San Carlos Alternative School

San Carlos Unified School District #20

2026-27

Student Handbook

Mission: We exist to educate and empower students to become culturally responsive, global Nn'ee.

Vision: We will become an effective student-focused learning community graduating culturally confident citizens.

Governing Board

Dr. Leon Ben	Board President
Aaron Miles	Board Vice President
David Reede	Member
Katrina Talkali	Member
Dimitri Nzeukou	Member

San Carlos Alternative School Administration

Dr. Navdeep Rajput	Principal
	Associate Principal
Donna Antonio	Athletic Director
Terry Antonio	Dean of Students
Karen Neptune	Counselor
Cheyenne Curtis	Registrar
tanya cosay	admin. assistant

San Carlos Unified School District #20 Administration

Shawn Pietila	Superintendent
Christine Carlson	Human Resource Director
Evelyn Hinton	Executive Secretary
Durena Thompson	Director of Assessments
Dr. Jeniffer Madrid	Curriculum Director
Melvalena Kitcheyan	Business Manager

Contact Numbers

SCAS Main Office	**(928) 475-2378 ext. 5001**
Attendance/Registrar	(928) 475-2378 ext. 5101
Truancy Officer	(928) 475-2378 ext. 5005
Health Office	(928) 475-2378 ext. 5911
Athletic Director	(928) 475-2378 ext. 5102
Cafeteria	(928) 475-2378 ext. 5999
Principal	**(928) 475-2378 ext. 5010**
Associate Principal	**(928) 475-2378 ext. 5009**
Dean of Students	(928) 475-2378 ext. 5008
Parent Educator	(928) 475-2378 ext. 5106
Care Center	(928) 475-2378 ext. 5110
CTE Office	(928) 475-2378 ext. 5004
Counselor Office	(928) 475-2378 ext. 5104
Support Technician	(928) 475-2378 ext. 1604
District Security	**(928) 475-0008**
San Carlos Police Dispatch	**(928) 475-2311**
San Carlos Fire/EMS	**(928) 475-0911**

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." – Malcolm X

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Dear Braves Nation Students and Parents,

Welcome to the 2026–2027 school year at San Carlos Alternative School!

On behalf of our entire staff, thank you for choosing San Carlos Alternative School for your child's education. We are honored to partner with you in supporting students on their pathway toward graduation and future success. At SCAS, every student's well-being, academic progress, personal growth, and readiness to graduate are our highest priorities.

Working alongside our dedicated administrative team, teachers, and support staff, we are committed to providing a safe, supportive, and structured learning environment where students can succeed. Through targeted credit recovery opportunities, individualized support, one-on-one interventions, and customized graduation plans, we ensure each student receives the guidance needed to stay on track and achieve graduation requirements. We also emphasize strong academic expectations, student accountability, and consistent support systems to promote success.

This year, our focus includes strengthening academic achievement, improving attendance and engagement, and ensuring students make consistent progress toward graduation. We are committed to building strong partnerships with families through regular communication, collaboration, and shared responsibility in supporting student success.

We ask every Brave to attend school regularly, come prepared to learn, work diligently in all coursework, demonstrate respect for self and others, take advantage of available supports, and take pride in their progress toward graduation.

Together, we will ensure every student graduates with the credits, skills, and confidence needed for success beyond high school. We look forward to a year of growth, progress, and achievement.

Go Braves!

Sincerely,

Navdeep Rajput

Dr. Navdeep K. Rajput
Principal & Career and Technical Education Director
San Carlos Alternative School
San Carlos Unified School District #20

Every day is an opportunity to learn, grow, and become the person you are meant to be. Believe in yourself, honor your community, and never stop striving for excellence.

Equal Educational Opportunity

(SCUSD Policy JB) (https://policies.sparqdata.com/asba/browse/allmanuals/sancarlos/JB)

At San Carlos Alternative School, every student has the right to fully participate in classroom instruction without discrimination based on race, color, religion, sex, age, national origin, disability, or any other factor not related to the student's individual capabilities.

Participation in extracurricular activities is based solely on a student's ability in the activity and on maintaining the minimum academic and behavioral standards set by the Governing Board.

Student Responsibilities

At San Carlos Alternative School, we expect all students to exercise good judgment and common sense in their decision-making. Students should avoid any actions that could unnecessarily endanger themselves or others. Practicing **Respect** and **Responsibility** at all times is a shared expectation for everyone in our school community.

All San Carlos Alternative School staff members have the authority and responsibility to address student behavior. The administration and faculty will handle conduct issues regardless of when or where they occur. Students are expected to behave responsibly in all school settings, including classrooms, hallways, offices, restrooms, buses, fields, cafeterias, and during school events.

All students have the right to learn and are expected to uphold the following responsibilities:

- Attend school every day.
- Arrive on time for all classes.
- Be prepared for class with necessary materials (notebook, pencil, textbooks, Chromebook, charger, etc.).
- Follow the school's code of conduct, including the rules regarding cell phone use.
- Adhere to the San Carlos Alternative School dress code.
- Take responsibility for the consequences of their actions.
- Solve problems independently, and also seek help when needed.
- Meet deadlines and submit assignments on time, even after absences.
- Help classmates when appropriate.
- Work independently when required.
- Learn from both personal mistakes and the mistakes of others.
- Monitor their academic progress consistently.
- Show respect for themselves and others.
- Cooperate with fellow students and school staff.
- Contribute to a safe, inclusive, and positive school environment.

Student Rights at Age 18

Students who are eighteen (18) years of age or older are recognized as legal adults and may exercise the rights afforded to them under federal and state law, including certain educational rights and responsibilities that were previously exercised by a parent or guardian.

While SCAS respects these legal rights, the safety, well-being, and academic success of our students remain our highest priorities. We strongly encourage ongoing communication and collaboration among students, parents or guardians, and school staff to support student success and ensure student safety.

For safety and accountability purposes, SCAS may request communication between the student, parent or guardian, and school administration regarding matters such as early release from school, attendance concerns, health and safety issues, and other situations that may affect the student's educational program. Our goal is to maintain a partnership that supports students as they transition into adulthood while ensuring a safe and supportive school environment.

Annual Credit Requirements

Students enrolled in **San Carlos Alternative School** will receive an **individualized graduation plan** upon enrollment based on their current transcript and the number of credits needed to meet graduation requirements. Student course enrollment will be determined by this personalized graduation plan and the specific credits required for recovery and graduation.

The primary purpose of the Alternative School is to provide **credit recovery opportunities** through individualized instruction, one-on-one interventions, targeted academic support, and personalized learning plans that help students regain progress toward graduation. Depending on their progress, students who recover the necessary credits and demonstrate academic readiness may be eligible to transition back to **San Carlos High School** for the following school year, subject to administrative review. Students who are seniors or who have accumulated sufficient credits while enrolled at the Alternative School may complete their graduation requirements and graduate upon meeting all district and state requirements.

Students enrolled in the Alternative School may earn credits based on their individualized graduation plan. **In no case may a student earn more than the maximum number of credits permitted by district policy.** For information regarding the maximum number of credits that may be earned, please refer to the **Course Credit** section on **Page 7** of this handbook.

All students are expected to actively participate in their assigned courses, attend school regularly, and work collaboratively with teachers, counselors, and administrators to successfully complete their individualized graduation plan and remain on track toward earning a high school diploma.

Important Notes:

- Mid-year grade-level promotions are not permitted.
- Any exceptions to credit requirements, placement decisions, or graduation plans must receive prior approval from the principal.

Assignment of Students to Classes and Grade Levels

(SCUSD Policy JG) (https://policies.sparqdata.com/asba/browse/allmanuals/sancarlos/JG)

Students transferring to San Carlos Alternative School from another school district will generally be placed at the same grade level they were attending at their previous school, pending review of academic records and transcript evaluation.

Course and classroom placements will be determined based on the following factors:

1. Grade-level classification and earned credits
2. Completion of required prerequisites
3. Academic performance and demonstrated achievement
4. Course availability and class size considerations

Students transferring from homeschool programs or other non-traditional educational settings may be required to provide documentation of completed coursework. Placement decisions will be made in accordance with Arizona State Board of Education guidelines and district policies to ensure appropriate grade-level and course placement.

Course Credits

Earning High School Credits

Students earn credit through the successful completion of coursework. A full-year course typically earns **1.0 credit**, while a semester-long course earns **0.5 credit** upon receiving a passing grade of **D or higher**.

Students enrolled at **San Carlos Alternative School** may earn a **maximum of 11.0 credits during a single school year**, provided they successfully complete all required coursework and meet attendance and program expectations.

In certain circumstances, students may also earn credit through approved assessments or examinations. Standardized assessment results, such as **ACT Aspire, ACT, SAT, AzSCI,**

MSAA, Technical Skills Assessments (TSAs), and other district- or state-approved measures, may be considered for credit by examination at the discretion of the principal and in accordance with San Carlos Unified School District Governing Board policy and Arizona Department of Education guidelines.

Students are encouraged to monitor their academic progress regularly and work closely with their counselors to ensure they are earning the credits necessary for promotion and graduation.

San Carlos Alternative School Transition to San Carlos High School

Students enrolled at San Carlos Alternative School who successfully recover credits and demonstrate satisfactory academic progress, attendance, and behavior may be considered for transfer back to San Carlos High School. Students must be on track to meet graduation requirements and satisfy the eligibility criteria established by the school administration. Approved transfers will generally occur at the beginning of a new school year to support a smooth transition and appropriate course scheduling. Final placement decisions are made by the school administration in accordance with San Carlos Unified School District policies and the student's individual educational needs.

Credit Checks

Credits are crucial for tracking progress toward graduation. To ensure students are on track:

- Students will meet with designated staff and/or counselor three times per year (beginning, middle, and end) for credit reviews.
- Parents/guardians will be notified of each review via phone, email, or scheduled meeting, and will receive a progress report.
- Students who are missing 7 or more credits may be recommended for transfer to the San Carlos Alternative School for credit recovery.
    - Upon successful credit recovery, students may return to SCAS at the start of the next semester.

Grade Check

San Carlos Alternative School encourages students and parents to regularly monitor academic progress throughout the school year. Staying informed about grades, attendance, and classroom performance helps ensure students remain on track for success.

Students and parents may check grades and academic progress at any time by:

- Accessing the **PowerSchool Student or Parent Portal** using assigned login credentials.
- Downloading and using the **PowerSchool Parent App** to receive real-time updates on grades, attendance, assignments, and school communications.
- Contacting school personnel for assistance, including the **Counselor, School Improvement Specialist, Cultural Success Coaches, Parent Educator, Registrar, Truancy Officer, Office Manager, teachers, or school administration**.

PowerSchool login information may be obtained through the school office.

Note: Activity Eligibility

Academic progress checks may be required for participation in school-sponsored activities, field trips, and extracurricular programs. Students are expected to maintain satisfactory academic standing and make consistent progress toward graduation.

Students receiving failing grades may be subject to academic eligibility requirements and interventions designed to support their success. Participation restrictions for extracurricular activities will be determined in accordance with school, district, and Arizona Interscholastic Association (AIA) guidelines, when applicable.

Four-Year Academic Plan (ECAP)

In accordance with Arizona State Board of Education requirements, every student at San Carlos Alternative School will develop and maintain an **Education and Career Action Plan (ECAP)** beginning in ninth grade. The ECAP is a personalized roadmap designed to help students identify their academic, career, and postsecondary goals while ensuring they remain on track for graduation and future success. The ECAP must be reviewed and updated annually with input from the student, parent or guardian, counselor, and designated school personnel.

ECAP (Education and Career Action Plan) – San Carlos Alternative School

The ECAP at **San Carlos Alternative School** is a **personalized graduation and recovery plan** developed for each student upon enrollment. It is designed to support students in meeting graduation requirements through **credit recovery, individualized instruction, and targeted academic interventions** aligned to their specific needs and credit deficiencies.

1. Academic Planning

- Development of a **personalized graduation plan** based on credits earned and credits required for graduation.

- Documentation and continuous monitoring of **credit recovery progress and academic performance**.
- Identification of academic gaps with targeted **one-on-one instruction and intervention supports**.
- Alignment of coursework to ensure students remain on track for **graduation or transition back to San Carlos High School**, when appropriate.

2. Career and Postsecondary Awareness

- Exploration of student interests and strengths as part of **individual goal setting for post-graduation success**.
- Introduction to basic career and postsecondary pathways including **college, technical programs, military service, or workforce entry** as appropriate to student readiness.
- Support in developing awareness of **future opportunities aligned with student goals and academic progress**.

3. Student Support and Interventions

- Implementation of **credit recovery courses, individualized interventions, and academic support services** to accelerate progress toward graduation.
- Ongoing progress monitoring through collaboration with teachers, counselors, and administrators to ensure **timely academic recovery and success**.
- Adjustment of ECAP goals based on student performance, attendance, and credit attainment.

4. Family and Staff Collaboration

Students and parents are encouraged to meet regularly with the school counselor, Cultural Success Coach, School Improvement Specialist, Parent Educator, CTE staff (when applicable), and administrators to review academic progress and update ECAP goals. The ECAP serves as a **living, individualized graduation recovery document**, guiding students toward earning required credits, completing graduation requirements, and preparing for successful transition either back to San Carlos High School or to graduation upon completion of all requirements.

Graduation Requirements

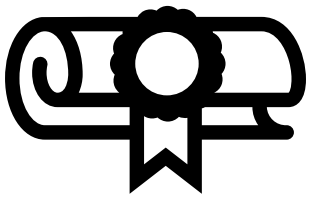
To graduate from San Carlos Alternative School and participate in commencement, students must earn a minimum of 22 credits, as required by the State of Arizona.

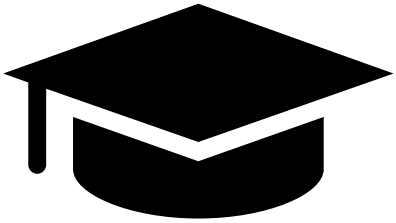
Graduation credits may be earned through:

- Successful completion of required courses, as outlined in A.A.C. R7-2-302.04
- Completion of all coursework ***before*** commencement (refer to p.12 of this document)

- Students wishing to graduate mid-year must meet with their counselor well in advance to ensure all requirements are met.

Note:
It is the responsibility of the student and their parent/guardian to ensure all graduation requirements are fulfilled in a timely manner.





San Carlos Alternative School Courses

Subject Area	High School Core Courses	College Course Work
English 4 credits (Composition or Literature)	English 9 English 10 English 11 English 12	One 3-credit transferable English course
Math 4 credits	Algebra I Geometry Algebra II Consumer Math	One transferrable 3 credit course at College Algebra level or higher
Science 3 credits	Physical Science 9 Biology 10 Physics 11 Chemistry	Three transferable courses, each equivalent to 4-credit lab science courses (only two may be in the same field)
Social Studies 3 credits	Apache Language/History World History American History or US/AZ History Government/Economics	One 3-credit transferable American History course and One 3-credit social science course
Career Technical Education (CTE) 1 credit	Business Management I and/or II	
Fine Arts	Apache Singing Art-Drawing/Painting Apache Arts and Crafts Creative Art Drawing/Painting Music Appreciation	
Electives 7 credits (to also include all Fine Arts and CTE courses listed above).	Health & Fitness Physical Education Weight Training Keyboarding Career Exploration Health & Life Management Creative Writing Teacher Assistant	

ACT / ASVAB Testing and College & Career Readiness

The School Counselor plays a vital role in preparing students for life after high school. Students will receive guidance and support in the following areas:

- ACT (American College Test) preparation and registration
- ASVAB (Armed Services Vocational Aptitude Battery) testing
- College and trade school exploration
- Military service opportunities
- Financial aid resources (FAFSA, scholarships, etc.)
- Career pathway planning

It is our school's mission to ensure that all students graduate college and career ready, with a clear understanding of the opportunities available to them.

Grading Scale & Descriptions

Grades reflect student achievement and mastery of course objectives. Below is the grading scale used at San Carlos Alternative School:

Grade	Description
A	Outstanding performance; the student has demonstrated **high proficiency** in both the quality and quantity of work.
B	Above-average performance; student is working at a **proficient** level.
C	Satisfactory; student is **partially proficient**, showing an acceptable level of understanding to move forward.
D	**Minimally proficient**; student is struggling but shows enough understanding that continued advancement may be more beneficial than repeating the course.
F	Failing: the student has **not made sufficient progress** to receive credit.
NC	**No Credit** due to excessive absences.
I	**Incomplete**; student has **unfinished work**. Credit may be earned by completing assignments within two weeks unless an alternative plan is arranged with the teacher and principal. If not completed, missing work will be scored as 0%, and the final grade will be calculated accordingly.
P/F (Pass/Fail)	Used for credit recovery, teacher aide, or work-study programs.

These grade points are assigned to grades.

Grade	Numeric Range	GPA
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	50-59%	0.0

Teacher Grading Procedures/Assessment Systems (IKA©)

Reference: https://policies.sparqdata.com/asba/browse/allmanuals/sancarlos/IKA

SCAS Teachers Will:

- Maintain accurate and up-to-date records of student grades and academic performance.
- Provide written reports to parents regarding student achievement every nine (9) weeks, with additional reports issued as needed.
- Confer with parents, when necessary, regarding students' academic progress and disciplinary concerns.
- Communicate with parents concerning student conduct, academic performance, attendance, and excessive tardiness.

Grade Reporting and Communication (IKA-R)

Reference: https://policies.sparqdata.com/asba/browse/allmanuals/sancarlos/IKA-R

- Teachers are expected to enter an average of **two (2) grades per student per week** into PowerSchool to ensure accurate and up-to-date academic reporting.
- Parent and guardian communication regarding student achievement will occur on a regular basis, including:
  - **Quarterly progress reports issued every nine (9) weeks**, and
  - **Ongoing communication as needed**, including additional progress updates when academic concerns arise.
- Teachers are required to promptly communicate and collaborate with parents/guardians regarding any concerns related to a student's academic performance, behavior, conduct, academic integrity, attendance, or excessive tardiness

Homework Policy

- Homework assignments should align with the maturity, needs, potential, and achievement level of each student and are not to be used as punishment.
- Homework should support instructional goals and foster student responsibility and independent learning.
- Homework assignments are to serve one or more of the following purposes:
    - Provide intervention to raise performance to acceptable standards.
    - Reinforce and support mastery of critical skills and concepts, particularly basic skills.
    - Offer challenging opportunities that build upon classroom instruction.
    - Ensure students receive constructive feedback through timely correction and clarification.

The principal, in collaboration with teachers, is responsible for establishing consistent homework procedures.

Honor Roll (IKD ©)

Reference: https://policies.sparqdata.com/asba/browse/allmanuals/sancarlos/IKD

The Honor Roll encourages academic excellence and goal-setting among students.

- High school students earning a minimum 3.0 GPA and who do not receive an "F," "D," or "P" (Passing) grade during the grading period will be eligible.
- Students must be enrolled in at least five (5) subjects and receive grades for each to be considered.
- Honor Roll recognition will be awarded to students in grades 9–12.
- Students will be informed of the criteria and calculation methods used.
- San Carlos Alternative School will publicly recognize students who attain Honor Roll status.

PowerSchool Information System

PowerSchool is a comprehensive, web-based platform providing real-time access to student academic data for administrators, teachers, students, and parents.

- Parents may obtain login credentials by contacting the attendance office.
- Student success is a collaborative effort among the school community, including administrators, teachers, families, and students themselves. PowerSchool Parent and

Student apps can provide for close monitoring and collaboration between parents and their child (ren)'s academic progress and attendance.

Transcripts

- Each student's official transcript includes all completed courses, grades, and credits earned, and is maintained as part of the student's permanent academic record.
- Transcripts may be requested for submission to colleges, employers, or agencies through the registrar's office.
- Once recorded, transcripts are considered legal documents and may only be amended to correct verified grade errors.

Correspondence Courses

Correspondence courses allow students to complete coursework independently at their own pace, typically with minimal instructor interaction. These courses are intended to meet the unique academic needs of students as approved by school administration. Students must demonstrate a strong record of success with independent study to be considered for approval. All correspondence programs must be from accredited institutions and must be proctored by certified staff. Students interested in enrolling must apply through their counselor and the principal. Correspondence courses may be used for credit recovery.

Credit by Examination

Credit by examination provides advanced students the opportunity to earn credit by demonstrating proficiency in specific subjects through a formal assessment process. Exams are equivalent in rigor to final course examinations and are developed by teachers selected by the principal. Students must achieve a minimum score of 70% and maintain at least 80% attendance in the course to receive credit.

Restrictions:

- Credit cannot be granted for courses previously completed.
- Students may not test out of prerequisite courses if currently enrolled in or having completed the advanced course.
- Laboratory courses are excluded from this procedure.

Community Service and Field Study Education Waiver

Credit may be awarded for approved community service programs or field study experiences. These programs must provide meaningful learning opportunities aligned with educational objectives. Examples include community research projects or unique field-based educational opportunities.

- Students earn 0.5 credit for every 120 hours of approved service.
- All programs must be pre-approved by the district.

Cooperative Education

Cooperative Education offers students who have completed a Career & Technical Education (CTE) sequence the opportunity to earn dual credit through supervised work experiences. These experiences integrate job training with academic and college-preparation learning. Participation is subject to Arizona Department of Education (ADE) Career and Technical Education Cooperative Education requirements.

Students will:

- Work with a program coordinator to establish job competencies and performance objectives through a training plan.
- Participate in a supervised work-based learning experience related to their CTE program of study.
- Develop workplace, technical, and interpersonal skills.
- Maintain satisfactory academic progress, attendance, and job performance.
- Receive support in preparing for college and career transitions, including assistance with postsecondary planning.
- Comply with all school, employer, and Cooperative Education program requirements.

Students, parents/guardians, the employer, and the school must complete all required Cooperative Education documentation and agreements before placement in a work-based learning experience.

Independent Study

Independent study is available to motivated high school students capable of working autonomously. It allows students to design and complete advanced academic projects beyond the standard curriculum.

Requirements:

- Students must secure a faculty sponsor and submit a written proposal.
- Projects must exceed the academic expectations of regular courses.
- All proposals must be approved by the sponsor and principal within the first two weeks of the semester.
- Projects may involve academic research, community service, or creative arts.
- Students may earn a maximum of 0.5 credit per semester.
- All work must be completed within the approved project timeline.
- Sponsors will evaluate progress and submit a final written appraisal for the student's cumulative record.

Students may also earn up to 1.0 unit of credit for serving as a Teacher Assistant, with 0.5 credit awarded per semester.

Early Graduation (IKFA)

Reference: https://policies.sparqdata.com/asba/browse/allmanuals/sancarlos/IKFA

The San Carlos Unified School District authorizes early high school completion for students with clearly defined career or academic goals. Students must submit a written request to the high school principal during the first half of the semester prior to their intended early graduation date. Exceptions may be made in special circumstances.

Requirements:

- Transcripts, attendance, and behavior records will be reviewed with the student.
- Progress must be evaluated in a meeting with parents/guardians and school staff.
- Parent/guardian written approval is required.
- All graduation requirements must be fulfilled by the early completion date.
- Students graduating early may not participate in extracurricular activities.
- Diplomas will be awarded during the standard spring graduation ceremony.

The District will notify the Arizona Department of Education and the Commission for Postsecondary Education for any student who graduates at least one year ahead of schedule.

Lost and Found

Students are responsible for their personal belongings and for any school property issued to them. Items that are found should be returned to their owner if identifiable, or turned in to the Dean of Students or Associate Principal if unclaimed.

If a student loses an item, they should inquire at the front office. Students who lose, damage, or report stolen property must file a written report with the administration office. While the school will attempt to recover lost or stolen items and may discipline individuals responsible for damage or theft, San Carlos Alternative School is not responsible for personal property brought to campus.

Student Drivers

Student drivers must have a valid Arizona Driver's License and current Proof of Insurance on file with the Dean of Students. All student drivers are expected to obey posted traffic laws while on campus. The speed limit in the school zone is strictly enforced at 15 miles per hour.

Approved student drivers may only transport themselves and/or siblings. Transporting other students without prior written parent/guardian permission is prohibited. Overloading vehicles, riding in truck beds, or riding on any part of a vehicle not designed for passengers is dangerous and unlawful.

All student vehicles must be parked within marked spaces in the north student parking lot.

Student Dances

San Carlos Alternative School encourages clubs, classes, and student organizations to sponsor dances throughout the school year. Regular dances end at 11:30 p.m. Dances such as Homecoming, Winter Ball, and Prom may be extended to 11:59 p.m. All dances are open to SCAS students and their approved guests.

SCAS may allow students to invite non-SCAS guests under the following conditions:

- The SCAS student must be currently enrolled, in good academic standing, and not under suspension or other restrictions.
- The guest must be a high school student in good standing or a recent SCAS graduate under the age of 21.
- A completed guest permission form must be submitted to the Dean of Students/Associate Principal and/or Principal no later than the end of the school day one week prior to the event.
- The form must include:
    - A photocopy of the SCAS student's school ID
    - A photocopy of the guest's school ID (or graduation date if an SCAS graduate)
    - Required signatures from a school administrator and both students and their parent(s)/guardian(s)

Guests may only attend the dance with their SCAS host/hostess and must remain with them for the duration of the event. SCAS retains the right to deny entry or revoke guest privileges for any

reason, including concerns related to safety, appropriateness, or past conduct, or for any reason deemed in the best interest of the school community.

Fire Drills

Fire drills are conducted monthly throughout the school year. Teachers will provide students with specific instructions.

During a fire drill:

- Classes must exit the building in an orderly manner under teacher supervision.
- Once in the designated area, teachers will take attendance to ensure all students are present.
- Teachers and students must remain together as a group until the "all clear" is announced over the intercom.
- Once cleared, classes may return to the building in a calm and orderly fashion.

Cafeteria

Breakfast is served daily from **7:00 to 7:25 a.m.** Lunch for all students is scheduled from **11:03 to 11:48 a.m.**

Students are encouraged to eat breakfast and lunch in the school cafeteria. If a student requires a special diet, parents/guardians should contact the Principal or Associate Principal to arrange accommodations.

To maintain a secure and focused learning environment:

- Parents/guardians may not deliver food to students during breakfast or lunch.
- Parents/guardians are not permitted to check students out of school for lunch.

Health Office

In accordance with Arizona state law, all students must have up-to-date immunizations to attend school. Required immunizations include:

- Diphtheria, Tetanus, Pertussis (DTaP, DT, or DTP)
- Polio (IPV)

- Measles, Mumps, Rubella (MMR)
- Tetanus and Diphtheria Booster (Td/Tdap)
- Varicella (Chickenpox)
- Meningococcal Vaccine (Menactra/MCV4)

All immunization records must be updated and submitted annually.

Attendance Procedures

Consistent and punctual attendance is a critical factor in academic success. Each absence represents a loss of valuable instructional time. San Carlos Alternative School expects students to be present every day unless a valid reason prevents attendance. Valid absences include:

- Illness
- Medical or dental appointments
- Court appearances
- Family bereavement
- Severe weather conditions

We value strong parent/guardian involvement and encourage consistent communication regarding student attendance.

Attendance Guidelines:

1. A parent/guardian should notify the school within 24 hours of a student's absence.
2. Unreported absences will be marked as "A" (absent). The school will attempt to notify parents/guardians within the first two hours of the school day via Bright Arrow.
3. Students may only be checked out of school by a parent/guardian or another adult authorized in writing.
4. Only a parent/guardian may verify an unknown absence. Verification must be made by phone, in person, or in writing within 24 hours of the student's return.
5. Any absence not verified within 24 hours will be recorded as unexcused.
6. Truancy is defined as any unexcused absence or leaving campus without authorization. Truancy cannot be excused after the fact by a parent/guardian.
7. Excessive absences will result in disciplinary action and the absences will be recorded as unexcused.
8. Students leaving early for appointments must check out through the attendance office.

Loss of Credit Due to Absences

1. A student who accumulates ten (10) or more absences per semester—excused or unexcused—may lose academic credit for the affected course(s), per A.R.S. §15-802 and §15-803.

2. An appeal process is available for students with extenuating circumstances.
3. Official documentation (e.g., a doctor's note) is required to support an appeal.
4. Students under 18 with excessive absences may be referred to Juvenile Court or Tribal Social Services.
5. Parents/guardians will receive written notification when a student reaches 3, 5, 8, and 10 absences.

Tardy Procedures

Tardiness disrupts instruction and negatively impacts the learning environment.

A tardy is defined as any student not physically inside the classroom when the tardy bell finishes ringing.

1. Students with a pass from a school staff member will be considered **excused tardy** and permitted to class.
2. Students who arrive tardy without a valid pass will be referred to the School Truant Officer, and parents/guardians will be contacted.
3. Students who receive three or more tardies in a single day will be referred to the Cultural Success Coach for a tiered intervention process:
    - **First offense:** Consultation with the Cultural Success Coach
    - **Second offense:** Parent phone conference
    - **Third offense and beyond:** Further interventions and/or disciplinary measures

Chronic Illness Procedure

A.R.S. §15-346 provides guidance for students with chronic health conditions who may be absent from school intermittently due to illness, disease, or injury but are not considered homebound. These students may miss one or more consecutive days at various points throughout the school year.

A.R.S. §15-901 allows for in-home instruction for students who, while capable of benefiting from academic instruction, are unable to attend school due to chronic health conditions. To qualify, the student must be examined and certified by a licensed medical doctor (MD, DO, or podiatrist) as being unable to attend school for periods of not less than three (3) consecutive months, or for intermittent absences totaling three (3) months during the academic year.

Procedures for Chronic Illness Support:

- Students with pre-existing chronic health conditions should obtain a **Chronic Illness Request Form** from the San Carlos District Nurse's Office at the beginning of the school year.

- If a chronic condition is diagnosed after the school year begins, parents/guardians must notify the District Nurse immediately to initiate the process.
- The **Medical Certification Report** must be completed by a licensed medical provider and returned to the Nurse's Office.
- Upon receipt of the certification, a meeting will be scheduled to develop a **Chronic Illness Support Plan**.

Important Notes:

- To ensure absences related to chronic illness are excused, **parents/guardians must report each absence following regular attendance reporting procedures.**
- This designation allows flexibility for the student and their teachers to create a manageable plan for completing assignments.
- Requests for chronic illness consideration submitted after nine (9) absences will be reviewed only after all required medical documentation has been submitted and verified.
- Students absent due to a chronic illness are **not permitted to participate in extracurricular activities on the date of the absence.**

Student Dress Code

Students are expected to dress in a way that promotes a safe, respectful, and distraction-free educational environment. The dress code ensures health, safety, and appropriateness for school-related activities.

General Dress Guidelines:

- Shirts and tops must not expose midriffs, bare shoulders, or cleavage. Halter tops, spaghetti straps, strapless tops, and clothing with excessively low cuts in the front, back, or underarms are prohibited.
- Clothing must **cover all undergarments and the full buttocks**. Skirts and shorts must be no shorter than the tips of extended arms when standing.
- See-through, torn, or ripped clothing is not permitted.
- Footwear must be worn at all times. **Closed-toe shoes** are required for physical activities such as P.E., cheer practice, or weightlifting.
- **Bare feet are not allowed** under any circumstances.
- Jewelry or accessories that pose a safety risk are not allowed.
- Clothing, jewelry, or tattoos that display **obscene language, defamatory content, or references to drugs, sex, or alcohol** must not be visible.
- Clothing or accessories that promote or suggest **gang affiliation**—including inappropriate use of colors, styles, or insignias—are strictly prohibited.
- Uniform components must fit properly and provide full coverage in accordance with school standards.

Non-Compliance: Failure to follow the dress code or refusal to comply with staff directives regarding attire will result in disciplinary action, as outlined in the school's disciplinary procedures.

Discipline & Procedure

San Carlos Alternative School is committed to providing a structured and supportive environment where students are held to high expectations for behavior and academic engagement. A range of **intervention strategies** is available to help students learn and grow from their mistakes.

Each disciplinary case is handled **individually**, considering the specific circumstances and needs of the student involved. All final disciplinary decisions are made at the **discretion of the Principal**.

San Carlos Alternative School Disciplinary Procedure Matrix

OBSERVED PROBLEM BEHAVIOR

Intervention #1
-Proximity
-Non-verbal (eye contact, gesture, etc.)
-Reteach/redirect
Create a log entry in PS

Intervention #2
- Ask guiding questions:

-Is everything ok?
-How can I help?
-What do you need right now?
- Short conversation with the student
- Create a log entry in PS

Intervention #3 and if behavior reoccurs:
- Send student to the Dean of Students Office or Designee with a completed ODR

TEACHER MANAGED	OFFICE MANAGED
Disruption	Disregard for Safety
Dress Code	Non-controlled Substance
Nuisance Item (Cell Phone, etc.)	Technology
Public Display of Affection	Tobacco
Out of Assigned Area (Excessive Tardy & Skipping Class)	Transportation
Dishonesty	Unexcused Absence (Truancy)
Insubordination	Alcohol or Intoxicant
Offensive Speech	Dishonesty (Criminal)
	Disturbance of School
	Endangering Others
	Fighting
	Gambling
	Hostile Environment
	Offensive Conduct
	Property-Related Offense
	Theft
	Unauthorized Access
	Arson
	Assault
	Burglary
	Drug Policy Violation
	Homicide
	Robbery
	Sexual Offense
	Terroristic Behavior
	Unlawful Restraint
	Weapons Violation

Step 1:
Call office to notify that student needs to be escorted @ Ext 5001 or 5008

Step 2:
Submit Office Discipline Referral (ODR) as soon as possible to Dean of Student or designee

High School Attendance Policy

Purpose: To establish a clear and consistent framework for attendance that supports academic achievement and personal responsibility among high school students.

Attendance Requirements:

1. **Daily Attendance**: Students are expected to attend all scheduled classes and school activities. Regular attendance is essential for academic success.
2. **Excused Absences**: Absences may be excused for the following reasons, provided proper documentation is submitted:
    - Personal illness
    - Medical or dental appointments
    - Family emergencies
    - Religious observances
    - School-approved activities
    - Other reasons deemed appropriate by school administration
3. **Unexcused Absences**: Absences not covered by the above categories will be considered unexcused. Examples include, but are not limited to:
    - Skipping class
    - Family vacations not pre-approved by the school
    - Oversleeping
    - Missing the bus
4. **Tardiness**:
    - Students must be in class and ready to begin at the scheduled start time.
    - Tardiness will be tracked, and repeated instances may result in disciplinary action.

Definition of Tardy:
A student is considered tardy if they arrive to class after the scheduled start time, typically within the first 10 minutes of the class period.

Procedures for Reporting Tardiness:

- Students should report directly to the classroom upon arrival.
- If arriving late, students must check in with the front office for documentation to give to the teacher upon entering class.

Consequences for Tardiness:

- **1st–3rd Tardy**: Verbal warning, minor reprimand by the teacher, and automated phone message. If a student reaches three tardies in one day, a call will be made to the parent/guardian. Tardies are logged in PowerSchool.
- **4th Tardy**: Written warning, Truancy Officer follow-up with parent/guardian, referral to Cultural Success Coach, or minor detention (e.g., lunch detention).

- **5th Tardy**: Truancy Officer follow-up with parent/guardian to schedule a meeting with school leadership or the Principal. One-day suspension.
- **6th and Subsequent Tardies**: Increased consequences, such as in-school or out-of-school suspension, a behavior contract, or a meeting with administration to develop an intervention plan.

Excused Tardiness:

- Tardiness may be excused for legitimate reasons such as medical appointments, family emergencies, or pre-approved absences.
- Students must provide documentation (e.g., note from parent or medical provider) to excuse the tardiness.

Reporting Absences:

- Parents or guardians must notify the school of a student's absence by calling the school office or submitting a written note.
- Notification should be made as soon as possible, ideally on the day of the absence.
- For extended absences, parents should coordinate with the school to arrange for missed work.

Consequences for Excessive Absences:

- **Truancy**: A student with excessive unexcused absences may be considered truant and subject to legal intervention.
- **Academic Impact**: Excessive absences can negatively affect a student's academic performance and may result in failure to earn course credit.
- **Parental Notification**: Parents will be regularly informed about their child's attendance record, and meetings may be scheduled to address attendance concerns.

San Carlos Alternative School Cell Phone Policy & Technology Restrictions (IJNDBB)

Purpose
In accordance with Arizona House Bill 2484, the San Carlos Unified School District (SCUSD) adopts this policy to promote a focused, safe, and distraction-free learning environment. This policy applies to all District schools and aligns with the goal of supporting student engagement and academic success.

Definitions:
A. *Wireless communication device*: Includes cell phones, smartwatches, tablets, and other portable electronic devices capable of communication or Internet access.
B. *Instructional time*: The period during which instruction, group work, or assessment occurs.

C. *Non-instructional time*: Lunch, recess, or passing periods as determined by each school's administration.
D. *Teacher-directed academic use*: When a teacher explicitly authorizes device use for an instructional purpose.

San Carlos Alternative School — Away for the Day Policy:
A. Students may bring cell phones to school but must keep them powered off and stored (in backpack, pocket, or locker) during instructional time.
B. Use is not allowed during class periods unless approved by the teacher for instructional purposes.
C. Principals may allow limited use during lunch or passing periods based on school-specific needs.
D. *Exceptions*: Emergencies, medical accommodations, or individualized education program (IEP)/504 requirements.

Consequences for violations:
1. First (1st) Offense — Warning
2. Second (2nd) Offense — Device held in office until end of day
3. Third (3rd) Offense — Parent pick-up required
4. Repeated Offenses — Progressive discipline per student handbook

Roles and Responsibilities:
A. *Principals*: Ensure consistent enforcement, communicate expectations, and provide staff training.
B. *Teachers*: Reinforce policy, collect devices if required, and report violations. C. *Students*: Follow all storage and use requirements and respect school procedures.
D. *Parents/Guardians*: Support compliance and contact the school office for emergencies.

Communication and Review:
A. Communicated annually via student handbooks, school websites, and parent notifications.
B. Schools may adjust procedures to align with building logistics while maintaining compliance with District and state policy.
C. Reviewed annually to incorporate feedback, legislative updates, and improvements in implementation.

Adopted: October 21, 2025

San Carlos Alternative School Substance Abuse Policy

General Prohibition:
The use, possession, distribution, or sale of illegal substances, alcohol, or prescription drugs without a prescription is strictly prohibited on school grounds or at any school-related event.

Consequences for Substance Abuse:

- **First Offense**: Confiscation of the substance, immediate notification of parents/guardians, mandatory meeting with the Dean of Students, one-day in-school

suspension, and referral to a substance abuse counselor. Incident logged in PowerSchool.
- **Second Offense**: Confiscation of the substance, notification of parents/guardians, two-day in-school suspension, weekly counseling with the Cultural Success Coach. Incident logged in PowerSchool.
- **Third Offense**: Confiscation of the substance, three-day out-of-school suspension, referral to external substance abuse treatment. Possible recommendation for expulsion. Incident logged in PowerSchool.
- **Fourth Offense**: Confiscation of the substance, long-term suspension or expulsion, mandatory substance abuse counseling, and parental involvement in follow-up meetings.

Student Concerns, Complaints, and Grievances

Purpose: To provide a clear and formal process for students to address concerns or grievances.

Students may present a complaint or grievance regarding one or more of the following issues:

- Violation of the student's constitutional rights
- Denial of equal opportunity to participate in any program or activity for which the student qualifies
- Discriminatory treatment based on race, color, religion, sex, age, national origin, or disability
- Harassment by another person
- Concerns about the student's personal safety

Exclusions:

- The procedure does not apply to disciplinary matters or other proceedings governed by District policies and regulations.
- The procedure does not apply to matters where the review method is prescribed by law or where the Governing Board lacks authority to act.

Guidelines:

- Complaints must be made within thirty (30) calendar days from when the student knew or should have known about the grounds for the grievance.
- Complaints should be addressed directly to a school administrator or professional staff member.
- The individual receiving the complaint will gather the necessary information and provide the student with the appropriate complaint form.
- All complaints must be submitted on forms with the required details, as determined by the Superintendent. These forms are available in the school office.

- Confidentiality will be maintained to the extent possible. The complaint will only be disclosed to the appropriate school administrator or supervisor, or as required by law.

Determination of Eligibility:
The Superintendent will determine if the complaint or grievance falls within the scope of this policy. Complaints from junior high or high school students may only be made by the student on their own behalf.

Withdrawal of Complaints:
A student may withdraw their complaint at any time. Once withdrawn, the complaint process cannot be reopened if the grievance is resubmitted more than thirty (30) calendar days after the incident.

Retaliation:
Retaliatory or intimidating behavior toward any student who has filed a complaint or participated in the grievance process is strictly prohibited. Such actions constitute grounds for a separate grievance.

Use of Physical Intervention by Supervisory Personnel

Any administrator, teacher, or school staff member entrusted with the care and supervision of students may use reasonable and appropriate physical intervention when necessary to ensure the safety and well-being of students or others.

San Carlos Alternative School Vaping Policy

General Prohibition:
Vaping devices, including e-cigarettes, vape pens, and related paraphernalia, are prohibited on school grounds at all times.

Consequences for Vaping:

- **First Offense**: Confiscation of the vaping device, verbal warning, mandatory educational session on the risks of vaping. Incident logged in PowerSchool. Parents/guardians are notified.
- **Second Offense**: Confiscation of the vaping device, one-day in-school suspension, mandatory meeting with parents/guardians, and the Dean of Students. Incident logged in PowerSchool.
- **Third Offense**: Confiscation of the device, two-day out-of-school suspension, referral to a substance abuse counselor. Parents/guardians notified and follow-up meeting arranged.

- **Fourth Offense**: Confiscation of the device, five-day out-of-school suspension, mandatory meeting with parents/guardians and administration. Referral to substance abuse counselor.
- **Fifth Offense**: Confiscation of the device, five to seven days out-of-school suspension, referral to alternative school, and substance abuse counseling. Incident logged in PowerSchool.

Safety Concerns

Prohibited Items:
Rollerblades, skateboards, scooters, Go-Peds, and similar items are prohibited on all San Carlos Unified School District campuses. San Carlos Alternative School will not provide storage for these items.

Students are expected to comply with all local laws when traveling to and from school and are encouraged to wear appropriate safety equipment.

Bus Discipline Procedures (SCUSD E2450 © EEAEC)

Purpose:
To ensure safe, respectful, and orderly behavior while students use school transportation services.

General Expectations:

1. **Behavior Standards**: Riding school transportation (bus, van, SUV, or car) is a privilege. Students must behave in accordance with classroom behavior standards while on the bus, before boarding, and after leaving the bus.
2. **Misconduct Consequences**: Misbehavior on the bus may result in suspension from the bus, suspension from school, and/or additional disciplinary actions as outlined in school policy. Misconduct may also result in consequences for behavior on other school property.

Suspension Procedures:

- **Notification**: All bus suspensions will take effect only after the parent or guardian has been contacted. Efforts will be made to notify parents by phone, and if unsuccessful, written notification will be mailed or sent home with the student.
- **Progressive Suspensions**: Transportation suspensions will increase in duration with repeated offenses.

Emergency Bus Changes:

- **Approval Required**: Students must use their assigned bus. In case of an emergency that requires using a different bus, parents must provide a written note to the school office. The note must be verified and signed by a school administrator before being provided to the bus driver.
- **Attendance Requirements**: Students with suspended bus privileges are still required to attend school as mandated by the State's compulsory attendance law.

By following these guidelines, we aim to ensure a safe and orderly environment for all students during transportation

Expectations on the Bus (SCUSD E2450 © EEAEC)

Students being transported on a school bus are under the authority of the bus driver, similar to the authority of their classroom teachers. School administration retains authority over consequences for any misbehavior on the bus. Students are expected to follow the specific rules outlined below:

1. **Follow Directions**: Immediately comply with the bus driver's instructions.
2. **Seated Position**: Remain seated until reaching the scheduled bus stop.
3. **Safety**: Keep all body parts inside the bus and refrain from physical contact with others.
4. **Quiet and Respectful Communication**: Speak quietly and use appropriate language at all times.
5. **Food and Drink**: Eating and drinking are not allowed on the bus. A plastic bottle of water is permitted.
6. **Aisle Clearance**: Keep the aisle clear at all times.
7. **Trash Disposal**: Dispose of trash in the trash can provided on the bus.
8. **Compliance with School Rules**: All items brought on the bus, including electronic devices, must comply with school rules.
9. **Personal Property**: Keep personal belongings under control and secure at all times.
10. **Bus Equipment**: Do not tamper with or damage any bus equipment.

By adhering to these rules, students will contribute to a safe and respectful environment for all passengers.

Student Due Process, Suspension/Expulsion, and Disciplinary Record Keeping

SCUSD J-2050 © JKD

Discipline:
Disciplinary actions are administered by the principal or designee, faculty, and staff in accordance with district policies.

Referral:
Students will be referred to the principal or designee for violations outlined in the *Student Rights and Responsibilities Handbook*, or when their disruptive behavior interrupts the educational process.

Due Process:
Students in the district are entitled to certain rights, and they also bear the responsibility to respect the rights and property of others. If a student fails to do so, disciplinary action will be taken. The due process procedure for disciplinary cases includes the following:

1. Students must be informed of the accusations against them.
2. Students must be given the opportunity to accept or deny the accusations.
3. The factual basis for the accusations must be explained to the student.
4. Students must have the opportunity to present an alternative factual position if they deny the accusations.
5. All discipline referrals will begin with a conference between the student and the school administrator or designee. If the student requests, efforts will be made to contact the parent or guardian. In cases of suspension or expulsion, parents will be notified by phone and followed by a written referral form. If phone contact is unsuccessful, the parent will receive the written referral. Parental involvement is crucial in the disciplinary process.
6. The extent of due process will depend on the severity of the infraction and the associated consequences. Administrators may use on-campus reassignment as an alternative to off-campus suspension for designated infractions.

Short-Term Suspension

If the principal or designee determines that a student's misconduct warrants a suspension of 10 days or fewer, the student will receive an informal due process hearing. During the hearing, all relevant facts will be examined to determine whether a violation occurred. The student will be afforded the opportunity to present their defense or position regarding the alleged misconduct. After the investigation, based on the facts gathered, the principal or designee will determine if a violation occurred. If a suspension is imposed, it will not exceed 10 days. Records of the proceedings will be maintained. Parents may request a review of the disciplinary data and the suspension decision. Homework may be provided at the parent's request. There is no higher appeal level for suspensions of 10 days or fewer.

Long-Term Suspension

If the principal or designee determines that misconduct warrants a suspension of more than 10 days or expulsion, the student will be provided their due process rights. An investigation will determine if there is sufficient probable cause for charging the student with misconduct that may result in long-term suspension or expulsion. When a student is charged with misconduct that could lead to long-term suspension or expulsion, the parent(s) or guardian will be notified within a reasonable time by phone or letter.

The suspension process will comply with relevant Arizona Revised Statutes. The ability to make up work for credit during a long-term suspension is at the discretion of the hearing officer or the Governing Board and will only be allowed under exceptional circumstances.

If a long-term suspension is under consideration, the school administrator or designee will notify the parent(s) in writing. The district will also notify the office to schedule a long-term suspension hearing. Notice of the hearing will be sent to the parent(s) via certified mail at least five (5) working days before the hearing. The notice will include:

- The time, date, and location of the hearing.
- The name of the hearing officer.
- A description of the alleged misconduct, the standard of student conduct violated, and the proposed discipline.
- A copy of Policy JKD and A.R.S. 15-840 through 15-844.
- A statement regarding the student and parent(s)' rights during the hearing process, including the requirement to notify the superintendent or designee at least 24 hours before the hearing if they plan to have legal counsel present.

The hearing will proceed as scheduled unless all interested parties agree to reschedule. If the district is unable to contact the parents after reasonable efforts, the hearing may proceed in their absence. If the parents or guardians do not attend, the hearing may still be conducted, and the student may be found responsible in their absence.

At the conclusion of the hearing, the hearing officer will determine whether to impose discipline. If a long-term suspension is imposed, the written decision will be mailed to the parent(s) within five (5) working days. The decision will include the following:

- The student's name.
- A description of the behavior that resulted in the suspension.
- The start and end dates of the suspension, along with any restrictions on the student's presence on campus and at school activities.
- Information on the suspension appeal process.

Once the due process hearing concludes, no new evidence or testimony may be presented, unless extenuating circumstances exist.

Suspension Due to Clear and Present Danger

If, after reasonable investigation, the principal or designee determines that a student's presence on campus poses a clear and disruptive influence on the educational process, the student may be suspended pending further investigation, due process, and disposition of the case.

Long-Term Suspension Appeal

If a hearing officer recommends a long-term suspension, the Governing Board will be informed in writing. Parents or legal guardians may appeal the decision based on the following grounds:

- Substantial non-compliance with Policy JKD.
- Violation of the student's rights, including the right to due process, during the hearing or in the hearing officer's decision.
- The discipline imposed was unreasonable, given the circumstances.

To appeal the decision, parents must submit a letter to the superintendent within five (5) working days of receiving the decision. This letter should outline all objections to the hearing or the decision. The Governing Board will review the hearing officer's decision, the appeal letter, and any additional evidence. If further information is required, the Governing Board may review the material in an executive session, which will be closed unless requested in writing by the parents. Following the review, the Governing Board may uphold, modify, or rescind the hearing officer's decision.

Expulsion

In cases where the hearing officer recommends expulsion, the recommendation will be forwarded to the Governing Board for consideration. Parents or legal guardians may appeal the expulsion recommendation based on the following grounds:

- Substantial non-compliance with Policy JKD.
- Violation of the student's legal rights, including the right to due process, during the hearing or in the hearing officer's decision.
- The discipline imposed was unreasonable, given the circumstances.

If an appeal is filed, the Governing Board will conduct a review of the hearing officer's recommendation and the parent's appeal, hearing evidence from both the school and the student's family. No new evidence will be accepted at the appeal hearing.

The Governing Board will conduct the hearing in executive session. Unless requested in writing by the parent(s)/guardian(s), the executive session will be closed. If the parent(s)/legal

guardian(s) disagree that the hearing, held by the Board, should be held in executive session, it shall be held in an open meeting unless:

If only one student is subject to the proposed action and disagreement exists between that student's parent(s)/legal guardian(s), then the Board, after consultation with the student's parent(s)/legal guardian(s), shall decide in executive session whether the hearing will be in executive session.

If more than one student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R. S. 15-843

Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parent(s)/legal guardian(s) and legal counsel from attending any executive session pertaining to the proposed disciplinary action or from having access to the minutes and testimony of such executive session or from recording such a session at the parent's/legal guardian's expense.

Special Education Student

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 2004 may not be expelled from school. However, in compliance with federal law and regulations, the student may be subject to a change in placement. The Individualized Education Program (IEP) Team generally determines the appropriate change in placement for an IDEA-eligible student. During any change in placement, the school must provide services to ensure that the student can continue to make appropriate progress in the general curriculum and work toward achieving the goals set forth in the student's Individualized Education Program.

Readmission

Once a student is expelled, the student's parent(s)/legal guardian(s) may request readmission no earlier than one year after the expulsion date. The readmission of an expelled student is at the discretion of the Governing Board and may only be granted to begin in the semester following the Board's decision.

Student Disciplinary Record-Keeping

Each principal or designee is responsible for maintaining complete records of all student disciplinary actions and proceedings. These records shall be retained for a minimum of two years after graduation or withdrawal from the school. The types of disciplinary actions for which records shall be kept include, but are not limited to, suspension, placement in special classes, and referrals to police or juvenile authorities.

The records of students subject to disciplinary action shall include:

- The student's full name.
- The time, date, and location of the offense(s) and the observed behavior.
- Specific actions taken by the reporting individual to address the situation, such as conferences with parents/legal guardians, meetings with the principal, or consultations with other school personnel.
- The final disposition of the case.
- The name(s) of the individual(s) who imposed the disciplinary action.
- A statement from the student or parent(s)/legal guardian(s) if either party wishes to provide clarification.

Principal/Designee Review

In the case of a suspension of 10 days or less, where no recommendation for long-term suspension has been made, the student or parent may request a review of the situation in writing. Once the principal or designee reviews the concerns, they shall notify the student and parent of the final determination.

Student Interrogations, Searches & Arrests

Interviews
School officials are permitted to question students about matters related to school activities in a manner that is not intimidating. If the student is subject to discipline for a serious offense, the parent will be contacted. A student may decline to be interviewed by a peace officer at any time.

When Child Abuse is Alleged
If a child protective services worker or peace officer arrives on campus to interview a student, the District personnel will cooperate fully with the investigation. If a student is taken into temporary custody according to A.R.S. 8-821, school personnel may respond to inquiries regarding the temporary custody.

If a peace officer seeks to interview a student for reasons other than school matters or child abuse, the parent will be contacted for consent. If the parent cannot be reached, the peace officer

will attempt to arrange the interview at another time or location. If the peace officer is on campus at the request of school authorities, parents will be notified if the student is to be taken into custody or disciplined for a serious offense.

Searches

Authorized school personnel have the right to search and seize property, including items temporarily assigned to students (e.g., lockers, desks, storage areas) when there is reasonable belief that materials harmful to student health, safety, or welfare may be present. The disrobing of a student is deemed overly intrusive and improper without explicit consent from school district counsel.

Items provided by the District, such as lockers, desks, and storage areas, remain the property of the school and are subject to its supervision. Students have no reasonable expectation of privacy in these areas, and these items, including personal belongings (e.g., backpacks, book bags), may be searched at any time, with or without notice, by authorized personnel.

Personal searches of students may be conducted when there is reasonable suspicion that the student is in possession of contraband, materials, or items posing an immediate danger to physical health or safety. These searches will be conducted in private, away from other students, and may include:

- Searches of pockets, shoes, socks, jackets, etc.
- Inspection of personal items such as purses, backpacks, or briefcases.
- Searches of school property or vehicles, including but not limited to items such as drugs, drug paraphernalia, alcoholic beverages, e-cigarettes, and tobacco products.
- Seizure of materials or items posing an imminent danger to health or safety, or otherwise improperly in the student's possession.

If the vehicle’s owner is different from the student in possession of the vehicle, the owner will be notified of the search.

Contraband found during a search may be:

- Returned to the parent or guardian of the student from whom it was seized.
- Used as evidence in suspension or expulsion proceedings, if properly tagged for identification.
- Turned over to law enforcement.
- Destroyed.

Search Warrants

If a search warrant is presented by law enforcement officers, district/school officials shall cooperate fully with the officers conducting the search. Every reasonable effort should be made to assist in the execution of the warrant.

Arrests

If a peace officer arrives on campus with a warrant or subpoena or expresses intent to take a student into custody, the office staff will request identification from the officer and have them complete and sign a form confirming the arrest. School staff will assist in locating the student within the school. Upon inquiry, school officials may inform parents about the arrest, or if necessary, explain the relinquishment of custody and the student's location if known.

Police Presence on Campus

In collaboration with the San Carlos Tribal Police Department, the district employs police officers to enhance the safety of school grounds. Police officers are expected to maintain a professional presence as law enforcement officials while on school premises or attending school events. Additionally, officers are to be equipped with standard-issue gear and may use such equipment, as necessary, to ensure their safety and the safety of those they are entrusted to protect.

Section 504 of the Rehabilitation Act of 1973

In accordance with Section 504 of the Rehabilitation Act of 1973, the District is obligated to identify, evaluate, refer, and, if eligible, provide a free and appropriate public education (FAPE) to students with disabilities. For more information regarding the rights of parents of eligible children or if you have any questions about identification, evaluation, or placement in Section 504 programs, please contact the District's Section 504 Coordinator.

Purpose

The purpose of Section 504 is to ensure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. A student is eligible under Section 504 if they have a physical or mental impairment that substantially limits one or more major life activities. It is important to note that Section 504 is not a part of special education.

Section 504 and Student Discipline

If a student eligible under Section 504 violates the school's code of conduct and is recommended for suspension exceeding 10 days during the school year, a manifestation determination conference must be held to assess the connection between the student's disability and the behavior.

Individuals with Disabilities Education Act (IDEA) Special Instructional Programs

When a student receiving special education services or being considered for such services violates the school's code of conduct and is recommended for suspension exceeding 10 days during the school year (which may constitute a change in placement), a manifestation determination conference is required.

If a student with a disability is recommended for suspension exceeding 10 consecutive days, or a series of suspensions totaling more than 10 days, a manifestation determination conference must be conducted. The purpose of this conference is to determine whether the offense is related to the student's disability. The parent(s)/legal guardian(s) will be notified in writing that suspension or expulsion is being considered.

Upon request, the parent(s)/legal guardian(s) will receive a copy of the procedural safeguards at any time during the disciplinary process.

Manifestation Determination Conference

To facilitate the manifestation determination, a multidisciplinary evaluation team will be convened. This team will consist of school staff most knowledgeable about the student's disability, and if possible, about the student themselves. Prior written notice and procedural safeguards will be provided to the student and parent(s) as required under IDEA and the Arizona Department of Education/Exceptional Student Services (ADE/ESS). The student and their parent(s)/legal guardians will be invited to attend the conference, where the following will occur:

- The student's explanation of the incident.
- The professionals' explanation of the incident (those involved in the investigation).
- A review of the current Individualized Education Program (IEP), if applicable.
- A review of the behavior intervention plan (if one exists). If no behavior plan is in place, a functional behavior assessment must be conducted.
- A determination of whether the behavior is a manifestation of the student's disability.
- Consideration of the need for interim placement while evaluations are completed.

After the decision is made, prior written notice and procedural safeguards will be given to the student and parent(s)/legal guardians. If the behavior is found to be a manifestation of the disability, suspension and/or expulsion will not occur; however, the student's educational program may be reviewed, and a change in placement or services may be considered. If the behavior is not related to the disability, suspension and/or expulsion may be imposed, though an educational program must still be provided to the student.

If the parent(s)/legal guardian(s) disagree with the findings of the manifestation determination, they may file for due process. The district may remove the student from the educational setting until the due process is resolved, with interim placement activated during this period.

Student Records: Designation of Directory Information

During the school year, district staff may compile non-confidential student directory information as outlined below. In accordance with state and federal law, this directory information may be released to educational, occupational, or military recruiting representatives without parental consent. The district is required to provide the same access to military recruiters as it does to educational and occupational representatives unless the parent(s)/legal guardian(s) submit a written request to withhold the information.

If you do not wish for the designated directory information to be released without prior consent, you must submit a written request to the school principal. If no such request is received, it will be assumed that consent is granted for the release of the directory information listed below:

- Student's name
- Student's address
- Student's date and place of birth
- Student's photograph
- Student's grade level
- Student's participation in extracurricular activities
- Student's weight and height (if a member of an athletic team)
- Honors and awards received by the student
- Names of the student's parent(s)/guardian(s)

This information may be used for purposes such as newsletters, yearbooks, newspapers, promotional materials for school events, applications for scholarships, and responses to military recruiters.

Internet and E-Mail User Agreement: I-6400 © IJNDB

Acceptable Use

Each user must:

- Use Electronic Information Systems (EIS) to support personal educational goals that align with the educational objectives of San Carlos Unified School District.
- Refrain from submitting, publishing, displaying, or retrieving any content that is defamatory, inaccurate, abusive, obscene, profane, sexually explicit, threatening, racially offensive, or illegal.
- Immediately inform a teacher if inappropriate information is inadvertently accessed.

- Comply with all copyright and trademark laws and regulations.
- Not disclose home addresses, personal phone numbers, or any personally identifiable information unless authorized by school authorities.
- Understand that electronic communication, including email, is not private and may be read or monitored by school personnel.
- Avoid using the EIS in any manner that disrupts its availability or functionality for other users.
- Refrain from using the EIS for commercial or financial gain, political lobbying, or fraudulent activities.
- Adhere to the district's code of conduct.
- Not attempt to harm, modify, add to, or destroy software or hardware, nor interfere with system security.
- Acknowledge that inappropriate use may result in the suspension or revocation of access to the EIS and disciplinary action, up to and including expulsion for students.
- Publish student work and information only on SCUSD servers or district-approved web hosting services. Users posting content on the internet via the district's EIS are doing so on behalf of the district.
- Take responsibility for the appropriate storage and backup of their data.
- Ensure that any use of EIS for information collection, such as online surveys or emails, follows district policies and has appropriate administrative approval.

Acceptable Use for District Employees

In addition to the requirements above, district employees are responsible for:

- Maintaining supervision of students using the EIS.
- Logging into and supervising account activity when permitting others to use district accounts.
- Protecting assigned personal and district accounts, including safeguarding passwords.
- Taking necessary precautions, such as password maintenance and file protection, to prevent unauthorized access to personal and district accounts or files.

Unacceptable Use

The following activities are prohibited:

- Users may not connect or install personal computer hardware, components, or software to the district's EIS without prior approval from the District Information Technology Department.
- Users may not post information that could damage or disrupt the operations of the EIS or the district.
- Users may not access the network for non-educational purposes.
- Users may not attempt to gain unauthorized access to the files of others or vandalize another user's data or files.

- Users may not download or use games, files, documents, music, or software for non-educational purposes (e.g., Shockwave games/animations, audio files, or visual content).
- Users may not possess data that violates these regulations in any form, whether paper, magnetic (disk), or any other medium.

Student and Handbook

Acknowledgements and Verifications

By signing this page, you acknowledge and verify that you have received and reviewed with your child the contents of this handbook, including without limitation, the district's policy on directory information (FERPA), school bus privileges, due process and dress code.

This form must be returned to the school within 10 days.

Parent Name: _____Student Name: _____

Student's ID Number: _____Student's Grade: _____

Parent/ Guardian (s) Signature: _____

Electronic Information Services User Agreement

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility. I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization*.

Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- *Be polite and use appropriate language*. I will not send, or encourage others to send, abusive messages.
- *Respect privacy*. I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- *Avoid disruptions*. I will not use the network in any way that would disrupt use of the systems by others.
- *Observe the following considerations*:
    - Be brief.
    - Strive to use correct spelling and make messages easy to understand.
    - Use short and descriptive titles for articles. Post only to known groups or persons.

Services

The School District specifically denies any responsibility for the accuracy of information. While the District will try to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information services (EIS) is used and bears the risk of reliance on the information obtained.

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Name _____

Signature _____ Date _____
(Student or employee)

School _____ Grade (if a student) ____

Note that this agreement applies to both students and employees.

The user agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

Parent or Guardian Cosigner

As the parent or guardian of the above-named student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

Parent or Guardian Name (print) _____

Signature _____ Date _____