

A MESSAGE FROM THE DIRECTOR. . .

Welcome to The PEAK School. We hope that PEAK's mission and vision will help our school community flourish academically, socially, and emotionally.

The PEAK School Mission Statement

To provide children the opportunity to receive an accelerated, individualized education designed to capitalize on each child's unique gifts, through the use of enriched curricula, a supportive nurturing environment, and innovative systems for learning management.

The PEAK Vision

- We will place the best interest of the child at the focal point of decision-making.
- We will create a community that engages in learning and teaching as a life-long process, valuing all experiences and opportunities to learn from each other.
- We will model healthy and appropriately high standards within a supportive and nurturing environment that helps students to reach their personal best.
- We will utilize the Core Knowledge Sequence to provide a content-rich, gifted curriculum for all children.
- We will teach children the general skills necessary for academic and personal success.
- We will foster a safe and supportive learning environment that incorporates the traits outlined in the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
- We will honor and build upon each child's individuality, limitless capabilities, and strengths.
- We will respect and celebrate diversity among all members of our community, functioning sensitively and finding strength in our changing and diverse world.
- We will empower children to take charge of their success.
- We will maintain cooperative partnerships among parents, children, staff, and the community by emphasizing the importance of interdependence of each within our school.

This handbook has been designed to familiarize families with the support, services, curriculum, and programs offered at PEAK. Policies outlined in the handbook are designed to promote student growth and ensure student safety. Please review the information prior to the first day of school.

We wish you a positive and productive year. Should you have any questions, please call us at (928) 779-0771.

Sincerely,
Tracy
Braatz
Director

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School Hours

School Session Hours: Monday, Tuesday, Thursday, Friday
8:20 a.m. to 2:55 p.m., Wednesdays 8:20 -1:00 p.m.
Office Hours: 8:00 a.m. – 4:30 p.m. **If you need to contact the office, please call (928) 779-0771**

Loitering

Students are not to loiter, either before, during or after school hours on the school grounds or in areas/neighborhoods surrounding the school. Loitering may warrant a referral to the police resulting in ticketing and/or removal from the premises. Additional disciplinary actions may be taken as deemed necessary by the school administration including requiring parents to pick up their child for the day and/or lengthier periods of suspension.

Early Release Days

School hours on early release days will be from 8:20 a.m. to 1:00 p.m. This allows for school improvement, in- services and trainings as well as providing collaborative planning time for staff.

Early release school hours will be observed every Wednesday, and as noted on the school calendar.

Proof of Age and Identity

A student must be enrolled under their full legal name. Within thirty days of from the first day of attendance, the parent/guardian must submit one of the following documents:
A certified copy of the student's birth certificate; or other reliable proof of the student's identity, including a baptismal certificate, an application for a social security number, or original school registration records. If documentation other than a certified copy of a birth certificate is provided, such documentation must be accompanied by an affidavit explaining the inability to provide a copy of the birth certificate.

Immunization Records

Pursuant to Arizona law, before a student may attend The PEAK School the parent/guardian must provide proof of immunization (vaccination/shot record) or have a valid exemption from immunization pursuant to section 15-873.

Snow Days

We will be following Flagstaff Unified School District's snow day schedule. If FUSD announces school cancellation or delayed start, we will follow the same schedule. Delayed Start Schedule or Cancellation of School will be announced over local radio stations by 6:30 a.m. You can also access this information by checking www.fusd1.org and going to the snow preparedness page. We will also place a message on the school answering machine announcing school closures or delayed starts.

On delayed start days, school begins at 10:20 a.m. We ask your cooperation by not bringing your student to school early on days the Delayed Start Schedule is in effect. If the weather is snowy, **please check the office to make sure someone is here before dropping your child off.**

Contact Information

The first day of school we will be sending an Emergency Contact and Health Information Form home, as well as some other forms and documents. Please plan on completing them and returning them promptly. Your children may only be picked up from school by persons listed on the emergency contact form or by their legal parents/guardians unless prior arrangements have been made with the office.

Please keep the school informed of any changes in **health needs, address, home and work phone numbers, and guardianship as these updates are critical for communication.**

Student Attire

Most student attire is acceptable as long as it is adequate for outdoor play and does not present a health or safety problem, or cause disruption of educational activities. Items with obscene words, slogans, or graphics shall not be worn or displayed. We rely upon your discretion and good judgment as to what your child should wear to school. We suggest that your child wear athletic shoes and slacks or shorts on days with scheduled physical education classes. **Note: Sagging pants and untied shoelaces (or no shoelaces) are unacceptable. Any apparel that may be construed as "gang" related is unacceptable. This includes hats, colors, or accessories such as chains, bandanas and jewelry. Piercings, if disruptive to the educational environment, are also unacceptable. The teacher or administrator will request that the student correct the situation. Failure to comply will result in a telephone call to the parent and may result in suspension.**

Lunch Program

The PEAK School offers a hot lunch program. Students may either purchase their lunch or bring their lunch from home. Lunch bags or containers should be insulated, as refrigerators are not available in classrooms.

Our 2nd through 4th grade students will walk to the park before they eat lunch. The Kindergarten and 1st grade students will remain on campus. Lunch recess begins at 11:30 a.m. and students will leave the school promptly. Students will eat immediately upon returning from the park at 12:00 p.m. Please provide a lunch for your child that does **not** need to be warmed in the microwave. If you would like to pack a hot lunch for your child, please send it in a thermos. If you are dropping a lunch off for your child, please bring it to the front office by 11:45 a.m.

Lunch/recess will be from 11:30 am to 12:20 pm for 5th and 6th grade students. 7th and 8th grade students will have lunch/recess from 11:15am to 11:45am.

Please note; in order for your child to walk to the park, a signed field trip permission slip must be in your child's file.

The PEAK School Unpaid Meal Plan

The National School Lunch Program (NSLP) and School Breakfast Program (SBP) are federally assisted meal programs through the United States Department of Agriculture operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free breakfast and lunches to children each school day. The USDA Foods Program supports domestic nutrition programs and American agricultural producers through purchases of 100% American grown and -produced foods for use by schools and institutions participating in the federal programs.

The PEAK School aims to provide tasty and nutritious meals to all students daily. We encourage parents to apply for free or reduced priced meals to help with the cost that they may otherwise be unable to afford. If you need assistance in applying for free or reduced priced meals, please call the office manager at 928-779-0771. In an effort to minimize unpaid meal costs, parents will receive notices when their child(ren)'s lunch account reaches a low balance of \$5.00 or below.

Parents will receive phone calls once the account reaches a negative balance. If you are in need of a payment plan, please call the office manager at 928-779-0771 to make arrangements. If you fail to make payments and pack your child a lunch, you will receive a call daily requesting that you make a payment and/or bring your child a lunch for that day. We encourage you to pay prior to ordering meals for your child in order to minimize phone calls and notices home and to ensure that there are enough meals for your child. Since The PEAK School works with a catering company, we only receive the amount of lunches that students order, therefore it is very important that your child order lunches when needed and pack a lunch otherwise.

Attendance and Tardiness Policies and Procedures

School starts promptly at 8:20 a.m. and releases at 2:55

Absences

The Arizona Department of Education guidelines define an excused absence as being away from school due to illness, doctor (medical) appointment, bereavement, family emergency, or out of school suspension. The PEAK School will also excuse absences due to a religious holiday/commitment, court appointment, counseling appointment, or car accident..

Please report your child's absence to the office by calling 928-779-0771 prior to or at the time of the absence. Any absences for reasons other than those listed above will be considered unexcused. Extended absences due to medical conditions must be reported to the office. *Any student having a certified chronic health condition is exempt from this policy.*

Examples of an unexcused absence are: family vacation, hunting, oversleeping, as well as any other reason that is not listed above. A parent still needs to call the school to alert us of the absence.

Late Arrivals (Tardiness)/Early Departures

If a student is late for school or leaves early, the parent needs to sign the student in/out and indicate the reason on the sign-in sheet. There are sign-in sheets at both buildings. The PEAK School excuses late arrivals/early departures for the following: illness, doctor (medical) appointment, bereavement, family emergency, or out of school suspension. The PEAK School will also excuse late arrivals/early departures due to a religious holiday/commitment, court appointment, counseling appointment, or car accident. *Any student having a certified chronic health condition is exempt from this policy.*

Examples of an unexcused late arrival/early departure are: family vacation,

hunting, oversleeping, as well as any other reason that is not listed above.

Consequences for Excessive Absences, Unexcused Late Arrival and Unexcused Early Departure

Excessive absences, unexcused late arrivals (tardiness), and unexcused early departures are detrimental to your child's learning and disruptive to the school environment. Excessive absences, late arrivals, or early departures will affect your child's grades and may result in retention. *Missing eighteen(18) days of school is sufficient enough on its own to determine retention. However, each case will be determined on an individual basis.* Please plan vacations and trips during times when school is not in session. Unfortunately, the school's funding is also severely affected due to absenteeism. If circumstances are such that your child will be absent for more than a day or two, or for reasons other than illness, please contact your child's teacher.

Chronic absenteeism or tardiness may constitute neglect resulting in a child protective services referral or referral to the Deputy County Attorney's Office to enforce Arizona State Law regarding school attendance (A.R.S. 15-803)

The PEAK School Attendance Policy and ATTEND Program Guidelines

School attendance is mandatory by law. Students may be excused for the following reasons: Medical provider excuse, death in the family, family emergency, religious commitment, diagnostic testing, school-sponsored activities, and extenuating circumstances or parental petitioned vacations agreed to by school administration. Extended absences due to medical conditions must be reported to the school nurse at the student's home school. Any student identified as having a chronic health condition verified by a physician is exempt from this policy. **For the purposes of this policy, truancy is defined as absence without parental approval or knowledge.**

Failure to comply with this policy means the absence will be considered "unexcused" and therefore subject to the ATTEND Policy. The PEAK School Administration and the Coconino County Attorney's office may choose to move towards prosecution for isolated situations of Habitual Truancy or for situations where students have had Habitual Truancy issues from one year to the next.

If it is necessary for a child to leave school early, the parent or guardian must

make arrangements in the office for the child's release including signing out the child. PLEASE NOTE: Children leaving school early affects school funding.

Students will only be released to a parent or person designated on the Blue Emergency Card. If your child returns from an appointment before the end of the day, please sign-in the child at the school office.

The Arizona Revised Statutes, ARS 15-803, addresses student attendance in school and Project ATTEND is the plan developed to work with our students and parents to improve school attendance.

ARS 15-803 explains that students are able to be in school unless "the child is in such physical or mental condition that instruction is inexpedient or impractical." The steps in the project ATTEND process are:

STEP 1 – A letter is sent home by school administration. (5 days unexcused absences or 3 truancies)

STEP 2 – A letter is sent home by the Deputy County Attorney. (7 days unexcused absences or 4 truancies)

STEP 3 – Student Attendance Review Team (SART) meeting will take place with the County Attorney's Office. Members will include parents, students, school Administration, and Deputy County Attorney. (12 days unexcused absences or 5 truancies)

STEP 4 – Referral to Coconino County Attorney's Office if no improvement takes place after STEP 3.

These steps are progressive in nature, and if the student's attendance improves, the "next" step in the process will not be initiated. If a child is absent due to the circumstances listed above, it is vital that the parents contact the school as soon as possible. Every child's academic success is important to

The PEAK School, and the Coconino County Attorney's office. Regular attendance is one way to make success for each child a reality.

The PEAK School Póliza de Asistencia y Los Lineamientos del Programa ATTEND

La asistencia escolar es mandatoria por ley. Estudiantes pueden ser dispensados por las siguientes razones: La excusa del proveedor medico, muerte en la familia, emergencias familiares, compromiso religioso, pruebas de diagnósticos, actividades patrocinadas por la escuela, circunstancias atenuantes o vacaciones solicitadas por los padres acordadas por la administración de la escuela. Ausencias extendidas debidas a condiciones médicas deben ser reportadas a la enfermera de la escuela. Cualquier estudiante identificado con el problema de salud crónico verificado por un medico está exento de esta

póliza. **Por los propósitos de los padres o de esta norma, absentismo escolar se define como ausencia sin la aprobación de los padres o de los conocimientos de los mismos.**

Incumplimiento de esta forma significa que la ausencia será considerada como “sin excusa” y por lo tanto sujetos a La Póliza de Asistencia (ATTEND). La administración de FUSD y La Oficina del Abogado del Condado puede optar por avanzar hacia la persecución por situaciones aisladas de Absentismo Escolar Hábito o por situaciones donde el estudiante ha tenido cuestiones de Absentismo Escolar Hábito de un año escolar al próximo.

Los Estatutos Revisados de Arizona, ARS 15-803, dirige la asistencia a la escuela y El Projecto Asistencia (ATTEND) es el plan desarrollado para junto con los estudiantes y padres para mejorar la atención a la escuela. ARS 15-803 explica que los estudiantes son capaces de estar en la escuela a menos que “el niño esté en tal condición física o mental que la instrucción no es oportuna o poco práctica.” Los pasos en el proyecto ASISTIR (ATTEND):

- **Paso 1** – Una carta será enviada por la administración de la escuela. (5 días de ausencia sin excusa o 3 faltas a clase)
- **Paso 2** – Una carta será enviada por El Abogado Adjunto del Condado. (7 días de ausencia sin excusa o 4 faltas a clase)
- **Paso 3** – Una junta del Equipo de Revisión de Atención del Estudiante (SART) se llevará a cabo con La Oficina del Abogado del Condado. Los miembros incluirán padres, estudiantes, administración de la escuela y El Abogado Adjunto del Condado. (12 días de ausencia sin excusas o 5 faltas a clase)
- **Paso 4** – Remisión a La Oficina del Abogado del Condado Coconino si no mejora la situación después del Paso 3.

Estos pasos son progresivos en la naturaleza, si la asistencia de estudiante mejora, el siguiente paso del proceso no se iniciará. Si un niño está ausente debido a las circunstancias mencionadas anteriormente, es vital que los padres contacten a la escuela lo más pronto posible. El éxito académico de cada niño es importante para El Distrito Unificado Escolar de Flagstaff y para La Oficina del Abogado del Condado Coconino. Asistencia regular es uno de las maneras de hacer que el éxito de cada niño sea realidad.

Arrival/Dismissal Procedures

PEAK School does not provide transportation. Carpooling is encouraged and the office will aid in arranging carpools.

The school day ends at 2:55 p.m. To ensure the safety of your child, please pick up their promptly at dismissal time. If an emergency arises where there will be a delay in picking up your child, please notify the office. If a student is to leave school alone, written permission is required from the legal guardian.

Parents may enroll students in the Extended School Program. These programs are available from 7:30 a.m. to 8:10 a.m. daily, from 3:00 to 5:30 p.m., Monday, Tuesday, Thursday and Friday and from 1:00 p.m. to 5:30 p.m. on Wednesday. ESP is available to students on late start snow days (7:30-10:10) as long as they are previously registered in the program.

Changes in Dismissal Arrangements

Students and parents often request permission to leave school with a friend or ride home with someone else. To ensure safety and clear communication, all students are required to bring a note when they are to leave school with anyone other than a parent or guardian.

Designated Drop Off and Pick Up Locations

All students will enter the building on 1st Street through the Kindergarten room door or the main entrance in the front of the building. All students will be dismissed out the front doors of the building. Parents and guardians may pick up their students from the sidewalk or on the kindergarten playground area. At all pick up and drop off times there will be ample staff to monitor who is entering and leaving the building, as well as who the children are leaving with. School starts promptly at 8:25 am. Please always enter through the office if your child is tardy in order to sign their in.

Parking

When necessary to enter the buildings for school business, along the street (**please don't block our drop off zone or our neighbors' driveways or mailboxes**) or in the parking lot where permit required handicap parking is provided.

Arrival/Dismissal Safety Expectations

We are committed to your child's well-being. Children will be out of the building and accompanied until they are picked up. Students must not enter the street or parking lot without adult supervision. They may not cross the street or enter the parking lot to meet drivers without an escort. Drivers should personally escort their children across the street, parking lot, and driveways. Drivers are firmly cautioned to proceed slowly and with care in the street and parking area.

Curriculum- Arizona Academic Standards

Academics

The PEAK School is committed to focusing on the learning strengths and needs of each child, while providing students the opportunity to excel beyond the guidelines outlined in the Arizona Academic Standards for language arts, mathematics, science, health, and the arts.

In addition to the Arizona Academic Standards, The PEAK School will utilize The Core Knowledge Sequence as the foundation for all subjects taught. Through the use of this knowledge-rich curriculum, students will acquire mastery of basic skills in reading, listening, writing and speaking; mathematical computation and application, scientific inquiry; history and geography, and the use of information for problem solving, critical thinking, and decision-making.

The Core Knowledge Sequence is published by the Core Knowledge Foundation and encourages consistent academic progress as children build their knowledge and skills in a sequential manner, while preventing repetition and gaps in instruction. All children are provided with strong foundations and will have the ability to connect new learning to their existing knowledge base.

These foundations ensure equal access to knowledge for all children. The arts are an integral part of the Core Knowledge Sequence. Children are afforded frequent opportunities to sing, dance, act, write poetry, draw, paint, and create. Students will learn about art methods, terminology, and history, as well as music appreciation, composers, artists and masterworks.

The Core Knowledge Sequence provides specific guidelines for approximately 75% of the school's curriculum, leaving ample opportunity for additional emphasis on the Arizona Academic Standards, skills-based instruction and enrichment programs. Flexible multi-age groupings will be used to promote each child's reading and language acquisition, mathematical-logical reasoning, and cognitive abilities, as these domains are not limited by chronological age. The balanced literacy approach will be integral to teaching students reading and writing processes. Children will be given extensive daily opportunities for whole group reading and writing, small group reading (guided reading) and writing and individual reading and writing. Leveled reading texts and computer programs will be used in conjunction with phonics instruction, The Journeys Series, Freckle ELA, Fast ForWord and Reading Assistant. Mathematics instruction will be based upon the use of a research-based mathematics program that focuses on sequential instruction with daily reinforcement of previously learned concepts using Freckle Math, and Triumph Learning materials.

More information about the Core Knowledge Sequence can be obtained from the Core Knowledge Foundation, 801 E. High Street, Charlottesville, VA 22902, or at www.coreknowledge.org. A printed copy of the Core Knowledge curriculum is kept in the school office, and may be examined at any time.

Technology

Learning is a hallmark of the new millennium. Rapid advances in science and technology are producing new information at an unprecedented rate. Moreover, the development of global information networks has exponentially expanded our access to knowledge. These changes have dramatically increased learning opportunities and have expanded learning demands. The PEAK School strongly believes that the widespread and thoughtful use of technology in the school enhances the learning process and future opportunities for its students. The PEAK School students and their teachers are using technology effectively to live, learn, and work in an increasingly complex and information rich society. Within a sound educational setting, technology can enable students to become:

- Capable information users.
- Information seekers, analyzers, and evaluators.
- Problem solvers and decision makers.
- Productive and creative users of a variety of technology tools.
- Communicators, collaborators, publishers, and producers.
- Informed, responsible, and contributing citizens.

High speed, internet accessible computers are available for daily student use in each classroom. The PEAK School uses an internet filter provided by DansGuardian. Each classroom is equipped with a Ricoh Interactive Whiteboard for classroom use, and Chromebooks for every student.

Internet Use Policy (Please also see our Technology Agreement for Chromebook loan and use.)

The purpose of this Internet Use Policy is to safeguard PEAK School students and staff when they access the internet. This policy will serve to inform school staff, students, parents, and guardians about the proper and improper use of the school's computer network and the Internet on school premises.

The PEAK School network and internet are privileges. If these privileges are abused, they can, and will, be taken away. They will be used strictly for school-related educational purposes such as research and work-related e-mail. They will not be used to perform any illegal activity. Such activities include downloading pirated software and music, gambling, viewing pornographic material, etc.

The PEAK School does its best to keep the network operating but it does not guarantee that it will be functioning at all times. Internet access is also provided through the network. The PEAK School does not guarantee the accuracy of information found on

the internet. Also included in the network is filtering software used to prevent inappropriate information from being viewed. As with anything dealing with computers this software is not guaranteed to be 100% effective, but it is continuously updated to provide the most effective filter possible.

Physical Education

Our physical education program offers students the opportunity to play non-competitive games and learn skills associated with competitive sports. Additionally, health units such as dental hygiene are taught throughout the year. P.E. will be conducted at the park, baseball field, or blacktop area near the school. Students will walk to one of these locations for P.E. on days that the weather permits. In order for your child to travel to the park or baseball field, a signed field trip permission slip must be in your child's file.

Music

Students will be taught songs, music theory, history and appreciation, in addition to learning about composers and classical works of music. The music program follows the Core Knowledge Sequence and is taught to each class weekly for 50 minutes.

Music Clubs Band, guitar, and choir clubs are offered as after school opportunities to interested students.

Homework Policy

Philosophy

Homework is a valuable aid in helping students maximize their school experience. It reinforces classroom learning, builds responsibility, and develops essential study habits. Homework is one vehicle for home/school communication. Parents can assist in making it a positive experience for children. Homework should be planned to strike a balance between academic learning, family life and the child's needs. Homework is a required component of The PEAK School program.

Purposes of Homework

Homework is designed to:

1. Reinforce skills and concepts taught in the classroom.
2. Provide background information before skills or concepts are taught in the classroom.
3. Extend assignments which stress creativity, individual skill needs and interests.
4. Prepare students for tests or provide for completion of independent reading.
5. Increase independent learning and teach time management skills in completing long-term projects.

Recommended Guidelines for Time Spent on Homework

Kindergarten – 15 Minutes 4 to 5 days a week

First Grade – 15 to 20 Minutes 4 to 5 days a week.

Second Grade – 20 to 30 Minutes 4 to 5 days a week.

Third Grade – 20 to 30 Minutes 4 to 5 days a week.

Fourth Grade – 30 to 45 Minutes 4 to 5 days a week.

Fifth Grade 30 to 60 Minutes 4 to 5 days a week.

Sixth – Eighth Grades 30 to 90 Minutes 4 to 5 days a week.

Teacher Responsibilities

Teachers are responsible for:

1. Giving clear homework instructions.

2. Contacting parents if a student fails to complete assignments.
3. Communicating classroom homework policies and procedures to students and parents in the beginning of the year.
4. Monitoring and evaluating homework.

Parent Responsibilities

Parents are responsible for:

1. Scheduling a time for homework and providing an environment that is well-lit and free from distractions.
2. Being available for assistance but allowing the student to complete the work on their own to the greatest extent possible.
3. Communicating with your child's teacher regarding any difficulties arising during completion of the homework.
4. Communicating with the teacher if there is a valid reason for non-completion of homework.

Student Responsibilities

Students are responsible for:

1. Listening first and writing down any assignments and any instructions including due dates. Asking questions if there is anything they do not understand.
2. Taking home instructions and necessary materials.
3. Scheduling a time to complete homework.
4. Completing homework as independently as possible.
5. Communicating any difficulties, they had with the assignment to the teacher the next day.

Returning the assignments and materials on or before the date due.

Character Education

The PEAK School emphasizes the Six Pillars of Character every day. They are:

trustworthiness

Be honest ♦ Don't deceive, cheat or steal ♦ Be reliable-do what you say you'll do
♦ Have the courage to do the right thing ♦ Build a good reputation ♦ Be loyal-stand by your family, friends and country

respect

Treat others with respect; follow the Golden Rule ♦ Be tolerant of differences ♦ Use good manners, not bad language ♦ Be considerate of the feelings of others ♦ Don't threaten, hit or hurt anyone ♦ Deal peacefully with anger, insults and disagreements

responsibility

Do what you are supposed to do ♦ Persevere: Keep on trying! Always do your best
♦ Use self-control ♦ Be self-disciplined ♦ Think before you act-consider the consequences ♦ Be accountable for your choices

fairness

Play by the rules ♦ Take turns and share ♦ Be open-minded: listen to others ♦ Don't take advantage of others ♦ Don't blame others carelessly

caring

Be kind ♦ Be compassionate and show you care ♦ Express gratitude ♦ Forgive others
♦ Help people in need

citizenship

Do your share to make your school and community better ♦ Cooperate ♦ Stay informed; vote
♦ Be a good neighbor ♦ Obey laws and rules ♦ Respect authority ♦ Protect the environment

Faculty/Staff

School co-founders, Ron and Paula Drossman are highly credentialed educators with a combined thirty years' experience in working with children. Their areas of expertise include classroom teaching, program and curriculum development, and school administration. **Ron Drossman, M.A., N.C.S.P.** is the Program Specialist. He is an adjunct professor at Northern Arizona University and is certified as a classroom teacher, Special Education teacher, Recreational Therapist and School Psychologist. **Paula Drossman, M.Ed.**, The PEAK School Superintendent spent many years teaching in the early childhood education field. She is certified as a classroom teacher and Principal. **The Drossmans** have been involved over the last ten years in several programs encouraging educational reform in Arizona. Their experiences in the charter school movement and in traditional public education have provided them with a wealth of information and skills making The PEAK School a unique avenue for parent choice. Their focus is to know every child and every family in order to make all members of The PEAK School community welcome participants in the educational process.

Tracy Braatz, Director, has been a resident of Flagstaff for 36 years. She graduated from NAU with a dual degree in Elementary and Special Education, and a master's degree in Educational Leadership. Tracy and her husband Kurt found The PEAK School when they began the search for a quality education for their children. After such a wonderful education experience for her own children, Tracy knew there was no other place she'd like to work and accepted a teaching position at The PEAK School in the fall of 2005. More than fifteen years later, with her own children grown, Tracy's passion and commitment to make The PEAK School an amazing place continues. When she's not working with teachers or students, Tracy can be found enjoying outdoor time with her husband and dog.

Melissa Speer is the 3rd/4th Grade Teacher for Language Arts and Math and Title I/Special Education Teacher at The PEAK School. This is her tenth year working with all the talented students in kindergarten through eighth grade and their families. Melissa has lived in Flagstaff for 13 years and enjoys being a part of this vibrant community. She moved to Flagstaff from Phoenix, Arizona to pursue her journey into the world of education and graduated from Northern Arizona University in 2011. She has been extremely happy living in the beautiful weather of Flagstaff spending time with her husband and daughter exploring, hiking, camping, and swimming. She especially enjoys snowboarding all winter long. As much as she enjoys playing in the outdoors, she is most happy spending time with children in the classroom. Melissa's passion for learning is contagious. Each year she is eager to share her passion of learning with children and nurture their unique character and abilities.

Tammy Eubanks, Lead Teacher and, currently serving as the 5th/6th grade combination class teacher has been with The PEAK School for 15 years. She has been teaching so long some of the first students she had are now married with children of their own! Tammy has a degree in Elementary Education and a Master's in Educational Leadership. She also has a Reading Endorsement and her Special Education credentials. Tammy enjoys spending time with her husband Shawn, son Logan, and three dogs.

Melinda Black is looking forward to serving as the combination kindergarten and first grade teacher this year! Melinda attended Grand Canyon University with a dual certification in Elementary Education and Special Education. She is thankful to serve her 13th year with The PEAK School, and with her immense experience brings a crucial aspect to the culture and community here at PEAK. Formerly our Extended School Program Coordinator, Melinda brings 13 years of experience to our school community with which we are so grateful for!

Aaron Weide, 7th and 8th grade teacher has worked with PEAK Students since 2019. He has lived in Arizona his entire life and moved up to Flagstaff 11 years ago. Aaron has worked for 2 higher Ed. Facilities and has his MS in Psychology, with BS in Biblical Studies. After working at NAU in various capacities he joined The PEAK School where his four children have attended, and his wife works currently as the Office Manager. With his spare time, he enjoys spending time with his family and just being together!

Alexis Sprenkle is excited to begin her 2nd year here at The PEAK School as the teacher of 2nd and 3rd grade combination class. She brings to the classroom a joy for teaching and integrates engaging activities for each subject daily. With her love to inspire through creative and innovative teaching, she is excited to see her combination class thrive. While not teaching she enjoys spending time with her husband and all things Disney!

Libby Hayes

Shannon Hardy

Eric Caroffino, has served as The PEAK School's music teacher for 5 years. His passion for exposing new generations with music theory is experienced through his wide knowledge of musical instruments. Through his inclusive efforts to afford children the opportunity to grow and learn about music, our Core Knowledge Curriculum is greatly enriched!

Christina Weide, Office Manager is in her 6th year working for The PEAK School. Her role has ranged from RtI Interventionist, Full-time Sub, to k-8th Art Teacher and has loved every moment. She enjoys working at the school her four children have attended where her husband teaches as well. Christina holds a BS in Liberal Arts, with HR minor and on her time off enjoys spending time with her family, knitting, and enjoying the beautiful town of Flagstaff.

According to ARS 15-183(F), public charter schools are required to maintain a file for public viewing containing information regarding the credentials and qualifications of instructional staff. Please be advised that this file is available in The PEAK School office. If you have any questions regarding instructional staff, please feel free to stop by the office and arrange to review the file.

Home-School Communication

Ongoing home/school communication is critical to student success. Parents will be notified any time the child's performance changes to a significant degree.

All classroom teachers send a newsletter home every Friday. Please check your child's backpack or homework folder daily for important school correspondence.

Parents are encouraged to take an active role in the communication process. Initiate a call or make an appointment to visit your child's teacher(s) to reinforce your commitment to your child's education. Joint responsibility and communication will support and further your child's school progress.

You are invited to visit our website at www.peakschool.org and our Facebook Page www.facebook.com/pages/The-PEAK-School/.

School Visitation/Volunteers

Parents and visitors are welcome to visit or volunteer at The PEAK School at any time. Please stop by the office to "check in" before going to classrooms. Volunteers are needed in classrooms, to complete tasks at home and in other areas. Let us know if you are willing to help by making arrangements with your child's classroom teacher.

Reporting to Parents

Your child's grades will be formally reported to you through quarterly progress reports. Parent-teacher conferences provide opportunities to discuss your child's progress and special needs with their teacher. It will help you and the teacher if you come to the conference prepared with a list of specific questions you would like addressed.

Parents are welcome and encouraged to call their child's teacher at any time during the school year to request additional conferences. On occasion, your child's teacher may call you regarding your child's progress.

Classroom Concerns

If you have a concern about your child's progress, behavior, etc. please speak to the teacher first. If there is no resolution, then an appointment should be made with the Director.

Student Records

The cumulative record is an individual file on each student, which is required by law. It may be viewed by parents or guardians, in the presence of the School Director or designee. Only appropriate PEAK staff and the student's parents/guardians may see the record unless it is subpoenaed by the court.

Child Custody

In most cases, when parents are divorced, both mother and father continue to have equal rights where their children are concerned. If you have a court order limiting the custody, communication, or visitation rights of one parent, please bring a copy to the school office.

Unless the court order is on file, we must provide equal rights to both parents. For special concerns please complete a PEAK School REQUEST FOR CAUTION FORM.

**The PEAK School
Medication Administration Policy
(A.R.S. § 15-344)**

In order to comply with State law and health and safety regulations The PEAK School, Inc. has adopted the following policy regarding giving medicines to students during school hours.

Medicine taken during school hours has to be limited to only situations when it is essential to the student's health. The PEAK School staff is not authorized to give medicine to a student unless the following requirements are met:

1. All prescription medicine must be in the original container labeled with the student's name, date, name of medicine, dosage to be given, and pharmacy medication number.
2. All non-prescription medicines must be in the original container. These over-the-counter medicines must be labeled to include the student's name, date, dosage, and time to be given at school. Please note, medicine placed in baggies will not be permitted.
3. Medicines are to be brought to the school office by the parent/guardian and the Consent to Dispense Medication During School Hours form must be completed.
4. No more than a one-month supply of medicine will be kept for any student who receives the medicine on a regular basis.

In order to be in compliance with above rules all parents who have children taking medication must come to the office and fill out appropriate paperwork.

We are required to send home any child that has a fever, vomiting or diarrhea.

Note: We are also not empowered to call parents for consent to take over-the-counter medicine i.e., Aspirin, Tylenol, Tums, Cough Drops, etc. on request. The above procedure must be followed.
Thank you for your cooperation with this matter.

Emergency Medication Administration (SB1026—A.R.S. § 15-344)

1. The PEAK School will allow the administration of the medications identified below in an emergency situation without the need for parental consent:
 - a. Epinephrine auto-injectors;
 - b. Inhalers;
 - c. Naloxone hydrochloride, or any other opioid antagonist drugs that are approved by the FDA.

Allergies

Allergies impacting lunch, snack or interaction with the environment must be documented by a physician (note from the doctor) in order for the school to accommodate the child's needs.

The PEAK School

Safety Reporting (A.R. S. § 15-153) Policy

The PEAK School will:

1. The School Director or designee will report to local law enforcement any suspected crime against a person or property that:
 - a. is a "serious offense" or involves a "deadly weapon" or "dangerous instrument" or "serious physical injury"; and
 - b. any conduct that poses a threat of death or "serious physical injury" to an employee, student or other person on school property.
2. The School Director or designee will contact the parent or guardian of each student who is involved in a suspected crime, or any conduct described above.
3. The School Director or designee will require all employees to comply with reporting requirements notifying the director by phone and email of any incident suspected of meeting the criteria above.
4. The School Director or designee will maintain a written record in an employee file regarding any employee who is disciplined under the policy. This record will include the date, details on the events that lead to the policy violation and disciplinary action assigned to the employee. Upon request, the date of any disciplinary action related to a school safety reporting policy violation will be made available to any public school that is considering hiring that person. Any Employee of The PEAK School who fails to comply with the statute's reporting requirements, may be disciplined up to and including terminating their employment.

Conduct that is bullying, harassment or intimidation is excluded from this policy and will continue to be addressed in accordance with PEAK School Disciplinary Policies and Procedures and Anti-Bullying Policies.

Each of the underlined terms above is defined in Arizona's criminal statutes, and generally has a commonly-understood meaning. Of note, "serious offense" includes any sexual conduct with a minor under fifteen years of age. A.R.S. § 13-706(F)(1) ("Serious Offense"); A.R.S. § 13-105(12) ("Dangerous Instrument"); A.R.S. § 13-105(15) ("Deadly Weapon"); A.R.S. § 13-105(39) ("Serious Physical Injury")

Student Services and Activities

Special Education and Other Services for Students with Exceptional Needs

Students previously placed in Special Education prior to enrolling at The PEAK School will continue to receive needed services if they continue to qualify for placement. Students who need and qualify for Special Education services that already attend The PEAK School will also be served on an Individualized Educational Plan (IEP). Students suspected of having a disabling condition not covered by Special Education will be supported according to Section 504 of the 1973 Federal Rehabilitation Act.

Our Special Education and 504 programs provide for students with special learning, communication, emotional or physical needs by focusing on adjusting environmental factors; modifying the course of study; and adapting teaching methods, materials, and techniques. Students work individually or in small groups with Special Education staff and regular classroom teachers.

It is our belief that all children can learn. It is our responsibility to work as a team to ensure that each student receives the instruction and support necessary for a successful school experience, in a setting as close as possible to their peers.

The PEAK School Response to Intervention Plan/Multi-Tiered Support System (RtI/MTSS)

The PEAK School will use an assessment and academic support program (RtI) to ensure that every PEAK student has the help needed to be successful in school. This new approach was approved by the State and Federal Government in 2004 (Revision of IDEA 2004). This system ensures that students having difficulty are not missed and it is helpful in planning for all individual students no matter their skill levels.

The RtI/MTSS Process

All students will be assessed the first two weeks of school in the areas of Reading, Writing and Math (Universal Screening, Tier 1). The results of these assessments will be reviewed by staff to determine initial Language Arts and Math skill levels and student group assignments.

Additionally, this information will help our school team decide which students need further assessment and intensive individual assistance (accommodations in class, tutoring, additional support from home, etc. Tier 2). In the event that a student improves with this help, assistance will continue as long as needed to catch the student up to grade level performance. If a student does not respond well to help, more intensive assistance will be given with consideration for Special Education placement (Tier 3 consideration for Special Ed. placement)

No students will be involved in Tier 2 or Tier 3 of this plan without parent permission and the opportunity for parent involvement. If you have questions or comments regarding this process, please contact Melissa Speer, RtI Coordinator or Ron Drossman, School Psychologist.

Care of Property

Please label your child's lunch box, coat, and other personal belongings. Valuables or items of great sentimental value should not be brought to school, as The PEAK School cannot be responsible for loss, damage, theft, or vandalism of a student's personal property.

The PEAK School keeps all lost items in the lost and found for a limited period of time. Following that, items are donated to charity.

Please help your child develop a sense of responsibility and respect for school property and textbooks. Students will be responsible for the cost of replacing The PEAK School material or property that is lost or damaged through vandalism or negligence.

Extended School Program

Parents may enroll students in the Extended School Program. These programs are available from 7:30 a.m. to 8:10 a.m. daily, from 3:00 to 5:30 p.m., Monday, Tuesday, Thursday, and Friday and from 1:00 p.m. to 5:30 p.m. on Wednesday. The Extended School Program is available to students on late start snow days (7:30am-10:10am) as long as they are previously registered in the program. This program is academic in nature and includes tutoring/homework help, games, crafts, and computer time. There is a fee charged for attending the program. Please contact the office if you wish to enroll your child.

A reduced fee schedule and/or scholarships are available in a limited number. In order to arrange for the reduced fee schedule or a scholarship, please contact Tracy Braatz, Director, in advance of enrolling your child or children in ESP. A meeting will be scheduled with school administration to discuss individual circumstances.

Failure to pay your ESP bill will result in the removal of your child or children from the program unless prior arrangements have been made.

Field Trips

Field trips may be taken throughout the school year. In order for a student to attend a field trip, a permission form must be signed by the parent/guardian. Field trips utilize parent/volunteer drivers, and walking. You will receive specific information regarding field trip days, times and locations prior to their occurrence.

Field trips are a privilege and the opportunity to attend these activities is based on appropriate student behavior, regular attendance in school and acceptable grades.

Clubs/Extracurricular Activities

Student Council

The PEAK School Student Council is established by students and staff as a model of democratic participation. Students campaign, elect representatives and organize a governmental structure. Service projects including fund raising, recycling and the school yearbook are some of the activities focused on by the Council and adult sponsors. The selection of projects and conduct of Council members are guided by the Six Pillars of Character.

Parent-Teacher Group

The PEAK School Parent Teacher Group meets quarterly during the school year. Parent Teacher Group activities include classroom demonstrations of Core Knowledge learning, sharing ideas for volunteerism, fundraising, and planning extracurricular activities.

PEAK Disciplinary Policies and Procedures

Philosophy

The PEAK School staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline which focuses on safety, respect, communication, self-discipline, problem solving, development of a positive self-image, and prevention of discipline problems will be used at The PEAK School.

Staff, students, and parents will cooperatively establish and review discipline procedures on an ongoing basis. We will encourage, prompt, and teach our children to become increasingly independent, to accept responsibility, to make positive choices and to manage their own behavior.

General Discipline Procedures

The following methods will be employed when dealing with student behavior:

- The following classroom and building rules are cooperatively established, reviewed, and enforced.
 1. Raise your hand to get permission to talk or leave your seat.
 2. Use nice words.
 3. Wait patiently.
 4. Keep your hands and feet to yourself.
 5. Speak in a quiet voice.
- Conflict resolution and problem-solving skills will be taught.
- Positive behavior will be recognized and encouraged.
- Causes for misbehavior will be analyzed to facilitate prevention of behavior problems. Alternative approaches for dealing with the child's behavior will be developed based on the analysis of causes, as well as the effectiveness of previous approaches.
- Logical and natural consequences for behavior will be applied.
- Communication among staff, students, and parents will be ongoing.
- Behavior plans will be continually monitored to identify if effective, as well as systematically evaluated and revised when necessary.

The Administration and staff will seek and employ methods to develop responsible student conduct and alternatives to exclusionary discipline. **However, when a student's conduct disrupts the educational process, threatens safety, interferes with the rights of others, or violates the law, one or more of the following may be employed:**

1. Initial student misbehaviors will be handled by the adult directly involved with the student. Logical and natural consequences will be applied. Consequences may include verbal directions, time-out, or redirection.
2. Repeated and/or serious rule infractions and misbehaviors will result in an office visit. The purpose of the office visit is to assist students in regaining self-control and to help students understand that choices affect behaviors, that behaviors have consequences, and that reflective action plans can prevent future problems.

Additionally, the office will be used to promote school safety and a non-disruptive educational process.

While in the office, the student will develop an action plan for changing the problem behavior. Depending upon the severity of the situation, parents may be phoned, and the plan may be sent home for parental signature with the first referral. The plan will be sent home with repeated referrals.

3. Continued, serious, or repetitive misbehaviors will be reviewed by the classroom teacher, who will determine if a behavior plan and further conferences with parents, the Administration, the Child Study Team, support personnel, and/or proper authorities are warranted.
4. Misbehavior may result in restriction from the playground, lunch areas, classroom, and/or bus. The child may be placed on in-house suspension in the office or another classroom.
5. Severe violations of school guidelines including possession of contraband, endangering self or others, disruption of the educational process or severe non-compliance will result in immediate referral to the Administration.
6. Violations of the law may result in notification of authorities.

When the Director, Program Specialist or Superintendent are absent from the building, discipline problems will be referred to the Building Designee. Any disciplinary action applied to students is ultimately determined by The PEAK School Administration.

Truancy

Truancy is the deliberate missing of one or more class periods without permission of a parent/guardian. Unverified absences may be considered truancies.

Credit for class work cannot be earned if the absence is truancy. Students will be required to attend homework hall/detention for each truancy infraction. Continued truancy infractions may result in a lowered grade, grade level retention, and/or suspension.

Use of Electronic Communication Devices and Games

Electronic devices such as, but not limited to, portable games, tablets, I-pods, MP3 players, wireless email handhelds, PDAs, cell phones, camera equipped cell phones, etc, may only be used at school during the school lunch period with permission from the teacher. If used at any other time these devices will be confiscated (including during extracurricular activities or school sponsored travel). Parent/legal guardian will need to meet with the administrator prior to the return of the electronic device or cell phone. Failure to follow this policy will result in increasing consequences up to and including suspension. These devices are considered a disruption to the educational environment. The use of cell phone cameras, or video recorders are prohibited at all times as it puts student privacy at risk. The school is not responsible for the theft or loss of these items. Students bring them to school at their own risk.

Prohibited Articles

The following items may not be brought to school under any circumstances:

- Skateboards
- Rollerblades/Roller skates/Heelys (athletic shoes with built in wheels)
- Hard Baseballs
- Paintballs
- Squirt Guns
- Large Amounts of Money
- Any other items determined to be disruptive to the learning process.

These items are considered a disruption to the learning environment and will be confiscated (including during extracurricular activities or school sponsored travel). Failure to follow this policy will result in increasing consequences up to and including suspension. The school is not responsible for the theft or loss of these items.

Snowballing

Because of the danger of breaking car windows and eyeglasses, and the added danger of injuring people, no snowballing is permitted in the parking lot, along the street in front of schools, on school grounds, inside the school or on a school-related activity. Disciplinary action may result from snowballing.

Tampering With Fire Alarm System or Equipment

Arizona Revised Statutes states this is a misdemeanor. As such, a police referral will be made. In each case, the law will be followed, and disciplinary actions will be taken.

Infractions Against Others

As learning is maximized by an environment that is safe, to maintain that environment the following infractions are considered unacceptable and a cause for immediate disciplinary action:

- Endangerment
- Creating a hazardous condition
- Creating a physically offensive condition
- Harassment physical, sexual, or otherwise
- Threats
- Verbal abuse
- Physical assault
- Fighting
- Destruction of property
- Stealing

All of the above infractions will be handled by the administrative staff. The administrative staff will take into account all relevant factors in determining the appropriate disciplinary action.

Infractions against others may result in:

- Parent Conference
- In-house suspension
- Short-term suspension (up to 10 days)
- After School Homework Hall
- Detention
- Community Service
- Lunch Detention
- Lowered Grade
- Restitution
- Long-term suspension
- Referral to the Police Department

Other Infractions

As learning is maximized by an environment that is safe, to maintain that environment the following infractions are considered unacceptable and a cause for immediate disciplinary action:

- Making bomb threats
- Setting off false fire alarms
- Weapons or items wielded with intent to do harm to others.
- Guns on the school grounds or on any field trip or school sponsored event.
- Possessing drugs, as defined in ARS 13-3401, or drug paraphernalia (including vaping devices) on school grounds or on any field trip or school sponsored event. This includes beverage alcohol, marijuana (in any form) inhalants or other non-medical use of a chemical substance, licit or illicit, which results in an individual's physical, mental, emotional, or social impairment.
- Tobacco/Smoking/Vaping (On School Grounds, in the school building, on field trips or at any school sponsored event)

Penalties for the above infractions

- To ensure the safety of other students in the school, a referral to the appropriate law enforcement authorities will be made for all of the above infractions. Additionally, administration will initiate either Short-term suspension (up to 10 days), Long-term Suspension, or Expulsion.

All of the above infractions will be handled by the administration staff.

Police Involvement

School officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, the parent will be contacted by telephone or certified letter. Any action taken by law enforcement officers will be in addition to action taken by the school district.

Search/Seizure

Students possess the right to privacy of person, as well as to freedom from unreasonable search and seizure of property as guaranteed by the Fourth Amendment of the Constitution. These individual rights, however, are balanced by the school's responsibility to protect the health, safety and welfare of all students and staff.

School employees may conduct searches when they have reason to suspect that a law or school rule has been violated or that the health, safety or welfare of students or staff may be in danger.

Search of Desks: The school is the owner and has control of student desks. School officials may inspect desks for cleanliness and order at any time without notice and without consent. Desks shall be searched without notice and without consent whenever reasonable suspicion exists that a law or school rule has been violated or that the health, safety or welfare of students/staff may be in danger.

Search of a Student's Person: A search of a student's person, bag or purse shall be undertaken if there are reasonable grounds to suspect that the student possesses a dangerous, prohibited or illegal substance or object or items that may interfere with school purposes and/or present a threat to people or property.

PEAK SCHOOL RULES

Follow the Six Pillars of Character...

...In School and on the Playground

- Encourage others.
- Notice hurts and right wrongs.
- Seek wise people.
- Be a positive problem solver.
- Comply with adult directions.
- Bring personal property only with the permission of the teacher.
- Respect school and private property.
- Buying, selling, or bartering personal property is not allowed.
- Keep school property and grounds clean.
- Return borrowed property/equipment to the classroom.
- Keep your hands, feet and objects to yourself.
- Do not throw objects.
- Use acceptable, dignifying language. Foul, abusive, or discriminatory language and gestures are not allowed.
- Walk and talk quietly in and around the building at all times.
- Use restrooms properly.
- Play in the appropriate area of the play areas/parks.
- Climb only on appropriate playground equipment.
- Never climb or sit on walls and rails.
- Bring personal property to school only with teacher permission. Bringing video games, CD players, skateboards, roller blades, hard balls, bats and expensive equipment is not allowed without special permission.
- Tackling, fighting, rock throwing, promoting misbehavior in others, dangerous activities and rough games are not allowed.
- Settle disagreements outside the game.
- Stay with a person who is hurt (physically or emotionally) until he/she is ready and able to join the group.

... In the Lunch Area

- Leave all balls and equipment in baskets as you enter.
- Wait quietly and orderly in line.
- Sit where directed, talk quietly, eat with good manners, and remain seated until finished eating and drinking.
- Eat all food in the designated eating areas.
- Clean your eating area, dispose of all trash properly and wait to be dismissed.
- Snacks must be eaten in designated areas.

- Be polite and attentive when there is a special activity or assembly.
- Be courteous to all students and adults.

... School Wide

- Walk your bike/scooter on the school grounds and driveways.
- Park and lock your bike in the appropriate bike rack.
- Unless you are enrolled in the morning Extended School Program, please do not arrive at school prior to 8:15am at the 1st St Campus.
- Remain on school grounds until permission to leave is given.
- Follow dismissal procedures.
- Go directly home at dismissal (unless written parental permission is received for approved arrangements such as Extended School Program).
- Notify adults of problems.

Be Your Best

- Be a positive problem solver.
- Accept responsibility for your choices and behavior.
- Pay attention and work hard.
- Follow posted classroom rules.
- Use acceptable language which protects your dignity and the dignity of others.
- Follow directions of school staff and volunteers.

Some actions are unacceptable at any time and may result in an office visit and further disciplinary action. These actions include tackling, fighting, inappropriate touching, rock throwing, possession of weapons, foul/abusive/discriminatory language, non-compliance with adult directions, substance abuse, leaving the school grounds without permission, and destructive, damaging, dangerous or illegal activities.

After reviewing the school principles, rules, and procedures with your teacher, parents or guardians, please sign, and return the enclosed form to The PEAK School.

PEAK SCHOOL PRINCIPLES

There are six big responsibilities for self-discipline and problem-solving at The PEAK School that will be recognized and encouraged in a variety of ways.

- | | |
|--------------------------|-----------------------------|
| 1. Be Trustworthy | 4. Be Fair |
| 2. Be Respectful | 5. Be Caring |
| 3. Be Responsible | 6. Be a Good Citizen |

School principles, rules and procedures have been explained to me, and I understand what they mean. I have discussed them with my parent/guardian as indicated by our signatures below.

Student Signature

Date

Parent/Guardian Signature

Date

I, the parent of _____, have read and acknowledge the absence/tardy policy of PEAK School. I agree to abide by this policy and supply any necessary documentation should my child's tardies or absences become excessive as outlined above. I recognize that the purpose of this policy is to improve the quality of education for all students.

Parent Signature

Date

Policies/Annual Notifications

The PEAK School Debit/Credit Card Payment Policy

The PEAK School is now accepting payments via credit and debit card through PayPal. In order to take advantage of this opportunity, please visit the office, or request an invoice be sent to you via email to make your payments online. If you would like to have invoices emailed to you, please fill out the electronic billing form in your beginning of the year packet or stop by the office to have your name and email added to the list. **Please note that there is a \$1.00 convenience fee for all card payments made in person or online that will be added to your total cost.**

Notice of Non-Discrimination

The PEAK School does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status in admission and access to its programs, services, activities, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the School's activities and programs.

Non-Accidental Injury/Physical Neglect of Minors

School personnel are mandated by law to report non-accidental injuries and physical neglect of minors. The law requires personnel who suspect or observe evidence of injury, sexual molestation, death, abuse, or physical neglect which appears to be non-accidental, to immediately report or cause reports to be made to the proper municipal agency(ies). Failure to report is a Class 2 misdemeanor.

Community Service Charitable Participation Policy

The PEAK School supports and encourages the community participation of its student body in charitable and relief efforts to help in giving hope and relief to children and families. As such, The PEAK School student body shall be involved in at least one annual community relief effort which may be as central as the local Flagstaff area and/or as broad as an international relief effort. However, because it is useful and rewarding for students to participate in a more "hands on" approach (e.g., working in the food bank, distributing to women's and children's shelters, etc.) the priority of relief efforts will be those assisting the immediate local area first.

As the First Amendment of the Constitution of the United States requires that public schools be neutral toward religion, The PEAK School can neither show religion hostility or favoritism.

Charitable or relief efforts participated in by the student body may be approved so long as the relief effort does not have the effect of inhibiting or advancing religion, and it may not involve the distribution of religious material. Further, student participation is optional and should appear so to the reasonable observer.

The PEAK School does support relief efforts condoned by the U.S. government such as The American Red Cross, Salvation Army, United Way, and Operation Christmas Child.

Pets

The PEAK School has a no pet policy because of students with severe allergies. We appreciate your understanding in this regard.

Notification of Availability of The PEAK School Emergency Response Plan

The PEAK School Board has adopted The PEAK School Emergency Response Plan. This Plan is updated annually by the Director and is available for public viewing. For more information or to view the Plan please contact the school office at (928) 779-0771.

Notification of Asbestos Management Plan and Report

The PEAK School has obtained asbestos testing by a certified professional. No asbestos was found. The asbestos report is available for public viewing. For more information or to view the report please contact the school office at (928) 779-0771.

Sexual Harassment

Sexual harassment or sexually offensive conduct in the school is prohibited. Such conduct includes but is not limited to:

1. Sexual flirtation, touching, advances or propositions.
2. Verbal abuse of a sexual nature.
3. Derogatory or suggestive comments about one's own or another individual's lifestyle, clothing or body.
4. Sexual or otherwise degrading words used to describe an individual or group.
5. The display of sexually suggestive objects or pictures.

Verbal or physical conduct by any student that intimidates, disrupts or interferes with another student's school performance, or conduct which creates an intimidating, offensive or hostile environment, is considered harassment and will not be tolerated.

Any student who believes that another school community member's actions and/or words constitute harassment has the right and responsibility to report the situation immediately to a teacher or the Director. An investigation into the matter will occur and any student found participating in harassment will be subject to disciplinary action in accordance with The PEAK School disciplinary policies.

FERPA

34 CFR Part 99- Family Educational Rights and Privacy

Below are the regulations at 34 CFR Part 99 implementing section 444 of the General Education Provision Act (GEPA), which is commonly referred to as the Family Educational Rights and Privacy Act (FERPA), and Federal Register Notices of amendments to FERPA. They are presented here for your convenience.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal 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 about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

The current regulations can also be found at the Electronic Code of Federal Regulations:[Title 34, Part 99--Family Educational Rights and Privacy](#).

The current statutes can be found at [20 U.S.C. 1232g - Family educational and privacy rights](#)

To learn more about FERPA, please refer to the General Guidance for [Parents](#) or [Students](#) found at <https://studentprivacy.ed.gov/ferpa>.

A parent or eligible student may file a written complaint with the Office regarding an alleged violation under the Act and this part. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

(Authority: 20 U.S.C. 1232g(g))

[65 FR 41854, July 6, 2000, as amended at 73 FR 74854, Dec. 9, 2008]

Annual Notification to Parents Regarding Confidentiality of Student Education Records

The PEAK School Board 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' and students' rights to privacy. These policies and procedures are in compliance with:

The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 CFR Part 99) issued pursuant to such Act;

The Individuals with Disabilities Education Act; Title 20, United States Code, Sections 1412(2)(D) and 1417(c); and the Federal Regulations (34 CFR 300.560 - 300.574) issued pursuant to such Act; and Arizona Revised Statutes, Title 15, Section 14

Student education records are collected and maintained to help in the instruction, guidance, and educational progress of the student; to provide information to parents and staff; to provide a basis for the evaluation and improvement of school programs; and for legitimate educational research. The student records maintained by the school may include - but are not necessarily limited to - identifying data; report cards and transcripts of academic work completed; standardized achievement test scores; attendance data; reports of psychological testing; health data; teacher or counselor observations; and verified reports of serious or recurrent behavior patterns.

These records are maintained in the office of The PEAK School, Inc. under the supervision of the Office Manager, the Director, and the Superintendent, and are available only to the teachers and staff working with the student. If your son/daughter should transfer to another school, these records will be sent to the new school upon their request. Otherwise, records are not released to most agencies or persons without prior written consent of the parent.

You have the right to inspect and review any and all records related to your child, including a listing of persons who have reviewed or have received copies of the information. Parents wishing to review their children's records should contact the Office Manager for an appointment. School personnel will be available to explain the contents of the records to you. Copies of student education records will be made available to parents when it is not practicable for you to inspect and review the records at the school. Charges for the copies of records will be actual costs of copying.

If you believe information in the record file is inaccurate or misleading, you have the right to request that a correction be made or to add comments of your own. If at any time an agreement between the Director and parent cannot be reached, you may contact The PEAK School Director and request a hearing. You shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child. The information must be maintained for five years after the date your child was last enrolled in this school.

Copies of the Student Education Record Confidentiality Policies and Procedures may be reviewed in the Director's office. Federal law also permits a parent to file a complaint with the Family Policy Compliance Office in Washington, D.C., if you feel the school is violating school records policies and statutes.

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that The PEAK School, Inc., with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, The PEAK School, Inc 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 PEAK School to include this type of information from your child's education records in certain school publications. Please note the following:

a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

(b) Directory information does not include a student's—

(1) Social security number; or

(2) Student identification (ID) number, except as provided in paragraph (c) of this definition.

(c) In accordance with paragraphs (a) and (b) of this definition, directory information includes—

(1) A student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and

(2) A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

If you do not want the PEAK School, Inc to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by August 31st on each school year. The PEAK School, Inc has designated the following information as directory information: [The PEAK School may, but does not have to, include all the information listed below.]

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance

- Grade level
- Participation in officially recognized activities and sports.
- Weight and height of members of athletic teams
- Degrees, honors, and awards received.
- The most recent educational agency or institution attended.

*These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's forces.

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

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, 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, anti-social, 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 student’s parent; 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 non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, 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 collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 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 from the parents to a student who is 18 years old or an emancipated minor under State law.

The PEAK 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. **The PEAK School** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **The PEAK School** 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. **The PEAK School** will make this notification to parents at the beginning of the school year if the District 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 direct notification requirement:

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

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

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

Annual Notification of Protection of Pupil Rights Amendment and Consent/Opt-Out for Specific Activities

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

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom 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 the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

This parental notification requirement and opt-out opportunity also apply to the collection, disclosure or use of personal information collected from students for marketing purposes (“marketing surveys”). Please note that parents are not required by PPRA to be notified about the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. Additionally, the notice requirement applies to the conduct of certain physical exams and screenings. This includes any

non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. This does not include hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, The PEAK School will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities, an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

PEAK School, Inc. Homeless Policy

Homeless children and youth are defined by the McKinney-Vento Act, as “individuals who lack a fixed, regular, and adequate nighttime residence.”

Homeless children and youth will receive equal, free, and appropriate education as other children. Each child, including preschool aged children, will have access to educational and other services they need to enable them to meet academic achievement standards to which all students are held. Homeless students are not stigmatized or segregated on the basis of their status as homeless. Homeless children and youth will be immediately enrolled into school, with or without required documentation (including immunization). The PEAK School, Inc. will use their best efforts to assist the family in attaining required records at a later date, if necessary (and/or assisting child in getting required immunizations). Additionally, The PEAK School ensures that transportation is provided at the request of the parent or guardian of a homeless student to and from The PEAK School.

In accordance with Title X, Part C, Section 722(g)(I)(J)(ii), Local Educational Agencies will designate an appropriate staff person, who may also be the coordinator for other Federal programs, as a local educational agency liaison for homeless children and youth to carry out the duties described in paragraph (6)(A).

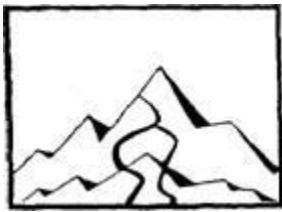
LEA Superintendent: Paula Drossman
NCLB Homeless Liaison: Ron Drossman
Telephone Number: 928-779-0771
E-Mail Address: rdrossman@peakschool.org
Street Address: 2016 N. 1st Street, Suites A&B, Flagstaff, AZ 86004

Title X, Part C, Section 722(g)(1)(A) states the following: Local Education Agency Liaison for homeless children and youth designated under paragraph (1)(J)(ii) shall insure that:

- “(i) homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
- “(ii) homeless children and youths enroll in and have a full and equal opportunity to succeed in school of that local educational agency;
- “(iii) homeless families, children, and youths receive educational services for which such families, children and youths are eligible including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care services, dental services, mental health services, and other appropriate services;
- “(iv) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- “(v) public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens;
- “(vi) enrollment disputes are mediated in accordance with paragraph (3)(E); and
- “(vii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

Flagstaff, AZ 86004
(928) 779-0771

The PEAK School, Inc.



"Pathways to Educational Acceleration for Kids"

The PEAK School Homeless Dispute Policy

If a dispute arises over any issue covered in this policy, the child or youth in transition shall be immediately admitted to the school on which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of any student in transition to all appropriate educational services, transportation, free meals, and Title 1 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 their choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously 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 transition.

The parties mentioned above have the right to appeal the liaison's decision all the way to the state level.

**Arizona Department of Education
Education of Homeless Children and
Youth Dispute Resolution Process**

If a dispute arises over school selection or enrollment, the LEA must immediately enroll the homeless student in either the school of origin or the school of residency, whichever is sought by the parent, guardian, or homeless youth, pending resolution of the dispute. The LEA must also provide transportation to the parent-selected school for the duration of the dispute resolution process. In cases of an inter-district dispute, the LEAs must split the costs associated with this transportation.

With the help of the LEA liaison, the parent, guardian, or homeless youth shall work through the expedited Dispute Resolution Process established by the Local Education Agency. The LEA shall provide the parent, guardian, or homeless youth with a written notice of the LEA's decision regarding school selection or enrollment and their right to appeal.

If the parent, guardian, or unaccompanied youth is dissatisfied with the resolution, he/she may appeal the decision to the state level.

The state level dispute resolution process is available for appeals from district level decisions and inter-district disputes. Parents, guardians, unaccompanied youths, or public school districts and charter holders may file appeals.

To initiate the state level dispute resolution process, within seven (7) work days after receiving written notification of the district level or inter-district decision, the appellant must forward to the Arizona Department of Education Homeless Education Coordinator:

- 1) a copy of the State Level Notice of Appeal; and
- 2) a copy of the LEA's written decision

Copies of all paperwork filed with the Homeless Education Coordinator shall be provided to all other parties to the proceeding.

Upon receipt of a notice of appeal, the Homeless Education Coordinator shall, within seven (7) work days, convene a panel of at least two (2) Arizona Department of Education employees, including the Homeless Education Coordinator and the Deputy Associate Superintendent for the Unit or their designee. This panel shall review the entire record of the dispute, including any written statements submitted, and make a determination based on the child or youth's best interest. Within seven (7) work days of this date the panel convenes, the Arizona Department of Education will issue this decision in writing.

The determination of the panel shall be final.

INFORMATION FOR SCHOOL-AGE YOUTH



IF YOU LIVE IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter



In a motel or campground due to the lack of an alternative adequate accommodation



In a car, park, abandoned building, or bus or train station



Doubled up with other people due to loss of housing or economic hardship

You may qualify for certain rights and protections under the federal McKinney-Vento Act.

Eligible students have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference.

* If the school district believes that the school selected is not in his/her best interest, then the district must provide the student with a written explanation of its position and inform the student of his/her right to appeal its decision.

- Receive transportation to and from the school of origin, if requested.
- Receive educational services comparable to those provided to other students, according to the students' needs.

If you believe you may be eligible, contact the local liaison to find out what services and supports may be available.



Local Liaison
Ron Drossman (928) 779-0771 rdrossman@peakschool.org

State Coordinator
Silvia Chavez - (602) 542-4963 silvia.chavez@azed.gov

If you need further assistance with your educational needs,
contact the National Center for Homeless Education:

INFORMACIÓN PARA LOS JÓVENES DE EDAD ESCOLAR



SI VIVES EN CUALQUIERA DE LAS SITUACIONES SIGUIENTES:

En un albergue



En un motel o un sitio para acampar debido a la falta de una alternativa adecuada



En un auto, un parque, un edificio abandonado, o una estación de trenes o de autobuses



Compartiendo la vivienda de otras personas debido a la pérdida de tu casa
o a una dificultad económica

Podrías calificar para recibir ciertos derechos y protecciones bajo la ley federal McKinney-Vento.

Estudiantes elegibles tienen derecho a:

- Recibir una educación pública gratuita y apropiada.
- Inscribirse en la escuela inmediatamente, aunque falten documentos normalmente requeridos para la inscripción.
- Inscribirse y asistir a clases mientras que la escuela obtiene los documentos necesarios.
- Inscribirse en la escuela local; o continuar asistiendo a la escuela de origen (la escuela a la cual asistió el estudiante cuando tenía una residencia permanente, o la última escuela en la cual estaba inscrito), si esto es su preferencia.
 - * Si el distrito escolar cree que la escuela escogida no es la mejor para el estudiante, el distrito tiene que darle al estudiante una explicación escrita de su posición e informarle de su derecho de apelar su decisión.
- Recibir transporte a/de la escuela de origen, si se lo pide.
- Recibir servicios educacionales comparables a los que están provistos para otros estudiantes, según la necesidad del estudiante.

Si crees que podrías ser elegible, contacta al oficial para la educación de los niños y jóvenes sin hogar del distrito escolar para averiguar los servicios y ayudas que podrían estar disponibles.



Oficial para la educación de los niños y jóvenes sin hogar

Ron Drossman(928) 779-0771
rdrossman@peakschool.org

Coordinador estatal

Silvia Chavez-(602)542-4963
silvia.chavez@azed.gov

Si necesitas ayuda adicional con tus necesidades educacionales, contacta al

INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

❖
In a motel or campground due to the lack of an alternative adequate accommodation

❖
In a car, park, abandoned building, or bus or train station

❖
Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
 - * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



Local Liaison
Ron Drossman(928) 779-0771 rdrossman@peakschool.org

State Coordinator
Silvia Chavez-(602)542-4963 silvia.chavez@azed.gov

If you need further assistance with your children's educational needs,

Prayer Policy

The PEAK School will not adopt any policy that prevents, or otherwise denies participation in, constitutionally protected prayer. As a condition of receiving funds under the Every Student Succeeds Act, The PEAK School shall certify in writing to the State educational agency involved that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

Anti-Bullying Policies

In keeping with the mission of The PEAK School to provide a safe and nurturing educational environment this policy is designed to create a climate in which all types of bullying and intimidation are regarded as unacceptable and to promote consistency in our approach to this issue. We believe that this is the right of members of the school community – students, faculty, staff, and families – to be free of bullying and, if bullied, to be provided with help and support.

We define bullying as harmful behavior that is generally conscious and is often part of an on-going pattern of behavior. We also recognize that bullying can take many different forms, and these include:

- Emotional bullying (in person or virtual) which involves attacks against a person's emotional wellbeing and includes spreading rumors and excluding others from activities.
- Verbal bullying (in person or virtual) which involves name calling, insults and other verbal forms of humiliation and harm.
- Physical bullying which involves bodily aggression such as hitting, kicking, and punching.

The purpose of this policy document is to outline our responsibilities as staff, faculty, students, parents or guardians, and families to eliminate social, emotional, and physical intimidation and bullying in any form within The PEAK School community. It is our intention to take positive and supportive action for the prevention of, and intervention in bullying situations. It is our goal to inform students and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free educational environment.

Faculty and Staff Responsibilities

- Be a positive role model in word and action at all times.
- Work to remove opportunities for bullying and/or harassment through active supervision at all times.
- Intervene appropriately when acts of bullying and/or harassment are suspected or observed.

- Report suspected or observed incidents of bullying and/or harassment to appropriate administrator, faculty/staff member, and/or parent or guardian.
- Complete documentation when appropriate.
- Work to build, support, and maintain a bully free campus environment.
- Attend annual policy manual meeting. Read, sign, and uphold the policy.
- Educate parents and students about The PEAK School anti-Bullying policy.

Student Responsibilities

- Treat others with respect, kindness, and courtesy.
- Be aware of how your words and actions affect others.
- Read, sign, and uphold The PEAK School anti-Bullying policy.
- Refrain from participating in acts of bullying and/or harassment.
- Report suspected or observed acts of bullying and/or harassment to the appropriate administrator, faculty/staff member, and/or parent/guardian.
- Work to build, support, and maintain a bully free campus environment.

Parent Responsibilities

- Be a positive role model in word and action at all times while on The PEAK School campus.
- Read, sign, and uphold The PEAK School anti-Bullying policy.
- Discuss and clarify the policy with your child/children.
- Take an active interest in your child's social relationships and friendships.
- Watch for signs of distress in your child or sudden changes in behavior or demeanor. All of these may indicate a potential problem.
- Communicate with PEAK School administrators, faculty/staff members about suspected, observed, or reported incidents of bullying and/or harassment.
- Commit to working with PEAK School personnel when your child is involved in a bullying and/or harassment incident.

Consequences for bullying and/or harassment may include, but are not limited to:

- Meeting with administrator and/or appropriate school personnel.
- Mediation.
- Removal from classroom, playground, and/or classroom activities.
- Individual behavior plans or contracts.
- Disciplinary hearing
- Short term suspension
- Long term suspension
- Expulsion

Reporting Bullying Behaviors, including Sexual Harassment, Abuse, Molestation

- *Any student, employee, volunteer, or school community member who believes he or she has been the victim of any form of bullying or sexual harassment by another student, employee, volunteer or school community member should report such incident to the Director. If the Director is the alleged perpetrator of the incident or incidents, then the report should be made to the Governing Board.*

Bullying may involve, but is not limited to:

**Hitting
Kicking
Punching
Choking
Pinching
Slapping
Pushing
Taunting
Teasing
Name-Calling
Excluding
Threatening
Intimidating
Insulting
Stealing
Rejecting
Spreading Rumors
Using Racial Slurs
Scaring
Sexual Harassment
Texting
Social Media**

Anti-Bullying Policies- Please read, sign, and uphold this policy*

In keeping with the mission of The PEAK School to provide a safe and nurturing educational environment this policy is designed to create a climate in which all types of bullying and intimidation are regarded as unacceptable and to promote consistency in our approach to this issue. We believe that this is the right of members of the school community – students, faculty, staff, and families – to be free of bullying and, if bullied, to be provided with help and support.

We define bullying as harmful behavior that is generally conscious and is often part of an on-going pattern of behavior. We also recognize that bullying can take many different forms, and these include:

- Emotional bullying which involves attacks against a person's emotional wellbeing and includes spreading rumors and excluding others from activities.
- Verbal bullying which involves name calling, insults and other verbal forms of humiliation and harm.
- Physical bullying which involves bodily aggression such as hitting, kicking, and punching.

The purpose of this policy document is to outline our responsibilities as staff, faculty, students, parents or guardians, and families to eliminate social, emotional, and physical intimidation and bullying in any form within The PEAK School community. It is our intention to take positive and supportive action for the prevention of, and intervention in bullying situations. It is our goal to inform students and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free educational environment.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

* A copy of this page will be sent home separately to be signed and returned to the school.
air B&B

The PEAK School District Wide Family/Community Engagement Policy

PART I GENERAL EXPECTATIONS

The PEAK School agrees to implement the following statutory requirements:

The PEAK School will put into operation programs, activities and procedures for the involvement of parents with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, The PEAK School will work to ensure that the required school-level Family/Community Engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The PEAK School will incorporate this district wide Family/Community Engagement policy into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A Family/Community Engagement requirements, to the extent practicable, The PEAK School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, The PEAK School will submit any parent comments with the plan when it submits the plan to the State Department of Education.

The PEAK School will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Family/Community Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.

The PEAK School will be governed by the following statutory definition of Family/Community Engagement, and expects that as a Title I school it will carry out programs, activities and procedures in accordance with this definition:

Family/Community Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Resources for Arizona Parents & Families: <https://www.azed.gov/parents/>

PART II

1. The PEAK School will take the following actions to involve parents in the joint development of its district wide Family/Community Engagement plan under section 1112 of the ESEA:

The PEAK School will invite family and community members to participate in the development of this plan and provide feedback and recommendations to be included in the plan.

2. The PEAK School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The PEAK School will invite family and community members with opportunities to review and make recommendations on adjustments to the plan on an annual basis during the Comprehensive Needs Assessment process.

3. The PEAK School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Family/Community Engagement activities to improve student academic achievement and school performance as follows:

The PEAK School will provide locations, support staff and materials needed to support engagement activities to improve student academic achievement and school performance.

4. The PEAK School will coordinate and integrate Family/Community Engagement strategies in Part A with Family/Community Engagement strategies under the following other programs: Head Start, Feeding Northern Arizona's Future, Operation School Bell.

- Inviting Head Start Directors to attend a PEAK School Parent/Teacher meeting to present an overview of Head Start.
- Contacting Head Start Directors to schedule a time for representatives from The PEAK School to attend a Head Start parent night to present information on The PEAK School's kindergarten program and curriculum.
- The PEAK School will coordinate with Feeding Northern Arizona's Future to provide families who are interested supplemental meal supplies to weekend use.
- The PEAK School will coordinate with The Assistance League of Northern Arizona through Operation School Bell, to provide clothing, shoes and toiletries to students in need.

5. The PEAK School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Family/Community Engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in Family/Community Engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The PEAK School will use the findings of the evaluation about its Family/Community Engagement policy and activities to design strategies for more effective Family/Community Engagement, and to revise, if necessary (and with the involvement of parents) its Family/Community Engagement policies as follows:

- Using the Comprehensive Needs Assessment Tool, specifically Principle 6 - Family and Community Engagement rubric to analyze both qualitative and quantitative data to identify areas of strength and needs for improvement to the plan. The Comprehensive Needs Assessment Team, including school administration, teachers, school staff, parents, and community members will be responsible for this process.

6. The PEAK School will build the schools' and parent's capacity for strong Family/Community Engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The PEAK School, as a Title I, Part A, will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
- B. The PEAK School will undertake the following activities to assist parents in understanding these topics as follows:
 - The PEAK School will provide annual training to staff in the area of family communication and collaboration, the use of state standards in lesson planning and instruction, the use of assessment as a formative tool to guide instruction, the use of scientifically based data to monitor student progress and support student growth.
 - The PEAK School will provide free afterschool Response to Intervention student academic support, and regular meetings to share student progress with parents and other stakeholders.
 - The PEAK School will provide regularly scheduled parent teacher organization meetings to keep parents informed on Title I programs and provide parents an opportunity to provide feedback to the school.
 - The PEAK School will hold annual school events such as Literacy Night to provide families an opportunity to participate in academic activities with their children in a structured supportive environment.
 - The PEAK School will provide ongoing opportunities for parents to volunteer at the school in a capacity that fits their interests and schedule.
- X. The PEAK School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster Family/Community Engagement, as follows:
 - The PEAK School will offer reading fluency intervention training and materials to families to support reading growth.
 - The PEAK School will provide resources such as flash cards, books, and manipulatives to help families work together to support academic growth.
 - The PEAK School will provide regular data chat meetings to discuss individual student progress and make recommendations on tools families can use to support academic growth at home.
- Δ. The PEAK School will educate its teachers, pupil services personnel, director and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the

value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools as follows:

- The PEAK School will provide staff development focused on parent/family communications types, and ways to get families involved in their child's education.
 - The PEAK School teachers will be required to have two or more in person meeting with each parent to discuss student progress.
 - The PEAK School will provide educational information about and resources to parents and families during regularly scheduled Parent/Teacher group meetings.
- E. The PEAK School will, to the extent feasible and appropriate, coordinate and integrate Family/Community Engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children as follows:
- The PEAK School will attend activities at local Head Start programs to encourage a smooth transition from preschool to kindergarten for students.
 - The PEAK School will work with families as students move from PEAK to high school, by providing information about school opportunities and supporting parents in filling out required paperwork.
- F. The PEAK School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The PEAK School will provide information to parents and families in the form of newsletters, informational flyers, information located on the school website, information on social media and phone calls home. All information will be made available in alternate languages when requested.

PART III ADOPTION

This District wide Family/Community Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent participation in The PEAK School annual Comprehensive Needs Assessment Team meeting.

This policy was adopted by The PEAK School on mm/dd/yy and will be in effect until it becomes deemed obsolete or needs to be changed per the recommendations of parents and the Comprehensive Needs Assessment Team. The school district will distribute this policy to all parents of participating Title I, Part A children on or before May 1, 2021.

(Signature of Authorized Official)

(Date)

Appendix E: School-Parent Compact

Every Student Succeeds Act

The PEAK School, Inc.

School-Student-Parent Compact and Core Beliefs

Mission Statement

The PEAK School's mission is to provide children the opportunity to receive an accelerated, individualized education designed to capitalize on each child's unique gifts, through the use of enriched curricula, a supportive nurturing environment, and innovative systems for learning management.

Vision

- We will place the best interest of the child at the focal point of decision-making.
- We will create a community that engages in learning and teaching as a life-long process, valuing all experiences and opportunities to learn from each other.
- We will model healthy and appropriately high standards within a supportive and nurturing environment that helps students reach their personal best.
- We will utilize the Core Knowledge Sequence to provide a content-rich, gifted curriculum for all children
- We will teach children the general skills necessary for academic and personal success
- We will foster a safe and supportive learning environment that incorporates the traits outlined in the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.
- We will honor and build upon each child's individuality, limitless capabilities and strengths.
- We will respect and celebrate diversity among all members of our community, functioning sensitively and finding strength in our changing and diverse world.
- We will empower children to take charge of their success.
- We will maintain cooperative partnerships among parents, children, staff and the community by emphasizing the importance of interdependence of each within our school.

The School:

The staff and parents/guardians at The PEAK School Inc. have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at The PEAK School and to show how the school and family are working together to educate the children at The PEAK School Inc., the staff and parents/guardians of The PEAK School agree to implement the following programs and activities.

- The PEAK School will provide a high-quality standard based curriculum and qualified teaching staff to create a supportive and effective learning environment that is rigorous and challenging and that enables students to meet the Arizona K-12 Academic Standards.
- The PEAK School will hold parent-teacher conferences at the end of the 1st quarter of instruction during which this compact will be discussed as it relates to the individual child's achievement. Additional parent-teacher conferences will be held quarterly and upon parent or teacher request and this information may be discussed at that time.

- The PEAK School will provide parents with frequent reports on their child's/children's progress that includes quarterly student report cards, monthly afterschool response to intervention data, and grade check reports upon request from the student, parent or teacher.
- The PEAK School will provide parents reasonable access to staff for consultation and communication. Specifically, staff will be available for consultation with parents during parent-teacher conferences, monthly data chat meetings and as needed by email, phone and in person meetings.
- The PEAK School will provide parents who sign in at the front office, unlimited opportunities to observe classroom activities, volunteer in the classroom and chaperone on class field trips as their schedules allow.

The Student:

- Will follow the rules outlined in the Parent/Student Handbook and in the classroom.
- Will do classwork and homework every day and ask for help when needed.
- Will give parents or the adult who is responsible for student welfare all notices and information received from the school.
- Will attend school daily, arrive for school on time and be prepared to learn. (Exceptions are those deemed to be an excused absence).
- Will understand that possession or use of tobacco, alcohol, drugs, firearms and/or other weapons at the school or sponsored functions may result in referral to law enforcement and/or suspension or expulsion.

The Home:

The school and families of The PEAK School Inc. recognize that while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the school, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. It is also recognized that the school's purpose is to support the community and its families in whatever manner is necessary and reasonable within its ability to do so, and likewise, it is the family's responsibility to support the child and the school community. Parents have the right and responsibility to participate in decision-making.

- Parents/guardians at The PEAK School will send their children to school appropriately dressed, prepared to learn and on time.
- Parents/guardians at The PEAK School will encourage their child/children to complete classwork, homework and to read each night.
- Parents/guardians will attend at least 2 parent/teacher conferences a year to discuss the academic progress of their child/children and communicate with staff when they have concerns.
- Parents/guardians at The PEAK School will assist their children with their homework assignments on a regular basis to ensure completeness.
- The family-school compact from THE PEAK SCHOOL focuses on improving student's academic achievement by setting high expectations for all students and for all the school's partners. The compact is only one piece of a larger family-school partnership focused on shared responsibility of the compact into a cohesive plan of action.

Parent's Right-to-Know Professional Qualifications of Classroom Teachers

Background

In the 2020 Arizona Legislative Session, the Legislature passed Senate Bill (SB) 1061 ([Laws 2020, Chapter](#)

64) which the Governor signed on June 5, 2020. SB 1061 established ARS § 15-249.16 which requires the Arizona Department of Education (Department) to establish and post a statutory handbook of parental rights. Additionally, each school district and charter school must prominently post a link to the statutory handbook of parental rights on a publicly accessible portion of their website. Per A.R.S. § 15-249.16, the handbook of parental rights for parents and families of public charter schools must contain the following statutes:

- Title 1, Chapter 6

[Section 1-601](#)

[Section 1-602](#)

- Title 15, Chapter 1

[Section 15-110](#)

[Section 15-113](#)

[Section 15-117](#)

This document contains the required statutes per SB 1061 and fulfills the Department's role in developing and posting the parental rights handbook pursuant to A.R.S. § 15-249.16. In addition to posting on the Department's website, this document will be distributed to each public school for posting.

Statutory Language

A.R.S. § 1-601 – Parents' rights protected

A. The liberty of parents to direct the upbringing, education, health care and mental health of their children is a fundamental right.

B. This state, any political subdivision of this state or any other governmental entity shall not infringe on these rights without demonstrating that the compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise served by a less restrictive means.

A.R.S. § 1-602 – Parents' bill of rights; definition

A. All parental rights are reserved to a parent of a minor child without obstruction or interference from this state, any political subdivision of this state, any other governmental entity or any other institution, including:

1. The right to direct the education of the minor child.
2. All rights of parents identified in title 15, including the right to access and review all records relating to the minor child.
3. The right to direct the upbringing of the minor child.
4. The right to direct the moral or religious training of the minor child.
5. The right to make health care decisions for the minor child, including rights pursuant to sections 15-873, 36-2271 and 36-2272, unless otherwise prohibited by law.
6. The right to access and review all medical records of the minor child unless otherwise prohibited by law enforcement official requests that the information not be released.
7. The right to consent in writing before a biometric scan of the minor child is made pursuant to section 15-109.
8. The right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid is created, stored or shared, except as required by section 36-694, or before any genetic testing is conducted on the minor child pursuant to section 12-2803 unless authorized pursuant to section 13-610 or a court order.
9. The right to consent in writing before the state or any of its political subdivisions makes a video

or voice recording of the minor child, unless the video or voice recording is made during or as a part of a court proceeding, by law enforcement officers during or as part of a law enforcement investigation, during or as part of an interview in a criminal or child safety services investigation or to be used solely for any of the following:

- (a) Safety demonstrations, including the maintenance of order and discipline in the common areas of a school or on pupil transportation vehicles.
- (b) A purpose related to a legitimate academic or extracurricular activity.
- (c) A purpose related to regular classroom instruction.
- (d) Security or surveillance of buildings or grounds.
- (e) A photo identification card.

10. The right to be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child safety services investigation. This paragraph does not create any new obligation for school districts and charter schools to report misconduct between students at school, such as fighting or aggressive play, that is routinely addressed as a student disciplinary matter by the school.

11. The right to obtain information about a child safety services investigation involving the parent pursuant to section 8-807.

B. This section does not authorize or allow a parent to engage in conduct that is unlawful or to abuse or neglect a child in violation of the laws of this state. This section does not prohibit courts, law enforcement officers or employees of a government agency responsible for child welfare from acting in their official capacity within the scope of their authority. This section does not prohibit a court from issuing an order that is otherwise permitted by law.

C. Any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, except for law enforcement personnel.

D. Unless those rights have been legally waived or legally terminated, parents have inalienable rights that are more comprehensive than those listed in this section. This chapter does not prescribe all rights of parents. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied.

E. For the purposes of this section, "parent" means the natural or adoptive parent or legal guardian of a minor child.

A.R.S. § 15-110 – Rights of students at public educational institutions; limitations; definition

A. A public educational institution shall not discriminate against students or parents on the basis of a religious viewpoint or religious expression.

B. If an assignment requires a student's viewpoint to be expressed in coursework, artwork or other written or oral assignments, a public educational institution shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the coursework or assignment.

C. Students in public educational institutions may pray or engage in religious activities or religious expression before, during and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression.

D. Students in public educational institutions may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of

clothing, accessories and jewelry that display messages or symbols are permitted.

E. This section shall not be construed to authorize this state or any of its political subdivisions to do either of the following:

1. Require any person to participate in prayer or in any other religious activity.
2. Violate the constitutional rights of any person.

F. This section shall not be construed to limit the authority of any public educational institution to do any of the following:

1. Maintain order and discipline on the campus of the public educational institution in a content and viewpoint neutral manner.
2. Protect the safety of students, employees and visitors of the public educational institution.
3. Adopt and enforce policies and procedures regarding student speech at school provided that the policies and procedures do not violate the rights of students as guaranteed by the United States and Arizona constitutions and laws.
4. Adopt and enforce policies and procedures that prohibit students from wearing any type of clothing, accessories and jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in section 13-105.

G. A student or a student's parent shall not initiate legal action to enforce this section unless the student or the student's parent has done the following:

1. The student or the student's parent shall submit a complaint in writing with the specific facts of the alleged violation to the principal of the school. The principal shall investigate the complaint and respond in writing, including a description of any action taken to resolve the complaint, within fifteen days of receiving the written complaint.
2. If the action taken by the principal of the school does not resolve the complaint of the student or the student's parent, the student or the student's parent shall submit a complaint in writing with the specific facts of the alleged violation to the superintendent or designated administrator. The superintendent or designated administrator shall investigate the complaint and respond in writing, including a description of any action taken to resolve the complaint, within twenty-five days of receiving the written complaint.
3. If the action taken by the superintendent or designated administrator does not resolve the complaint of the student or the student's parent, the student or the student's parent may pursue legal action to enforce this section.

H. For the purposes of this section, "public educational institution" means any of the following:

1. A school district, including its schools.
2. A charter school.
3. An accommodation school.
4. The Arizona state schools for the deaf and the blind.

A.R.S. § 15-113 – Rights of parents; public educational institutions; definitions

A. A parent of a student in a public educational institution has the right to review learning materials and activities in advance. A parent who objects to any learning material or activity on the basis that the material or activity is harmful may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

B. A charter school may require parents to waive the right to object to learning materials or activities pursuant to subsection A as a condition of enrollment if the charter school provides a complete list of books and materials to be used each school year before the student enrolls. If the charter school introduces books or materials that were not disclosed prior to enrollment, the parent retains the right to object to those materials pursuant to subsection A.

C. A charter school may require that any request to review learning materials or activities or to withdraw the student from learning materials or activities pursuant to subsection A be made in writing.

D. A public educational institution shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

E. For the purposes of this section:

1. "Objects to any learning material or activity on the basis that it is harmful" means objections to a material or activity because of sexual content, violent content, or profane or vulgar language.
 2. "Public educational institution" means any of the following:
 - (a) A school district, including its schools.
 - (b) A charter school.
 - (c) An accommodation school.
 - (d) The Arizona state schools for the deaf and the blind.

A.R.S. § 15-117 – Surveys; pupil information; parental permission and informed consent; exceptions; penalties; definitions

A. Notwithstanding any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district, a charter school or the department of education for longer than one year and that solicits personal information about the pupil regarding any of the following:

1. Critical appraisals of another person with whom a pupil has a close relationship.
 2. Gun or ammunition ownership.
 3. Illegal, antisocial or self-incriminating behavior.
 4. Income or other financial information.
 5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy
 6. Medical history or medical information.
 7. Mental health history or mental health information.
 8. Political affiliations, opinions or beliefs.
 9. Pupil biometric information.
 10. The quality of home interpersonal relationships.
 11. Religious practices, affiliations or beliefs.
 12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
 13. Sexual behavior or attitudes.
 14. Voting history.

At the beginning of every school year, every school district and charter school shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to subsection A of this section for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of this section. For any pupil who is at least eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to subsection A of this section shall be approved and authorized by the school district or charter school. The school district or charter school is subject to the penalties prescribed in subsection L of this section. A teacher or other school employee may not administer any survey pursuant to subsection A of this section without written authorization from the school district or charter school.

B. This section applies to all surveys conducted pursuant to subsection A of this section:

1. Regardless of the stated purpose of the survey
2. Regardless of the quantity or percentage of questions that solicit data pursuant to subsection A of this section.
3. Including written or digital surveys.

C. This section does not apply to

1. Mental health screening pursuant to section 15-104 or the identification of or programming for children with disabilities or gifted pupils pursuant to chapter 7, articles 4 and 4.1 of this title.
2. Class instruction, discussion or assignments on subjects within the purview of the course.
3. Private schools.
4. Any nationally recognized college entrance exam that a student chooses to take regardless if the administration of the exam takes place on public school property.
5. Any survey conducted that contains questions soliciting information pursuant to subsection A of this section if the survey does not require a student's name or any other personally identifiable information.
6. Any survey conducted or implemented by the Arizona criminal justice commission.
7. Any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse pursuant to section 13- 3620.

D. A penalty may not be imposed on a pupil or the parent of a pupil who does not participate in any survey conducted pursuant to subsection A of this section. Participation in any survey pursuant to subsection A of this section is not required:

1. To demonstrate that a pupil has met competency requirements for any grade level, course or subject.
2. For a pupil to qualify for placement into any grade level, course or subject.
3. For a pupil to be promoted to the next grade.
4. For a pupil to receive credit for any course or as part of a letter grade for any course.
5. For a pupil to graduate from high school.
6. For a pupil to obtain a high school equivalency diploma.

E. A school district or charter school shall provide an alternative educational activity for any pupil whose parent does not consent for that pupil to participate in a survey conducted pursuant to subsection A of this section.

F. Any pupil whose parent does not give written informed consent for that pupil to participate in any survey pursuant to subsection A of this section and who attends the alternative educational activity pursuant to this section shall be counted toward daily attendance and average daily membership for the school pursuant to section 15-901 and may not be counted absent from school.

G. Responses to any survey pursuant to subsection A of this section may not be included:

1. As part of a school academic performance indicator pursuant to section 15-241, or as part of any other similar school rating system.
2. In the education learning and accountability system pursuant to section 15-249, or in any other similar system.
3. In the student accountability information system pursuant to section 15-756.10 or 15- 1041, or in any other similar system.

H. A penalty may not be imposed on and a reward may not be granted to a teacher, administrator, other school employee, school district, school or charter school based on the pupil participation rate in any survey conducted pursuant to subsection A of this section.

H. On request, a charter school or school district shall provide any available information in a timely manner to the parent of a pupil regarding a survey administered pursuant to subsection A of this section

including:

1. The name of the survey.
 2. The date or dates on which the survey will be administered.
 3. The method or methods of administering the survey.
 4. The amount of time required to administer the survey.
 5. The type of information collected by the survey.
 6. The reasons for administering the survey.
- I. A parent of a pupil that has a reasonable belief that a school district or charter school has violated this section may file a complaint with the attorney general or the county attorney for the county in which an alleged violation of this section occurred. The attorney general or the county attorney for the county in which an alleged violation of this section occurred may initiate a suit in the superior court in the county in which the school district or charter school is located for the purpose of complying with this section. After receiving written notice of an alleged failure to comply with this section, a school district or charter school that determines that a violation has occurred is not subject to a penalty or cause of action under this section if the school district or charter school cures the violation. For the purposes of this subsection, "cure" means to destroy any information gathered in violation of this section and to provide written instruction to the individual circulating the survey, to be kept on file for one year after receipt of the written notice of the alleged failure to comply.
- J. For each violation of this section, the court may impose a civil penalty not to exceed five hundred dollars. The school district or charter school determined to be out of compliance with this section shall be responsible for the payment of all penalties.
- K. An attorney acting on behalf of a public school may request a legal opinion of the county attorney or attorney general as to whether the public school would violate this section.
- L. All penalties collected by the court for a suit initiated in superior court by the attorney general shall be paid to the office of the attorney general for the use and reimbursement of costs of prosecution pursuant to this section. All penalties collected by the court for a suit initiated in superior court by a county attorney shall be paid to the county treasurer of the county in which the court is held for the use and reimbursement of costs of prosecution pursuant to this section.
- M. For the purposes of this section:
1. "Parent" has the same meaning prescribed in section 15-101, except that parent does not mean this state if the pupil is a ward of the state.
 2. "Survey" means:
 - (a) When used as a noun, an instrument that investigates the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.
 - (b) When used as a verb, to use an instrument to investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.

Right to Receive Teacher Information

Federal law requires that we share with you the qualifications of teachers in The PEAK School. A public viewing file containing teacher credentials and resumes is available in The PEAK School front office.

Credentials and education level...check with Paula don't have to have resumes

The PEAK School, Inc.

The PEAK School Wellness Policy

Purpose and Goals of The PEAK School Wellness Policy

All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, all school staff are encouraged to model healthy eating behavior as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- A school lunch program that serves an appealing meal of nutritious foods,
- Pleasant eating areas for students and staff with adequate time for unhurried eating.
- An overall school environment that encourages students to make healthy food choices.
- Opportunities and encouragement for staff to model healthy eating habits.
- Strategies to involve family members in program development and implementation.

The PEAK School nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

I. The Food Service Operation

A. Financial Management

1. It is acknowledged that the feeding of children is primarily a family responsibility. To supplement their efforts, The PEAK School shall operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.

2. The food service program shall aim to be financially self-supporting. However, the program is an essential educational and support activity and budget neutrality, or profit generation must not take precedence over the nutritional needs of the students. If subsidy of the food service fund is needed, it will not be from the sale of foods that have minimal nutritional value and/or compete nutritionally with program meals.

B. Program Requirements

C.

1. During each school day, The PEAK School lunch program shall offer a meal fully compliant with the nutritional guidelines of the USDA's National School Lunch Program. The PEAK School shall encourage all students to participate in meal opportunities. In particular, the school shall make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and that eligible families are encouraged to apply. The program shall

maintain the confidentiality of students and families applying for or receiving free or reduced- price meals.

The PEAK School sends out the application for free or reduced-price meals to all enrolled families in mid-July before school begins each year. The application for free or reduced-price meals is available in the front office. School lunch menu order forms are sent home every two weeks, throughout the school year.

The school lunch program shall operate in accordance with the Healthy and Hunger- Free Kids Act of 2010 which is still applied in 2021, and applicable laws and regulations of the state of Arizona. All food items are purchased through the Buy American Provision (**For food purchases/contracts only:**

"The contractor shall purchase, to the maximum extent practicable, domestic agricultural commodities or products substantially processed in the United States, in accordance with 7 CFR 210.21(d) and 7 CFR 220.16(d). "Substantially" means the final processed product contains over 51% domestically grown agricultural commodities. This provision applies to all food purchases paid from the nonprofit school food services account. There are limited exceptions to this provision which allow for the purchase of products not meeting the "domestic" standard as described above ("non-domestic") in circumstances when use of domestic products is truly not practicable. However, before utilizing an exception, alternatives to purchasing non-domestic food products should be considered.

Exceptions to the Buy American provision should be used as a last resort; however, an alternative or exception may be approved upon request. Exceptions include: (1) The product is not produced or manufactured in the U.S. in sufficient and reasonable available quantities of a satisfactory quality, or (2) competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

To be considered for the alternative or exception, the request must be submitted in writing to a designated official, a minimum of _____ <insert number of days> days in advance of delivery. The request must include: (1) the alternative substitutes that are domestic and meet the required specifications, with price of the domestic food alternative substitute and the availability of the domestic alternative substitute in relation to quantity ordered, and (2) the reason for exception, whether limited/lack of availability or price. If price, include the price of the domestic food product and the price of the non-domestic product that meets the required specifications of the domestic product."

2. Schools shall offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. For the purpose of this policy, "*Dietary Guidelines for Americans* "refers to the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks. Menus should be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Parents need only ask to receive information about the ingredients and nutritional value of the foods served.

2. The school lunch program shall monitor the nutrient breakdown of their menus. The meal patterns for grades K-12, require flavored milk to be fat-free; all grains to be whole-grain rich; and school lunches to meet sodium target. Fresh fruit shall be offered with every meal served. Protein sources meet all NSLP food guidelines. Fat free and 1% white milk are also served with each meal.

3. The school lunch program shall have in place a procedure for handling leftover food production. Leftover food is offered first to the students and secondly is taken to the Flagstaff Family Food Center. The Flagstaff Family Food Center offers a hot meal every day of the year

to all who arrive between 4:30 and 5:30pm. FFFC also serves as the food bank for Flagstaff.

D. Staffing

1. The PEAK School shall employ a food service coordinator, who is properly qualified, through the Health and Nutrition Services (HNS) to administer the school lunch program and satisfy reporting requirements.
2. Food service directors are strongly encouraged to implement the Arizona Department of Education training program, or equivalent, for all food service personnel. The Arizona Department of Education Child Nutrition Programs *is defined as a training initiative for Food Services Directors so that they possess the necessary skills and resources to effectively train food service personnel.*
3. Dining room supervisory staff (teachers and aides) shall receive appropriate training in how to maintain safe, orderly, and pleasant eating environments.

Food service directors and staff are encouraged to inform and collaborate with classroom teachers about the school nutrition-food service environment and nutrition education.

E. Adequate Eating Space and Time and Appropriate Use of Food

1. Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. The PEAK School offers 25 minutes for Kindergarten – Third Grade students to eat their lunch. These students have recess for 35 minutes, before their lunch period begins.. Students have comfortable tables, and access to a drinking fountain and restroom while eating.

2. The Fourth – Eighth grade students eat outdoors, weather permitting. Fourth and Fifth grade students have 50 minutes to eat, play and socialize before returning to class. The Sixth, Seventh and Eighth grade students have 30 minutes to eat and socialize before their classes begin. When the weather is excessively wet and/or windy, the Fourth – Eighth grade students eat in their classrooms.

The students have access to drinking fountains and rest rooms at all times.

3. Rewards and incentives for academic performance should be given careful consideration as to the messages they send to students receiving them. If food is included in recognition of academic performance, it should be used in the general celebration of the achievement not as the reward. The PEAK School allows students to vote on an appropriate reward for meeting both academic and classroom standard goals. The options to choose from include both food and non- food items. Students may prefer a pajama day or an hour of board games to a pizza or root beer float party.

***Food is never withheld from students as punishment. ***

E. Food Safety

- 1.The PEAK School has no school food preparation area. A caterer is hired on a school year contract to provide lunches.
- 2.Containerized hot lunches, pre-packaged fruit and single servings of milk, with the option of water are all served at lunch time. All food facilities meet applicable local and state standards concerning health; safe food preparation; handling, and storage; drinking water; sanitation; and workplace safety.

All school lunch personnel shall have adequate pre-service training.

II. Nutrition Education

A. Instructional Program Design

- 1.Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, Kindergarten through Eighth. The nutrition education program shall focus on students' eating behaviors, based on theories and methods proven effective by published research and consistent with the state's/district's health education standards/guidelines/framework. Nutrition education shall be designed to help students learn.
- 2.Nutritional knowledge, including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparations, handling and storage;
- 3.Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and how to assess one's personal eating habits, set goals for improvement, and achieve those goals.
- 4.Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.
- 5.The school health council, consisting of the school superintendent, program specialist, lunch program coordinator, P. E. teacher, and parent volunteers, shall assess all nutrition education curricula and materials for accuracy, completeness, balance, and consistency with the state's/district's educational goals and standards.

B. Staff Qualifications

- 1.Presently, The PEAK School has Arizona Nutritional Network personnel from the Coconino County Health Department present age-appropriate nutritional information to our students.
“ChooseMyPlate.gov” is the program being presented.

C. Educational Reinforcement

- 1.School instructional staff shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers invited to address students shall receive appropriate orientation to the relevant policies of the school/district.
- 2.School staff are encouraged to cooperate with other agencies and community groups to provide

opportunities for student volunteer work related to nutrition. The PEAK School participates in a school-wide canned food drive in late November and early December each year. The food is used by the Flagstaff Elks Lodge to provide food baskets to those in need over the winter holidays. The PEAK School also offers information to parents, students, and staff about community programs that offer nutrition assistance to families.

D. Staff as Role Models.

1. School staff members are encouraged to model healthy eating behaviors.

E. Coordination of Programs

1. The school lunch program shall be closely coordinated with nutrition instruction. The school lunchroom may serve as a laboratory to allow students to apply critical thinking skills taught in the classroom. Lunch service staff shall also work closely with those responsible for other components of the school health program to achieve common goals. The Comprehensive Health Education Standards for Arizona Schools should be implemented throughout the entire school environment. These standards can be viewed at <http://www.ade.az.gov/>

F. Nutrition-Related Health Problems and Modified Diets

1. Teachers and school staff shall consistently promote healthy eating to students. The school lunch program will comply with USDA's disability requirements for modified diets. The school lunch program is strongly encouraged to meet ethnic dietary requests as recommended by USDA.

III. Food Choices at School and a Healthy School Environment

The School Environment

A. Recess

1. Careful consideration of the school lunch environment shall be taken into account when scheduling recess. The importance of physical activity for children of all ages and supervised playtime for younger children shall be duly acknowledged. *Center for Disease Control defines physical activity as any bodily movement produced by skeletal muscles that results in an expenditure of energy.*

2. Kindergarten – Fifth grade students have a 15-minute recess period in the morning and a 35- minute period when they walk to and from the park to play and socialize before their lunch period begins.

3. Sixth – Eighth grade students take a 10-minute stretching/mental math break each morning. Fourth and Fifth grade students have 50 minutes to eat, play and socialize before returning to class. The Sixth, Seventh and Eighth grade students have 30 minutes to eat, stretch and socialize before their classes begin.

B. Commercial Advertising

1. Partnerships between schools and businesses are encouraged and business sponsorship of educational activities and materials shall be duly acknowledged. However, such partnerships shall be designed to meet identified educational needs and healthy school environment goals and shall be evaluated for educational effectiveness by the school/district on an ongoing basis.
2. Advertising messages should be consistent with and reinforce the objectives of the educational and nutrition environment goals of the school. Advertising of foods or beverages in the areas accessible to

students during mealtimes must be consistent with established nutrition environment standards. The only advertisements are from ChooseMyPlate.gov or the American Dairy Council “Got Milk” Campaign.

C. Nutritious Food Choices

- 1.Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat grain products, shall be available wherever and whenever food is sold or otherwise offered at school during the normal school day. No foods, other than the school lunch are sold during the school day. Parents are always asked to donate healthy snacks and to contribute healthy foods to honor student Birthdays and other celebrations within the classroom.
- 2.Food and beverages sold or served on school grounds or at school-sponsored events during the normal school day shall meet the Dietary Guidelines for Americans and other nutrition standard guidelines as set forth by the Arizona Department of Education Child Nutrition Programs.
- 3.The PEAK School does not have an a la carte food program. The PEAK School does not have vending machines available to students or to staff. No foods, other than the school lunch are sold during the school day. Parents are always asked to donate healthy snacks and to contribute healthy foods to honor student Birthdays and other celebrations within the classroom.
- 4.After school bake sales and other fund-raising activities may not meet the strict nutritional standards set forth by the Arizona Department of Education Child Nutrition Program. However, these activities do not occur during the school day and do not interfere with lunch service.

D.Foods of Minimal Nutritional Value as defined by 7 CFR 210.11(2) are prohibited from being served or sold anywhere a reimbursable meal is served, sold, and/or eaten.

- 1 . Foods of minimal nutritional value as defined by USDA include carbonated beverages, water ices, chewing gum, hard candies, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy-coated popcorn. These foods are not sold or served in any of the eating areas at The PEAK School.
 - a. Non-Creditable Food Items- are not served or sold at The PEAK School.
 - b. Creditable- food item determined by USDA to have nutritional value and acceptable as a component of a complete meal. Schools are encouraged to serve a variety of credible food items.

F. Food Sales

1. At the discretion of the Food Service Director, the management of food sales on school grounds shall be under the management of the school lunch program, (except foods sold as part of a fundraising activity). There are no vending machines at The PEAK School.
- 2.Only student organizations and legally constituted, nonsectarian, nonpartisan organizations approved by a designated school official are permitted to engage in fundraising on school grounds during the school day. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fundraising purposes are prohibited during meal services and until 30 minutes after the last meal is served during the school day. Foods sold for

fundraising purposes during the school day shall be monitored by the food service director to ensure compliance with the nutritional standards established by the USDA for school food service programs, as well as nutrition standards set forth by the Arizona Department of Education Child Nutrition Programs. Organization raising funds by selling foods must schedule and authorize the fundraiser with the food service director prior to the event. The PEAK School does not allow fundraising activities during the school day. Only approved student organizations are allowed to sell food for fundraising purposes on The PEAK School grounds. All such sales take place more than 30 minutes after the last lunch service.

3. Foods and beverages that have as the first ingredient: sugar, corn syrup, shortening, lard, or similar, may not be sold to students on school grounds during the normal school day. The PEAK School does not allow the sale of any food items on school grounds during the normal school day.

IV. Physical Activity and a Healthy School Environment

A. Recommendations for Physical Activity

1. Physical education courses should be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
2. Physical activity involves bodily movement that results in an expenditure of energy of at least a moderate intensity level and for duration sufficient to provide a significant health benefit for students.
3. Children should accumulate at least 60 minutes of physical activity on all or most days of the week. This can be accomplished through several bouts of physical activity lasting 15 minutes or more each day.
4. Extended periods of inactivity (periods of two or more hours) are discouraged.

B. Physical Education for Children During the Normal School Day

1. Provide an adequate amount of time for physical education classes. The PEAK School offers our Kindergarten – Third grade students 80 minutes of Physical Education (P.E.) Structured activity instruction every week. First through Third grade students participate in 20 minutes of organized walking activity daily. Our Fourth – Eighth grade students receive 50 minutes of P.E. instruction every week.
2. Ensure that Physical Education classes have a teacher/student ratio comparable with those of other classes. Our P.E. class size is equivalent to our normal classroom size.
3. Implement a sequential physical education course of study consistent with national standards for physical education and with a focus on students' development of motor skills, movement forms, and health-related fitness. The physical activities are fun, safe and age appropriate for all students.
4. Ensure that students are moderately to vigorously active at least 50% of the time while participating in physical education classes. Students are moderately active during P.E. class.
5. Provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted. The physical activities are fun, safe and age appropriate for all students.
6. Prohibit the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete

assignments from other classes.

Physical activity is never used as a punishment at The PEAK School.

C. Encouraging Lifetime Physical Activity

1. The PEAK School provides daily recess periods to all grades.
 2. The PEAK School provides physical activity breaks during classroom hours.
 3. The PEAK School shares its facilities outside of the normal school day.
 4. The PEAK School encourages parents and students to walk or bike to school.
 5. The PEAK School encourages students to participate in community-based sports programs to reduce or eliminate the time spent in sedentary activities such as watching television or videos.
- The policy will be modified based on legislation.

V. Guidelines in Identifying and Selecting Foods of Good Nutritional Value

Implementation Guidelines

A. Foods and Beverages Offered During the School Day

1. The only foods offered for sale during the school day at The PEAK School are those that are fully in compliance with the National School Lunch Program. There are no vending machines and the only fund-raising activities allowed take place after the normal school day is over.

B. Implementation Action Plan

1. The PEAK School will present this revised wellness plan at its next School Board meeting for approval.
2. The School Food Service Director will be responsible for monitoring the implementation of this wellness plan.
3. The Lunch Program Coordinator will post the final School Board approved plan on The PEAK School website.
4. The approved plan will appear in the Student/Parent Handbook. The Food Service Director and Lunch Program Coordinator will continue to pursue training opportunities to stay informed about changes to school wellness policies.
5. A stakeholder advisory group composed of The PEAK School Superintendent, Food Service Director, Lunch Program Coordinator, PE Teacher, other teacher volunteers and parent volunteers will meet once each school year in September to assess the implementation and effectiveness of the School Wellness Policy.

C. Establishing the Relationship Among the School Nutrition-Food Service Environment, Physical Activity and Nutrition Education

1. When each element of the relationship among food consumption, physical activity and nutrition education occurs, the reference to the other two elements needs to be obvious and consistently offered.
2. Determine incremental approaches to implementing both physical activity and physical education improvements.
3. Utilize Arizona Health Services Department resources for planning physical activity awareness initiatives.

TITLE IX

Title IX Coordinator: Mrs. Tracy Braatz
 928-779-0771
tbraatz@peakschool.org

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The PEAK School (District) does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

The District shall designate and authorize an employee as the "Title IX Coordinator" to comply with its responsibilities pertaining to sexual harassment under Title IX. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address,

electronic mail address, and telephone number of the Title IX Coordinator.

The District will respond promptly when any school employee has notice of sexual harassment. Upon receipt of notice of sexual harassment, the District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District shall respond. The District is committed to investigating each formal complaint submitted and to taking appropriate action on all confirmed violations of policy. The District shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sexual harassment.

The District shall, to the extent reasonably feasible, keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as is necessary to carry out the grievance process and as may otherwise be permitted by law.

Title IX sexual harassment complaints may include violations covered by Arizona's mandatory reporting statute, A.R.S. §[13-3620](#). Any abuses classified by statute as "reportable offenses" must be reported as such to the authorities because not reporting a reportable offense is classified as a Class 6 Felony.

Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has in good faith made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Adopted: July 14, 2021