



2016-2017 Student Handbook

Greg Garland, School Leader

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Gilbert, AZ 85296
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DESERT HILLS HIGH SCHOOL

1515 S. Val Vista Drive, Gilbert, AZ 85296 (p) 480.813.1151 www.deserthillshs.com

Desert Hills High School 2016-2017 School Calendar

July						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						

August						
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September						
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30	31					

November						
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December						
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January						
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February						
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March						
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April						
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30						

May						
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June						
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25	26	27	28	29	30	

Teacher In-Service	July-Aug	28 - 5
First Day - Block 1	August	8
Teacher In-Service	August	19
Labor Day	September	5
Last Day - Block 1	October	6
Teacher In-Service	October	7
Fall Break	October	10 - 14
First Day - Block 2	October	17
Veteran's Day	November	11
Thanksgiving Break	November	24 - 25
Last Day - Block 2	December	15
Teacher In-Service	December	16
Winter Break	Dec/Jan	12/19 - 1/2
Teacher In-Service	January	3
First Day - Block 3	January	4
Teacher In-Service	January	6 - 9
MLK Jr. Day	January	16
Presidents Day	February	20
Last Day - Block 3	March	9
Teacher In-Service	March	10
Spring Break	March	13 - 17
First Day - Block 4	March	20
Teacher In-Service	April	14
Last Day Block 4	May	24
Graduation	May	25
Teacher In-Service	May	26

Administration:
 Greg Garland, School Leader
 Joshua Boyle, Asst. School Leader

Daily Schedule	
1st Period	8:00 am - 9:50 am
2nd Period	9:54 am - 11:44 am
Lunch	11:44 am - 12:14 pm
3rd Period	12:14 pm - 2:04 pm
4th Period	2:08 pm - 3:58 pm

Flex Schedule	
1st Period	8:00 am - 9:10 am
2nd Period	9:10 am - 10:20 am
3rd Period	10:20 am - 11:30 am
4th Period	11:30 am - 12:40 pm
Lunch is not served Fridays	

Key
Holiday
School Breaks
Teacher In-Service
Block Begins
Block Ends
Flex Day

Greetings from DHHS Administration,

Welcome to Desert Hills High School. We understand that selecting a high school for your child is not a simple task, and that by choosing our school you have placed your trust in us. That is a responsibility that we do not take lightly. At Desert Hills, we strive to put the learner at the heart of everything we do. Our unique block schedule and four day week provides us with numerous opportunities to assist your student with their own individual needs. In addition, we provide a variety of programs geared towards preparing your child for their post-secondary career. After all, we want your child to be successful academically, but we also seek to help him/her as they grow into adulthood. High school is a pivotal time period for all young adults and we are honored to guide your child through this time.

Sincerely,

Desert Hills Administration



Greg Garland
School Leader
greg.garland@leonagroup.com
(P) 480-813-1151 Ext. 200



Joshua Boyle
Assistant School Leader and Curriculum Coach
joshua.boyle@leonagroup.com
(P) 480-813-1151 Ext. 210

Mission

Desert Hills High School incorporates choice through a tailored academic plan designed to assist students in achieving their highest academic and career potential. Block classes offered by Desert Hills provide an extended opportunity for student-teacher collaboration, in order to enhance student performance.

Vision

Desert Hills High School offers a distinct educational choice for students by providing an individualized schedule to maximize our students' academic performance. The block schedule utilized by Desert Hills provides for direct and concentrated instruction for students, as well as increased opportunities for tutoring and one-to-one assistance in a small school environment.

Academic Goals

1. To increase student academic achievement and improve standardized test scores. To meet and exceed state-developed curriculum standards.
2. To immerse our students in technology, which will ensure that our students will graduate with both the education and the technological skills, needed to compete and succeed in post-secondary academe and the workplace.

Student Enrollment

Students who wish to enroll in DHHS may go to www.deserthillshs.com and click on the enroll button to complete the enrollment form. The form can be completed on campus or at any location with an internet connection. Once the online form is completed the family will receive an email confirming the completion of the packet. Then, a visit to the office with required documentation must be made to complete the enrollment process. Students/parents are responsible for obtaining all of the necessary documents. The purpose of the interview is to acquaint the student and the parent with the rules and expectations for DHHS students.

It is the responsibility of the parent and guardian to keep the school informed of the current address and phone number. If you change your address or phone number at any time during the year, please notify the school.

Transfers and Withdrawals

If you plan to move let the school know at least three days in advance. The school will prepare transfer materials to help you get started at the new school. Withdrawal paperwork will not be completed over the telephone.

Admission

Admission to DHHS is open to all students ages fourteen through twenty-one with documentation that they have completed the eighth grade. Students unable to provide eighth grade documentation shall be referred to the principal's office for an interview and consideration. Every attempt will be made to accommodate students seeking

admission.

Classification of Student

Students in grades 9-12 shall be classified as freshmen, sophomores, juniors, or seniors depending upon the year they entered the 9th grade.

2016-2017 school year	Freshman
2015-2016 school year	Sophomore
2014-2015 school year	Junior
2013-2014 school year	Senior

Open Enrollment

Desert Hills has an open-enrollment policy in accordance with A.R.S. § 15-184. A copy of the full open-enrollment policy is available for your review upon request from the school office. Desert Hills does not discriminate in its admissions or enrollment practices on the basis of race, ethnicity, national origin, age, religion, gender, income level, disability, English proficiency or athletic ability.

Failure to disclose accurate, complete, and truthful information on the enrollment application may result in revocation or removal from enrollment.

Pursuant to A.R.S 15-184(F), Desert Hills may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Enrollment Process

Registration is open throughout the school year. New student enrollment is conditional upon a student/parent interview by an administrator, and completion of a student file with the items listed below:

- Completed Enrollment Packet (available at www.deserthillshs.com)
- Current Immunization Record
- An original birth certificate with the state seal or an affidavit explaining the inability to provide a copy of the birth certificate
- Copy of Unofficial Transcript and discipline records from last high school attended
- Withdrawal Slip from last high school attended
- The address of previous school for records request (if applicable)
- Special Education Records (IEP, MET), if applicable
- Copy of Custody Papers (if applicable)
- Proof of residency Examples: Driver's license, Utility bill, lease/purchase agreement with your name and address. We cannot accept a check as proof of residency.

Equal Educational Opportunity

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, religion, or disability. Desert Hills 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 school leader.

In the event a student experiences discrimination, the student should report the incident to the school leader 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:

*Greg Garland
Desert Hills High School
1515 S. Val Vista Dr.
Gilbert, AZ, 85296
(480) 813-1151
Greg.Garland@leonagroup.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 leader. 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 leader of the report or complaint and complete a Statement of Facts form.

Procedures for Investigation of the Report/Complaint

The school leader will investigate the incident personally, or designate another school employee to conduct the investigation at the school leader'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 school leader 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 school leader.

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.

Class Schedule

Classes are 4 days a week, Monday through Thursday. Students are enrolled for first through third hour, however, they can also choose to enroll in an additional class during fourth hour. Teachers are on campus Monday through Friday to assist students with tutoring when necessary and appointments can be set up with each individual teacher.

M-Th Daily Schedule

Period 1	8:00 am - 9:50 am
Period 2	9:54 am - 11:44 am
Lunch	11:44 am - 12:14 pm
Period 3	12:14 pm - 2:04 pm
Period 4	2:08 pm - 3:58 pm

Friday Flex Schedule

Period 1	7:50 - 9:10
Period 2	9:10 - 10:20
Period 3	10:20 - 11:30
Lunch	N/A
Period 4	N/A

Supervision of Students:

Due to a lack of adult supervision, students should not be on campus outside of the following hours: 7:00am-4:30pm.

Tardy Policy

Educational time is valuable and students that arrive late to class unfairly cause the teacher and other students to lose some of this valuable time. As a result, we are committed to encouraging students to arrive to school on time and have instituted the following tardy policy:

1. Students arriving late must sign into the office and obtain a tardy pass. Students will be counted tardy to school regardless of reason.
2. Students may be tardy to their classes a combined five (5) times without penalty. For EACH tardy after the five, students are required to attend a Flex Friday.
3. If all excess tardies are not made up, then the student **will not receive credit for their three courses.**

It is the ultimate responsibility of the student to adhere to the policy stated above.

Student Absence Policy

By law, students are expected to attend at least 90% of each class session, within each block, in order to receive course credit. Students that are absent are expected to make up the coursework during the same week they were absent. This ensures that the student's grade will not be affected due to late work. Flex Fridays are used to make up missed class time. **If a student accrues more than three unflexed absences, they will not receive credit for the course.** Additionally, if a student misses ten straight days, they will be automatically withdrawn from the school. If a student is withdrawn

from the school, he/she may re-enroll the following block if space permits.

To excuse an absence, please present Doctor's or Dentist's notes to the front office. Other acceptable excused notes such as a death in the family or court documentation will also be accepted. An excused note does not remove the absence from the student's attendance file.

Curriculum

DHHS has designed a student curriculum that is based on the Arizona College and Career Ready Standards. Objectives are taught using a variety of learning activities and addressing multiple learning modalities. Reading, writing, and technology skills are integrated throughout the curriculum and are an integral part of all content area classes. Textbooks and all other instructional materials are selected on the basis of their alignment with the Arizona College and Career Ready Standards.

Uninterrupted Instructional Time

We believe in providing uninterrupted learning time. Class time is a period of time when the student can concentrate on academics and not be distracted. When you have messages, materials, lunch money, etc, for a student, please bring it to the school office and the school personnel will deliver it to the classroom. Please try to schedule appointments outside of the instructional day so that students are not missing valuable class time.

Homework

The purpose of homework is to provide additional practice on previously introduced skills or to enrich classroom experiences. Because of the extended learning time during the day, the majority of learning activities will be completed during class time where the teacher is available to assist the student. Teachers may require additional homework or research to be completed outside of class. Each teacher will provide guidelines for homework in their syllabus.

Grading:

All classes in DHHS use the following weighted grading system:

Formative Assessments: 30%

Summative Assessments: 30%

Classwork: 30%

Bellwork: 10%

Parent Involvement

DHHS welcomes and encourages parent involvement. We recognize and value a variety of ways that parents can be meaningful partners in the education of their children. There are many opportunities for you to be involved in your student's education. Meaningful parental involvement is achieved when parents participate in supporting student learning at home, are involved in school-related decision making, and parents support school-related activities. DHHS continuously works to achieve this

goal in order to meet Federal and State requirements. DHHS has developed a Parent Involvement Policy in collaboration with parents. This policy is available for your review upon request at the school office and on the school website.

Opportunities for meaningful parent involvement are provided at DHHS through:

- Annual Title I Advisory meetings
- Opportunities to volunteer to serve on school councils/committees
- Communication vehicles such as school newsletter, school website, written description of programs, and information from annual Title I meetings
- Seeking parental input through parent surveys
- Annual recommitment by parents, students, and teachers to the Parent-Student-School Compact

As part of the Title I Parent Involvement Policy, DHHS has developed a compact outlining how parents, school staff, and students will share responsibility for improving student achievement. School compacts will be reviewed and revised annually, as necessary.

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

This compact is in effect during the school year.

Parent-Student-School Compact

The following Parent/School Compact, developed through the combined efforts of the parents, students, and staff of Desert Hills, outlines the goals, expectations, and shared responsibilities for the success of all our students.

This compact is in effect during the 2016-2017 school year.

School Environment

The School Will:

- Provide a safe, secure environment on a closed campus with adequate security & will contact local law enforcement when necessary.
- Employ a staff that is well trained and/or certified in maintaining a safe, educational environment.

The Parents Will:

- Contact the school with any concerns over attendance, behavior or academic completion.
- Contact their individual student through the **school office only**, during regular class hours.

- Drop off and pick up their student in the parking lot at the front of the main campus.

The Students Will:

- Accept the responsibility of maintaining a safe, secure learning environment by accepting this compact.
- **NOT use cell phones**, game consoles, Ipods or any similar electronics in any class unless given specific permission by the teacher for a school-related purpose.
- Attend classes on time and ONLY leave campus with parent/guardian permission.
- Assist the DHHS staff in keeping the campus neat and clean by throwing trash in the garbage can.
- NOT participate in public displays of affection (PDA) on campus.
- Park cars in the student lot. Cars will be parked between the white strips of a parking space. Students will retrieve all necessary belongings from their car and report to the school and not return to the car until the end of the school day.
- NOT use, sell, consume or participate in any illegal activity including those related to drugs, tobacco and alcohol.
- Avoid and refrain from participating in all gang related activities: hand signs, clothing, jewelry, graffiti, or any other related actions or behavior.
- NOT gamble in any way, shape or form.
- NOT fight or participate in any confrontational behavior at any time with anybody.
- NOT carry weapons, any look-alike weapons or replicas of weapons at anytime.

Behavior and Participation

The School Will:

- Maintain a safe climate, with a positive atmosphere suitable for learning for all students.
- Provide students with a foundation for continuous learning.
- Enforce the **DHHS Dress Code** by providing alternative clothing if needed.

The Parents Will:

- Reinforce mutual respect for all teachers, staff and other students.
- Monitor their student's dress as appropriate and within the limits of the *DHHS Dress Code* and reinforce appropriate dress, including jewelry and fashion accessories permitted by the *DHHS Dress Code*.
- Monitor their student's absences, if they should occur, while ensuring 100% attendance.
- Call the school if their student will be absent – as outlined in the *Attendance Policy*.
- Reinforce positive student behavior and participation involving any activities and actions.

The Students Will:

- Show respect to all teachers, all staff and all students at all times: No racism, foul language, obscene gestures, harassment, poor attitude or inappropriate behavior.
- Use appropriate language at all times: No obscenities, threats, harassment, or any other verbal abuses.
- NOT participate in any type of bullying to include, but not limited to: verbal, physical, cyber or any other method, including electronic.
- Show positive behavior at all times: attendance, participation, respect, positive attitude, gestures and posture.
- Dress appropriately for a learning environment at all times. Dress must reflect maturity and modesty and be in accordance with the guidelines of the ***DHHS Dress Code***.

Academics and Curriculum

The School Will:

- Provide a challenging curriculum that is aligned to the Arizona Academic Standards.
- Promote student achievement and success while addressing all learning styles and providing necessary accommodations.
- Employ highly trained professionals (teachers, administrators, and staff) who promote the highest quality in education.

The Parents Will:

- Support students in their learning and completion of all classes, all assignments and all class activities.
- Assist their students in seeking and receiving any additional help with all classes, all assignments and all class activities.
- Have access to all their student's class materials and class work in order to monitor progress.

The Students Will:

- Put in 100% effort into all class activities and all assignments at all times in order meet the requirements of their classes.
- Ask for help on any assignments they do not understand in order to achieve to the best of their ability.
- Attend additional class time suggested by their teacher in order to achieve to the best of their ability.
- Complete all classes and all assignments appropriately to the best of their ability.

Goals and Achievement

The School Will:

- Provide every opportunity for students to achieve academic success.

The Parents Will:

- Provide every opportunity for their student to achieve academic success.

The Students Will:

- Take responsibility to learn and achieve in every class and every course of study.
- Monitor their own grades and credits, and work positively toward class completion and graduation.

PARENT'S RIGHT TO KNOW

In accordance with the No Child Left Behind Act of 2001, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether your child's teacher has met state qualification and certification/licensing criteria for the grade levels and subject area in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which state qualification or certification/licensing criteria has been waived.
- The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of study/discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- Information on your child's achievement level in each of the state tests

If you would like to receive this information, please contact the school office at 480-813-1151, and an appointment will be made with Greg Garland, School Leader of Desert Hills High School.

Insurance

DHHS and The Leona Group, L. L. C. is in compliance with insurance as required by the Arizona Department of Education. The school does not carry insurance for students' medical or dental costs if they are injured during school activities. It is the responsibility of the parent/guardian to provide insurance for their student.

Student Records and Confidentiality

Desert Hills has established written policies regarding the collection, storage, retrieval, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

Right to Inspect and Review

Parents have the right to inspect and review a student's education records within 45 days from the day the school receives a request for access. Requests should be submitted in writing to the school leader and identify the records to be inspected. The school leader will make arrangements for access and notify the parent of the time and place where the records may be inspected.

Right to Amend Education Records

Parent may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the school leader, clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the School decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the School still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view regarding the contested information.

Right to Consent to Disclosure

Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), 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 is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to File a Complaint

A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the district has

violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the school leader. If a reasonable solution is not made at the school level the complainant has the right to file a complaint with the U.S. Department of Education.

The name and address of the office that administers FERPA is:

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

Notice for Release of Student Directory Information

The Family Educational Rights and Privacy Act or “FERPA” requires that the School obtain your written consent to release any personally identifiable information or educational records concerning your child. FERPA provides many exceptions to the written consent requirement; one of which is an exception for information designated as “directory information.”

Directory information is information that is that is generally not considered harmful or an invasion of privacy if released. Directory information can include items such as, but not limited to, names, addresses, phone numbers, honors and awards, participation in school activities and sports, and other similar information. Before the School may release directory information without your written consent, it must first inform you of those items that the School will designate as directory information, and provide you an opportunity to opt-out. It is important to the School that it balances safeguarding your child’s information with ensuring that your child is informed of various opportunities and activities. Therefore, the School has decided to designate the following information as “directory information” (information that can be released without your written consent):

- Student's name
- Student's photograph
- Student’s grade level
- Student’s honors and awards received
- Student’s participation in officially recognized activities and sports within the School

If you opt-out of having your child’s directory information released, your child may also miss opportunities to be on vendor lists for graduation announcements, yearbook opportunities, or other student lists for participation in clubs and activities, or his/her achievements may not be publicized in School announcements. Another item to consider is that State and Federal law require that if directory information is released to persons or organizations who inform students of educational or occupational opportunities, then, the School is also required to provide the same access to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them in the military. However, you can

request in writing that the School not release the student's directory information without your prior signed and dated written consent. If you do not object in writing to the release of any or all directory information, then the School must provide military recruiters, upon request, directory information containing the student's name, address, and telephone listing.

If you do not want any or all directory information about your student to be released to any person or organization (including School groups) without your prior signed and dated written consent, you must notify the School in writing using the opt-out form located at the end of this Handbook and returning it to your student's school, within two (2) weeks of receiving this form, or by October 31st, whichever occurs first. If the School does not receive notification from you on the form found at the end of this Handbook within the prescribed time, the School will assume that your permission is given to use the directory information as described above.

Notification of Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Desert Hills High School has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. DHHS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. DHHS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. DHHS will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any nonemergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

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. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

DHHS 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 non-violent 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 threat to the health or safety of others.
- The animal fundamentally alters the nature of the School, services or activities provided.
- The animal poses an undue burden.

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 animal's 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.

A request for an individual with a disability to be accompanied by a service animal must be submitted to the school leader at least three (3) school days prior to bringing the service animal to school or to a school function. Forms are available by contacting the school office.

Service dog requests must provide proof of the following vaccinations: DHLPPC (distemper, hepatitis, leptospirosis, parainfluenza, parvovirus, and coronavirus) bordatella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinoneumonitis, influenza, and strangles.

All service animals must be: spayed or neutered; treated for and kept free of fleas and ticks; and kept groomed to avoid shedding and dander. Owners of the service animal are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.

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 in the classroom, 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 be escorted by a staff member at all times.
- No person shall visit or audit a classroom 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.

Instruction and Learning

Assessment of Learning

Students at DHHS are assessed to ensure that they are acquiring skills and being challenged academically. To measure the achievement of all students, school-wide assessments are administered throughout the year. Each student's performance on the school-wide assessments is measured against his/her own previous performance. Results of these assessments in language arts and mathematics are used to make needed programming changes and provide additional support to students through intervention programs. Results are also made available to teachers, parents, and students so that everyone can work together to help ensure that all learning goals are met for every student. Students requiring special education are administered more individualized evaluations by appropriate professionals for the purpose of providing specialized instruction under the Individuals with Disabilities Education Act (IDEA).

The state of Arizona requires AIMS testing in grade 10 and thereafter if students do not meet the standard on the AIMS Reading, Writing, or Math assessment.

The following outlines our school-wide assessments:

TEST	WHO IS TESTED:	WHAT IT IS USED FOR:
AZMerit	Students enrolled in: <ul style="list-style-type: none"> ● Algebra 1 ● Geometry ● Algebra 2 ● English 9 ● English 10 ● English 11 	<ul style="list-style-type: none"> ● To complete Desert Hills' performance-based teacher and leader evaluations ● To demonstrate growth to AZ Charter Board

AZELLA	<ul style="list-style-type: none"> All English language learners 	<ul style="list-style-type: none"> To identify students for English language services, measure their growth, and exit them out of the program
ATI/GALILEO (reading and math)	<ul style="list-style-type: none"> All enrolled students Grades 9-11 for all three benchmark test dates 	<ul style="list-style-type: none"> To predict how students will perform on AzMerit and provide targeted interventions to increase AzMerit achievement To measure growth of students in our school compared to other schools in Arizona
Additional Formative Assessments	<ul style="list-style-type: none"> Targeted students are tested regularly to measure progress and guide intervention efforts. Classroom teachers can test their classes at will to drive whole-class, small-group, and individual instruction 	<ul style="list-style-type: none"> To guide instructors and interventionists toward benchmark growth in GALILEO and AzMerit To measure classroom learning and inform re-teaching and tutoring

Graduation

High School Graduation Requirements

<u>General Required Courses</u>	<u>Credits</u>	<u>Arizona University Requirements*</u>	<u>Credits</u>
English	4.0	English	4.0
Math	4.0	Math	4.0
Science	3.0	Science	3.0
Social Studies	3.0	Social Studies	3.0
Fine Arts/Vocational	1.0	Visual/Performing Arts	1.0
Elective Classes	7.0	Foreign Language	2.0
Total:	22.0	Elective Classes:	5.0
		Total:	22.0

**Colleges and Universities may differ in their requirements for admission.*

Core Course Descriptions

Language Arts

ELA 9 Foundations

Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text.

English 9-1 and 9-2

These two courses are required for graduation. These courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and include the four aspects of language use: reading, writing, speaking, and listening. These courses introduce and define various genres of literature, with writing exercises often linked to reading selections. Finally, these courses will introduce the students to MLA format research.

ELA 10 Foundations

ELA 10 Foundations provides instruction in language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities. Courses provide students with activities in analytical thinking and with the skills and strategies associated with assessments. Topics covered include vocabulary, reading comprehension, and writing strategies.

English 10-1 and 10-2

These two courses are required for graduation. English 10-1 and 10-2 offer a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

English 11-1 and 11-2

These two courses are required for graduation. They make up the third step in an integrated sequence of instruction in the language arts essential skills. Thematic units provide an overview of the American literary tradition (1630-present), and continue instruction in the process skills and knowledge necessary to meet state graduation competencies in language arts. In addition, these courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers.

English 12-1 and 12-2

These two courses are required for graduation. These courses blend composition and literature into a cohesive whole as students write critical and comparative analysis essays of selected literature. These courses explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, and so on) through two or more literary genres.

Math

Algebra 1 Foundations

This course introduces foundational aspects of Algebra in preparation for Algebra 1-1 and 1-2. Specifically, the course introduces linear equations, ratios and proportions, solving and graphing inequalities and the application of Common Core Mathematical Practices.

Algebra 1-1 and 1-2

These two courses are required for graduation. These two courses cover the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry 1 and Geometry 2

Prerequisite: Algebra 1-1 and 1-2.

These two courses are required for graduation. Geometry course topics include include properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Statistics

Prerequisites: Geometry 1 and Geometry 2.

The Statistics course introduces the study of likely events and the analysis, interpretation, and presentation of quantitative data. Statistics course topics include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

Algebra 2-1 and 2-2

Prerequisites: Geometry 1 and Geometry 2

These two courses are required for graduation. Algebra II course topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Social Studies

World History 1 and World History 2

These two courses are required for graduation. This course emphasizes the study of geography and history of the world and how they are interrelated. Students will analyze political, economical, geographical, historical, and cultural aspects to draw conclusions about how world regional issues influence the present.

US History 1 and US History 2

These two courses are required for graduation. U.S. History surveys the development of America from the Age of Exploration to the present time. Emphasis is on socio-political-economic and geographic changes throughout history.

Economics

This course is required for graduation. Economics is the study of the U.S. capitalistic market system. This study includes business organization, competition, taxation, supply and demand, money, and banking. This study prepares students for future college economic courses. It also assists students in being wise consumers in the present.

Government

This course is required for graduation. Government provides an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

Youth Entrepreneurship 1 and Youth Entrepreneurship 2

This is a two course sequence in which students will investigate the principles of Economics through the lense of entrepreneurship. In addition, students will complete entrepreneurial simulations that provide them with a deeper understanding of small business ownership. The first course in this sequence fulfills the required Economics credit for graduation.

Science

Integrated Science 1 and Integrated Science 2

This course is a process approach to teaching the concepts of science and is organized around the themes of scientific thinking, matter, energy, motion, and the environment. The scientific process skills taught in this course provide the prerequisites for success in future science study. This course meets the science lab requirement for state universities.

Biology 1 and Biology 2

Biology is a lab class that includes the integration of technology into the study of life processes for animals (including insects), plants and humans. A hands-on study of the five kingdoms and their roles in the environment helps students to visualize nature's

niche. There is a comprehensive cell component and life chemistry attribute in this course to prepare students for current events of today's controversial societal and political decisions. This course meets the lab requirement for state universities.

Anatomy and Physiology 1 – 2

Pre-requisites: Science Processes 1-2 or Biology 1-2. Anatomy and Physiology is an extension of Biology with an emphasis on the Human Body systems. With the integration of technology, students will explore the human body to visualize the systems and their integral connection to each other. Students are also required to research disease causing agents and investigate current material about disease control.

Computer Based Instruction (A+)

DHHS utilizes A+ Anywhere Learning software for student independent learning. Students have the ability to ask a highly qualified teacher on campus if they need any assistance. Students do not have to pay anything during the school year to enroll in an A+ class. Students are able to access A+ programming in the computer lab on campus or at home. Each class is worth ½ credit. Space is limited for the online A+ application. Students with the most need will be given preference first. Listed below are all of the classes available for A+.

Algebra 1-1	Earth Science 1	English 12-2	Psychology
Algebra 1-2	Earth Science 2	Geometry 1	Sociology
Algebra 2-1	Economics	Geometry 2	Spanish 1
Algebra 2-2	English 9-1	Government	Spanish 2
US History 1	English 9-2	Health	US History 1
US History 2	English 10-1	Humanities 1	US History 2
Art Appreciation	English 10-2	Humanities 2	World History 1
Biology 1	English 11-1	Personal Finance	World History 2
Biology 2	English 11-2	Physical Education	
Career Essentials	English 12-1	Physical Science	

School Technology

Technology is a wonderful tool to assist our students in learning, researching, and preparing to participate fully in a technology rich society. While the internet and other technology resources provide significant opportunities for teaching and learning, they must be used responsibly. DHHS provides protection from harmful material through filtering software but the teacher and student have the ultimate responsibility for using the Internet and technology according to school policy and guidelines.

The following assurances are made when the Internet is in use during instruction:

- Supervision will be provided at all times
- Internet safety and etiquette rules will be introduced to students prior to beginning an Internet project
- Activities using the Internet will have a curriculum focus and well-defined purpose
- Teachers will provide instruction necessary for students to use age-appropriate search engines and research ethically
- “Free Surfing” will not be allowed
- Direct electronic communication will be filtered by the school and closely monitored by the teacher
- Information or student work published or submitted through the Internet is not private and student’s names/addresses will not be published on school web pages

Technology Use Guidelines

The use of technology at DHHS is welcomed and encouraged. Students must however never use school technology for the following:

- Accessing inappropriate materials (obscene, pornographic, illegal ,etc)
- Network etiquette
- Vandalism and harassment (e.g., “cyberbullying”)
- Copyrights and plagiarism
- Access to social networking or chat room Web sites.
- Downloading (e.g., music files)

Consequences of violations include, but are not limited to:

- Parent notification
- Restitution to repair/replace intentionally damaged equipment
- Suspension or revocation of Internet access
- Suspension or revocation of computer access
- School suspension
- School expulsion Legal action and prosecution by the authorities

DHHS has the right to restrict or terminate information network access. DHHS has the right to monitor network activity to ensure school policy for acceptable use is followed. If you do not want your student to have access to the internet, please notify the school office in writing.

Health Information

Immunizations

Arizona law ARS §15-872 requires that parents provide an up-to-date record of immunizations prior to enrolling in school. The record must include the month, date, and year of your student’s immunizations. Students without proof of immunization will be excluded from school. The following immunizations are required for enrollment at Desert Hills, contingent on age:

- Diphtheria/Pertussis/Tetanus (DPT, DTaP, Tdap)
- Polio

- MMR #1 and MMR #2
- Haemophilus Influenzae B (HIB)
- Hepatitis A Series
- Hepatitis B Series
- Chicken Pox (Varicella) or history of disease
- Meningococcal

Please inform the school of any immunizations that your student receives throughout the year so that immunization records are kept current.

Arizona law ARS §15-872 provides exemptions from immunization requirements for the following:

- Medical reasons—permanent or temporary
- Personal beliefs
- Documentation of adequate immunity

Although the law allows exemptions, if an outbreak of any of the diseases covered by required immunizations occurs, the Maricopa County Health Department may require that students who are not immunized be excluded from school for the duration of the outbreak.

Medication

Students are not permitted to carry prescription or over-the-counter medication to and from school or to keep it on their person while at school or when participating in any school-related activities. The school office will accept up to a 30 day supply of medication for students to treat an existing condition. Parents/Guardians or Adult Students must complete a Medication Form with the school office prior to any medication being administered at school. The following is required for all medications stored and administered by the school office:

- Prescription medication MUST be in its original prescription container with a pharmacy label. Over-the-Counter medication MUST be in the original factory container clearly stating directions and warnings. NO medications will be accepted in any other containers, bags, envelopes, etc.
- Sample prescription medication must have a prescription by a physician attached in order to be accepted
- A medication form must be on file for any medications to be administered at school
- All medication must be dropped off and picked up by the parent/guardian or an adult on the Emergency Contact List ONLY
- Only medications needed to treat a current/existing ailment will be stored at the school
- Medications will be given in age/weight appropriate doses according to manufacturer's directions or physician's orders on file
- For administration of Over-the-Counter medication beyond a 3 day period, a doctor's authorization or prescription is required

- Students requiring an inhaler or EpiPen may carry and self-administer these with written parental consent on the Medication Form. Students who self-administer medication must report their use to the office so that it can be recorded.
- Desert Hills reserves the right to disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk to any student.

Hearing and Vision Screenings

Hearing and Vision screenings are given to selected groups of students per Arizona mandate under the guidelines of the Arizona Department of Education and Arizona Department of Health Hearing Conservation Program. For more information on these screenings, please contact the school office.

Chronic Health Conditions

A chronic health condition is one that is not curable and/or requires continuous treatment. If your student has a chronic illness or health condition that will cause him/her to miss school, please inform the school office. School staff will develop a Chronic Illness Plan to ensure that absences due to the chronic condition are not subject to school attendance policies and to provide ways to furnish missed work or instructional materials during your student's absences.

Exceptional Student Services

Special Education Services

DHHS makes available special education and related services to all students. Our teachers are trained to teach to diverse learning styles and ability levels. DHHS believes in close collaboration between general education teachers, special education teachers, staff, and parents. This produces the best possible learning outcomes for our exceptional students. For more information about our special education programs, please contact the school's special education department.

Special Education Records Retention Notice

Pursuant to A.R.S. 41-1351, special education records including placement records, referrals, evaluations, and testing data, will be destroyed seven years after the student's last fiscal year of enrollment. A permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed, may be maintained without time limitation.

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 and on the school's website.

Referral and Evaluation

Students suspected of having a disability may be referred to the school's exceptional student services coordinator, school leader, or the Director of Exceptional Student Services by the parent or school staff for further evaluation. Evaluations will be conducted pursuant to the requirements under ADA Section 504 and/or IDEA. For information on the school's evaluation procedures under Section 504 or IDEA, contact the school leader or Heidi Sinkovic, Director of Exceptional Student Services at 602-953-2933.

ADA Section 504

Pursuant to Section 504 of the Rehabilitation Act of 1973, Desert Hills has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible students, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the School's Section 504 Coordinator at (480-813-1151) or by mail at 1515 S Val Vista Dr., Gilbert, AZ, 85296

Grievance Procedure under ADA Section 504

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 the grievance procedure outlined in this handbook. 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; and failing to make non-fundamental, reasonable modifications of "policies, practices or procedures" when such modification is necessary to accommodate individuals with disabilities.

DHHS 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 audio material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The school leader will be responsible for such arrangements.

Child Find

In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, DHHS is required to locate and provide a free and appropriate public education (FAPE) for all enrolled students with disabilities.

The following child find activities are conducted by DHHS to locate enrolled students with disabilities:

1. Review of school records (from prior schools and school of current enrollment).

2. Screening within 45 days of enrollment in the following areas: vision, hearing, motor skills, speech, language, cognitive ability, academic, and social emotional development.
3. Refer children suspected of having a disability age birth to three years to Arizona Early Intervention Program and children age three to five years (not yet enrolled in school) to the appropriate state or community agencies.
4. Provide information about concerns and student progress to parent(s) in writing.
5. If appropriate, refer the child for evaluation and/or other appropriate services.

All referrals are considered confidential, and services are provided at no cost. The parent, legal guardian, or surrogate parent retains the right to refuse services and are provided other procedural safeguards under federal and state law.

A free appropriate public education with a full continuum of services is available for eligible students with disabilities. If you suspect that your child has a disability and is eligible for services under ADA Section 504 or IDEA or have questions about child find activities, please contact the school's exceptional student services coordinator or the school leader. You may also contact the Heidi Sinkovic, Director of Exceptional Student Services at 602-953-2933.

English Language Acquisition Services

Desert Hills offers programs that meet the diverse needs of English Language Learners by placing students based on the Arizona English Language Learner Assessment, years classified in the program, and additional assessment data such as AIMS. At the school site, the number of enrolled English Language Learners designates which programs are offered by the school. The programs available to English Learners attending Desert Hills include Structured English Immersion, Language Support and Mainstream Classroom.

Structured English Immersion Program

Structured English Immersion (SEI) provides students the opportunity to develop English through English Language Development (ELD) courses. The English Language Development Curriculum focuses on the English Language Learner Proficiency Standards and the Language Arts Standards to ensure that students are developing English skills while acquiring grade level concepts in English. Students enrolled in this program receive English Language Development for a minimum of four hours daily for the first year students are classified as ELL (A.R.S. § 15-756.01).

Language Support Program

The Language Support program serves as an addition to an English Learner's participation in Structured English Immersion. All English Learners will received the required hours of English Language Development as outlined A.R.S. §15-756.01. English Learners who are placed in the Language Support program must have an appropriate waiver signed by parents. The goal of the Language Support program is to

accelerate academic language learning to access grade-level content curriculum in order to acquire English skills more efficiently and effectively.

Mainstream Classroom

Mainstream classes are available to English Language Learners attending schools with few English Language Learners (under 20 students)

- English Language Learners placed in the Mainstream program have an *Individualized Language Learner Plan* (ILLP) which monitors student achievement and accommodations provided in collaboration by the English Language Acquisition Facilitator and Mainstream teachers.

Scheduling and Placement Considerations

Students are assessed to determine identification of ELL or non-ELL status. The school uses the Arizona English Language Learner Assessment (AZELLA) and Arizona law requires students who have another language in the background to be assessed for English Language Proficiency. Therefore, the AZELLA is administered to all new students who have a primary or home language other than English. The results of the assessment, along with other information, determines programming for ELL students. The ELL levels that need to receive the 20 hours of English Language Development per week are, Pre-emergent, Emergent, and Basic. Intermediate may have 10 to 30 hours a week. English Language Learner students can be placed together based on the level of English language proficiency within an approved grade span (K-2, 3-5, 6-8, 9th-12th)

General School Information

Food and Nutrition

DHHS is pleased to offer the National School Lunch Program (NSLP) and School Breakfast Program (SBP) for the 2015-2016 school year. The NSLP and SBP are Federal Programs that provide nutritious meals at a minimum cost to school children. Families may apply for the programs by submitting a Household Income Application which is provided by the school. For assistance please contact Anai Martinez, School Meals Coordinator.

Non-discrimination Statement: USDA is an equal opportunity provider and employer.

Parent and Community Volunteers

Because student safety is of utmost concern to us, certain restrictions apply to volunteers and a current DPS fingerprint clearance may be required in order for you to volunteer. For more information on becoming a community volunteer, contact the school leader.

Bus Transportation

DHHS provides transportation to and from the surrounding area. Service is limited to the seating capacity of the school bus and will only service specific scheduling options and pickup locations. All school rules apply while riding the school bus. Once dropped off at DHHS in the morning, students are not allowed to leave campus for any reason. The schedule and locations of all bus stops may be found at www.deserthillshs.com/bus-stop-finder.html

Consequences of Misconduct on the Bus

The safety of students is a priority to DHHS. Students must adhere to bus rules. Students not adhering to bus rules will be disciplined and may have their bus privileges suspended or revoked. All students who ride buses are subject to rules and consequences designed to provide safe transportation. Any behavior which distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. Please remember that riding the bus is a privilege, not a right, and as such the consequences of misconduct could result in your child being denied transportation. Furthermore, be advised that a student suspended from riding the bus is also prohibited from riding buses on field trips and for other activities, and may therefore be denied the opportunity to participate on such trips. Suspension of bus riding privileges does not relieve parents of the responsibility of sending a child to school. Each of these rules is considered extremely crucial to the safe operation of our school buses, and has been established as a way to protect all children. It is therefore imperative that your child follow these rules. School administration will work in collaboration with the bus driver to discipline students for misconduct on the bus. Please review the bus rules with your student.

Bus Rules

- Obey the driver at all times.
- Remain properly seated (facing forward, feet towards the floor and out of the aisle, back against the seat back) until the bus or vehicle has completely stopped and the door has been opened.
- Keep the aisles clear: no feet, bags are allowed in the aisles. Backpacks must be held in laps.
- Keep hands, arms, feet, legs and head inside the vehicle.
- Keep windows up at all times unless instructed otherwise by the driver.
- Do not throw anything at the bus, inside the bus or from the bus.
- No eating, drinking (other than water) allowed on school buses.
- Maintain orderly conduct at bus stops or other designated loading/unloading spots.
- Weapons, tobacco, alcohol, drugs, laser pointers, balloons of any kind are prohibited.
- Glass items, large items or sharp objects are not to be transported on school buses.
- All personal belongings should be carefully watched and must be taken with the student when they exit the bus. The school is not responsible for items becoming lost or stolen on the bus.

- No verbal or visual profanity, no gang signing and no screaming while on the bus.
- Parents and other persons who are not students of DHHS are prohibited from entering the bus.
- All other school rules are enforced on the school bus.

Student Code of Conduct

The following rules, procedures and consequences are enforced at DHHS for the purpose of maintaining a safe, drug-free learning environment:

Categories of Misconduct and Range of Possible Consequences

Violation /Definition	Consequence
<p>Alcohol Being under the influence of, and/or the use, possession, manufacture, distribution or sale of an alcoholic substance</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion</p>
<p>Aggravated Assault/Assault on a Staff Member An assault in which a person causes serious physical injury to another or an assault on a peace officer, teacher, or other employee of the school district - <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Arson/Reckless Burning Attempting to or intentional burning of a building, structure, or property</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD/Restitution</p>
<p>Assault Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure, insult or provoke the person</p>	<p>Minimum: Personal Conference Maximum: Expulsion Notify GPD/Behavior Contract</p>
<p>Bomb Threats Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Bullying Bullying is a real or perceived imbalance of power with the more powerful child or group showing either passive or direct aggression toward those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name calling); psychological (e.g., social exclusion, spreading rumors, manipulating social relationships); or through the use of electronic devices or other social media communication.</p>	<p>Minimum: Personal Conference Maximum: Expulsion Notify GPD/Behavior Contract</p>

<p>Burglary The act of entering a building or other premises with the intent to commit theft</p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Cell Phone Disturbance Any use of cellular phone during the school day (e.g. incoming/outgoing phone calls, text messaging, taking photos, music, etc.)</p>	<p>Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension</p>
<p>Cheating Wrongfully securing and/or using information or assisting another to do so</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Classroom Disturbance/School Bus Disturbance Any act which disrupts the normal educational process or violates any rules or procedures of a classroom/School Bus</p>	<p>Minimum: Personal Conference/Loss of Privileges Maximum: Long-Term Suspension</p>
<p>Combustible Items Possession of substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid</p>	<p>Minimum: Personal Conference Maximum: Expulsion Notify GPD</p>
<p>Computer/Internet Misconduct While exercising privileges to use the Internet as an educational resource, users shall also monitor and accept responsibility for all material sent and received. Users have the responsibility to report violation of privacy to an Internet Supervisor</p>	<p>Minimum: Personal Conference/Loss of Privileges Maximum: Expulsion</p>
<p>Contraband/Inappropriate Items Items which may disrupt the learning environment, knives, weapon etc;</p>	<p>Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension Notify GPD</p>
<p>Criminal Involvement Criminal involvement in an off-campus offense indicating that the offender is likely to pose a threat to the safety or welfare of students or staff members, or impair the normal educational process or educational climate</p>	<p>Minimum: Personal Conference Maximum: Expulsion Notify GPD</p>
<p>Dangerous Instrument Anything that, under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Defamation False or unjustified injury of the good reputation of another, as by slander or libel</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension Formal Apology</p>
<p>Defiance/Disrespect Towards Authority, or Non-Compliance Student engages in refusal to follow directions, talks back, or delivers socially-rude interactions</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension Behavior Contract</p>
<p>Destructive Device</p>	<p>Minimum: Long-Term Suspension</p>

The possession, sale, use or distribution of any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow – <i>could be considered as a Threat to an Educational Institution</i>	Maximum: Expulsion Notify GPD
Disorderly Conduct Behavior which is disruptive to the orderly educational process of the school; this includes disruptive behavior in a class or activity, unreasonable noise, offensive language or gestures, horseplay, roughhousing, sustained out-of-seat behavior, refusing to obey a request	Minimum: Personal Conference Maximum: Expulsion Notify GPD
Dress Code Violations Failure to comply with school’s dress and grooming guidelines	Minimum: Personal Conference Maximum: Short-Term Suspension
Endangerment Recklessly endangering another person with a substantial risk of imminent physical injury	Minimum: Personal Conference Maximum: Long-Term Suspension Behavior Contract
Drug Violation – Distribution The unlawful cultivation, manufacture, distribution, sale, transportation or importation of any controlled drug or narcotic substance	Minimum: Long-Term Suspension Maximum: Expulsion Notify GPD
Drug Violation – Possession The unlawful use or possession of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation	Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD
Endangerment Recklessly endangering another person with a substantial risk of imminent physical injury	Minimum: Personal Conference Maximum: Long-Term Suspension Notify GPD
Ethnic/Racial Slurs/Hate Speech Any communication which disparages a person or group on a basis of some characteristic such as race, gender, ethnicity, religion, or sexual orientation	Minimum: Personal Conference Maximum: Long-Term Suspension
Extortion Demanding money or something of value in return for protection or in connection with a threat to inflict harm	Minimum: Personal Conference Maximum: Expulsion Notify GPD
Fighting Mutual participation in an incident involving physical violence, where there is no major injury	Minimum: Personal Conference Maximum: Expulsion
Fire Alarm, Dialing 911 Setting off the fire alarm or dialing 911 when no indication of emergency	Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD
Forgery Falsely and fraudulently making or altering a document, writing or using the signature or initials of another person	Minimum: Parental Involvement/Restitution Maximum: Long-Term Suspension/Restitution
Gambling	Minimum: Personal Conference/ Confiscation of Items

To play games of chance for money or to exchange money or property	Maximum: Long-Term Suspension
Gang Activities or Associations Gang-related dress, verbal or written language, or behavior	Minimum: Personal Conference Maximum: Long-Term Suspension
Graffiti or Tagging Writing on walls, any marks that are written scratched, painted, or sprayed on walls or other surfaces	Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution
Harassment, Nonsexual Non-sexual harassment includes communication with another person anonymously or by verbal, electronic, mechanical, telegraphic, telephonic or written means with the intent to harass	Minimum: Personal Conference Maximum: Expulsion
Hazing/Initiation Any activities that can be considered any type of initiation of another student	Minimum: Personal Conference Maximum: Expulsion
Inappropriate Language/Profanity Verbal or written messages or physical gestures that include swearing, name calling, or use of words in an inappropriate manner	Minimum: Personal Conference Maximum: Long-Term Suspension
Indecent Exposure or Public Sexual Indecency The intentional exposure of one's private body parts to others	Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD
Incitement Transmission of information with the intent to inflame a situation	Minimum: Personal Conference Maximum: Long-Term Suspension
Interference with the Peaceful Conduct of an Educational Institution Disrupting the lawful use of any school property, including uninvited student presence on campus	Minimum: Personal Conference Maximum: Long-Term Suspension
Leaving School Grounds without Permission Leaving school grounds or being in an unauthorized area during regular school hours without permission of the principal or principal designee	Minimum: Personal Conference Maximum: Short-Term Suspension
Look-A-Like/Over-The-Counter Possession The distribution, sale or use of imitation, look-a-like, prescription or over-the-counter medicine or drugs	Minimum: Short -Term Suspension Maximum: Expulsion Notify GPD
Lying To make an untrue statement with the intent to deceive, to create a false or misleading impression	Minimum: Personal Conference Maximum: Long-Term Suspension
Minor Aggressive Act Non-serious but inappropriate physical contact, i.e., hitting, biting, spitting, poking, pulling or pushing a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors	Minimum: Personal Conference Maximum: Long-Term Suspension Behavior Contract
Misconduct Failure to comply with any school rules	Minimum: Personal Conference Maximum: Short-Term Suspension
Negative Group Affiliation Specific attitudes and actions of a student affiliated with a negative group typically include some of the following:	Minimum: Personal Conference/Loss of Privileges Maximum: Short-Term Suspension

<ul style="list-style-type: none"> • Involve themselves in other’s problems • Confront authority as a group when one member has been disciplined • Act in an uncooperative and/or hostile manner as a group 	
<p>Plagiarism To steal and pass off the ideas or words of another as one’s own</p>	<p>Minimum: Personal Conference/Parental Involvement Maximum: Personal Conference</p>
<p>Pornography Possession, distribution, or sale of any pornographic materials</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>Recklessness Unintentional, careless behavior that may pose a safety or health risk for others</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Selling/Trading The selling, buying, or trading of any item on school property that is not sponsored by the school (for example, gum, money or candy, etc.)</p>	<p>Minimum: Personal Conference / Confiscation of Items and/or Money Maximum: Short-Term Suspension/ Confiscation of Items and/or Money</p>
<p>Sexual Harassment <i>Contact District Compliance Officer.</i> Unwelcome conduct of a sexual nature that denies or limits a student’s ability to participate in or to receive benefits, services, or opportunities in the school’s program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including unwanted physical contact. Does not include legitimate nonsexual touching or other non-sexual conduct</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion</p>
<p>Sexual Conduct Engaging in sexual conduct</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Simulated Firearm Possession of “look-alike” items, which have the appearance of or are represented to be a real weapon – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Solicitation/Facilitation/Conspiracy Encouraging, requesting, commanding or assisting another person in the violation of a school rule or in the commission of a criminal act</p>	<p>Minimum: Personal Conference Maximum: Expulsion Notify GPD</p>
<p>Tardiness Unexcused lateness to class</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Technology Violations Failure to comply with laws, rules, or guidelines for use of technology resources</p>	<p>Minimum: Parental Involvement/Loss of Privileges Maximum: Expulsion</p>
<p>Theft Taking property, items, or services from another person or from the school without permission, copying of copyrighted material</p>	<p>Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution Notify GPD</p>
<p>Threatening An Educational Institution To interfere with or disrupt an educational institution through threatening statements</p>	<p><i>A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for</i></p>

<p>1. Threatening to cause physical injury to any employee of an educational institution or any person attending an education institution</p> <p>2. Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution</p> <p>3. Going upon or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property of others</p> <p>4. Refusing to obey a lawful order to leave the property of an educational institution</p>	<p><i>expulsion of at least one year except that the administration may modify this expulsion recommendation requirement for a student on a case-by-case basis, in the sole discretion of the administration, if the student agrees to participate in mediation, community service, restitution or other program(s) established by the administration in which the student takes responsibility for the threat and for the results of the threat. The administration may reassign a student who is subject to expulsion to an alternative program and may require that the student's parent(s) or guardian(s) participate in the mediation, community service restitution or other programs in which the parent or guardian takes the responsibility with the student for the threat.</i></p> <p>Notify GPD</p>
<p>Threatening or Intimidating Threatening or intimidating another person with a deadly weapon, dangerous instrument or simulated weapon – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Trespassing To enter or remain on a school campus or District property without authorization or invitation and with no purpose for entry</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension Notify GPD</p>
<p>Truancy/Unexcused Absence Any absence that has not been excused by a parent or legal guardian (includes leaving class without permission)</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension Referral to Outside Agency</p>
<p>Unauthorized Areas Being in any area considered off-limits to students, including teachers' lounge, teachers' work areas, off-limits campus areas, etc.</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Vandalism of Personal or School Property Willful destruction or defacement of personal or school property</p>	<p>Minimum: Personal Conference /Restitution Maximum: Expulsion/Restitution Notify GPD</p>
<p>Verbal Provocation Use of language or gestures that may incite</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>Weapon-Deadly The possession, sale, use or distribution of a deadly weapon. A deadly weapon is anything designed for lethal use, including a firearm or destructive device – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion Notify GPD</p>
<p>Weapon-Other The possession, sale, use or distribution of other weapons such as a Billy Club, Brass Knuckles, knife, or Nun chucks, etc. – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion Notify GPD</p>

Updated: 7.12.16.

Drug Free School

A Drug Free School Zone is defined in A.R.S. 3411 as “the area within 300 feet of a school or its accompanying grounds, any public property within one thousand feet of a school or its accompanying grounds, a school bus stop or on any bus contracted to transport students.”

1. DHHS is designated as a Drug Free School Zone. Any person who violates this designation by possession, distribution, solicitation, manufacturing, or sale of drugs is subject to school disciplinary action and criminal prosecution in accordance with Arizona Revised Statutes.
2. The use, possession, distribution, manufacturing, or sale of drugs on or near school property, on the way to and from school, at a bus stop, or on a bus is prohibited. This includes an individual defined in section 36-2801 as a cardholder or any other individual lawfully possessing or using marijuana as outlined in A.R.S 15-108
3. For the purposes of this policy, drugs shall include, but not be limited to:
 - a. Marijuana
 - b. Prescription drugs
 - c. Narcotic drugs
 - d. Inhalants/vapor-releasing substances
 - e. Dangerous drugs – including, but not limited to the following:
Hallucinogens, Stimulants, Depressants, Barbiturates, and Anabolic steroids
 - f. Alcoholic beverages
 - g. Drug “look alikes” or substances represented as drugs
4. Any student in possession of, selling or distributing dangerous drugs or narcotics will be recommended for long-term suspension or expulsion.
5. **Any student in possession of, selling or distributing any other substances specified in this policy will be subject to disciplinary action.**

Bullying, Harassment, and Intimidation Policy

Desert Hills High School is committed to providing all students with a safe learning environment where everyone is treated with respect. DHHS expressly prohibits any acts of bullying, harassment, or intimidation. Additionally, soliciting others to engage in bullying, harassment, or intimidation is also expressly prohibited by DHHS .

All students, teachers, parents, and staff of DHHS have a right and responsibility to take reasonable measures within the scope of their individual authority to prevent violations of the bullying and hazing prevention policy and report incidents of bullying, harassment, or intimidation.

Definitions

Bullying is defined as a real or perceived imbalance of power with the more powerful student or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting,

teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).

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

Cyberbullying is, but is not limited to, any act of bullying or harassment 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.

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 so as 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.

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.

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.

Reporting Incidents of Bullying or Hazing

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. 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.
- 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.

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 Vice President of Academic Support. 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 Student Discipline Referral form if the student is found to have violated the bullying policy.

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 in accordance with the school's code of conduct and ARS 15-341(37).

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 students, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be refiled within 30 calendar days of the original incident

Student Discipline and Due Process

Short-term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten (10) or fewer consecutive school days. The authority to impose short-term suspensions rests with the school leader or designee. There is no right to appeal a short-term suspension.

Informal Due Process

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The School Leader will make reasonable efforts to verify facts and statements prior to making a decision regarding the discipline.
3. The School Leader may immediately suspend a student whose presence creates a danger to self or others.

Decision Regarding Discipline:

1. After the informal due process, the School Leader may:
 - a. Immediately impose a short-term suspension
 - b. Proceed with a recommendation for a long-term suspension or expulsion;
 - c. Choose another alternative;
 - d. Exonerate the student.
2. A written record of the decision will be kept in the student's discipline file.
3. The parent/guardian will be notified of the decision to impose the short term suspension including the terms of and reasons for the suspension.
4. No appeal is available from the imposition of a short-term suspension.

Long-Term Suspension

Long-term suspension means the withdrawal of the privilege of attending school for a set period of time of ten (10) or more consecutive school days. While a school leader may recommend a long-term suspension, the authority to impose a long-term suspension or expulsion rests with the governing board or board-appointed hearing officer.

Notice of Intent to Impose Long-Term Suspension:

If a long-term suspension is recommended by the school leader, a written Notice of Intent to Impose a Long-Term Suspension will be mailed via First Class Mail with Certificate of Mailing and Certified Mail with Return Receipt Requested; or Hand Delivered to the parent(s).

The following procedures will be followed for all long term suspensions:

1. Informal due process procedures as outlined under short-term suspensions above

2. The governing board will designate a board member to serve as the hearing officer or identify a hearing officer which may include another district Administrator in the Leona Group network as designated by the governing board.
3. A formal notice of hearing will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) to the parent/guardian at least five (5) working days prior to the suspension hearing. A copy of this letter will remain on file, and the letter will contain the following information:
 - a. The violation(s) of student code of conduct and the rule(s) violated.
 - b. The extent of the disciplinary action to be considered.
 - c. The date, time, and place of the formal hearing.
 - d. A designation of the School's witnesses.
 - e. That the student may present witnesses.
 - f. That the student may be represented by counsel, at his/her own expense.
 - g. The name of the hearing officer or Administrator assigned to act as a hearing officer.
 - h. Copies of this policy and A.R.S. § 15-840 and 15-843
5. A formal long term suspension hearing will be held, including the following minimum requirements:
 - a. The student will be informed of the misconduct and the rules or regulations that he/she is alleged to have violated.
 - b. The student and/or parent(s)/guardian(s) may testify and introduce evidence.
 - c. The student may be represented by counsel.
 - d. The student may present witnesses and introduce documentary evidence.
 - e. The student or his/her counsel may cross-examine witnesses presented by the administration.
 - f. The administration may cross-examine the student's witnesses and introduce documentary evidence.
 - g. The hearing officer may ask questions of the witnesses.
 - h. The administration will bear the burden of proof for the offenses alleged.
 - i. The hearing will be recorded either on tape or other appropriate manner. The student may tape-record the meeting at his/her own expense.
 - j. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
6. The hearing may be rescheduled: (1) upon request of the parent(s)/guardian(s) or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the hearing officer.

Decision

1. The Hearing Officer shall prepare a written decision within five (5) working days after the hearing. Copies of the decision shall be provided to the parent(s) and School Leader.

2. The Hearing Officer's decision is binding upon the parties, subject to appeal to the Governing Board. The decision shall take effect upon verbal or written notification of the decision, whichever occurs first.
3. The suspension shall be reported to the Governing Board within five (5) working days.

Appeal for Long-Term Suspension Decisions

1. The decision of long-term suspension may be appealed to the Governing Board. The appeal must be in writing and submitted to Mr. Ted Frederick, Governing Board President, 7878 N. 16th Street, Suite #150, Phoenix, AZ 85020 within five (5) working days after the decision has been hand-delivered or within (10) working days of the date the decision was mailed to the parent(s).
2. The notice of appeal shall indicate the specific factual and/or legal basis for the appeal.
3. The Governing Board shall review the appeal in executive session at its next regularly scheduled board meeting or within 14 working days, whichever is more appropriate.
4. The parent(s)/guardian(s) shall be provided notice of the date, time, and place of the executive session at which the appeal is to be considered by the Board; notice of their right to attend; and notice of their right to the minutes and testimony or to record the session at their own expense. The parent(s)/guardian(s) may object to having the review of the appeal considered in executive session. Such objections must be made in writing to the Board at least thirty-six (36) hours prior to the Governing Board meeting. Upon receipt of the objection, the review will be held in an open meeting once it is appropriately noticed on the Board agenda, but in no event later than the next regularly scheduled Board meeting after the objection is received.

Governing Board Decision:

1. The Governing Board may affirm the decision of the Hearing Officer, schedule another hearing, modify the recommended disciplinary action, or take other appropriate action.
2. If the Governing Board affirms the long-term suspension, the suspension shall become effective the day after the Governing Board makes its decision. The Governing Board's decision is final.
3. Written notice of the decision shall be provided to the parent(s)/guardian(s).

Expulsion

Expulsion is the permanent exclusion of a student from school unless the governing board reinstates the student's privilege to attend the school. While a school leader may recommend an expulsion, the authority to impose an expulsion rests with the governing board and the governing board decision is final. A recommendation for expulsion may be made before, after, or in conjunction with a long-term suspension hearing, if one is to be held. There is no appeal of an expulsion decision.

The following procedures will be followed for all expulsions:

1. The parent will receive notice, written or verbal, of the reason for the recommendation and the evidence the school authorities have of the alleged misconduct.
2. The expulsion hearing should be scheduled so that it may be resolved, if reasonably possible, during the period of any suspension.
3. A formal notice of hearing will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) to the parent/guardian at least five (5) working days prior to the expulsion hearing. A copy of this letter will remain on file, and the letter will contain the following information:
 - a. The violation(s) of student code of conduct and the rule(s) violated.
 - b. The extent of the disciplinary action to be considered.
 - c. The date, time, and place of the formal hearing.
 - d. A designation of the School's witnesses.
 - e. That the student may present witnesses.
 - f. That the student may be represented by counsel, at his/her own expense.
 - g. The name of the hearing officer or that the governing board will serve as the hearing officer.
 - h. Copies of this policy and A.R.S. § 15-840 and 15-843
5. A formal expulsion hearing will be held, including the following minimum requirements:
 - a. The student will be informed of the misconduct and the rules or regulations that he/she is alleged to have violated.
 - b. The student and/or parent(s)/guardian(s) may testify and introduce evidence.
 - c. The student may be represented by counsel.
 - d. The student may present witnesses and introduce documentary evidence.
 - e. The student or his/her counsel may cross-examine witnesses presented by the administration.
 - f. The administration may cross-examine the student's witnesses and introduce documentary evidence.
 - g. The hearing officer may ask questions of the witnesses.
 - h. The administration will bear the burden of proof for the offenses alleged.
 - i. The hearing will be recorded either on tape or other appropriate manner. The student may tape-record the meeting at his/her own expense.
 - j. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a suspension has been imposed and is in effect.
6. The hearing may be rescheduled: (1) upon request of the parent(s)/guardian(s) or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the governing board.

Decision

Upon conclusion of a hearing on expulsion conducted by the Governing Board, the decision of the Board is final.

Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the recommendation may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed, within five (5) working days of receipt of the hearing officer's recommendation, by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

- The time and place of the Board meeting at which the recommendation will be made.
- That the recommendation may be appealed at the time the recommendation is made to the Board.
- That the appeal shall be in writing and delivered to the Superintendent 48 hours prior to the time of the Board meeting.
- That the written appeal shall indicate a spokesperson on behalf of the student.
- That only the spokesperson will be given time to speak to the Board on appeal.
- The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary.

If the Board decides to expel the student, the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.

Discipline of Students under ADA §504 and/or IDEA 2004

The long term suspension or expulsion of students with disabilities shall be in accordance with the Individuals with Disabilities Education Act (IDEA) and federal regulations issued pursuant to the IDEA, as well as the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973.

Student Rights

Students shall have the right to receive annually, at the opening of school, a publication listing the rules and regulations to which they are expected to comply. Student behavior expectations shall be clearly defined, reasonable and relevant to the educational process.

Although an attempt has been made to include all rules and expectations, this handbook should be viewed as a guide since it would be impossible to list all situations.

Child Abuse Reporting

Per state law, school employees must report reasonably suspected cases of child abuse, neglect, non-accidental injury, or sexual offenses against children to the Department of Child Safety (DCS) and/or local law enforcement agencies. (A.R.S. §13-3620)

Use of Restraint and Seclusion

Restraint

The term "restraint" means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices.

The term "restraint" does not include any of the following:

- Methods or devices (e.g. a weighted vest) implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
- The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.
- The brief holding of a student by one adult for the purpose of calming or comforting the student.
- Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion

The term "seclusion" means the involuntary confinement of a student alone in a room from which egress is prevented (i.e. the student is prevented from leaving the room).

The term "seclusion" does not include the use of a voluntary behavior management technique, as part of a student's education plan, individual safety plan, behavioral plan or the use of an individualized education program that involves the student's separation from a larger group for purposes of calming.

Persons Authorized to Use Restraint or Seclusion Techniques

Restraint or seclusion techniques must be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques, unless an emergency situation does not allow sufficient time to summon trained personnel.

Use of Restraint and/or Seclusion

Restraint and/or seclusion shall not be used as punishment for misconduct. Restraint or seclusion techniques may only be used on a student if both of the following apply:

1. The student's behavior presents an imminent danger of bodily harm to the student or others; and
2. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a student:

- School personnel must maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use.
- The restraint or seclusion technique ends when the student's behavior no longer presents an imminent danger to the student or others.
- The restraint technique employed must not impede the student's ability to breathe.

- The restraint technique must not be out of proportion to the student's age or physical condition.

Reporting and Documentation Requirements

School personnel must follow the reporting and documentation requirements set forth below when a restraint or seclusion technique has been used on a student. The procedures shall include the following requirements:

- School personnel shall provide the student's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.
- Within a reasonable time following the incident, school personnel shall provide the student's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.
- School personnel shall review strategies used to address a student's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the student during a school year. The review must include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the student requires a functional behavioral assessment (FBA).

Law Enforcement

If school personnel summon law enforcement instead of using a restraint or seclusion technique on a student, school personnel shall comply with the reporting, documentation and review procedures established in this Policy. Notwithstanding this Policy, school resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

School Safety or Crisis Intervention Plans

The school leader is authorized to establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan.

Required Annual Notices

Annual Notification to Parents Regarding Confidentiality of Student Education Records

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

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

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Desert Hills 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

Directory Information

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters,

upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.¹

If you do not want Desert Hills to disclose directory information from your student’s education records without your prior written consent, **you must notify the District in writing as soon as possible.**

Desert Hills has designated the following information as directory information:

- | | |
|--------------------------|---|
| -Student’s name | -Participation in officially recognized activities and sports |
| -Address | -Weight and height of members of athletic teams |
| -Telephone listing | -Degrees, honors, and awards received |
| -Electronic mail address | -The most recent educational agency or institution attended |
| -Photograph | -Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.) |
| -Date and place of birth | |
| -Major Field of study | |
| -Dates of attendance | |
| -Grade level | |

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

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

7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920**

Rights of Homeless Students

This school shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless students, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a “Homeless Student or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement

According to the McKinney-Vento Homeless Act, eligible students have rights to:

As a charter school, Desert Hills has the obligation to enroll homeless students as a “school of origin.” The school of origin is defined as the school that the student last attended before experiencing homelessness or the school where the student was last enrolled. The school of residency is defined as the neighborhood school identified by the attendance area in which the student is currently residing. Therefore, only homeless students for whom the last school of attendance or enrollment was Desert Hills will be immediately enrolled. All other homeless students will be referred to their school of residency or their last school of origin for enrollment.

When Desert Hills is the school of origin, the School will keep students in homeless situations to the extent feasible, unless it is against the parent/guardian wishes.

Students will be allowed to stay in the School the entire time that they are homeless, Participate in programs for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc., and remain enrolled until the end of the academic year in which they move into permanent housing.

Transportation Services: A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless student or youth, you may file a complaint with the school district. The school district must respond quickly and it must be in writing. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decision, providing notice of any appeal process, and filling out dispute forms. You have the right to appeal a decision to the state level.

For more information, refer to <http://www.ade.az.gov/asd/homeless/> or contact:

<i>Joshua Boyle Homeless Liaison Desert Hills High School 1515 S. Val Vista Dr. Gilbert, AZ, 85296 (480) 813-1151 joshua.boyle@leonagroup.com</i>	<i>Frank Magli Homeless Education Coordinator Arizona Department of Education 1535 W. Jefferson Street Phoenix, AZ 85007 (602) 542-4963 Frank.magli@azed.gov</i>
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Notice of Non-Discrimination

This notice is provided as required by Title IV of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Desert Hills 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. Desert Hills also does not discriminate in its hiring or employment practices. The lack of English skills shall not be a barrier to admission or participation in the school's activities and programs.

Questions, complaints, or requests for additional information regarding these laws may be directed to the appropriate compliance officer designated by Desert Hills. The following individuals have been designated as the Leona Group of Arizona's Compliance Officers for Title IV, Title IX, Section 504 and ADA and to handle inquiries regarding the non-discrimination policies:

Title II, Title IV, Title IX:

Mary Berg, Vice President of Academic Support Services

7878 N. 16th St., Ste. 150
Phoenix, AZ 85020
602.953.2933

Section 504:

Heidi Sinkovic, Director of Exceptional Student Services
7878 N. 16th St., Ste. 150
Phoenix, AZ 85020
602.953.2933

National School Lunch Program:

Eddie Wheeler, Director of Food Service
7878 N. 16th St., Ste. 150
Phoenix, AZ 85020
602.953.2933

Grievance Procedure

Any person who believes she or he has been subjected to discrimination on the basis of race, color, national origin, sex, disability or age 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; and failing to make non-fundamental, reasonable modifications of "policies, practices or procedures" when such modification is necessary to accommodate individuals with disabilities.

Students or parents may also present a complaint or grievance regarding the following:

- Discrimination on the basis of disability under ADA or Section 504
- Violation of a student's constitutional rights
- Harassment of the student by another person
- Intimidation by another student
- Bullying by another student (see definition of Bullying)
- Concern for the student's personal safety

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

Procedure:

- Grievances should be submitted to the Compliance Officer within 60 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, Desert Hills shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. Although we encourage individuals to submit complaints in writing, Desert Hills will nonetheless provide prompt and equitable response when it becomes aware of possible discrimination.

- The Compliance Officer (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 Compliance Officer (or her/his designee) will maintain the files and records of Desert Hills relating to such grievances.
- The Compliance Officer (or her/his designee) will complete the investigation and issue a written decision on the grievance no later than 30 days after its filing, unless extenuating circumstances require an extension of the 30 day timeline. In such a case, the Compliance Officer (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 Compliance Officer (or her/his designee) by writing to the Board of Directors of American Charter Schools Foundation within 15 days of receiving the Compliance Officer's decision. The Board of Directors of American Charter Schools Foundation shall issue a written decision in response to the appeal no later than 30 days after its filing.
- If it is determined that discrimination occurred, Desert Hills shall take the appropriate steps to prevent the recurrence of discrimination and correct the discriminatory effects on the complainant and others.
- Desert Hills shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of race, color, national origin, sex, disability or age with the U. S. Department of Education, Office for Civil Rights.

Desert Hills 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 Compliance Officer (or her/his designee) will be responsible for such arrangements. Furthermore, 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.

Sexual Harassment

All members of the school community are expected to conduct themselves so as to provide an atmosphere free from sexual harassment. Any staff member violating the personal rights of another through sexual harassment is subject to discipline, including but not limited to, written reprimand, suspension without pay, reassignment or dismissal.

Students engaging in sexual harassment of a staff member and/or another student are subject to discipline under the student discipline code. Any student seeking relief under this policy should make a timely oral or written report of the incident to any administrator or other staff member. Under this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constituting sexual harassment when such conduct has the purpose or effect of interfering with a student's academic experience or creating an intimidating, hostile or offensive environment.

Any person who believes she or he has been subjected to sexual harassment by a student, staff member, or third party may file a grievance under the procedure discussed above.



DHHS is proud to be managed by The Leona Group. The Leona Group is a private company that owns and manages schools throughout Arizona. The Leona Group was developed and is run by educators and business people with decades of experience in both fields and a commitment to all children. The group believes more opportunities should be available to parents and children. By allowing parents choices, more students will have access to a high quality education.

The Leona Group was chartered by the Arizona State Charter School Board in 1997. Its purpose as a public school organization is to provide an educational program for students in grades K through twelve. The curriculum consists of coursework that is aligned with Arizona's State Standards.

The Leona Group Mission Statement

The mission of the Leona Group is to provide all students with an education that incorporates the principles of inter-disciplinary learning in a safe environment where excellence is expected and cultivated.

The Leona Group is currently approved for twenty-four school sites in the following locations in Arizona:

School Name	School Leader	Telephone	Address
Advance U Elementary	Marlene Kaye	602-243-8531	449 E Southern Ave, Phoenix AZ 85040
Alta Vista High School	Alicia Alvarez	520-294-4922	5040 S. Campbell Ave., Tucson, AZ 85706
Apache Trail High School	Terra Kasapo	480-288-0337	945 W. Apache Trail, Apache Junction, AZ 85220
Crestview Preparatory	Jon Kronstedt	602-765-8470	2616 E. Greenway Rd., Phoenix, AZ 85032
Desert Hills High School	Greg Garland	480-813-1151	1515 S. Val Vista Dr., Gilbert, AZ 85296
Discover U Elementary	Lisa Nahrgang	623-974-4827	13226 N 113 th Ave, Youngtown AZ 85363
El Dorado High School	David Miller	480-726-9536	2200 N. Arizona Ave # 17, Chandler, AZ 85225

Estrella High School	Laura Perry	623-932-6561	510 N. Central Ave., Avondale, AZ 85323
Gilbert Arts Academy	Lauren Arnold	480-325-6100	862 E. Elliott Road, Gilbert, AZ 8523
Glenview College Preparatory	Chris Ecton	602-663-8606	3802 W. Maryland Ave, Phoenix, AZ 85019
Havasu Preparatory Academy	Amy Hanon	928-854-4011	3155 Maricopa Ave., Lake Havasu City, AZ 86406
Liberty Arts Academy	Michael Astalos	480-830-3444	3015 S. Power Road, Mesa, AZ 85212
Maya High School	John Anderson	602-242-3442	3660 W. Glendale Ave., Phoenix, AZ 85051
Mission Heights Prep HS	Drew Goodson	520-836-9383	1376 E. Cottonwood Lane, Casa Grande, AZ 85122
Peoria Accelerated High School	Amanda Bachler	623-979-0031	8885 W. Peoria Ave, Peoria, AZ 85345
Skyview High School	Danielle Calderon	623-386-6799	4250 South Miller Rd Buckeye, AZ 85326
South Pointe Elem. School	Delores Jones Bell	602-276-2818	2033 E. Southern Ave., Phoenix, AZ 85040
South Pointe High School	Larry McGill Jr.	602-243-0600	8325 S. Central Ave., Phoenix, AZ 85042
South Pointe Junior High	Melissa Barnett	602-243-0600	8325 S. Central Ave., Phoenix, AZ 85042
South Ridge High School	Dr. Melissa Rivers	623-247-0106	1127 S. 67th Ave., Phoenix, AZ 85043
Summit High School	Jim Sigman	602-258-8959	728 E. McDowell Rd, Phoenix, AZ 85006
Sun Valley High School	Joe Procopio	480-497-4800	1143 S. Lindsay Rd, Mesa, AZ 85204
Quest High School	Melissa Barnett	602-243-8496	217 E. Olympic Drive, Phoenix, AZ 85042
Vista Grove Prep Academy	Abelardo Batista	480-924-1500	2929 E. McKellips Road, Mesa AZ 85213
West Phoenix High School	Alex Horton	602-269-1110	3835 W. Thomas Rd, Phoenix, AZ 85019



DHHS is a proud member of The American Charter School Foundation. ACSF was organized in 1998 as a Michigan non profit corporation. ACSF operations as a non profit 501(c)(3) corporation.

The Philosophy of the Foundation is to emphasize academic course work designed to address each student's individual needs and involvement in a learning environment that encourages respect, responsibility, choice, service and high expectations. The mission of the ACSF is to promote the charter school movement in the United States with the goal of improving the public school system by creating a more competitive environment, providing parents and students with freedom of choice, and striving for higher academic standards. To assist in the accomplishment of this goal, the ACSF will do any or all of the following: Apply for charter school applications, provide supplemental educational services, operate as an educational management company, serve as a governing body for charter schools, acquire property for school sites and facilities, and provide startup funding and capital investment.