



GRANDE
INNOVATION
ACADEMY

The Grande Innovation Academy

Parent/Scholar Handbook

2020-2021

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* The Grande Innovation Academy's curriculum aligns to Arizona's College and Career Readiness standards. GIA uses the Core Knowledge sequence as the basis for instruction. Core Knowledge lessons are used to teach science and social studies.

Letter from the Director

Welcome scholars and families!

Together, we have developed a strong sense of pride in our school, our mission to learn, and our desire to explore. Our core values are the center of our culture. Our culture is designed around that set of core values and focuses on teamwork and high achievement. We encourage our scholar to challenge themselves, develop their talents, make an impact on the local community, and seek ways to positively effect change throughout the world.

We focus on all elements that will affect our scholars and their life achievements, putting emphasis on physical fitness and nutrition as well as their academic endeavors. We infuse technology into all aspects of our program, as well as, including arts, music and hands on learning techniques.

We will continue to soar, growing our program, tailoring it to the needs of our Casa Grande scholars. If you have any questions after reading our Scholar–Parent Handbook, please feel free to contact our front office, and they will be happy to assist you. We strive for excellence, and we are committed to serve you and your scholar.

Sincerely,

Patty Messer

Executive Director



The Grande Innovation Academy

Vision

The Grande Innovation Academy's vision is to prepare scholars to assume leadership roles in the community, be socially responsible collaborators, while exhibiting self-reliance in a global market.

Mission

The Grande Innovation Academy's mission is to provide our scholars with an innovative 21st Century education. With our enduring commitment to foster an innovative and creative campus of nationally competitive individual thinkers, The Grande Innovation Academy is dedicated to the pursuit of higher knowledge and excellence, striving to make a difference in the educational field.

Core Values

1. All scholars will think critically and develop new processes as they pursue discovery by expanding their knowledge and always asking questions.
2. All scholars will experience creative spaces to learn and develop academic skills and strong leadership traits in order to enhance each scholar's uniqueness.
3. All scholars will develop a growth mindset of excellence and make the commitment to learn something new everyday.
4. All scholars will demonstrate creative thinking, construct knowledge, and develop innovative products and processes.
5. All scholars are provided a well-rounded academic education and cohesive character development that will strengthen the Casa Grande community and society as a whole.

Love and Logic Policy

At The Grande Innovation Academy we use Love and Logic as a way to develop critical thinking in all of our scholars. We foster the idea that if scholars are given natural consequences, they will develop responsible and dependable habits, which leads to a successful life. When scholars are respected and appreciated, they learn that mistakes do happen, but they can recover from them.

Examples of Love and Logic that you will see in effect at GIA:

** If scholars forget their lunch at home, a parent may drop it off, but it will be in the office waiting for them. At no time will a staff member bring it to them. This develops the thinking process that when one forgets, what is the next step? The answer is, to check the front office. In the event that no one dropped it off, the next decision to make is to ask the lunch staff to make a peanut butter and/or jelly sandwich. The success that comes from this is that the scholar remembers his/her lunch the next day.

** This is also the case with homework, projects, or jackets. We teach a Growth Mindset at GIA that allows scholars to learn from mistakes.

** The **LOGIC** is the natural consequence and the **LOVE** is the manner we deliver the information and handle it. Our staff will never belittle or get angry when mistakes happen.

General Information

Visitors

We welcome adult visitors at any time. We encourage parents and guardians to visit and take an active part in the education of their children. You may pre-arrange a visit during class time by contacting your child's teacher. Please pre-arrange for conferences to be held before or after school or on Fridays. Our teachers have precious little time before and after school to prepare for their day and therefore, do not typically have time for unscheduled conferences.

The State of Arizona Tax Credit

We are encouraging all our families to include The GIA Family of Schools as one of your yearly charitable donations. If you donate \$400 (if you file jointly, \$200 if you file single) to GIA and you are eligible for reimbursement, you will receive \$400 back from the state of Arizona. If you owe the state taxes this donation will reduce the amount you owe by \$400. A contributor can also deduct this donation on the federal tax form. If all families participate in this program, we can raise over \$100,000 per year without cost to any of our families! Please contact any front office staff member for more information.

Daily Schedule

7:00-7:15 Scholars begin arriving for school and meet in the multi-purpose room

7:15	Scholars proceed to classroom
7:30	School day begins
4:00	School day ends

Personal Belongings

All personal items such as water bottles, coats, lunch boxes, books, folders, bags, crayon boxes, etc. should be labeled with the scholar's name.

Personal property such as CD players, CD's, iPods, mp3 players, toys, trading cards, video games, etc., are not recommended at school. If a scholar is in possession of any of these items during class time the teacher may confiscate them and inform the parents. The Grande Innovation Academy does not accept responsibility for theft, loss or damage to a scholar's property.

Personal Displays of Affection

Personal displays of affection between scholars is strictly prohibited. Handshakes and high fives are acceptable.

Prohibited

Alcohol, drugs, aerosol cans, knives, weapons, tobacco, sharpies, or potentially dangerous/hazardous objects or materials are prohibited from school campus.

Cell Phones/Smart Watches

Cell phones are a great convenience and are, to many, a necessity. The Grande Innovation Academy understands that many parents feel their child is safer if they carry a **cell phone** or has a **smart watch or any other device used to contact parents** and have easy access to call home. However, cell phones and smart watches in the classroom can be a major distraction when they are used inappropriately. It is the policy of The Grande Innovation Academy that all cell phones, smart watches and all other devices are turned off always during the school day and kept in the child's backpack. At no time can a scholar wear a smart watch. This may lead to unethical practices in the learning environment.

In the case of an emergency, parents are to contact their children through the school office. Under no circumstances should a parent contact a child on their cell phone or smartwatch during the school day. Cell phones and smart watches removed from backpacks at any time during the school day will be confiscated by administration and held for parent pick up. If a cell phone or smart watch is in use in the classroom the scholar will be subject to the administrative discipline procedures. In addition, if a scholar feels sick at school they should seek permission from a teacher to report to the nurse. If it is recommended that the scholar go home due to illness, it is the responsibility of the nurse or other administrative personnel to call the parent or the emergency contact. Scholars are prohibited from calling parents from their cell phones to discuss an illness and request parents to pick them up from school. It is Arizona policy that all nurse visits are recorded, and all valid reasons are given to school personnel to check scholars out of school early.

Pets

Pets are prohibited for show and tell during morning meeting and any other time during the school day.

Lost and Found

Remember to label all items belonging to children with their first and last names. Lost items will be in a box labeled "lost and found." Lost and found items will be kept no longer than thirty (30) days. Items that are not claimed will be donated to a local charity.

Daily Attendance Policies

Attendance

Daily Attendance:

Regular attendance at school creates a positive attitude toward responsibility, which will carry over into adult life. Each student enrolled in school is expected to be in attendance each day the school is in session, except in the case of excused absences. If your child will not be attending school due to sickness or emergency, please contact the school by 8:00 a.m.

Arizona law provides for compulsory attendance of all children between the ages of six and sixteen (ARS 15-802). The responsibility for compliance with this law belongs to parents. Notices are given when a scholar has been absent 10% of the total days in school. Attendance letters are mailed home each quarter when a scholar has missed 10% or more of the school days.

Perfect attendance awards are presented to students at the end of each school year.

Tardy:

Being late causes your scholar to fall behind and miss important instructional minutes. Even the first 30-minutes of school are important as scholars and teachers prepare for their day. Getting your scholar to school on time is the responsibility of the parent. Keep in mind the traffic flow and drop-off time.

7:31-7:59 a.m. If a scholar is tardy they must sign-in at the front desk to receive a tardy slip to enter the classroom.

8:00 a.m. and on must be signed in by an adult.

Ten unexcused tardies will equal one absence.

All absences must be verified by a phone call to the front office. If we do not receive a call, the attendance clerk with call for verification.

Early Pickup

Your scholar will be called to the office **ONLY** when the parent arrives on campus. Please do not call the front office staff to get your child ready for pick up. You must show proof of ID when checking out your scholar.

Arrival and Dismissal

Parents may drop their children off at school beginning at 7:00 a.m. Scholars will head directly to the peaceful playground. Scholars arriving late to school between 7:31-8:00 may enter by his/her self and get a tardy pass before proceeding to class. If it's after 8:00 a.m. a parent or guardian must check in the scholar. (See absence and tardy policy) All scholars shall be picked up no later than 4:15 unless enrolled in an afterschool or intramural program.

Early Arrival/Late Pick-up (K – 8th)

All scholars who arrive on campus anytime between 7:00-7:15 a.m., will report to the peaceful playground. Children will not be permitted to wait outside teacher classrooms or in the office. Scholars that have not been picked up after school by 4:15 p.m. will be escorted to the multi-purpose room and will check in with the coordinator on duty. Students not picked up by 4:15 will be sent to the Multi-Purpose Room for aftercare. There will be a charge of \$7.00 per day for students sent to aftercare. Parents will be required to sign their children out of after care and in/out of Friday care program.

Late Arrival/Early Departure

The Arizona Department of Education has adopted new reporting procedures for absences. Please note the following time frames for ½ day and full day absences.

Time procedures are as follows:

11:00 a.m. – 1:00 p.m.	Scholars arriving to school between 11:00 a.m. – 1:00 p.m. will be counted ½ day absent.
1:01 p.m. – 3:00 p.m.	Scholars arriving to school after 1:00 p.m. will be counted a full day absent.
8:15 a.m. – 11:00 a.m.	Scholars leaving school before 11:00 a.m., and not returning for the rest of the school day, will be counted a full day absent.
11:01 a.m. – 12:15 p.m.	Scholars leaving school between 11:01 a.m and 12:15 p.m., and not returning for the rest of the school day, will be counted ½ day absent.

Tardiness:

Attendance is a critical factor to the success of scholars at GIA and arriving to school on time is an essential part of the high expectations set at GIA. GIA teachers use every part of their day for critical teaching and learning, including the first minutes of the day. Scholars are considered tardy if they are not **in their seats by 7:30**. Parents must check in children who arrive to school after 8:00. Children who are tardy will need to report to the office before proceeding to class. If a scholar

has tardies in excess of 10, that is considered **one unexcused absence**. Absence letters are mailed to parents whose children have excessive tardies/absences. They are mailed in October, December, and February. If attendance is not improved a meeting will take place between the scholar, the parents and the site Executive Director. The Grande Innovation Academy reserves the right to dismiss or forbid the reenrollment any student with tardies deemed excessive by the Board.

When Leaving School Prior to Dismissal

At GIA the safety of all scholars is our number one priority and every effort will be made to ensure that scholars that are picked up early from school are done so in the safest manner possible. If an GIA scholar is checked out of school at any time before the school day ends, the parent, legal guardian or other adult designated on the emergency form **must** show ID at the front desk. This procedure will be in effect **every** time the scholar is checked out early from school regardless of whether or not the office staff “knows” the parent, guardian or designated emergency contact.

Protected Time

At The Grande Innovation Academy every minute of the day presents an opportunity for important learning to take place. In an effort to reduce unnecessary interruption to the learning environment, GIA has implemented **“Protected Time” from 3:30-4:00**. During this time your scholar will **NOT** be called out of class to be checked out of school nor will teachers be interrupted with messages. Please take this policy into consideration when making appointments. Emergencies will be handled on a case-by-case basis. Excessive student check outs, whether or not they fall in the protected time, will be considered reason for expulsion from GIA.

Truancy Law

Arizona State Revised Statutes (A.R.S. 1-803) states that it is unlawful for any child between the ages of six and sixteen to fail to attend school during the hours school is in session, unless there is a valid excuse. The child will be considered truant when there is not a good reason for not attending school. **If a parent fails to ensure that the child attends school, the law states that they are guilty of a class 3 misdemeanor.** When the parent does not provide a valid excuse for the child’s absence, the school attendance office may cite the student, parent or custodian directly into court for violation of the state truancy law.

It is the policy of The Grande Innovation Academy that scholars that miss 10% of the days enrolled will be required to attend a meeting with the Director and Dean. If excessive absenteeism continues, they will be recommended for unenrollment. Excessive absences due to illness must be verified with a doctor’s note.

Chaperone & Volunteer Policy

The Grande Innovation Academy welcomes and appreciates its volunteers. GIA has created a volunteer program that streamlines the daily schedule and duties of the volunteers. All volunteers must submit their driver's license to be scanned which checks a national data base for sexual offenders.

At GIA we ask that all volunteers come to the classroom or field trip with a clear focus and without distraction. Therefore, GIA requests that all volunteers, including field trip chaperones, take care to arrange for child care for younger siblings. GIA does not offer a child-care program for volunteers and does not permit younger children to come along with parents while they are in a volunteer capacity. A signed chaperone agreement form is mandatory for any chaperone to go on any fieldtrip.

Chaperones are chosen by lottery. It's common that each class can take only 2-3 chaperones per trip. It's likely you may not have the opportunity to chaperone a trip during the year.

Overnight trips Grades 4th-8th

Scholars in grades 4th-8th take one overnight trip per year. The trip is an opportunity for scholars to develop a little bit of independence, while also learning and having fun. GIA scholars are representing the school during trips and the expectation is that each one will behave and follow all rules. The GIA staff chaperone and a full curriculum is taught for the entire trip. All activities align with Core Knowledge. If a scholar has any D's, F's or missing assignments from any class at the time final payment is due that scholar may not be allowed to attend the trip. If the scholar has received any referrals for behavior, there will be an administrative review to see if the scholar may attend the trip.

Grades & Class Policies

Grades/Codes

Kindergarten – Second Grade report cards identify four levels of scholar performance:

ES Exceeds Standards

MS Meets Standards

AS Approaches Standards

NM Does Not Meet Standards

Third –seventh grade report cards use the following percentage scale to determine grades:

97% - 100%	A+	77% - 79%	C+
94% - 96%	A	74% - 76%	C

90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	60% - 69%	D
84% - 86%	B	Below 60%	F
80% - 83%	B-		

Honor Roll

Grades 3-8: All “A’s” only. Must be 80% or above in each area (not an average.) Scholars will receive a certificate at the monthly WISE celebration. The A and B Honor Roll will be recognized at each semester.

Homework Requirements

Homework Grades K-2

All scholars at GIA are expected to read each night. Scholars grades K-2 should read or be read to 10-15 minutes a night. A math fluency page will also be required each week. It will be handed out on Monday and returned Wednesday. Kindergarten will not start this until January of each year.

Homework Grades 3-5

All scholars at GIA are expected to read each night. Scholars in grades 3-5 should read 15-20 minutes a night. A math fluency page will also be required each week. It will be handed out on Monday and returned Wednesday.

Homework Grades 6-8

All scholars at GIA are expected to read each night. Scholars in grades 6-8 should read 30 minutes a night. In preparation for High School and secondary education, students will be expected to complete math homework.

As the GIA schedule provides for a long school day consideration must be taken when assigning homework. It is the policy at GIA that teachers may assign long-term projects to be completed outside of the school day. These projects shall be used to assess scholar learning, incorporate the Depth of Knowledge and reflect learning of the Core Knowledge sequence as well as Arizona College and Career Readiness Standards. Scholars should be given ample time to complete projects and parents must be informed of upcoming projects and due dates.

Work not completed in class can be assigned as homework with the expectation that it be completed and returned the following day. Teachers should be cognizant of the amount of time given in class to complete assignments. Scholars that struggle with certain concepts may be assigned additional practice to complete at home. Parents should be notified if their child is struggling and needs additional practice.

Scholars in grades 6-8 shall expect more homework as they are preparing for the rigors of high school and college. Teachers shall collaborate with team members to ensure that the amount of

homework given is appropriate and serves the purpose of extending the learning. “Busy work” is not an acceptable form of homework.

Kindergarten

The Grande Innovation Academy offers full-day kindergarten at no charge. Sometimes kindergarten scholars are not prepared for full-day. If we recognize that a scholar is struggling in kinder, a meeting with the Executive Director, Academic Coach, classroom teacher and parent will be scheduled to plan a half-day option with the end goal of working the scholar back to full-day. This schedule will be created with benchmarks noted every 2-weeks.

Make-Up Work

It is the policy of The Grande Innovation Academy that scholars who are excused from school due to illness or other approved reason will have the amount of days to make up work missed as days absent. As The Grande Innovation Academy utilizes the Core Knowledge Sequence, which emphasizes a hands-on, inquiry-based approach to teaching and learning, it is understood by all stakeholders that many assignments cannot be replicated outside of school. Teachers will work with scholars upon their return from an absence to either provide appropriate make up work outside of school when available, or, when allowable, work with the scholar during the school day on a hands-on assignment that cannot be replicated outside of the classroom.

Friday Learning Institute

The Grande Innovation Academy is in school four days a week. Occasionally scholars fall behind or need remedial work in order to master grade level standards. GIA will offer Friday Learning Institute from 8:00am – 12:00pm. This will be available on a recommendation basis from teachers only for scholars who need extra time to master skills. This is also available for scholars who refuse to do classwork during the school week. The classroom teacher and academic coach will hold a meeting with parents to discuss the schedule.

Extra Credit Policy

It is the policy of The Grande Innovation Academy that extra credit can be offered by teachers ONLY when all assignments have been completed. An extra credit assignment cannot replace work that has not been turned in. Extra credit is given at the discretion of each individual teacher and may not necessarily be offered by all teachers.

Late Work

At The Grande Innovation Academy each grade level team will set a late work policy and “no name on paper” policy. These policies will be thoroughly discussed in the teachers’ newsletter and syllabi.

Uniform Policy

The Governing Board of The Grande Innovation Academy supports the establishment and enforcement of a school uniform. It is their belief that the wearing of a school uniform by scholars of The Grande Innovation Academy assists in creating an environment conducive to a quality learning opportunity for the children that attend GIA. Parents enrolling their scholars in The Grande Innovation Academy agree to comply with the Uniform Policy always. Uniform polo shirts are available for purchase through the front office. **Uniform sales are final. Size exchanges must be done within 24 hours for shirts that are not washed or worn.**

- The ONLY APPROVED shirts for boys and girls are the short sleeved **royal blue** uniform shirt with The Grande Innovation Academy logo.
- The ONLY APPROVED pants/shorts for boys and girls are black uniform line pants/shorts.
 - Shorts must be to the top of the knee.
 - Sits at the waist
 - No cargo shorts/pants
 - No “skinny” pants
 - No saggy pants/shorts, belts are allowed.
 - No black denim
 - No Skirts
 - No Skorts

Acceptable Uniform Pants/Shorts:



Unacceptable:

Cargo:



Skinny:



- Blue or black logo – only GIA crewneck sweatshirts acceptable.

DRESS CODE

All clothing will:

Be clean and neat

Be the appropriate size (not skin tight or too large)

Not be torn, tattered or written on

Not interfere with the educational process or present a safety hazard as determined by The Grande Innovation Academy administration

Uniform shirts will:

Have only a short-sleeved undershirt or **BLACK, ROYAL BLUE, or GREY** long-sleeved Shirt (Optional)

Tucked in at the waist at all times

Pants will:

Be pulled up and snug above the hips

Be no longer than just above the sole of the shoe

Shorts will:

Be no shorter than knee length

Be no longer than the top of the knee

Jewelry/Piercings will:

Be kept to a minimum

Not include any piercing of visible body parts other than the ear/ears

Not include hoop or large dangle style earrings

Include only appropriate neckwear, bracelets and belts

Not interfere with the educational process or present a safety hazard

Footwear will:

Be required at all times

Be lace up athletic shoes tied snugly at all times

Hair will:

Not be an extreme style (ex: no Mohawks)

Be only natural hair colors

Not interfere with the educational process or present a safety hazard as determined by the GIA administration

Headwear will:

Only be worn outside the building and can be worn during recess and P.E.

Be restricted to school appropriate designs that are not vulgar, violent, obscene, or gang related

Not include “do-rags”, bandanas or sweatbands

Tattoos and body art will:

Not be allowed (including permanent, temporary, henna or any other types of tattoos or body art)

Temporary tattoos or body art will be washed off immediately

Permanent and henna tattoos or body art will be covered at all times

Backpacks/Binders will:

Be free of patches and any student writing

Be free of logos, symbols or pictures that represent something illegal, violent, illicit or suggestive

Subject to search by a GIA admin employee at any time, without warning

Uniform Violations

Students not wearing proper uniforms will not be permitted to proceed to the classroom. The office manager will call the parents/guardians to bring in the uniform. Uniform violations deemed excessive by The Grande Innovation Academy’s Executive Directors will result in expulsion from school.

Snack and Lunch Policy

At The Grande Innovation Academy, the nutritional well-being of all our scholars is of prime importance. It is our goal to cut down the amount of sugar being consumed by scholars throughout the school day. For this reason, a strict snack and lunch policy will be implemented.

The following items will not be permitted in a child’s snack or lunch:

Soda, diet soda, energy drinks, juice that contain high amounts of sugar or dyes

Candy or candy bars

Cookies, brownies, cupcakes, cake

Pop Tarts

Gum

Prohibited snacks will be sent home unopened.

Healthy Options:

Fresh Fruit	Pickles
Fresh vegetables	Pretzels
Cheese and crackers	String cheese

The Grande Innovation Academy does not have the ability to supervise, nor, provide microwave oven use. Please do not send your scholar to school with a lunch that needs to be heated. Also, GIA does not have utensils. Please be sure to send your scholar to school with the appropriate utensils to eat lunch. Please be cognizant of the types of snacks sent to school. The Grande Innovation Academy requires that snack time be either a working or a recess snack, therefore please send snacks that are easy to open and consume without utensils.

The Grande Innovation Academy requests that a lunch application be completed for all families enrolled in the school. The application is used to determine if your scholar will be provided a free, reduced or full-pay lunch. The information contained in the lunch application is kept confidential. Hot lunches are provided by AZ School Meals. They are delivered daily to the school and the lunch staff serves scholars from the kitchen. Parents must pre-order hot lunches by logging into My School Account and clicking on the days they would like to order lunch. The order must be completed by the prior **TUESDAY** for the week that is being ordered. Late order lunches are not accepted. Scholars with a balance of \$10 in My School Account will be notified by email from My School Account.

If your scholar has not had lunch ordered for him/her and they have not brought a lunch from home they will be provided a cheese sandwich, vegetable, fruit and milk. The lunch coordinator will contact parents by phone and/or email to remind them that they must preorder lunch every week. The parents will also be reminded to bring in a sack lunch from home until the order has been placed and the new week has begun. At no time will your scholar be embarrassed by not having a lunch ordered or not having a sack lunch on hand. Every scholar will be served lunch. The lunch coordinator will work with families to develop a payment plan for any unpaid meal charges that accrue from not ordering lunch on time.

If a parent wants to eat lunch with their scholar they have to check in at the front desk and proceed to the lunch room. If they are bringing in food from the outside they must have their scholar eat with them at a picnic table. Outside food is not allowed in the cafeteria.

Birthday Parties

It is the policy of The Grande Innovation Academy that birthday party celebrations will take place monthly. Sometime during the last hour of the day, on the last Thursday of the month, all birthdays for that month will be celebrated. Each classroom teacher will work with parents to organize how snacks, napkins, drinks etc. can be served. While we encourage healthy birthday snacks, cupcakes or cookies will be acceptable for these celebrations. Please note: Only 1 snack and 1 drink should be distributed to each child. Alternate appropriate non-food items are an acceptable, and healthier, option for celebrations. Any gifts, flowers, balloons, etc. dropped off at school by parents for scholars celebrating a birthday or any other milestone, will be kept at the front office until the school day ends.

Communication Policy

Parent/Teacher Communication

At The Grande Innovation Academy, we appreciate and welcome the role parents play in the education of their children. As we continue to work with GIA scholars to become self-advocates and to take personal responsibility for their academic success, we respect the parents desire to communicate regularly with their child's teacher. The policy for such communication is as follows:

- Parents shall respect the GIA Core Values and shall engage GIA staff through positive communication.
- Parents should note that teachers may not be able to check email until the end of the school day but should expect a response within 24 hours.
- All communication should begin with the **teacher**. An appointment with the Executive Director will not be granted until the parent and the teacher have communicated either through email, by phone or in person.
- It can be difficult to detect tone through an email and many times hurt feelings and miscommunications can be avoided through face-to-face or phone contact rather than through email.
- GIA teachers are required to post grades weekly except for holiday breaks. Teachers are not required respond to emails during weekends or holiday breaks. Please allow sufficient time for grades to be updated on Parent Portal.

Social Media Policy

Social Media has become a phenomenon of instant communication and access to the private lives of millions. While this new medium has countless benefits, it can also be the crux of negativity and mean-spirited assaults. While GIA continues to provide daily access to technology and sees the many benefits of using all types of social media, guidelines must be set and adhered to.

The Grande Innovation Academy prohibits its scholars from posting negative, hurtful or otherwise inappropriate comments regarding other scholars, teachers, administrators or support staff. Posts deemed inappropriate will result in immediate administrative action and could lead to expulsion. Posts made using school technology will result in administrative action.

Discipline Policy

Administrative Discipline Procedures

When it is necessary for school administration to impose disciplinary measures on a scholar the following points system will be used. Each incident will be assessed based on the severity of that incident, the scholar’s disciplinary history, the age of the scholar and other relevant factors. For Tier I and Tier II offenses the points system will come into effect after the classroom teacher has done due diligence to correct the scholar’s behavior within the classroom setting using the Love and Logic model. Tier III offenses will warrant an automatic intervention by the Executive Director. The Executive Director has the final determination of the assigned disciplinary measures when the Administrative Discipline Procedures have been implemented.

All scholars begin the school year 30 points. Point deduction occurs based on the infraction, severity and frequency. Although you will be notified of your scholar’s involvement and disciplinary action, at no time will you be provided information on any other scholar’s involvement or disciplinary action.

Behavior Level and Possible Points Removed	Behaviors
Tier 1 1-10 points	Verbal Provocation, Tardy, Defiance, Disrespect Towards Authority, Non-Compliance, Disruption, Dress Code Violation, Parking Lot Violation, Improper Computer Use, Possession/Use of a Telecommunications Device, Academic Dishonesty
Tier 2 7-20 points	Minor Aggressive Act, Disorderly Conduct, Recklessness, Leaving School Grounds Without Permission, Unexcused Absence/Tardy, Truancy, Harassment, Bullying, Plagiarism, Contraband, Gambling, Inappropriate Language, Public Display of Affection, Network Infraction, Graffiti/Tagging, Vandalism, Lying, Academic Dishonesty
Tier 3 15-30 points	Aggression, Alcohol, Tobacco, Drugs, Threat, Intimidation, Hazing, Forgery, School Threat, Sexual Offenses, Theft, Trespassing, Weapons/Dangerous Items, Academic Dishonesty

This matrix is meant to serve as a guideline. It is not all-inclusive and is not to be considered as limiting the discretion of the Executive Director in instances with aggravating or extenuating circumstances.

Point System Explanation

The Administrative Discipline Procedures are a final step in a scholars’ behavior management process. If a classroom teacher refers a child to the Executive Director then the child has already been through a series of behavior modification steps implemented by the classroom teacher using the Love and Logic approach. When a child is referred to the Executive Director the parents of the scholar will be contacted in writing, through email or by phone and notified of

the behavioral issue and the points assigned to their scholar. Each scholar will begin the school year with 30 points. As points are removed for a scholar the following schedule of increased disciplinary measures will be followed.

- As points are removed for a scholar the following schedule of increased disciplinary measures will be followed:
- Parents will be contacted by the Executive Director and notified of the behavioral issue.
- A meeting or conference call with the Executive Director, the scholar and the scholars' parents will be conducted to discuss the scholar's behavior.
- A meeting with the Executive Director, the scholar and the scholars' parents will be conducted to discuss the scholar's behavior and additional interventions. In addition, the Executive Director reserves the right to implement in school or out of school suspension for the scholar.
- A meeting with the Executive Director, the scholar and the scholars' parents will be conducted to discuss the scholar's behavior. The Executive Director **MAY** choose to place the scholar on a point recovery plan, which will enable the scholar to regain points that have been lost. The Executive Director has complete discretion and will look at each situation on a case-by-case basis.
- The Executive Director will contact the scholars' parents and advise them of the measures that have been taken to improve the scholar's behavior. The scholar **will** be referred to The Grande Innovation Academy Board with a recommendation for dismissal from the school.

Expulsion Policy

The Executive Director may recommend to the Governing Board, expulsion of a scholar for serious cause, including, but not limited to the following:

- a) Defiance of authority of school staff
- b) Repeated disregard or disobedience of the Core Values
- c) Verbal abuse of adults or students
- d) Disruptive or disorderly behavior
- e) Violent or threatening behavior
- f) Fighting
- g) Destruction of school property or personal property
- h) Truancy
- i) Persistent absenteeism that is not due to certifiable medical illness
or disability
- j) Persistent tardiness

k) Possession of firearms or other dangerous weapons

l) Possession of controlled substances, including illegal drugs, alcohol, tobacco, and prescription drugs without parental permission

In cases where the scholar has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. The parent/legal guardian will be notified of the intent to expel, and a hearing shall be held, after at least five working days' notice, and must include the scholar, the executive director or other staff, and the parent/legal guardian. All rights and responsibilities of the school, the Governing board, the parent/legal guardian shall be adhered to in cases of expulsion, including the right of parents to request an open meeting and/or executive session for the expulsion hearing, the right to reapply for readmission after one year of expulsion, and the right of the Governing Board to deny admission of a scholar expelled from another school, and to deny upon review of a request, readmission of a scholar previously expelled from The Grande Innovation Academy.

Bullying Policy

The board and the administration of The Grande Innovation Academy take bullying very seriously and scholars who have been found to commit any act that can be classified as bullying will be appropriately disciplined using the school point system. However, it is very important that all stakeholders understand what bullying is and what it is not.

Bullying defined by the Arizona Department of Education:

"A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, 1993). Bullying behavior is meant to hurt another person and is carried out by someone who is seeking power or control over another person. There are three forms of bullying – physical, emotional, and social."

Incidents such as not liking someone, arguments, expressions of unpleasant thoughts or feelings regarding others, and isolated acts of aggressive behavior, while all inappropriate and will be dealt with by administration, are not bullying.

Health and Medication Policy

Medications:

Any over-the-counter product, including vitamins must be dispensed through the Health Office and must have a prescription label, which can be obtained by a pharmacist. Parents must provide all over-the-counter and prescription products with the scholar's name written permanently on them. All medications are stored in a locked area. Medications will not be given without a signed permission form. Permission forms can be obtained from the Health Office. If your scholar has known allergies, please provide the Health Office with either Benadryl or EpiPen with a prescription label. For scholar's requiring medication daily, GIA Academy's policy requires that the Parent/Guardian must sign a form giving permission to the school health assistant to administer medication. This form must be updated on an annual basis.

1. Scholars are NOT PERMITTED to have any type of medication excluding inhalers and epipens in their possession while at school or attending school-sponsored activities.
2. The scholar's EMERGENCY FORM must be kept current during the school year.
3. Verbal permission and hand written notes are acceptable for ONLY ONE DAY. A signed consent form must be submitted within 24 hours.
4. The health assistant must be immediately notified in WRITING of all changes in medication. A new consent form must be submitted within 24 hours.
5. Medication will NOT BE GIVEN if all requirements are not met.
6. When medications/supply refills are needed, the health assistant will call to notify parents.

Health Policy

Scholars are not permitted to remain in the classroom if they show symptoms of inflammation, fever, rash, diarrhea, vomiting, pinworms, head lice, or if suspected of having a contagious or infectious disease or infestation. If your scholar becomes ill or shows symptoms of the above conditions, s/he will remain in the health office and the parent/guardian will be notified. If your child reports to the health office the visit will be recorded. You will be contacted if your child shows signs of illness: fever, vomiting, diarrhea, fatigue, rash, pink eye, etc. You will also be contacted in the case of injury.

The control of communicable disease during the school year is a difficult challenge. Please keep your child at home if she/he shows any of the following signs of illness:

Sneezing and coughing	Rash
Sore throat	Red, watery eyes
Nausea/vomiting/diarrhea	Swelling of face/glands
Discolored nasal discharge	Fever

Please keep your child home for 24 hours following a fever over 100°, diarrhea, or vomiting. Additionally, if your scholar is exposed to a communicable disease, please notify the Health Office. Following is a list of common communicable diseases:

Chicken Pox	Impetigo	Head Lice	Scabies
Hepatitis	Common Cold	Measles	Strep Infection
German Measles	Scarlet Fever	Pink Eye	Meningitis
Mumps	Diphtheria	Tuberculosis	Whooping Cough
Ring Worm			

Early Dismissal of Scholars Due to Illness or Injury

When illness or injury occurs at school and remaining at school is not in the scholar's best interest, parents, legal guardians, or the designee will be contacted. Scholars will only be released to parent/legal guardians or designee; every attempt will be made to notify parents first.

Head Lice

Head Lice is a common occurrence in schools. The Health Office will conduct periodic checks, especially if a case has been identified. If your scholar contracts head lice, you will be given instructions on how to treat it. Your scholar will not be permitted to reenter school until there is evidence that the outbreak has been treated. To avoid head lice, teach your family not to share hair accessories/headwear and use caution when purchasing headwear.

Sick Scholars

One sick scholar can potentially affect the entire school population and staff. It is important that all stakeholders do their part in keeping our school free from disease. All illnesses must be called into the office. There are certain cases when the school is required by law to report certain diseases to the Department of Health Services.

Hand washing with soap

Hand washing with soap is very important in killing germs. All scholars should wash hands before eating lunch and after using the restroom. If a scholar has a common cold, cough, etc. they should wash their hands more frequently.

Discrimination and Harassment Policies

Policies against sexual harassment, and harassment based upon race, national origin, and disability:

Sexual harassment and harassment based on race, national origin, and disability are against the law.

Everyone at The Grande Innovation Academy has a right to feel respected and safe. Consequently, GIA has implemented a policy to prevent sexual harassment, and harassment because of race, national origin and disability. A harasser may be a scholar or an adult. Harassment may include the following when related to sex, race, national origin, or disability:

- a) Name calling
- b) Pulling on clothing
- c) Graffiti
- d) Notes or cartoons
- e) Unwelcome touching of a person or clothing

f) Offensive or graphic posters or book covers

g) Violent acts

If any words or actions make a scholar feel uncomfortable or fearful, the scholar must tell a teacher or the Executive Director.

A scholar may also make a written report. It should be given to a teacher, or the Executive Director. A scholar's right to privacy will be respected as much as possible.

The Board of GIA take seriously all reports of sexual harassment, and harassment based on race, national origin, and disability, and will take all appropriate action to investigate such claims, to eliminate that harassment, and to discipline any persons found to have engaged in such conduct.

The Grande Innovation Academy will also take action if anyone tried to intimidate or harm a scholar because such a report was made.

Additionally, GIA adheres to a policy of nondiscrimination with regard to educational programs and activities and provides equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin.

Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of gender.

Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone or by email using the contact information listed below for the Title IX Coordinator. Such report may be made at any time, including non-business hours.

GIA's Title IX Coordinator Contact Information:

Kristin Curtain

kcurtain@giaowlsmail.com

520.381.2360

Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

Scholar Records, Special Education, 504 Policies

Parents Right to Know

In accordance with federal law, the parents of a student currently enrolled at The Grande Innovation Academy have the right to request information regarding the professional qualifications of your child's teacher.

Specifically, you may request the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like any of this information, please contact the school director Patty Messer at (520) 381-2360 or e-mail pmesser@giaowlsmail.com

Scholar Records

The Grande Innovation Academy complies with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232G; 34 CFR Part 99). FERPA may be viewed here:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. GIA parents are welcome to view their scholar's records by appointment during regular office hours. If a parent is unable to access records on site, GIA will, in accordance with FERPA, provide copies at a cost of \$.10 per copy.

The IEP team must develop Individual Education Plans collaboratively, GIA does not provide draft IEPs prior to any scheduled IEP meeting.

Child Study Team Referral Process

Step 1: Parent Teacher Consultation (15 to 30 days)

At-risk students are identified in the areas of instruction concern (language, academics, behavior) Any student identified as at risk needs to be monitored and instructed in the area of delay for at least 30 days, using a progress-monitoring tool in order to determine instructional effectiveness.

Teachers must contact parents with concerns and the following should be discussed:

Are there medical issues? Are medications being taken? What is the current family status? Did the family move recently? Academic and/or behavior concerns.

Step 2: Grade Level Consultation (30-45 days)

Grade level teachers should meet before CST (Child Study Team) meeting. Grade level teachers create a list of interventions to implement. Small group intense instruction in addition to core curriculum and RTI need to be provided.

Documentation of intervention must be brought to the CST. All data relating to the interventions need to be clear and concise.

If at-risk student is not making progress, grade level teachers meet again to review ineffective strategies and create additional ones. Please include additional strategies along with dates and data for documentation.

Step 3: Child Study Team Meeting (45 days)

This is a meeting that occurs 45 days from the beginning of a school year and every month thereafter to identify at-risk students. Teacher will bring documentation with data and explanations of why strategies did not work. CST will suggest additional recommendations and interventions. After 90 days if no progress has been made the team will review and consider data to determine if further testing is needed.

Step 4: MET-1 (90 days)

The MET is the Multidisciplinary Education Team. The team includes the teacher, parent, special education teacher, occupational therapist, speech therapist, physical therapist and possibly student gathered together to discuss past and current data/concerns. Universal screening and benchmarking is conducted. Teacher responsibilities: CST will hand out forms to fill out for teacher and parent.

All data will be entered into a MET document. A MET meeting will be held to get permission for the parents for additional testing. Possible testing in needed areas (Occupational Therapy, Speech Therapy, Physical Therapy, Cognitive, Academics, Behavior, Autism.)

After testing is complete a MET-2 meeting will be held to discuss results and determine eligibility.

Classroom Responsibilities for Teacher and Special Education Students:

1. Teachers are responsible for modifying the scholar's work/testing (i.e. simplify language, reduce amount of material in tests/assignments) per each scholar's IEP. If help is needed teachers will need to ask the special education department for guidance one week prior to when assignments will be given.
2. Accommodations/Modifications for the student per their IEP.

Parents may request testing at any time.

GIA will maintain all evaluations and testing protocols and/or will require all vendors to maintain evaluations and testing protocols in accordance with Arizona Records Retention schedules, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and their implementing regulations. Parents may inspect only those protocols containing personally identifiable information concerning their scholars. Parents may contact the special education teacher at their child's campus to make an appointment to view and inspect evaluations and/or testing protocols.

Section 504 Complaint/Grievance Procedures

It is the policy of The Grande Innovation Academy ("GIA") not to discriminate on the basis of disability in its programs and activities. GIA has adopted an internal grievance procedure

providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) or by Title II of the Americans with Disabilities Act.

Section 504 and Title II prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

GIA's Director of Special Education/Section 504-Title II Coordinator has been designated to coordinate the efforts of GIA to comply with Section 504 and Title II. The Director of Special Education/Section 504-Title II Coordinator can be reached at:

Director of Special Education/Section 504-Title II Coordinator

Patty Messer

950 N. Peart Road

Casa Grande, AZ 85122

pmesser@giaowlsmail.com

Any person who believes she or he has been subjected to discrimination, harassment, or retaliation on the basis of disability may file a grievance under this procedure. GIA prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504/Title II Coordinator within six months of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint should be, but is not required to 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, GIA shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. (Note: Please see the attached Complaint form, which may be used to file a complaint in conformance with these procedures).
- The Section 504/Title II Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The Section 504/Title II Coordinator will maintain the files and records of GIA relating to such grievances.
- The Section 504/Title II Coordinator will issue a written decision on the grievance no later than 30 days after it's filing, unless extenuating circumstances require an extension of the 30-day timeline. In such a case, the Section 504/Title II Coordinator (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- The person filing the grievance may appeal the decision of the Section 504/Title II Coordinator by writing to GIA's Co-Directors within 15 calendar days of receiving the Section 504/Title II Coordinator's decision. The Co-Directors shall issue a written decision in response to the appeal no later than 30 calendar days after its filing.

- GIA 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 disability with the U. S. Department of Education, Office for Civil Rights.
- A Civil Right Grievance will be forwarded to the AZ Department of Education.

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

Section 504 Complaint Form

The Grande Innovation Academy Inc., expects its employees to comply with Section 504 regulations. Further, no discrimination on the basis of disability is permitted in the programs or activities that GIA operates. If you believe that discrimination has occurred against a student because of a disability, please complete, sign, and submit this form to your school’s Executive Director.

Date: _____

On behalf of: _____

Complainant is: ___ Student: _____
 ___ Student’s parent(s): _____
 ___ Other: _____

Address: _____
 Street City State Zip

Telephone _____
 Home Work

1. Describe the alleged violation of Section 504 in specific terms. Include
 - (1) The specific incident or activity that is viewed as discrimination;
 - (2) The individuals involved;
 - (3) Dates, times, and locations involved; and
 - (4) The disability that forms the basis of the complaint (attach additional pages if needed).

2. Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.
3. Please describe how you would like to see this issue resolved.
4. Do you wish this complaint to be investigated and addressed by the District's 504 Coordinator or designee? Yes No
5. Do you wish this complaint to be referred for due process hearing? (An impartial hearing officer appointed by the District conducts a due process hearing. Legal counsel may represent you.)
 Yes No

PLEASE RETURN THIS FORM TO YOUR SCHOOL'S EXECUTIVE DIRECTOR.

FERPA POLICY

Notification of Rights under FERPA for Elementary and Secondary Schools

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

1. The right to inspect and review the student's education records within 45 days after the day GIA receives a request for access. Parents or eligible students should submit to the school Executive Director [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Schools are not required to provide copies of records unless, extenuating circumstances exist such that copies are necessary for a parent or eligible student to review the records. Schools may charge a fee for copies.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask GIA to amend a record should write the school Executive Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. 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 of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by GIA 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

NOTE: FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those

programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)) Note: GIA deems "Directory" information to be a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Parents and eligible students may request that the school not disclose directory information about them. Such requests should be directed to the school's Executive Director. For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact the FPCO at the following address:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-8520 <http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

FERPA affords parents the right to provide written consent "in order to release any information from a student's education record." GIA Maintains that this FERPA narrative is in reference to the disclosure of written or electronic student records. It is GIA's policy to communicate directly with the parents or legal guardian of his/her student. GIA faculty and staff do not speak with nor do they respond to emails, phone calls, or other attempts at communication by any third-party representative including advocates, etc.

Electronics Policy

Acceptable Use of Computers

The Grande Innovation Academy provides computers for scholars to use during the school day. The following behaviors are not permitted and will result in disciplinary consequences:

1. Sending, accessing, downloading, or displaying offensive messages or pictures.
2. Using obscene language.
3. Harassing, insulting, or attacking others.
4. Damaging computers, systems or networks.
5. Violating copyright laws and regulations.
6. Using passwords other than your own.
7. Sharing passwords with others.
8. Trespassing in other's folders, work or files.
9. Employing the network for commercial purposes.
10. Providing personal information about myself or others (i.e. names, addresses, phone numbers, card numbers, etc.)
11. Plagiarism. (Plagiarism is taking the ideas or writing of others and presenting them as if they were mine.)
12. I will not attempt to destroy data by spreading viruses or by other means.
13. I will not use the Internet/computer to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.)
14. I will not attach any other device (i.e. External disk, printer, or video system) to the school's equipment without prior approval.
15. If I mistakenly access inappropriate information, I will immediately tell a teacher so that they will know that I did not intentionally access the information, otherwise I could face possible consequences.

Title I, Part A LEA-Level Parent and Family Engagement Policy

Purpose

Title I is the largest federal aid program for public schools and the program provides additional funds for assisting student in meeting the Arizona Content Area Standards. Title I provides supplemental funds that support a variety of school-based activities and programs. Because Grande Innovation Academy receives Title 1 funds, the school must have a parent and family engagement policy that describes how the school and parents will work together to improve

students' academic achievement. This Parent and Family Engagement Policy describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

Policy Details

It is the policy of Grande Innovation Academy that parents and family members of participating children have the opportunity to be jointly involved in the development of the school's Integrated Action Plan and in the school's review process for the purpose of school improvement.

Recognizing that parental involvement is the key to academic achievement, Grande Innovation Academy seeks to involve parents in an effective home-school partnership that will provide the best possible education for students.

1. This jointly developed and agreed upon written policy is distributed to all parents and family members at the time of registration. In school-wide buildings, this includes all parents. Additional copies are available, year-round, in the main office.
2. Grande Innovation Academy leaders provide all staff with technical assistance and support in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. The school will, as needed, partner with community groups as a means to engage families more creatively and successfully.
3. Grande Innovation Academy works cooperatively with other Federal, state, and local programs; e.g., the Title I program will work with, as appropriate, local preschools, local library programs, and special education programs (IDEA). The school's homeless education program coordinates with the ADE and local programs to support students that are food insecure, especially over the school breaks.
4. The school conducts an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. The evaluation includes parents in a meaningful manner. Namely, Grande Innovation Academy uses surveys and an open-door policy to obtain feedback for this evaluation. Parents and families have a voice. The evaluation is used to identify the needs of parents and families to better support and assist their children in learning. The evaluations target family engagement perceptions, satisfaction, and ability to assist learning.
5. Grande Innovation Academy uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement.
6. There is an established parent advisory committee comprised of a sufficient number and representative group of parents or family members to adequately represent the needs to the population. Grande Innovation Academy also has a Parent and Family Engagement Policy. In addition, the school provides opportunities for parents to participate in decision-making roles (as appropriate), volunteer opportunities, and parent-teacher conferences. Parent-teacher meetings are scheduled at any time, as requested by parents.
7. At least one annual meeting will be held to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program

and their right to be involved. Notification will be sent home with students, posted at school, and placed in the school's newsletter or website.

8. Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.
9. Grande Innovation Academy will involve parents in the planning, review, and improvement of the school's Title I program through participation in stakeholder groups and in-person meetings where parents give input and feedback. In a schoolwide program plan, parents are asked to be involved in the joint development of the building's schoolwide plan through in-person meetings/feedback and surveys.
10. Parents and family members of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings and parent-teacher conferences, the school provides parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information is available during the annual parent meeting, through individual reports given to parents at conference time, and through report cards.
11. If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
12. A jointly developed school/parent compact outlines how parents and family members, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve high standards. It is distributed in the parent handbook, at enrollment, and is reviewed during parent/teacher conferences.
13. Parents will be clearly notified of this policy provided in a language the parents can understand.
14. The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. (ESSA Section 11116(f))

School-Parent Compact

This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic

achievement in Grande Innovation Academy which is funded, in part, by Title I, Part A of the Elementary and Secondary School Act (ESEA). This Compact ensures mutual understanding of the school's responsibilities and the ways parents and family members will be responsible for supporting their children's learning.

School responsibilities:

School staff are expected to support their students, parents, and families in the following ways:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities

Parent Responsibilities

Parents are expected to support their children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Understanding the schools Love and Logic Policy.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on school-based parent groups and/or advisory groups.

Student Responsibilities

- Complete their daily homework assignments
- Understand the school's daily attendance and its Love and Logic policy.
- Follow school's safe and orderly environment policies

PARENTS RIGHT-TO-KNOW

Sample Notification Letter to Parents—

“(Date)

Dear Parent:

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, Grande Innovation Academy is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child’s classroom teacher. This information regarding the professional qualifications of your child’s classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you have questions, please feel free to contact your School Director at the following phone number: _____.

Sincerely,

Patty Messer

Director, Grande Innovation Academy”

McKinney Vento Policy

Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. This policy addresses the ways in which Grande Innovation Academy will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our school(s). This district will also follow the requirements of the McKinney-Vento Homeless Assistance Act. Under federal law, children and youth who are considered homeless must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Grande Innovation Academy will ensure that children and youth identified as homeless are free from discrimination, segregation, and harassment. Information regarding this policy will be distributed to all students and parents upon enrollment and is also available, as needed, throughout the school year.

Identification

In collaboration with school personnel and community organizations, the Grande Innovation Academy Homeless Liaison will identify children and youth experiencing homelessness. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions and legal services. The liaison will keep data on the number of children and youth experiencing homelessness in the school(s), where they are living, their academic achievement (including performance on state- and district-wide assessments), and the reasons for any enrollment delays, interruptions in their education or school transfers.

School Selection

Each child and youth experiencing homelessness has the right to remain at his or her school of origin. Maintaining a student in his or her school of origin is important for both the student and the school. Therefore, in selecting a school, children and youth experiencing homelessness shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes. Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years. Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent's or youth's wishes. Potential feasibility considerations include: safety of the student, continuity of instruction, time remaining in the academic year, school placement of siblings, etc. Services that are required to be provided,

including transportation to and from the school of origin and services under federal and other programs, shall not be considered in determining feasibility.

Enrollment

The school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including proof of residency, transcripts/school records, unpaid school fees, any factor related to the students living situation, etc. The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or liaison.

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during the pendency of disputes. The Homeless Liaison shall request transportation to and from the school of origin for unaccompanied youth. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance. Schools and the liaison shall use an approved transportation form to process transportation requests. Requests shall be processed and transportation arranged without delay. If the student experiencing homelessness is living and attending school elsewhere, that school shall arrange transportation. It is this school's policy that inter-LEA disputes shall not result in a student experiencing homelessness missing school. If such a dispute arises, Grande Innovation Academy will arrange transportation and immediately bring the matter to the attention of the ADE State Coordinator for the Education of Homeless Children and Youth. In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to non-homeless students.

Transportation Plan for Students in Foster Care

If transportation to school of origin is required in order to maintain school stability for students in foster care, Grande Innovation Academy staff in collaboration with the local child welfare agency (CWA), will ensure that said transportation will be provided for the duration of the child(ren)'s time in foster care. The school's transportation procedures ensure that children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner, and, if there are additional costs incurred in providing transportation to the school of origin, Grande Innovation Academy will provide such transportation.

Services

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected, including: transportation, Title I services, school nutrition programs, before- and after-school programs, and other education services for which the student meets eligibility criteria, including special education and related services and programs for English language learners.

Children experiencing homelessness often suffer from disabilities at a disproportionate rate. Children experiencing homelessness and suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, the school shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services. Our school will follow state procedures to ensure that youth experiencing homelessness and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel shall refer children and youth experiencing homelessness to appropriate health care services, including dental and mental health services. The liaison will assist the school in making such referrals, as necessary. School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate educational services, transportation, free meals and Title I services while the dispute is pending. The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth experiencing homelessness. The parent, unaccompanied youth or school may appeal the liaison's decision as provided in the state's dispute resolution process.

Free meals

To help ensure that children and youth experiencing homelessness are available for learning, the U.S. Department of Agriculture has determined that all children and youth experiencing homelessness are automatically eligible for free meals. On the day a child or youth experiencing homelessness enrolls in school, the enrolling school must submit the student's name to the nutrition office for immediate processing.

Title I

Children and youth experiencing homelessness are automatically eligible for Title I services, regardless of what school they attend. Grande Innovation Academy shall reserve such funds as are necessary to provide services for youth experiencing homelessness so they are comparable to those provided to Title I students. The amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison and the Title I director. Reserved funds will be used to provide educationally related support services to children and youth experiencing homelessness, both in school and outside of school, and to remove barriers that prevent regular attendance. Our Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the liaison. Children and youth experiencing homelessness shall be assessed, reported on and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Training

The liaison will conduct training and sensitivity/awareness activities for all LEA and school staff at least once each year. The trainings will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth experiencing homelessness. The liaison shall also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools' compliance with this policy and will receive training from the lead Homeless Liaison annually.

Coordination

The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaisons in neighboring schools and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the liaison and our schools in implementing this policy.

Please sign and return the signature pages to your child's teacher.

The Grande Innovation Academy

Signature Pages

The Grande Innovation Academy policies are an important component to ensuring that everyone is well informed to keep the lines of communication open. Take the time to read the entire handbook with your scholar(s), and then sign each statement below. Your child's teacher will collect this sheet.

2019-2020 Academic Year

Parent's Name (Please print): _____

Scholar's Name (Please print) _____

➤ **I have read and understand the Daily Attendance Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Love and Logic Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have the read and understand the Grades and Class Policies.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Uniform Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Communication Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Social Media Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Snack/Lunch Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Discipline Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Health and Medication Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Discrimination and Harassment Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Scholar Records Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the FERPA Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ **I have read and understand the Computer Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____

➤ Scholar's picture taken and displayed for school promotional purposes only. (Please initial)

○ Yes _____

○ No _____

➤ **I have read and understand the Title I Policy.**

Parent Signature: _____

Scholar Signature: _____

Date: _____