

MASADA CHARTER SCHOOL STUDENT/PARENT HANDBOOK

Vision: *The vision of Masada Charter School is to unleash the learning power of students*

Mission: *The mission of Masada Charter School is to facilitate development of students' learning skills using current educational technologies and to motivate students to use the skills consistently throughout their lives. These actions will lead to comprehensively literate and self-fulfilled individuals who will benefit the community.*

Belief Statements:

1. *We believe that parental involvement facilitates the academic success of students.*
2. *We believe that technology is a vital learning tool to educate students for their future.*
3. *We believe in being a data driven institution.*
4. *We believe in intensive staff development that is systemic, on going, and supported.*
5. *We believe that decisions are best made in a collaborative environment.*
6. *We believe that meta-cognition is important in all processes of learning, teaching, managing and assessing.*
7. *We believe that a uniform dress code will help in creating an environment that is focused upon class work.*
8. *We believe that education includes the establishment of values.*
9. *We believe that unity and cohesiveness between staff and students is important to our success.*
10. *We believe that a student that is mentally engaged is happy and productive.*
11. *We believe in providing opportunities for students to be engaged in activities based on personal interest.*
12. *We believe that learning power includes reasoning logically, thinking critically, engaging in the process of inquiry.*
13. *We believe that all education is language based; therefore, all teachers are teachers of reading, writing, listening and speaking.*

14. *We believe in providing programs that develop intellectual discipline and excellence.*
15. *We believe that the teaching of curriculum includes foundational concepts and modes of thinking in each subject area and that these concepts must be made known to students, teachers, and the community.*
16. *We believe that modeling is important in the process of teaching and learning.*
17. *We believe in using discipline measures that maintain the dignity and self-respect of all parties involved.*

Our Guiding Principles: Masada Charter School has 5 guiding principles that create a challenging and enriching learning environment for all students.

- ❖ Every student can learn and it is our responsibility to facilitate a process that identifies his individual learning style and creates the intrinsic motivation needed to empower the student to strive to do his/her personal best.
- ❖ Learning best takes place in a “small school” environment where educators, students, and parents share a common set of values and beliefs that provide a consistent focus.
- ❖ Academic excellence and personal growth can best be achieved through the combined efforts and direct involvement of students, educators, parents, and the community in the learning process.
- ❖ Best practices for delivering instruction are constantly evolving. The staff at Masada Charter School are committed to modeling life-long learning by actively pursuing and implementing more effective means of instruction as those means are identified and proven valid.
- ❖ The quest for academic excellence fosters a lifestyle where students develop the inner resources and individual responsibility needed to live purposeful lives, meet the challenges of today and tomorrow, and contribute positively to family, work, and society.

SCHOOL ORGANIZATION AND STRUCTURE

Masada Charter School is chartered by the Arizona State Board for Charter Schools, to “unleash the learning power of students”.

MASADA’S GOVERNING BOARD

The Governing Board consists of seven members appointed by the Corporate Board of Masada Charter School. The Corporate Board has the option to re-appoint new members every two years. Each member has committed himself to service which supports and achieves the mission, guiding principles, and goals of Masada Charter School.

<u>Present Members</u>	<u>Title</u>
Alma A. Timpson	President
Don D. Timpson	Vice President
Fawneta Carroll	Education Representative
Esther White	Parent Member
Lorin K. Zitting	Parent Member
Joseph Hammon	Parent Member
Kris Holm	Parent Member

Responsibilities

- Policy Approval
- Operation Oversight
- Budget Approval
- Approval of Curriculum, Guiding Principles, and Goals
- Guidance for Administrative Team in Appointing Committees
- Approval of Personnel Employment and Dismissal Recommendations
- Sponsor & Partner Relations
- Evaluation & Compensation of Administrative Team

MASADA'S ADMINISTRATIVE TEAM

The Administrative Team consists of three members. All members are committed to accomplishing the mission, implementing the guiding principles, and achieving the goals of Masada Charter School.

<u>Present Members</u>	<u>Title</u>
LeAnne Timpson	Administrator
Mary Timpson	Director of Curriculum and Instruction
Michael B. Cawley	Director of Technology
Polly Dockstader	Jr. High Principal

Responsibilities

- Drafting of Policies and Procedures to present to Board
- Implementation of Board Policies and Procedures
- Assignment of Staff Duties
- Approval of Professional Development Opportunities
- Discipline of Students
- Teacher Guidance, Support, and Evaluation
- Operations and Management of School
- Team Decision Making
- Day to Day Service of Parent and Student Needs
- Budgeting/Purchasing

PARENT COMMITTEE

Parent Resources In Service of Masada (P.R.I.S.M.)

A committee of parent members whose purpose is to manage the operation of Masada's parent involvement program and who are appointed by the school Administrator will assist with extra curricular activities, organize fundraising events, manage donated funds, and assist with management of parent volunteer program.

<u>Present Members</u>	<u>Title</u>
Alma Cawley	Committee Chair
Elizabeth Dockstader	Teacher Rep
Susan Williams	Masada Rep
Marla Zitting	Parent Rep
Ruth Dockstader	Parent Rep
Charity Kapcsos	Parent Rep
Rachel Kelsch	Parent Rep
Edna Naylor	Parent Rep
Sharon Zitting	Parent Rep
Roy Zitting	Parent Rep
Alma Timpson, III	Parent Rep
Matthew Timpson	Parent Rep
Harvey Docstader Jr.	Parent Rep

What Is A Charter School?

1. *What is a charter school?*

A charter school is a public school that is founded and operated by individuals with the purpose of providing parents with educational choices and improving student achievement. The founders sign fifteen year contracts with the AZ department of Education or AZ State Board for Charter Schools, and these entities are responsible for holding charter schools accountable for abiding by the state's rules and regulations.

2. *Are charter schools part of a school district?*

Charter schools are not part of a school district; thus, they do not report to any district office. Instead, charter schools report directly to their supervising agency, AZ Department of Education or AZ State Board for Charter Schools.

3. *What policies must charter schools follow?*

As part of the public school system, charter schools agree to follow the policies established by the AZ Department of Education, including: providing a free education to all enrolled children and not charging tuition; following a state-approved school calendar, including holding classes for the required number of days and observing the state-selected holidays; enforcing the state-mandated absence policy; implementing the AZ state standards within the curriculum; administering the state standardized tests; providing services to special education children according to the Individual Education Plans; fingerprinting and receiving fingerprint clearance cards for each employee; following the Open Meetings Law for Governing Board meetings; and completing yearly audits.

4. *What, if any, additional policies must charter schools follow?*

Charter schools also agree to follow the terms outlined explicitly in their contracts, including: selecting a specific educational focus and implementing this philosophy within the curriculum; establishing a maximum enrollment number and not exceeding this number of students; reporting directly to the supervising entity on a yearly basis or more often as required; and facing administrative accountability from the supervising entity if areas of concern are identified. Charter schools that do not adhere to the regulations of the AZ Department of Education and the agreement of their contracts may be issued a verbal or written warning, placed on probation, or lose their operating license and closed.

5. *How do parents learn about qualifications of teachers?*

Charter Schools are required to provide parents and the public the opportunity to review the qualifications and experience of each teacher working for the school. Masada has a portfolio of teacher resumes available for preview at the front desk in the main office. Parents are welcome to review this portfolio.

6. *Are charter schools and district schools funded in the same way?*

Funding for charter and district schools are similar in three basic ways: charter and district schools receive funding based on their enrollment numbers and rate of student attendance; charter and district schools receive money from Proposition 301; and charter and district schools are eligible to apply for grants, depending upon the qualifications of the grants.

Masada Charter School receives state funding based on student enrollment and attendance. When a child attends school, Masada School receives money for that child. When a child does not attend school, Masada School does not receive money for that child. The school also receives Proposition 301 money and has been awarded money through grants.

7. *Is funding different for charter schools and district schools?*

Funding for charter and district schools is also different: district schools are eligible for money from bonds and levies, and charter schools do not have access to this money; district schools receive money from property taxes, and charter schools do not receive any of this money; and district schools qualify for the Students F.I.R.S.T. program, which provides funding for school facilities, and charter schools are not eligible for this program.

SCHOOL OPERATIONS

School Day For Elementary Students

Grades 1 through 6 will begin class at 8:55 A.M and end at 3:45 P.M Mondays through Thursday. Lunch will be from 12:00 to 1:00 P.M. On Fridays, students will attend school from 8:55 A.M. to 12:30 P.M. There will be two kindergarten sessions. The morning session will run from 9:00 a.m. to 12:00 a.m. and the afternoon session will run from 1:00 p.m. to 3:45 p.m. Monday through Thursday. There will be no school for kindergarten students on Friday unless there are special circumstances. If these circumstances occur, Kindergarten students will be required to attend on Friday.

School Day for Junior High Students

Grades 7 through 9 will begin class at 8:30 A.M and end at 4:35 P.M. Mondays through Thursday. Lunch will be from 12:00 to 1:00 P.M. On Fridays, students will attend school from 8:30 A.M. to 12:30 P.M.

Teachers are required to supervise students at all times during school hours. School hours are considered to be 15 minutes before class starts and 15 minutes after class ends (i.e. 8:45 – 4:00). Because teachers will be working after school to prepare lessons and execute other responsibilities, all students are expected to leave school grounds no later than 4:00 for elementary and 4:45 for Junior High unless permission to stay has been granted by both the parent and the teacher. This is for the safety of all Masada students because the staff at Masada knows that students who are not under the supervision of parents or teachers may meet with danger.

Playground

Students may bring bicycles or scooters to school only if they are wearing helmets and they must park their bicycles and scooters during the school day in the bike racks. Students who ride bicycles and/or scooters to school without a helmet may have the bike or scooter confiscated. Confiscated equipment will be returned to parents upon request. Masada will arrange special days for students to bring roller blades. Students must have helmets and kneepads in order to participate in the roller blade and bicycle activities. The safety of students is a priority with us. After school hours and on weekends, children must have adult supervision to play on Masada's playground.

School Office Hours

Office hours will be from 8:30 a.m. to 4:30 p.m. Monday through Friday except on designated holidays.

Child Find Services

Masada will collaborate with the local school district (CCUSD) to provide child find services. These clinics will be held twice a year, in the fall and in the spring. Parents will be notified of these clinics through flyers and posters that will announce dates and times.

Health Services

Health Services are provided in order to identify students whose health problems may now, or in the future, affect their education. Masada will work with the local health clinic to provide special or emergency health services. All kindergarten students are required to have a complete physical through a health care provider before the opening of school.

The school secretary provides basic health services for students. Parents are requested to notify her if a student has a health problem. She will address illnesses and accidents that occur at school. Because we desire to prevent the spread of illness at Masada, children who are seriously ill should not stay at school. Should a child become ill during the day, a parent is responsible to pick the child up. Any student with a temperature of 100.0 degrees or higher may not attend school. Children may return to school when they have been fever free for twenty-four hours.

Medication

Secretaries will administer over-the-counter and prescription medication in the school setting in accordance with the Arizona State Pharmacy Guidelines:

- There must be a written order from the physician stating the name of the medication, the dosage, the time, and the reason it is to be administered.
- There must also be written permission from the parent for the medication to be administered at school.

- The medication must be in the original prescription container labeled by the pharmacist, or in the original container with all the labels and warnings intact.
- Only medications to treat an existing ailment are stored at school.
- When a physician feels it is necessary for the student to carry and self-administer his/her own inhaler, the physician will provide written recommendations to be attached to the signed parent permission note. The parent must provide written permission for the student to self-administer and carry the inhaler.
- The school reserves the right to circumscribe or disallow the self-administration of medication on school premises.
- Acetaminophen (Tylenol) will be dispensed to students who have written permission from a parent to receive medication at school as needed for a maximum of three consecutive days.
- Non-prescription medications, including Tylenol, will not be dispensed to students during the first and last hours of the school day. Aspirin will not be given at school unless prescribed by a physician.

Chicken Pox

If a student breaks out with chicken pox, he/she must remain home for a minimum of seven days after the first pox appear. The pox must be completely scabbed over before the student returns to school. Upon return to school, the student must check in with the school secretary before he/she is admitted to class.

Head Lice

As a preventative measure, students will be checked annually for lice. A student cannot attend school if they are diagnosed with lice. A note from a health provider must be submitted to the Masada office before the student(s) can be re-admitted to school.

Immunizations

Due to a rise in the occurrence of contagious diseases, Masada highly encourages parents to keep children's immunizations up to date. If parents are adverse to immunizations, they will be required to submit to the secretary a **permission slip signed by a Health Practitioner** exempting children from immunizations. In the event of an outbreak of an infectious disease, all students exempt from

immunizations must stay home until notified by the school that it is okay to return to school.

Hearing/Vision Screening

Masada follows the recommended guidelines of the Arizona Department of Health. Tests are administered according to Arizona mandates and in cooperation with the local health clinic.

Special Activities

Special activities will be organized and provided for students. The activities will vary and may include sports, fine arts, speech, community service, field trips, and other areas of interest. Masada encourages parents to contribute to the learning community special talents or resources that they may have to help provide these kinds of opportunities for students.

Transportation

Because of the limited funds made available to Charter Schools for transportation, parents are responsible to transport their child to and from school. Masada will arrange or provide transportation for extended learning trips.

Personal Student Supplies

Masada provides many consumable supplies for students. However, teachers may periodically ask that each student be responsible for bringing special items to enhance the learning process. Students are expected to keep valuables and toys at home. Because the school is not responsible for lost items, parents may desire to clearly mark the belongings of all children. Misplaced clothing or other items will be taken to the school office and placed in a "lost and found". Students must keep beepers and cell phones at home. Pocketknives and sharp objects are considered weapons and are not allowed at Masada. If a child brings these objects to school, they will be confiscated. All items in the lost and found will be taken to the Bargain Center at the end of the school year.

Homework

Masada does not view homework as an activity which is separate from other activities in the classroom. Rather than assigning homework for the sake of having homework, teachers will be asking students to become involved in projects that will

require varying levels of time and energy. Time will be provided each day to address these projects; however, students are required to complete these projects by the specified due date. Therefore, as in real life, the student's ability to manage time and produce a quality product by a deadline will be reflected in the amount of time spent working at home. Parents can expect to see regular homework assignments in subject areas that build upon the mastery of previous skills such as math.

Lunch Policy

Because we do not provide school lunch, Masada teachers are free to leave the school grounds during lunch. This leaves the playground unsupervised, which is a safety issue for children returning early. Therefore, students are restricted from the playground at lunch-time. However, it is our desire to assist parents in any special circumstances. If the circumstance arises where a child needs to bring a sack lunch, please call the office and we will work out an arrangement for the child to be supervised during lunch.

Student Placement Policy

All new students enrolling in Masada, including kindergarten, will receive appropriate evaluations (*i.e.* academic, social, emotional) to determine placement recommendations. After the assessment, Masada School will schedule a placement conference with the student's parents to determine grade placement.

Student Attendance Policy

Absence from school means a break in the learning process. All students are expected to attend school every day school is in session. Students attending Masada School will attend regularly and punctually. Exceptions will be granted for health reasons. When the Masada Administration identifies an attendance problem and is unable to resolve the problem, the parents of the student may be required to appear before the Masada Board at the next appointed Board meeting to determine if their student is to continue holding a position at Masada.

Elementary Tardy Policy

Masada believes that punctuality is an important habit to establish while a child is young in order to enable him/her to experience success in life. Therefore, it is the policy of Masada School to call home upon the absence of a parent excuse note to

inform parents each time a child is tardy. If a parent does not issue an excuse by phone or by note, the tardy will be considered an unexcused tardy. After three unexcused tardies, the student will be required to meet with Administration for a problem solving session.

Any time a student arrives at school after the official start time the student is required to sign in at the front desk. Parents picking up students early from school are required to report to the front desk and sign their student out.

Jr. High Tardy Policy

If a student is late, he/she must have a note in order to be allowed into class. This note must come from a parent, teacher, or the office. Without a note, the students are referred to the office. If a student misses more than half the class, even with a note, he/she is also referred to the office with his/her note.

Visitor Policy

It is the policy of Masada to provide a safe environment for students. In keeping with this policy, Masada requests that all visitors stop and sign in at the main office before proceeding to a child's classroom.

Dress Code

Masada believes that cultural pressures related to clothing choice can distract students and undermine a positive learning environment. In order to create an environment in which each student is valued for who they are, develops their innate qualities, focuses on learning, contributes in a positive way to their community, and participates in a more productive learning environment, Masada Charter School Governing Board has adopted a uniform dress code for all students. Masada School's uniform dress code will be strictly enforced. Uniforms must be kept neat and clean and hair is to be kept combed and modestly cut with no emphasis on fads. Violation of the Dress Code at Masada will be grounds for disciplinary action.

This dress code consists of:

MASADA ELEMENTARY UNIFORM REQUIREMENT

Girls K – 5th

Jumper **Burgundy Plaid (#54)**: Length must be below the knee. Jumpers can be purchased from Hall Closet or French Toast. Specialty lengths must be ordered through Hall Closet.

Hall Closet # 172 or 197

French Toast # 1047

White Long Sleeve Blouse: Picot Collar Knit Polo or Peter Pan Style

Hall Closet #513LB

French Toast #1115, 1034, or 1056

White tights

Black shoes: Shoes can be buckle or tie, no logos or colors on shoes.

Crew-Neck Burgundy Cardigan Sweater from Hall Closet or French Toast

Optional - Black MCS hoodie purchased from Masada

Burgundy Cross Tie

6th Grade Girls

Box-pleated skirt: **Hall Closet #143-8 in burgundy plaid #54.**

Please be aware of length. Teen long length is available.

Boys K – 6th

Black pleated style pants:

Hall Closet pleated or relaxed fit pleated (No pockets or zippers on the side).

French Toast #1005

White or Burgundy Shirt: Shirt can be Oxford or Knit Polo style

Hall Closet #8306, 8307, 529

French Toast #1007, 1017, 1014.

Belt: Black

Socks: Black or Grey

Slippers: Black or Navy slipper shoe for use in the school building only. Shoe must have a sole and a back enclosure. No alternate colors. Shoe can be found at Walmart, Payless, Kmart, etc.

Shoes: Black. Can be buckle or tie, no logos or colors on shoes

Tie: Black

Sweater: Cardigan, V-Neck Burgundy

(Optional) – Black MCS hoodie purchased from Masada.

WWW.FrenchToast.com Source Code # QS47EUC

www.hallclosetuniforms.com

Each website has a specific page to order Masada's uniforms. Make sure to pull up our school's page before ordering.

JUNIOR HIGH UNIFORM REQUIREMENT FOR GIRLS

Girls 7 – 9th

Blouses: A long sleeve uniform blouse with a collar, can be a pullover with a 3-button placket or full button down shirt.

Acceptable colors: **White, Burgundy, Light Blue, Pink & Yellow**

Hall Closet # 8306, 8706, 519, 513, or 9266

French Toast # 1115, 1280, 1033, 1034, 1032, 1056, 1007

Skirts: A-Line skirt from Hannah Lise.

Acceptable colors: **Black, Taupe, Navy, Grey**

PE Outfit: (Optional for girls) Culotte from Hall Closet #148 (special lengths can be ordered) Tight required with culotte (Skin colored, Navy, White, Black)

Socks: (No ankle socks) Must either be a trouser sock that is calf high or pantyhose/tights.

Acceptable colors: Skin Colored, White, Navy, Grey, or Black

Shoes: Any style of dress or sport shoe. Shoes should be one color; a white, black or brown sole is fine but no mixed colors on the shoe itself.

Acceptable colors: Black, Brown, White

Sweaters or Jackets: (Optional) Sweaters or jackets from Hall Closet or French Toast are acceptable.

Burgundy, Black, or Navy in color.

Black MCS hoodie is acceptable if purchased from Masada.

Students may wear a coat in the classroom for warmth but no light fashion jackets are allowed.

All Students

No logos, flashing lights, or colorful designs on shoes, socks, or clothes.

No Denim

No casual sandal shoes or floppies

All outfits need to consist of contrasting colors. No same color combinations.

www.FrenchToast.com Source Code # QS47EUC

www.hallclosetuniforms.com

www.hannahlise.com 1-877-733-7200

All three websites have a specific page to order Masada's uniforms. Make sure to pull up our school's page before ordering.

JUNIOR HIGH UNIFORM REQUIREMENT FOR BOYS

Boys 7 – 9th

Shirts: A long sleeve uniform shirt with a collar. Shirt can be 3 button placket pullover or a full button down shirt.

Acceptable colors: **White, Burgundy, Black, Yellow, Navy, or Light Blue**

Hall Closet # 8306, 8706, 529,

French Toast # 1007, 1017, 1014

Pants: Dress Pant, **no cargo, baggy, or oversized style.**

Acceptable colors: **Black, Khaki, Navy, Grey**

Socks: (Required) Trouser sock.

Acceptable colors: Brown, Navy, grey, or Black

Shoes: Any style of dress or sport shoe. Shoes should be one color; a white, black or brown sole is fine but no mixed colors on the shoe itself.

Acceptable colors: Black, Brown, White

Belt: (Required) Black, Brown, Navy, or Grey

Sweaters or Jackets: (Optional) Sweaters or jackets from Hall Closet or French Toast are acceptable.

Burgundy, Black, or Navy in color.

Black MCS hoodie is acceptable if purchased from Masada.

Students may wear a coat in the classroom for warmth but no light fashion jackets are allowed.

All Students

No logos, flashing lights, or colorful designs on shoes, socks, or clothes.

No Denim

No casual sandals

All outfits need to consist of contrasting colors. No same color combinations.

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HANNAH LISE SKIRTS

Basic Measurements

JARA A-Line Skirts

Misses Size Measurements

Size	Waist	Hip
6*	26.5"	42"
8	27.5"	43"
10	28"	44"
12	29"	45"
14	30"	46"
16	31"	48"
18	32.5"	51"

Skirts need to be ordered either online or by phone. **Youth sizes must be requested.** For youth sizes, please order the size that your girl is currently wearing. Youth sizes will be arriving a little after school starts.

Acceptable colors are navy, camel, black, or grey

www.hannahlise.com 1-877-733-7200

Student Discipline

Masada believes that children have a natural desire to learn and succeed. The staff believes that it is the teacher's responsibility to create a positive learning environment where respect prevails by teaching, modeling, and practicing desirable behaviors. The staff also understands that children make mistakes just as adults do and unintentionally break rules as they get involved in working with others. In the event that a student misbehaves, he/she will be gently reminded of the rules and be given the opportunity to change the undesirable behavior to desirable behavior. If the student continues to misbehave after having been gently reminded, the student will be asked to go through a process of solving the behavior problem. Help from the teacher, parents, and/or the administrative team will be offered to him/her. When the child has satisfactorily solved the problem, he/she will be welcome to resume working in the classroom. Because Masada believes that children should be given the opportunity to first solve problems on their own and that classroom behavior is the responsibility of the school, parents will only be notified of a child's undesirable behavior when the student needs parental help to solve the problem.

In the event of serious misbehavior, such as serious physical or emotional harm to another student, the offending student will be placed on in-school or home suspension. Regular occurrence of suspension can lead to expulsion. It is not Masada's desire to expel children. The staff believes that children, parents, and teachers working together to solve problems will give students the support they need to change misbehavior and succeed in school.

Masada's Core Beliefs About Discipline

1. We believe that students should be responsible for solving their own problems with adult guidance and in their own way provided the solution does not make a problem for others.
2. We believe that preserving and/or enhancing a student's self-respect and dignity is crucial to a successful disciplinary action.
3. We believe that an effective disciplinary action involves students making decisions and living with those decisions.
4. We believe that a student should always be left with some control. However, this control is on the adult's terms within limits.

5. We believe that discipline should be considered an opportunity for personal growth rather than a bad thing that should never happen; therefore, students should face consequences instead of punishment whenever possible.
We believe that effective educators should avoid threats, lectures, and warning.

Professional Standards for Discipline

1. Every attempt will be made to maintain the dignity and self respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Unsafe and illegal activity will be referred to the proper authorities.

The above list of norms outlines the professional actions and attitudes of all staff members in this school.

Harassment Policy

- It is the Policy of Masada Charter School to consider an act of sexual or physical harassment by a student grounds for disciplinary action. Physical and/or harassment will result in suspension of one or more days depending upon circumstances and collaborative decision of the administrative team.
- Physical harassment includes a physical act of aggression toward another student that is intended to injure.
- Profane language at school is a violation of Masada policy. Words commonly considered by society at large to be swear words, and crude and vulgar language are grounds for disciplinary action.
- Sexual harassment includes sexual words, intimations and gestures directed toward another individual will result in one-day suspension from school. The

“F” word or sign language for the “F” word will result in a one-day suspension from school.

- Dialogue with sexual content directed toward another individual is also considered to be sexual harassment.
- Repeated occurrences by the same individual will constitute further action by the administrative team, which may include parent conferences and consultation with other sources when necessary.

Complaints and Grievances Policy

Parent Grievance

The Governing Board of Masada requires parents to follow the procedures outlined in the Procedure Manual to address concerns or grievances with Masada students, teachers, staff, and/or administration. If a parent has a complaint concerning teacher incompetence, student discipline, or administrative action, the complaint is to be taken to the party involved. If a solution cannot be found between the parent and the appropriate party, the complaint should then be taken to the immediate supervisor of said party. If no solution can be arrived at, the complaint should then be brought before the Governing Board. The Governing Board will hear all complaints and make a decision as to whether the complaint should be brought into a formal Board Hearing.

PARENTAL INVOLVEMENT

One of the guiding principles of Masada Charter School and a major reason for the formulation of the school is to provide a learning community where parents play a significant role in the learning process. In keeping with this principle, Masada’s model provides for parental input and participation in the decision-making process. Research has shown that parent involvement is the greatest indicator of student success in schools. Together, schools and parents can have a lasting impact upon the lives of students and make significant improvement in student achievement. Therefore, Masada has a requirement of parents that they volunteer a minimum of 15 hours to the school every year. For families with more than 3 children in the school, an additional 5 hours per child is required. We understand that parents are

busy, and we work hard to provide ways for parents to complete this requirement. Below are some suggestions of ways that parent hours can be met.

Remember: If you volunteer time at school you need to sign in at the office. If you complete a project for a teacher at home, please call the office and have Ms Ellie or Ms Susanne log your hours. In addition, hours can be logged by using the internet and navigating to www.masadaschool.org and selecting the Volunteer Tracking Login link. Follow instructions for establishing an account and being logging hours.

At Home

Cut and paste projects for teachers
Refreshments for school occasions
Record keeping for teachers
Craft projects
Babysitting for mothers volunteering
in classrooms
Book repair and labeling
Art projects
Host a class activity

At School

Work in classrooms
Work in Library, Lab or Office
Parent education nights
Landscaping or ground maintenance
Playground supervision
Assist with special days at school
Field trip supervision
Be a member of the Parent Committee
Bulletin Boards
Participation with class activities

Learning Community Commitment: Upon enrollment of a child at Masada Charter School, parents are expected to sign a handbook that describes the roles of the school, student, and parent in the learning process. Parents are asked to commit to playing specific roles in the education of their child and the operation of the school. Parents are asked to attend the annual parent meeting that outlines important policies and opportunities offered during the year.

Student Educational Plan: Parents have direct participation in the planning of their student's learning during the development of the Student's Educational Plan. They meet with the student and the teacher three times a year to reflect upon and inventory the student's strengths and weaknesses. The role of the parent and the teacher is to assist the student in developing goals which will advance the student

as a learner. Parental participation in the SEP conference is required because it is essential to student success.

Parent Development Opportunities: Because Masada believes that the most powerful learning community is one in which parents understand and participate in the process of educating their children, opportunities will be provided regularly for parents to learn about the instructional model used at Masada, acquire information and strategies for assisting their children in the learning process, and design input about what they want for their children. This will allow parents to reinforce the instruction and projects the students are involved with in school.

Classroom: The direct involvement of parents in the learning process has proven to be critical to the academic success of students. Parents are given the opportunity to help provide one-on-one attention and organizational support for the learning environment by coming into the classroom to aid the teacher.

Extended Learning Activities: Parents are invited and encouraged to participate in the organization and implementation of field trips, community service days, school programs, and other extended learning activities. The staff at Masada values the many talents, abilities, ideas, and resources parents possess.

Governing Board: All meetings of the Governing Board are conducted in accordance with the "Open Meeting Law". This gives the community direct access and influence in making decisions that affect the school at large. If a parent is interested in serving on the Board, a request can be submitted in writing to the Corporate Board for review. Parents are welcome at all Board meetings where time is given for public comments.

Committees: Committees created by the administration at Masada have parent representatives to allow parents the opportunity to help guide the planning of school programs. The PRISM Committee is made up of parents and plays an important role in the operations of the school. Parents are encouraged to participate on this committee at some point during the enrollment period of their children. If committee participation is not possible, please support the activities of this committee in any way you can.

Masada Charter School Gifted Policy

Masada shall provide a gifted program for students who score at or above the 97th percentile on national norms in any one of three areas – verbal, non-verbal, or quantitative reasoning – on any test from the State Board approved list. Students who score below the 97th percentile also may be served.

Masada shall accept, as valid for placement, scores at or above the 97th percentile on any State Board approved test submitted by other LEA's or qualified professionals.

Masada shall provide information to parents and community about available gifted services through the school handbook and/or Gifted Program Scope & Sequence. This information shall include:

- Definition of a gifted child
- Services mandated for gifted students
- Services available from Masada Charter School
- Written criteria of the LEA for referral, screening, selection and placement

Masada Charter School Procedures for identifying and reclassifying ELL students

A. Identification

1. The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
2. A student shall be considered as a PHLOTE student if the home language survey or enrollment form indicates that one or more of the following are true:
 - a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.
 - b. The language most often spoken by the student is a language other than English.
 - c. The student's first acquired language is a language other than English.
3. Masada administers the Standard English Language Proficiency (SELP) assessment to all PHLOTE students within 30 days from the beginning of the school year or 2 weeks from enrollment.
4. A student who does not score proficient on the SELP is identified as an English Language Learner (ELL). Masada will send a parental notification and consent form to the parent or guardian within 30 days of testing.
5. Kindergarten students are tested in the listening and speaking portions of the SELP. Grades 1-12 are tested in all of the domains (listening, speaking, reading, writing).

Homeless Education Policy and Procedures

Policy

It is the policy of the Governing Board to ensure that homeless children and youth are provided with equal access to educational programs, have an opportunity to meet the same challenging State of Arizona and Masada Charter School academic standards, are not segregated on the basis of their status as homeless, and to establish safeguards that protect homeless from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship.

It includes children and youths who:

- Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations
- Are living in emergency shelters
- Are abandoned in hospital; or are awaiting foster care placement
- Have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings
- Runaway children or children who are abandoned

Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with parents or in the case of unaccompanied youth the local educational agency liaison. Homeless status may be documented through a variety of Masada Charter School forms and/or through direct contact with Masada Charter School staff.

EXCEPTIONAL STUDENT SERVICES

Child Find Services

Masada will collaborate with the local school district (CCUSD) to provide child find services. These clinics will be held twice a year, in the fall and in the spring. Parents will be notified of these clinics through flyers and posters that will announce dates and times.

Legal Responsibility for Child Find

All staff who work with children and correspond with parents are required to know child find procedures. Child Find is the name for the job of identifying, locating, and evaluating children who may have a developmental delay so that services to enhance their development may be provided. Research has proved that working with students at a young age can impact their development and prevent developmental delays from becoming disabilities later in life. This is called “Early Intervention”. It is important that teachers, administrators, and secretaries know and follow the child find procedures so that children who may need these services, not “fall through the cracks”.

Masada Child Find Program

Masada Charter School collaborates with CCUSD #14 to identify, locate, and evaluate children in our area, ages birth to 3, and 3 to 5 with developmental delays.

Twice yearly, we work with the CCUSD Preschool team conducting clinics to screen small children for possible developmental delays. These clinics are usually held in October and June of each year. Notices of these clinics are posted in public places, and phone numbers provided for making an appointment. Notes are sent home at these times with Masada students to their parents to announce the clinics also.

Any parent who calls Masada with questions regarding possible developmental delays of a child should be referred to Ilene Timpson (875-9031) for children ages birth to 3, or 3 to 5, and to Jessikah Timpson for students age 5 to 21.

CCUSD and Masada have contact information for providing the services these children might need.

The state of Arizona has a statewide system for child find and for tracking the provision of services to children. This is for the purpose of ensuring that they receive the services they need and possibly preventing a developmental delay from becoming a disability later in life.

AzEIP (Arizona Early Intervention Program) is a co-op of 5 Arizona state agencies that provide services for different developmental concerns, and it operates through DES (AZ Department of Economic Security). Those 5 agencies are: Arizona Department of Health Services (DHS), Arizona State Schools for the Deaf and blind (ASDB), Arizona Health Care Cost Containment System (AHCCCS), and the Arizona Department of Education (ADE).

There is now a co-op of agencies in Southern Utah who collaborate with AzEIP to identify and track services to children who live in the Arizona Strip Region. CCUSD #14 and Masada Charter School are part of this collaboration.

Referral Procedure for ESS

1. Upon suspecting that a student's progress in the core curriculum/Arizona Standards may be impeded by a disability, a classroom teacher will consult with any member of the Student Study Team, providing 4 work samples demonstrating the student's particular problem or disability.
2. Student Study Team: Jessikah Timpson, LeAnne Timpson and/or Mary Timpson, current teacher of student referred, previous school year teacher of student if the team deems necessary.
3. The ESS administrator provides the list of Student Study Team Referrals for the current year, and the teacher of the referred student enters the student's name and required information on the document (student name, suspected problems/disability, list of types of work samples provided).
4. The ESS Administrator schedules a time for the Student Study Team to meet and decide whether the Exceptional Student Services referral process will be started.
5. Upon studying the student, the team records the decision and the reasons for it on the Study Team Referral Document.
6. If the Study Team decision was to begin Exceptional Student Services referral, the classroom teacher contacts parents of the student to inform them of the referral, and the SPED teacher gathers the documents for Exceptional Student Services Referral

Package, issues Prior Written Notice for Identification, and schedules meeting for review of existing data.

Evaluation/Re-evaluation

Before a student with suspected disabilities is placed for Exceptional Student Services (ESS), a full, individualized evaluation shall be conducted for the child. The child's MET/IEP team (Multidisciplinary Evaluation Team/Individual Education Plan team) will review existing evaluation data, and collect additional data if necessary. The team will use the results of the evaluation to determine the category of eligibility and whether the student has a need for special education and related services. After three years of receiving Exceptional Student Services (ESS) another evaluation will be conducted for the student to determine whether he/she is still eligible under a disability category and whether he/she still has a need for special education and related services.

Evaluation Timelines

An initial or re-evaluation for a student with suspected disabilities will be conducted as soon as possible, but will not exceed 60 days from the receipt of informed written consent by the parent. A re-evaluation will not exceed three years from the date of the initial or most recent re-evaluation.

IEP Development

Within 30 days of determination that a child is eligible for and needs ESS, a meeting will be held to develop an IEP (Individualized Education Plan). The meeting will include an administrator, the parents of the child, the special education teacher, the child's regular education teacher, the child if appropriate, and an individual who can interpret the instructional implications of evaluation results.

The IEP will be implemented as soon as possible following the IEP meeting and will be in effect before any special education services are provided. The IEP will be accessible to any teacher or individual providing IEP-related services to the child. Each teacher and service provider will be informed of his responsibilities related to implementing the child's IEP, and of the specific accommodations, modification, and supports that will be provided in accordance with the IEP.

The IEP team will review the child's IEP at least annually to determine whether the child's goals are being achieved. The IEP team will revise the IEP as appropriate to address any lack of progress toward the goals or in the general curriculum, the results of any re-evaluation, any information provided by the parents about the child, the child's anticipated needs, or other matters of concern.

In developing a child's IEP, the IEP team will consider the strengths of the child and the concerns of the parent for enhancing the education of their child; the results of the most recent evaluation of the child; and as appropriate, the results of the child's performance on any general state of district-wide assessment programs.

Special factors the IEP team must consider in the development of the IEP include: positive behavioral strategies, interventions, and supports for a child whose behavior impedes his own learning or that of others; the language needs of a child with limited English proficiency, instruction in Braille for a child who is blind or visually impaired; the communication needs of the child; all communication needs and possibilities, academic level and full range of needs for a child who may be hard of hearing; whether the child requires assistive technology devices and services; whether the child needs an intervention, accommodation, or other program modification in order to receive an appropriate education.

The IEP document will include:

1. A statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum.
2. A statement of measurable annual goals with short term objectives toward its completion that meets the child's needs resulting from the disability.
3. A statement of special education and related services to be provided.
4. A statement of supplementary aides and services provided to or on behalf of the child.
5. A statement of the program modifications or supports for the school personnel that will be providing services for the child to help him/her benefit from and be involved in general curriculum instruction and to participate with non-disabled peers.
6. An explanation of the extent, if any to which the child will not participate with non-disabled children in the regular class and extracurricular activities.
7. A statement of any accommodations or modifications in the administration of State or charter assessments of student achievement that are needed in order for the child to participate in assessment.
8. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
9. A statement of how the child's progress toward the annual goals will be measured.
10. A statement of how the child's parents will be regularly informed of their child's progress toward the annual goals, and of the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
11. The IEP for any disabled student who has reached age 14 will include transition service goals to be updated annually that will aim to develop skills needed for the student to transfer from school performance to performance in the workplace or college.

Delivery of Services in LRE (Least Restrictive Environment)

Exceptional Student Services will be delivered in such a way as to maximize a student's access to the benefits of general curriculum instruction and to participation in academic and extra-curricular activities with other children with disabilities and non-disabled children. Any accommodations or modifications in the administration of State and Charter assessments of student achievements that are needed in order for a disabled student to participate will be provided.

Suspension and Expulsion of Students With Disabilities

Before suspending or expelling a disabled student for more than 10 days, the administration will determine whether such action constitutes a change of placement for the student. If the action *is not deemed a change in placement*, the IEP team will convene within 10 days of expulsion to either develop a functional behavioral assessment plan or review implementation of the existing behavior plan, and services will be provided to the student no later than the 11th day of suspension/expulsion.

If the disciplinary action *is deemed a change in placement*, the administration will conduct a functional behavioral assessment or review implementation of the existing behavior plan and provide the parents with a notice of their procedural rights. They will then determine whether or not the student's offending violation was a manifestation of the student's disability. If it is determined that the offense *was a manifestation* of the student's disability, there will be no suspension or expulsion hearing. The IEP team will convene and consider revision of the IEP or a change in placement for the student. If it is determined that the offense *was not a manifestation* of the student's disability, the administration will conduct a hearing resulting in suspension or expulsion of the student, and the IEP will be revised to continue providing services enabling the student to receive an appropriate education during suspension/expulsion.

Model Notification of Rights under FERPA For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

Masada believes in providing students access to Highly Qualified teachers. As a parent of a student in the Masada Charter School, under the No Child Left Behind Act of 2001, you have the right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child's classroom teachers:

- ❖ Whether the state of Arizona has licensed or qualified the teacher for the grades and subject he or she teaches.
- ❖ Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- ❖ The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- ❖ Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact Susanne Hammon at 875-2525.

INTERNET ACCEPTABLE USE POLICY

Student, Staff, and Community Use

The Board supports the right of students, staff, and community members to have reasonable access to various information formats and believes it is incumbent upon students, staff and community members to use this privilege in an appropriate and responsible manner.

Procedures and Guidelines

The Administrator shall develop and implement appropriate procedures to provide guidance for student, staff and community member access to electronic media. Guidelines shall address educational use of electronic media including, but not limited to, the Internet and issues of privacy versus administrative review of electronic files and communications. These guidelines shall prohibit use of networks for forbidden or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Permission/Agreement Form For Students

A written parental request shall be required prior to the student being granted independent access to electronic media involving Masada Charter School technological resources.

The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the school administrator with a written request.

Agreement For Staff and Community

A written request/agreement shall be required prior to the staff and/or community members being granted independent access to electronic media involving Masada Charter School technological resources.

The required request/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/procedural violations must be signed by Staff/User. This document shall be kept on file as a legal, binding document.

Employee Use

Employees shall use electronic mail only for purposes directly related to work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Community Use

On recommendation of the school administrator/designee, the Board shall determine when and which computer equipment, software and information access systems will be available to the community.

Upon request to the school administrator/designee, community members may have access to the Internet and other electronic information sources and programs available through Masada Charter School technology system, provided they attend any required training and abide by the rules of usage established by the administrator/designee.

Disregard of Rules

Individuals who violate Masada Charter School rules governing the use of Masada's technology shall not be granted further use of the equipment, software, or information access systems.

Responsibility For Damages

Individuals shall reimburse the Board for repair or replacement of Masada Charter School property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Procedure: Electronic Resources - Acceptable Use Procedures

In the Masada Charter School Network, access to electronic information resources can range from read-only access to instructional software to full search capability of the Internet. For these reasons, Masada Charter School maintains the right to limit access to software and/or documents found either on Masada's network or the Internet, via technical or human barriers.

General Standards -Users

The following standards are used as a general structure for student, staff, and community member access to electronic resources.

Right to Privacy

A Network administrator has the right to access information stored in any user directory, on the current user screen, or in electronic mail. Users are advised not to place confidential documents in their user directory. Network management, monitoring and filtering software packages will be used for random access to student and staff monitors to review progress and for security purposes.

Masada Charter School Network Access Terms and Conditions (including Internet Access)

1. Acceptable Use - Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material

protected by trade secret. Use for product advertisement or political lobbying is not consistent with the purposes of Masada's network and is inappropriate. Illegal activities are strictly prohibited. Using Masada Charter School Internet to play games (including MUDs or multi-user games) is not acceptable use.

2. Rights, Responsibilities, and Privileges - This document, (Terms and Conditions for Use of Masada Charter School Network Access), must be signed by all students and adults. It is designed to enable all users to understand clearly their responsibilities as users of the Internet via the Masada Charter School Network. If you have any questions about these responsibilities, please contact your Network administrator. Violation of the following terms and conditions will result in the immediate loss of network services including, but not limited to, the Internet, and could eliminate future access.

3. Penalty for abuse of Internet Access Privileges - The network administrator may suspend computer access at any time as required. The network administrator must notify the user in writing within two weeks of the reason for suspension or termination of an account. The administration, faculty, and staff of Masada Charter School may also request the network administrator to deny, revoke, or suspend specific user access. Revocation of unsupervised network and Internet access will be for a period of not less than one calendar year. Users (students, staff, or community members) whose access is denied, suspended or revoked do have the following rights:

- 1.) To request (in writing) from the network administrator a written statement justifying the actions.
- 2.) To submit a written appeal to the school administrator.
- 3.) Pending the decision of this committee, a user can make a final appeal to the Board of Education. The decision of the Board of Education is final.

4. Reliability – Masada Charter School will not be responsible for any damages or loss of data. This includes, but is not limited to, delays, non-deliveries, miss-deliveries, or service interruptions caused by data provider negligence, user errors, or omissions.

5. Security - Security on any computer system is a high priority, especially when the system involves many users. If any user can identify a security problem on Masada's network, she/he must notify the network administrator. Do not demonstrate the problem to other users.

6. Vandalism - Vandalism shall result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data, operating system or applications of another user, or any of the above listed agencies or other networks that are connected to Masada's Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. Please note any independent/unauthorized changes to the network will be considered vandalism by Administration.

Student Agreement for Internet Access

The use of your Internet access must be in support of education and research and consistent with the educational objectives of the Masada Charter School.

You may not break in or attempt to break into other computer networks.

You may not create or share computer viruses.

You may not destroy another person's data.

You may not monopolize the resources of Masada Charter School by such things as running large programs and applications over the network during the day, sending massive amounts of mail to other users, or using system resources for games.

You may not use MUD (multi-user games) network via the Masada Charter School.

You are not permitted to get from or put onto the network any copyrighted material (including software), or threatening or obscene material.

You may not use the computers for chatting or messaging with other students or outside persons.

Purposefully annoying other Internet users, on or off the Masada Charter School system, is prohibited. This includes such things as continuous talk requests.

As a user of this system, users should notify a network administrator of any violations of this contract by other users or outside parties. This may be done anonymously.

No illegal activities may be conducted via the network.

All communications and information accessible via the network should be assumed to be private property.

Student Agreement for Electronic Mail Access

1. Be polite. Do not write or send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Do not reveal your personal address or phone numbers of students or colleagues.

Note that electronic mail is not guaranteed to be private. Personnel who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

Masada Charter School Net: STUDENT USER CONTRACT

Directions: Please read and fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian is required for all students.

STUDENT:

I have read the Terms and Conditions for Use of Masada Charter School Network Access. I understand and will abide by the stated terms and conditions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action.

Student's Name (please print): _____

Student's Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student I have read the Terms and Conditions for Use of Masada Charter School Network Access. I understand that this access is designed for educational purposes and the Masada Charter School has taken available precautions to eliminate access to controversial material. However, I also recognize it is impossible for Masada Charter School to restrict access to all controversial materials and I will not hold them responsible for materials this student may acquire on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting I hereby give my permission for my child to use the Masada network

Parent or Guardian (please print):

Signature: _____

Date: _____

MASADA SCHOOL PARENT/STUDENT COMPACT

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

School Responsibilities

Masada Charter School will unleash the learning power of students by:

- 1. Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Masada teachers design their instruction around the Arizona State Standards and in a way that supports individual learning styles. Teachers are trained to create brain compatible classrooms and use Love & Logic as a disciplinary method allowing students opportunities to make choices, solve problems, and take charge of their learning.

- 2. Holding student educational conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Masada holds SEP's during the months of October, January, and May.

- 3. Providing parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Standards based report cards are sent home at the end of every trimester. In addition, the school's webpage provides parental access to student grade-book reports where parents can obtain current information on student performance.

- 4. Providing parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Masada staff highly encourages communication with parents. Staff members are available to parents at SEP's and upon request for scheduled appointments. Masada teachers and administration may also request conferences with parents at need.

- 5. Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents are always encouraged and invited to participate in classroom activities. Masada asks for a minimum of 15 volunteer hours per year from parents.

Teachers actively seek parental help in and out of the classroom. Parents are encouraged to communicate with teachers about schedules and always sign-in at the office upon entering the school.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Volunteering in my child's classroom and at PRISM events.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being on the PRISM Committee, the Strategic Planning Committee or other school advisory or policy groups.*

Student Responsibilities

I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- *Do my homework every day, including outside reading, and ask for help when I need to.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Support and uphold school policies and procedures.*
- *Actively work to meet the educational goals I set at SEP's.*
- *I will respect teachers, staff, other students, and school property.*

Parent Signature _____ Date _____

Parent Signature _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____