visitors

Our closed campus policy also includes visitors to our campus. All visitors must park in the front and register at the front desk. Because of the many requests and out of respect for teachers in the classroom, scholars are not allowed to bring guests with them to school. If a student from another school wishes to become more acquainted with Paul Revere they must come with a parent/guardian, and a faculty member will accompany them on a tour of the school. If family members or friends want to come on to campus, they must enter through the front door and immediately check in at the front desk and receive a visitor's pass. They then must strictly follow our procedures for visitors. Visitors, even with a pass, are not permitted past the front desk without being accompanied by school personnel.

During school hours, the only persons allowed in the lunch area and the parking lot, etc., are school faculty and Paul Revere Academy scholars wearing the school uniform. Drivers who drop off and pick up in those areas are to remain in their cars while doing so. No visitors are allowed during lunch times.

Conduct of Visitors/General Public on School Property

The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- All visitors, parents, guardians, etc. who visit the School for any reason (i.e. volunteering, observation, meeting with school staff, etc.) are required to enter the School through the main/front doors, report to the school office, sign in, present identification, and wear a visitor badge at all times. In order to ensure the safety of the campus community, entrance to the School through other entrances is not permitted by visitors. All visitors must always be escorted by a staff member .
- No person shall visit or audit a classroom (only up to 30 minutes) or other School activity, nor shall any person come upon or remain upon School premises, without prior approval by the Principal or the Principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on School premises without prior approval by the Principal or Principal's authorized representative.
- Any member of the general public considered by the Principal, or a person authorized by the Principal, to be in violation of these rules shall be instructed to leave School property. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. § 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the School.
- No person shall possess or engage in the use of medical marijuana on School property or at school-sponsored events.

No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might

reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of the School by either:
- Threatening to cause physical injury to any employee or student of the School or any person on the property of the School.
- Threatening to cause damage to the School, the property of the School, or the property of any student or employee of the School.
- Intentionally or knowingly entering or remaining on the property of the School for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Principal, Director of Operations, or another person designated to maintain order at the School.

The above identified acts need not be directed at a specific individual, the School, or specific property of the School to constitute a violation of this policy. Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. § 13-2911.

A person may also interfere with or disrupt the operation of the School by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the School Board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the School or at school-sponsored functions.
- Forceful or unauthorized entry to or occupation of School facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on School property or at school-sponsored functions.
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of School officials or of law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowing violation of a School rule and/or Policy. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy of the School Board.

- Carrying or possessing a weapon on School grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate School administrator.

PowerSchool Access by Parents/Guardians

Our student information system is PowerSchool. All class assignments, grades, and attendance are entered by teachers directly into our PowerSchool system on a weekly basis. Guardians who have internet access may receive each student’s ID and password from the office to access student information on a 24-7 basis. School announcements, teacher email addresses, and requests for automatic email of student progress reports are also available. We encourage all parents to make use of this exciting feature to keep up on student performance.

Paul Revere Academy does not send home written progress reports or report cards. Guardians are expected to check PowerSchool frequently to track their scholar’s progress. Apps are available for smartphones. Weekly email updates are available through PowerSchool. If you require a printed copy of the scholar’s progress, please visit the front office and request a copy of their report.

Sexual Behavior, Harassment and Abuse

Paul Revere Academy (“the School”) complies with federal and state laws prohibiting unlawful discrimination based on race, color, national origin, sex, disability and age in its programs and activities. Such programs and activities may include, but are not limited to, admissions, recruitment, academic programs, counseling and guidance, discipline classroom assignment, grading, vocational education, recreation, physical education, athletics and employment.

The School does not tolerate sex discrimination, harassment or retaliation and will therefore take effective action, including disciplinary action, when appropriate. Any person that believes they have been discriminated based on sex can file a complaint under this procedure by contacting the School’s Title IX Coordinators as follows:

Jennifer Whitmire
 Human Resource Manager/Title IX Coordinator
 32 S Center St.
 Mesa, Arizona 85210
 480-969-5641 ext. 4408
jwhitmire@heritageacademyaz.com

This grievance procedure applies to Grievances filed by staff members, parents/guardians, students or by someone on their behalf alleging unlawful discrimination, harassment or retaliation carried out by employees, students or third parties.

GRIEVANCE PROCEDURE

- Grievances should be submitted to the Title IX Coordinator within 30 working (i.e., school) days of the date the person filing the grievance becomes aware of the alleged action.
- All grievances should be in writing, containing the name and address of the person filing it. The grievance must state the problem or action alleged to be discriminatory and the remedy or relief sought. The complaining party (“Complainant”) may use the School’s grievance form available

at the front office of the School to submit his/her complaint but is not required to.

If the Complainant is unable to put the grievance in writing, the School shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. Although the School encourages individuals to submit grievances in writing, the School will nonetheless provide prompt and equitable response when it becomes aware of possible discrimination.

- The Title IX Coordinator shall initiate and oversee an investigation of the grievance. This investigation may be informal, but it must be adequate, reliable and impartial, affording all interested persons an opportunity to submit evidence relevant to the grievance, including the opportunity to present witnesses. The Title IX Coordinator will maintain the files and records of the School relating to such grievances.
- The alleged perpetrator in any grievance will be provided with written notice of the allegations against him/her, reference to any School Policies that may be violated by the allegations and shall have the opportunity to prepare a response to the allegations as part of the investigation before an initial interview is conducted.
- When necessary, the Title IX Coordinator will implement interim measures during the investigation, such as placing students in separate classes pending the results of the investigation, allowing students to transfer classes, developing a safety plan, etc.
- The Title IX Coordinator will complete the investigation no later than 30-working days after the filing of the grievance, unless extenuating circumstances require an extension of the 30-working day timeline. In such a case, the Title IX Coordinator (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- Upon completion of the investigation, the Title IX Coordinator shall prepare written findings and conclusions within 10-working days from the completion of the investigation. The Complainant and alleged perpetrator shall be informed of the outcome of the investigation within 10-working days timeframe outlined above and such communication shall not violate the Family Educational Rights and Privacy Act (FERPA) or the privacy interests of either party.
- The opportunity for either party to appeal the decision of the Title IX Coordinator shall be noted in the written findings and conclusions provided to them. Appeals may be submitted, in writing, to the School's Governing Board, within 15-working days of receiving the Title IX Coordinator's decision and must outline the reason(s) for the appeal. The Board shall issue a written decision in response to the appeal no later than 30-working days after its filing or shall provide an alternative decision date if the 30-day time frame will not be met.
- If it is determined that harassment occurred, the School shall take the appropriate steps to prevent the recurrence of any harassment and to correct the discriminatory effects on the Complainant and others, if appropriate.
- If a Grievance includes a report of alleged criminal conduct (including, but not limited to, sexual assault/violence), the School shall ensure that mandatory reports are made to law enforcement authorities, the Department of Child Safety and the Arizona Department of Education, consistent with the School's reporting policies and state laws. In such situations, the School will

ensure that it provides any other appropriate response to the incident.

- The School shall maintain student confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) during all times.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination or harassment on the basis of sex with the U. S. Department of Education, Office for Civil Rights (www.ed.gov/ocr). The contact information for the regional office that includes Arizona is:

Office for Civil Rights
1244 Speer Blvd., Suite 300
Denver, CO 80204-3582
303-844-5695 or ocr.denver@ed.gov

The School will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Title IX Coordinator will be responsible for making such arrangements.

Parent and Scholar Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("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 of the day the School receives a request for access. Parents or eligible students should submit to the school administration a written request that identifies the record(s) 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 a record should write the administration, 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 advise them 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 consent to disclosures of personally identifiable information contained in 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.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-5920

Equal Educational Opportunity

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, religion, or disability. The School provides a nondiscriminatory learning and work environment ensuring that all students and staff are free from unlawful discrimination. A lack of English language skills will not be a barrier to admission and participation in the education programs of the school. This commitment extends to all school programs and school sponsored events. A full copy of the grievance procedure is available from the Principal.

In the event a student experiences discrimination, the student should report the incident to the school Principal within ten (10) school days. The inability of a student to speak English should not prevent the student from reporting a violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken.

The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Jennifer Whitmire/HR Manager
32 S. Center St
Mesa, AZ 85201
(480) 969-5641
jwhitmire@heritageacademyaz.com

Procedures for Filing Complaints

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, office personnel, or the school Principal. Complaints that cannot be reported immediately must be reported within thirty (30) calendar days. The school employee receiving the report or complaint, or who personally witness discrimination or harassment, shall immediately inform the school Principal of the report or complaint and complete a Statement of Facts form.

Procedures for Investigation of the Report/Complaint

The school Principal will investigate the incident personally or designate another school employee to conduct the investigation at the Principal's discretion. The alleged victim or witness will be required to complete a Statement of Facts form, or if a Statement of Facts form is not available, set forth in another

written form all information relevant to the complaint, including a description of the conduct alleged (i.e., specific words, statements, or actions), names of perpetrator and victim, places, times, and other witnesses. The Principal shall contact an outside agency (i.e., Department of Child Safety or law enforcement) as required by statute or when otherwise deemed appropriate by the Principal.

Investigative Findings

In all cases, regardless of whether a violation of School policy is found, or a complainant no longer wishes to pursue his/her complaint, the investigation shall conclude with a written investigation report. The report shall include findings, conclusions and any possible recommendations, including any discipline referral resulting from the alleged conduct, to be prepared by the individual who conducts the investigation. The report shall be drafted as soon as possible after the investigation is closed.

Non-Discrimination Policy

Paul Revere Academy will maintain a safe and supportive learning environment free of unlawful discrimination and ensure that students are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity of Paul Revere Academy on the basis of race, ethnicity, national origin, religion, gender, age, or disability.

The following person(s) have been designated to handle inquiries regarding complaints of discrimination:

Campus	Name	Address	Phone
Paul Revere Academy - EVIT	Stephanie Lund	1610 W. Main Street Mesa, AZ 85201	(480) 461-4475

Section 504

NOTICE OF NON-DISCRIMINATION AND GRIEVANCE PROCEDURE UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 and TITLE II OF THE AMERICANS WITH DISABILITIES ACT.

Paul Revere Academy (the “School”) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following individuals have been designated to handle inquiries regarding Section 504, Title II of the Americans with Disabilities Act, and/or the nondiscrimination policies:

Paul Revere Academy
Michael Tagliaferri
 1610 West Main Street
 Mesa, AZ 85201
 480 461-4475
m.tagliaferri@paulrevere.tech

Grievance Procedure

Any person who believes she or he has been subjected to discrimination on the basis of disability by a student, staff member, or third party may file a grievance under this procedure. Examples of disability discrimination can include, but are not limited to, disability-based harassment; limiting or denying a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit or service; treating a student differently on the basis of disability; denying a student with a disability a free and appropriate education; and failing to make modifications of "policies, practices or procedures" when such modification is necessary to accommodate individuals with disabilities.

The School prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances should be submitted to the Section 504/ADA Coordinator within 30 school days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint should be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- If the Complainant is unable to put the complaint in writing, the School shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. Although the School encourages individuals to submit complaints in writing, the School will nonetheless provide prompt and equitable response when it becomes aware of possible discrimination.
- The Section 504/ADA Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The Section 504/ADA Coordinator will maintain the files and records of the School relating to such grievances.
- The Section 504/ADA Coordinator will complete the investigation and issue a written decision on the grievance no later than 30 working days after its filing, unless extenuating circumstances require an extension of the 30-day timeline. In such a case, the Section 504/ADA Coordinator (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- The person filing the grievance may appeal the decision of the Section 504/ADA Coordinator by writing to the Associate Superintendent of School-wide Construction Development and Federal Programs, within 15 working days of receiving the Section 504/ADA Coordinator's decision. The Principal, or his/her designee, shall issue a written decision in response to the appeal no later than 30 working days after its filing.
- If it is determined that discrimination occurred, the School shall take the appropriate steps to prevent the recurrence of discrimination and correct the discriminatory effects on the complainant and others.
- The School shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) during all times.
- The availability and use of this grievance procedure does not prevent a person from filing a

complaint of discrimination on the basis of disability with the U. S. Department of Education, Office for Civil Rights. The address of the regional office that includes Arizona is:

Office for Civil Rights
1244 Speer Blvd., Suite 300
Denver, CO 80204-3582

The complaint form is accessible on the school's website main menu, under Departments>>SECTION 504.

The School will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Section 504/ADA Coordinator will be responsible for making such arrangements.

Special Education Services

Paul Revere Academy makes available special education and related services to all eligible students. Our teachers are trained to teach to diverse learning styles and ability levels. The School believes in close collaboration between staff, general education teachers, special education teachers, and parents. For more information about our special education programs, please contact the Principal.

Child Find

In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, the School is required to provide a free and appropriate public education (FAPE) for all scholars who enroll in the School.

The school will identify, locate, and evaluate all children with disabilities within their population served, who are in need of special education and related services

Child Find must also include children who are suspected of being children with a disability and are in need of special education even though:

- a) They are advancing from grade to grade, or
- b) They are highly mobile children, including those who are migrant children.

Each public agency will maintain a record of children who are receiving special education and related services.

All new scholars will be screened within 45 calendar days of their initial enrollment. The classroom teacher will complete the screening after reviewing the scholar's abilities in the areas of vision and hearing; cognitive or academic; communication; motor; social or behavioral; and adaptive development. If any concerns are noted, parent/guardian notification will occur and the scholar will be referred for additional help.

Arizona Administrative Code (AAC)

R7-2-401.C Public Awareness

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

Heritage Academy
Dawn Schwenckert
480-969-5641
dawn.schw@heritageacademyaz.com

Procedural Safeguards

Parents of a student with a disability (or suspected of having a disability) are entitled to a Procedural Safeguards Notice, which explains the rights of the parent and student to ensure they are protected through the special education process. A copy of the procedural safeguards notice is offered to parents once annually and in specific instances; however, copies are always available by contacting the School Office.

Child Identification and Referral

Each public agency shall establish, implement, and disseminate to its school-based personnel and all parents written procedures for the identification and referral of all children with disabilities aged birth through 21 years. If any individual has questions about these procedures they should contact the individual site:

Paul Revere Academy
Michael Tagliaferri
480 461-4475
m.tagliaferri@paulrevere.tech

For children not currently enrolled at Paul Revere Academy, parent/guardians can contact the following resources:

- a) Children birth to 36 months – contact the school district where they reside or Arizona Early Intervention Program (AzEIP), 602-532-9960, AzEIP.Info@raisingspecialkids.org
- b) 36 months or older – contact the school district where they reside
- c) Parentally placed private school scholars – the district within whose boundaries the nonprofit private school is located is responsible for such evaluation(s).

Evaluation

A special education evaluation will be considered whenever the School suspects that the student may have a disability. Before the evaluation can be conducted, informed parental consent is required. The School may contract with private specialists to provide needed services for students requiring related services. Services include but are not limited to school psychologist, speech therapy, and occupational therapy. Results from the evaluation will then be shared with the Multidisciplinary Evaluation Team (MET), which consists of the student's parents, principal, classroom teacher, school psychologist, special

education teacher, and any other needed personnel (i.e., speech therapist, occupational therapist, etc.). The results of the evaluation determine a student's eligibility for special education services, but do not automatically qualify a student for these services. The IDEA sets out the rules and regulations regarding eligibility and the determination of whether a student qualifies for special education services. By law, the School must follow these rules and regulations.

Individualized Education Plan (IEP)

If it is determined by the MET that the student qualifies for special education services under the definition and guidelines of the IDEA, an Individualized Education Plan (IEP) will be written for the student, setting out specific goals, accommodations, services, and placement. The IEP must be reviewed at least annually or at the request of an IEP team member.

Service Animals

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic or trained or untrained are not considered Service Animals.

The School does not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of the School's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go. A service animal may be excluded from the School if one or more of the following apply: The animal poses a direct and immediate threat to the health or safety of others.

- The animal poses a **direct** and **immediate** threat to the health and safety of others.
- The animal fundamentally alters the nature of the School, services or activities provided.
- The animal poses an undue burden. Undue burden does not include others who may have a fear of animals or who may have allergies.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether or use of the harness, leash or other tether would interfere with the service animals' safe, effective performance of work or tasks, in which case the service animal must be under the handler's control.

The School shall not be responsible for the training, feeding, grooming. The School must approve any

person who is authorized by the owner to assist in care and supervision of the service animal while on school property.

Service dogs must be licensed in the county in which the individual resides. Licensing requires proof of a rabies vaccination.

Owners of the service animal are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.