



Arizona School for the Arts
A COLLEGE PREPARATORY AND PERFORMING ARTS TRADITION

Community Handbook

Fiscal Year 2026-2027

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ASA inspires creative thinkers and leaders through providing an innovative concentration in college preparation informed by the performing arts.

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ASA Overview

Purpose of this Handbook

The purpose of this handbook is to inform and advise Arizona School for the Arts (ASA) students and parents of the mission, vision, and goals of the school and its operation. The following school philosophy, principles of operations, and specific policies have been reviewed and approved by the ASA Board of Directors. Enrollment of a child in ASA is an agreement that parents/guardians have reviewed this handbook and agree to follow the policies outlined herein.

What We Believe In

ASA provides a unique curriculum that interweaves rigorous academics and performing arts. The correlation between playing music and improved cognition is well-documented. However, beyond purely cognitive benefits are the immeasurable long-term social and emotional gains. The performing arts teaches creative problem-solving and builds confidence and inclusivity among students. Our students possess a rare poise, maturity, and civic-mindedness for such young ages. ASA graduates are accomplished communicators who are engaged artistically and well-prepared for college and life.

Mission Statement

ASA inspires creative thinkers and leaders through providing an innovative concentration in college preparation informed by the performing arts.

School Vision

ASA intends to do the following:

- Provide a physically safe and secure environment for its students.
- Provide a rigorous, challenging, and stimulating college preparatory academic program.
- Provide the opportunity to work with professional artists as part of the core curriculum of the school.

Core Values

At Arizona School for the Arts:



In our classrooms we expect **RISE**:



- **RIGOR** - Academic and artistic
- **INCLUSION** - Inclusive practices
- **SUPPORT** – Systems to support student success
- **ENGAGEMENT** - Student and Teacher Engagement

School Goals

The goals for ASA are to educate 5th–12th grade students in the performing arts, sciences, and humanities in a program that has the following characteristics:

- A learner outcome-based curricula, organized around what students need to know and create.
- An emphasis on both the academic and artistic studies that prepares students to have the self-confidence, discipline, and creativity for all fields of study and career paths.

Legal Authority of the School

ASA is a private nonprofit 501(c)(3) corporation legally recognized by the Arizona Corporation Commission and the Internal Revenue Service. ASA is supported with public funds appropriated by the Arizona Legislature. ASA has a non-sectarian educational program and has no religious bias in any program or operation.

Accreditation

ASA is a member of Cognia, a nationally recognized school accreditation organization. Membership implies all the rights and privileges of Cognia.

Statement on Equal Opportunity

ASA does not discriminate on the basis of race, color, religion, sex (including transgender status, sexual orientation, etc.), national origin, disability or any other characteristic protected by applicable federal, state, or local laws and ordinances. ASA is in compliance with state and federal laws covering health, safety, disability, and insurance. Information on special education policies is separate from this handbook and available in the school office. The annual FERPA notice is in this handbook and also on the School website.

Our Approach

We believe “the arts enlarge the field of freedom”*. Our continuing work at Arizona School for the Arts is to acknowledge and reject oppression in all its forms so that every student has full access to education that nurtures the development of their authentic selves. This work is dependent on every community member feeling safe, especially when learning, teaching, and creating.

How do we make this happen?

- Recognize what it means to be interconnected.
- Act in ways that reduce or remove harm to others.
- Share resources, time, and opportunities, and act for the benefit of others.
- Acknowledge when we make mistakes and welcome dialogue recognizing that feedback builds understanding and moves us toward change.

- Honor each learner’s unique culture and learning process in arts and academic spaces.
- Seek to create pathways for those who have been pushed to the margins to be “drawn to the center”.

“Reflections on Freedom and Art” by W. H. Auden is reprinted in the UNESCO Courier by permission of the Estate of W. H. Auden.

Board of Directors

The ASA Board of Directors is both the Governing and Corporate Board for the School. The Board is authorized to manage and direct the affairs of the corporation (Arizona School for the Arts) and is the Charter Operator. It holds a charter contract with the Arizona State Board for Charter Schools. The Board is fiscally and legally responsible for the School, ensures the charter contract is fulfilled, and reviews and sets policies for the School. The Board does not work in the day-to-day administration of the School and therefore does not accept requests to change grades, placement, or retention/promotion of students. The Board will hear requests from parents to ensure that ASA policy is properly implemented in the areas of evaluation, promotion, retention and/or discipline but will not hear appeals on any lower-level disciplinary actions. The Board hires and evaluates the Head of School as the Charter Representative. The Board is authorized to expel a student upon appeal of the School Hearing Officer’s decision. If parents/legal guardians/court-appointed advocates want the Board to review policy procedures regarding their student, they must give a 30-day advance written notice. No action on any request will be taken during a regularly scheduled meeting without this advance written notice.

Regular meetings of the Board are open to the public and held monthly alternating on Zoom and the ASA Campus unless otherwise posted. The meeting schedule is posted on the bulletin board in the main office and on the ASA website. The agenda is published and posted in the main office and on the website 24 business hours preceding each meeting.

As stated in its charter, Board members are members of the community who support the mission and goals of the School. Bylaws of the Board, its minutes, and financial reports are available for review in the school office. Interested parties must make an appointment to review records.

Administration and Faculty

Administration and faculty qualifications are available on the ASA [website](#). The school office will provide a hard copy of faculty information for those not able to access information online.

Parent/Guardian Engagement

ASA parents/guardians have many avenues for participating directly in the education of their child. We adhere to our Family Engagement Agreements to build the foundations for productive partnerships and a cohesive community that supports student growth and learning. The most important avenue for parent involvement is to be knowledgeable about what their child is learning in each subject. Parents should periodically review student planners, student work, and Canvas to keep current on student performance. Parents should also access ParentVue to review student attendance. Parents also attend their student’s third quarter (3QP) presentation during Presentation Week to see the culmination of student research, academic growth, and communication skills.

Parents may schedule a meeting with the child's academic or arts team at the request of the teacher(s), parent(s), or guardian(s). Arts and academic meetings are scheduled separately. Academic meetings include parents and the student's academic team. Arts conferences include the arts teacher(s) who can provide the needed input. By meeting with the appropriate team, parents can get

a holistic picture of the child and their progress. Parents with specific concerns about school policy and/or procedures are urged to make an appointment with their Assistant Principal.

Parent/Teacher Conferences

At ASA, we believe that strong partnerships between parents/guardians and teachers are essential for student success. Parent-Teacher Conferences provide a valuable opportunity to discuss student progress, celebrate achievements, and collaborate on areas for growth.

We highly encourage all parents/guardians to attend scheduled conferences to stay informed and engaged in their child's education. If you are unable to attend in person, we ask that you arrange for a virtual meeting or an alternative time with your child's teacher. Your participation plays a crucial role in supporting student learning and fostering a strong school community.

Annual Parent/Guardian Meetings

Annual Parent Meetings (APM) are an important part of the ASA experience as we meet and connect with our parent community in advance of the upcoming school year. Each ASA parent/guardian is asked to attend an APM as part of the re-enrollment/enrollment process into ASA. This annual event is an important connection to school priorities, programming, and needs and helps us build a school community to support your children.

APMs for parents/guardians with currently enrolled students who will attend ASA in the next school year are typically held at the end of March, while the APMs held in May are specifically designed for families who have an incoming new student who will be attending ASA in the fall of the upcoming school year. We also host an APM in August for any new parents/guardians who enroll a student in ASA after the first week of May and over the summer.

Parents/Guardians will receive an email invitation to RSVP for an Annual Parent Meeting about a month prior to the meeting dates.

Volunteerism & Clearance Requirements

Parent and family volunteers play a vital role in the success of our school community. Parents and families can help the school and their students in many ways, including joining the ASA Parent/Guardian Committee (ASA PC) and serving as grade-level coordinators, who support needs and build positive connections with parents, academic and arts teachers, and administration. Parents/guardians or family members may also volunteer to coach or facilitate extracurricular clubs (with a faculty advisor), help arts departments, as well as provide as-needed support to the school office, administration, development and operations staff.

Volunteer opportunities for school-wide and grade-level activities occur throughout the year and are communicated through the monthly *Family Engagement Matters* e-newsletter and through direct communication from teachers and/or ASA Parent Committee grade-level coordinators. The school also posts volunteer needs and opportunities at goasa.org/volunteer.

Whether assisting in the classroom, supporting school events, or chaperoning field trips, your participation enhances the student experience and strengthens our community. To ensure the safety of our students, all volunteers must have a valid Fingerprint Clearance Card or complete an Affidavit of Compliance, which must be approved by school administration before volunteering. For more information on available opportunities and clearance requirements, please contact the school office or visit goasa.org/volunteer.

Parent/Guardian Annual Giving

ASA values parent/guardian participation in the education of their child; we view parents/guardians as partners in the education process and in building a strong community. Through our partnership, participation, and investment you are making an important difference for all students, by supporting incredible faculty and sustaining a potentially transformative experience that we call an Arizona School for the Arts education.

ASA is a tuition-free, donation-dependent, public charter school. The academic college preparatory program is fully funded by the State of Arizona, but only covers 50% of your child's performing arts experience. The remaining 50% necessary to support ASA's performing arts program - more than \$1 million – is exclusively supported by donations, making fundraising a necessity. Each year, ASA's Head of School and Board of Directors analyze current data and prioritize the most urgent needs to ensure state dollars and fundraising contributions are distributed effectively to maintain the high-quality arts and academic programs. *Annual Giving – supported strongly by our parent and family community – provides consequential and essential support for ASA to fill the gap between state funding and the full cost of an ASA education, contributing more than 10% toward the school's ~~\$70~~ 8 million operating budget.*

Every family's participation in giving – to our Annual Fund and Tax Credit Campaigns – is essential to supporting our teachers and educational priorities. **ASA aspires to achieve 100% parent/guardian giving each year to reach our annual funding need.**

Support ASA Through Annual Giving Campaigns

*Annual Giving is voluntary and not required to participate in standard arts or academic programs
A.R.S. 15-185(B)(6)*

ANNUAL FUND CAMPAIGN* <i>Supporting ASA's stimulating academic curriculum and arts education</i>	TAX CREDIT CAMPAIGN** <i>Supporting Extracurricular and Character-Building Programs</i>
<p>We ask each ASA family to make their first gift of the school year to the Annual Fund and thoughtfully <u>consider a contribution of \$2,000 (\$200/month) per student per academic year</u>. We know that every family has unique abilities to give, so we ask you to give a gift that is meaningful and financially possible for your family, and/or give a monthly donation</p> <p><i>Your Annual Fund gift funds the performing arts department budgets including essential costs such as :</i></p> <ul style="list-style-type: none"> • <i>Performance venue fees</i> • <i>Equipment supplies, and specialized instructional technology</i> • <i>Music, choreography, and script licenses</i> • <i>Performance opportunities, guest artists, master teachers, and field trips</i> 	<p>The Arizona Public School Tax Credit allows <u>all</u> AZ taxpayers to contribute to a public school of their choice and <u>receive a dollar-for-dollar tax credit on their state income tax return.</u></p> <p>We ask every family to contribute their Tax Credit to ASA and invite their extended network of family and friends to do the same and support ASA!</p> <p><i>Married couples filing jointly may contribute <u>up to \$400.</u> Individuals may contribute <u>up to \$200.</u></i></p> <p><i>Your Tax Credit gift directly:</i></p> <ul style="list-style-type: none"> • <i>supports student enrichment programs, including extracurricular clubs, activities, and character-building programs such as College and Career Readiness & Life Skills Seminar classes.</i> • <i>helps to keep student activities fees low and available to all.</i> <p><i>These programs would not be possible without the strong support of the tax credit campaign.</i></p>
<p>To make an Annual Fund gift and learn more visit: GOASA.ORG/GIVE</p>	<p>To make a tax credit gift and learn more visit: GOASA.ORG/TAXCREDIT</p>

** Arizona School for the Arts is a 501(c)(3) nonprofit organization. Annual Fund contributions are tax-deductible to the full extent of current tax law. Charitable giving to non-profit, tax-exempt organizations warrants special tax considerations. Each donor is encouraged to contact their tax consultant for details and advice on their specific situation. EIN 86-0792809*

*** The Arizona Department of Revenue now requires taxpayers to report the school's 9-digit CTDS (County code, Type code, and District code & site code) number on Form 322. Each donor is encouraged to contact their tax consultant for details and advice on their specific situation. CTDS 07-87-22-001.*

For additional information or questions regarding our Annual Fund and Tax Credit Campaigns or volunteering, please connect with the Development and Marketing Director
development@goasa.org.

Academic and Arts Program

ASA offers a rigorous and challenging academic and performing arts program for all its students. The short-term goal of both the academic and arts curricula is for students to be well prepared to enter the college/university or conservatory of their choice. The long-term goal is to develop students who are creative thinkers and leaders.

Educational Philosophy

ASA believes its chief responsibility is to nurture each student's capacity to learn, to reason critically, and to weigh the merits of conflicting knowledge in a responsible way. The School expects its students to pursue excellence in the academic and performing arts areas. Because the School strives to develop students who are critical thinkers and able to articulate their ideas verbally, as well as in writing, teachers give substantial weight in their evaluations to in-class participation and engagement.

ASA students participate in all testing mandated by the Arizona Department of Education (ADE).

Grading Policy

All ASA academic and most arts classes are year long but students receive a grade (8th-12th) or a Pass/No Credit Earned (5th-7th) at the end of each semester. Final grades are calculated on a weighted average of 40% for the first semester and 60% for the second semester. The second semester is weighted more heavily to account for the application of skills and higher order thinking expected during the second half of the school year. All students must earn a cumulative 'C-' or 70% or better to receive credit for a course. ASA does not recognize a 'D' (below 69.9%) as a passing grade. Grade calculations are based on the following scale:

Letter Grade	Percent Range	High School GPA Points	Proficiency Level	
A+	97-100	4.33	High degree of proficiency with excellence	Passing
A	93-96.9	4.00		
A-	90-92.9	3.66	High degree of proficiency	
B+	87-89.9	3.33		
B	83-86.9	3.00	Proficiency	
B-	80-82.9	2.66		
C+	77-79.9	2.33	Minimum proficiency	
C	73-76.9	2.00		
C-	70-72.9	1.66		

NCE	50-69.9	0.00	<i>Attempted but inadequate proficiency</i>	Not Passing
NCE	0-49.9	0.00	<i>No-to-low proficiency</i>	
NCE = No Credit Earned P = Passing (Credit Earned but not calculated in GPA) I = Incomplete			Students earning high school honors credit in a course, or successfully completing an AP course, will receive an additional 1.00 grade point..	

Lower School Grading Policy (Grades 5th – 7th)

Lower School students in grades 5th-7th do not receive letter grades. Students must pass each course with a final percentage of at least 70% mastery of required skills and content and will receive a 'P' (passing) for the class. Students who do not master 70% of the required skills and content cumulatively for the year will not earn credit for the course; they earn an NCE (no credit earned).

Upper School Grading Policy (Grades 8th-12th)

8th Grade Program Requirements

Eighth grade students must successfully complete all arts and academic curricula requirements in order to be enrolled in the ASA high school program. Eighth grade students receive letter grades, but the 8th grade GPA is not included when calculating final high school GPA or on high school transcripts.

English Language Arts	4 credits
Mathematics	4 credits
Science	4 credits
Social Studies	4 credits
College & Career Readiness Seminar	4 credits
Arts	8 credits

9th - 12th Graduation Requirements

Academic Requirements

High school students must meet ASA's graduation requirements as established in this Community Handbook, which are more rigorous than the graduation requirements articulated by the Arizona Department of Education. ASA does not offer early graduation to students. The final grade for the year is entered on their transcript. Students must fulfill the following criteria to receive an ASA diploma:

- Complete the curricula requirements listed below (ASA classes or approved courses only)
- Complete the senior Capstone project requirements and presentation by the assigned deadline.

English Language Arts	4 credits
Foreign Language*	4 credits
Social Studies	4 credits
Mathematics**	4 credits
Science	4 credits
Arts	8 credits (6 in major)

ASA Seniors must pass all ASA classes (including all Capstone requirements) in order to walk with classmates during the graduation ceremony. No outside coursework (including online courses) during senior year is accepted.

Arts Requirements

The goal for the ASA arts program is for the student to gain mastery in a specific arts area. Arts at ASA are not an elective but rather core curriculum and hold the same weight as the academic classes. Toward that end, high school students declare an arts major discipline (Music, Theatre, or Dance) at the end of their sophomore year. Students will choose from the completed arts classes in 9th and 10th grader and specialize in those arts in their 11th and 12th grade years. and must have accumulated at least two (2) credits in their major by that time. In addition:

- The majority of arts classes are yearlong.
- Juniors and Seniors must take two (2) credits each year in their major.
- Non-transfer students must take required coursework through ASA.
- High school students interested in studying two (2) instruments in the same department must first obtain departmental permission.
- ASA students enrolled in the pre-professional program at School of Ballet Arizona will earn their arts credit in ballet by participating in the professional company training. These students will receive a grade from their School of Ballet Arizona instructor; this grade will appear on their ASA transcript.

ASA places students in arts classes according to skill rather than age/grade level. To accommodate multi-grade level reporting, students receive a percentage or a letter grade in arts classes.

** ASA only offers French and Spanish. All students must have four (4) credits of language to graduate. Once enrolled, students must remain in the same language class.*

*** Mathematics credit includes Algebra I, Geometry, Algebra II, Pre-calculus, Quantitative Reasoning, AP Statistics, AP Calculus, or Post AP Calculus II. In the event that students arrange to take off-campus classes, ASA is not financially responsible.*

Honors Credit and Honors Extensions

Arizona School for the Arts believes that rigor should be defined by depth of thinking, inquiry, and application rather than exclusivity of access. Honors Extensions provide students with opportunities to engage more deeply with course content through advanced inquiry, leadership experiences, community engagement, and assessment extensions that promote critical thinking, creativity, and real-world application of learning.

Students enrolled in eligible non-AP and non-Pre-AP courses may choose to opt into the Honors Extension. Honors Extensions are not separate classes; rather, they provide opportunities for additional depth, complexity, and independent learning within the standard course experience.

To earn Honors designation, students must successfully complete all Honors Extension requirements outlined in the course syllabus and Honors Agreement. Requirements may include academic inquiry projects, leadership activities, community engagement experiences, and assessment extensions. Honors Extension work is evaluated separately from the standard course grade using established program rubrics. Students who meet all program requirements and success criteria will earn Honors designation on their transcript and receive weighted GPA credit where applicable.

In the Upper School, Honors Extensions are not available in Advanced Placement (AP), as those courses already carry weighted credit and have established expectations for advanced coursework.

Pre-AP courses are not eligible for weighted credit; for all other courses, Honors Extensions are outlined within the course syllabus.

Within the arts, Honors Extensions are available only to juniors and seniors enrolled in designated advanced-level arts courses. Eligibility requirements and expectations will be outlined in the course syllabus.

In the Lower School, Honors Extensions are available in honors-eligible courses as identified within the course syllabus. Students who successfully complete all Honors Extension requirements will earn Honors designation for that course; however, no GPA weighting is awarded because Lower School courses do not factor into a GPA.

Dual Enrollment

High school students can earn both high school and college credit during regular school hours when passing a dual enrollment course with a C- or higher. ASA courses available for dual enrollment may vary. Students who take these courses must request their college transcript from the respective school as the ASA transcript does not specify dual enrollment courses. All questions, fees, and paperwork regarding dual enrollment are handled by the respective college partner, such as Phoenix College.

Student Evaluation and 3rd Quarter Presentation Week [3QP]

Students are evaluated by the use of authentic assessment, both standards-referenced and performance-based. All academic and arts grades (8th-12th) or percentages and P/NCE (for 5th – 7th) are available online through Canvas and Synergy. All academic classes and most arts classes at ASA are yearlong.

Presentation assessment is given once per year during 3rd Quarter Presentation Week, at which time the regular classroom schedule is suspended so that students may make individual academic presentations in front of a panel consisting of their parents/guardians, teachers, and administrators. Parents sign up for their presentation time months in advance, so families can plan ahead. Presentation week is held the week before Spring Break. Families are required to attend their student's presentation, and they must avoid scheduling vacations during that week. Students who miss their presentation appointment may receive a zero (0) at the teacher and administration's discretion without an opportunity for a make up. Parent participation is welcome in the Q&A and feedback portion of the presentation but must maintain appropriate and respectful conduct with the teaching team and staff.

Participation in performance assessments, concerts, and events are required as assigned by each course.

Late Work Policy

Students are expected to turn in work on the day and at the time it is due, as this is the best way to ensure they keep up with their work and promote success in their classes.

Any assignment that is not turned in on time will receive a zero (0).

When ill or serving an off campus consequence, students will have the same number of days as their absence to complete work as outlined by the teacher.

This late work policy will not apply to students who have communicated circumstances prior to the due date that affect work completion and have received instructor approval to turn work in after the assigned deadline. A late work penalty of 5% per day may apply based upon the plan.

Class Rank

ASA does not rank students in its graduating class in sequential order. However, the school profile sent to colleges and universities provides detailed information that can be used to determine a student's standing in comparison to their peers.

Placement, Promotion, and Retention Procedure

Academic

Faculty and Administration have the sole authority to determine placement, promotion, and retention for all ASA students. Students must pass all required coursework with a 70% or better to be promoted to the next grade level. Students may be retained in the current grade level under the following circumstances:

- Failure of three (3) or more classes for the school year.
- Failure of both Math and English Language Arts.

The final decision about individual placement rests with Administration and the student's faculty team.

Students with 504 plans or IEPs are held to the same academic standards as their peers and are not exempt from grade retention if they do not meet promotion requirements, with all decisions made in accordance with their individualized support plans.

Students who receive one (1) or two (2) NCE's (no credit earned) for the year in any class must enroll in approved summer school courses at their own expense and earn a grade of C- or higher to advance to the next grade level.. High school students will receive a C- on their transcript to replace the NCE. Documentation of successful completion must be received by the date given by administration to be promoted to the next grade. [For transcripts and credit policies, please see the *Transcripts and Transfers* section]

Faculty will monitor student academic progress and may notify families periodically with concerns. Meetings with teaching teams or administration may be scheduled with families if a student is at risk for retention. Students and parent/guardians are encouraged to keep up to date and aware of student grades and progress by routinely monitoring the learning management system and grade book.

Arts

Lower School

Middle School students receive fundamental musical instruction from 5th-8th grade. They select two (2) arts classes from a choice of choir, piano, and another selected dance, theatre, or instrumental class. The curriculum is designed to help students develop creativity, presentation/performance skills, critical response, and social/historical connection.

Upper School

All new and returning student placements are reviewed annually for correct classroom placement. The high school arts curriculum encompasses three performing arts areas: music, theatre, and dance. Dance fulfills the 2-credit arts requirement each year.

School administration may waive arts credits if additional academic support is required.

Arts classes that are full upon registration or change request will have a waitlist and families will be notified if a spot opens to allow their student to join the class.

Required Additional Academic Instruction

Some students may need supplemental academic instruction in English and/or Math during the school day in order to prepare for success in a college preparatory environment. If determined to be necessary, faculty and administration will place students in these classes for additional instructional support which may replace arts credits.

Extracurricular Activities and Student Standing

Students must be in good academic standing, passing all classes, attending school regularly, and adhering to basic daily rules with no outstanding disciplinary issues to participate in all extracurricular activities and clubs, and all club and activity fees must be paid. Failure to comply may result in loss of participation in activities, meetings, competitions, etc. Students must also remain in good standing to maintain leadership positions in clubs and activities. Competitive and honor clubs may be subject to additional rules and standards based on the club advisor or administrator's discretion. These standards will be shared with students and families upon entry to the club.

Arts Program

Unique Situations in Music

- **Piano:** Due to limited space in the piano labs, piano spots are first reserved for returning piano students and then made available to students new to the piano program.
- **Jazz Band & Percussion Ensemble:** Students enrolling in Jazz Band or Percussion Ensemble must be enrolled in a band or instrumental class.

Private Lessons

ASA encourages but does not require students to study privately. Ballet students may make arrangements with School of Ballet Arizona instructors for additional lesson work. Many ASA music faculty members are available after school for lessons. Parents should contract directly with the teacher and not through the school.

Fees and Arts-Related Costs

The Board recognizes the need for families to fund certain school activities that public funds do not fully cover. It also acknowledges that some students may be unable to pay these fees. No student will be denied access to equal education because of non-payment of these supplemental charges due to financial need. Families who need financial assistance to cover supplemental expenses should email payments@goasa.org.

The School often recommends school supplies for students in both academic and arts classes, which may include student dance, choral, or theatre attire, musical instruments, and supporting equipment. Performance attire must meet the criteria set by the specific department in order to perform and students may be assessed a periodic costume fee for various performances. Some costs may be associated with special items (t-shirts, gear, etc.) or opportunities (i.e., travel).

Category	2026-2027 Rates
 Student Activity Fee	
Annual Activity Fee <i>(Performance, assemblies and presentations, school events)</i>	\$350
 Class	
Pre-AP Class & Materials	NA
AP Class & Materials	\$99/test* <i>*For tests taken; fee set by The College Board</i>
Dual Enrollment Courses	<i>Determined by college tuition rates</i>
9th Hour/Additional Arts Class	\$1,000
Learning Lab	\$100/month
Learning Lab Drop-in Rate	\$25/day
Summer Bridge	\$500
 Competitive Organizations	
Cross Country	\$315
Cross Country (Spring Only)	\$50
Mock Trial	\$250
Model UN	\$210

HS Robotics	\$365
MS Robotics	\$225
Enrichment Field Trips w/Transportation	Varies
 Other	
Senior Package (Cap & gown, diploma cover, transcripts, venue)	\$250
Annual Planner	\$5/replacement
School ID	\$5/replacement
Locker	\$25/replacement lock
Phone Pouch	\$30/replacement
Yearbook	TBD by printing costs
School Directory	\$5
School Lunch	TBD
Parking Permit	\$50/sem 3rd & Willetta lot \$100/sem 1st Church UCC lot
PSAT Test (10th & 11th Grade)	\$25
Transcripts Requests	\$15/request after first \$25/expedited request
Records Request	\$0.50/copy
Dance Costume for Showcase	\$60-\$80 depending on course
Choir Dress (Concert & Chamber)	\$30
Piano Bundle	\$30
Competitions	Varies
Performers Fee (for school productions)	\$50
Signature Series Show Tickets	Varies

Transcripts and Transfers

The ASA high school transcript includes all ASA courses and academic courses for students who transfer to ASA during high school.

A transcript will be issued when a formal request from another school is received. Students who transfer to other schools should check with receiving schools to verify approved credits and courses. Mid-quarter transfers may receive NCE (No Credit Earned).

All transcript requests other than those needed for the college admissions process are issued through the main office using the Transcript and Records Request Form found on the [website](#) or in the office. Requests take up to ten (10) business days to be processed. A fee will be charged for additional records requests per the Student Fee Schedule. If records need to be processed before ten (10) business days, there will be an expedited records fee of \$25 which is payable when submitting the request.

Transcript Requests for Seniors Only

Seniors use an online transcript system to request ASA transcripts for college and select scholarships for college. This system allows students to independently request and track their college transcripts when they begin applying to colleges.

Transcript Policies for Credit Recovery & Acceleration Credit

Summer School/Credit Recovery

Students who need to recover credit for a previously failed or incomplete course must complete an approved summer school credit recovery program. **Failure to complete the required coursework by the designated deadline could result in retention.**

Transcript and Credit Awarding Procedures

- Students will receive the full credit value assigned to the original course upon successful completion of the approved credit recovery program.
- Regardless of the final grade earned in the credit recovery course, the transcript will reflect a grade of **C-**.
- The transcripted **C-** grade is intended to indicate successful mastery of the minimum course standards required for credit recovery.
- Credit recovery courses are designed to restore earned credit toward graduation requirements and are not intended to improve a student's GPA beyond the standardized credit recovery grade.

Example:

- Original Course: Algebra I (1.0 credit) – Grade: No Credit Earned
- Summer Credit Recovery Completion Grade: A
- Transcript Entry: Algebra I – C- (1.0 credit awarded)

Summer Math Acceleration

On a case-by-case basis, students may enroll in approved summer coursework for advancing to a higher-level math course sequence.

Transcript and Credit Awarding Procedures

- Acceleration coursework completed through approved providers will be recorded on the transcript as **Pass (P)**.
- **No letter grade will be assigned to the transcript.**
- **No graduation credit will be awarded** or posted to the transcript for the acceleration course itself.
- The purpose of the acceleration course is to demonstrate readiness for placement into a more advanced math course at the school.
- Because no letter grade or credit is awarded, the course will not affect the student's GPA.

Example:

- Summer Course: Geometry
- Final Grade Earned: A
- Transcript Entry: Geometry – P (Pass)
- Credits Awarded: 0.0
- Outcome: Student placed into Algebra I

Approval Requirements

All summer school credit recovery and acceleration coursework must:

- Be completed through a school-approved provider.
- Receive prior approval from the teacher and administration before enrollment.
- Meet all established curriculum and course equivalency requirements.
- Be completed with official transcripts submitted to ASA by school deadlines.

The school reserves the right to determine course equivalencies, transcript designations, credit awards, and placement decisions in accordance with graduation requirements and academic standards.

Campus Operation Policies and Information

Visitors

ASA is a closed campus. To ensure student safety and campus security, ASA has established policies for visitors. All visitors must schedule campus or classroom visits in advance and report to the main office upon entering campus to sign in and receive a visitor sticker which must be worn visibly at all times. Visitors must present a valid driver's license or ID for photocopy when they sign in; at the end of the visit, visitors must return to the front office to sign out and photocopies will be destroyed.

Parents who wish to meet with a teacher or an administrator must make an appointment in advance and may not discuss their student with teachers during classroom visits.

Prospective parents and students may visit campus during scheduled tour dates available on the school website on the [Enrollment page](#).

Lunch Deliveries

To ensure student safety, ASA does not allow the delivery of food and beverages from outside vendors or fast-food establishments for any student. All food is to be provided by ASA's food service or a prepared meal from home that may be sent with your student. If a parent/guardian must bring lunch for their student in an emergency, they must adhere to the current emergency lunch drop off procedure facilitated by the front office.. Parents/guardians are not to pass food through the fence or the gate, **have food delivered to the school by an outside vendor**, or bring their student lunch on a regular basis.

Senior Off Campus Lunch

ASA offers Seniors the special privilege of leaving campus for lunch, provided they are in good behavioral and academic standing in all ASA classes and have parent/guardian permission on file via the permission form provided at Registration. Eligible students may leave campus by foot during their scheduled lunch period by signing out with the staff at the Main Gate but must return to campus by 1:15 PM. Students are not allowed to drive off campus during lunch, go to their cars without a staff escort, or bring lunch or off-campus items to other students. Additionally, they must pick up and finish their lunch by the end of the lunch period (1:20 PM), as eating during their next class is not permitted. While off campus, students must adhere to all ASA rules as outlined in the Community Handbook. ASA reserves the right to suspend or revoke this privilege if a student falls out of good standing. Any violation of these guidelines will result in disciplinary action in accordance with the Student Code of Conduct and the disciplinary ladder outlined in the Senior Off Campus Lunch Permission document.

Before and After School

The campus opens at 7:15 AM. The School is not responsible for any student before that time. Students are released immediately after their last class ends at 3:20 PM for non-9th hour students and at 4:20 PM for 9th hour classes. Students must leave the ASA campus within 15 minutes of the end of their last class. Parents who do not pick up their student within the 15-minute window after a verbal reminder from the front office or administration will be assessed the \$65 late fee.

Parent Transportation Responsibilities for Events Outside of Regular School Hours

Students must be picked up within 15 minutes of the conclusion of all ASA sponsored events. Students who are not picked up on time for concerts, field trips, socials, extracurricular activities, movie day, performances, and Showcase rehearsals may be prohibited from attending future events. Parents will be assessed a fee to cover chaperone and security costs (approx. \$65/hour) after the 15-minute grace period following an event.

Drop-Off & Pick-Up Safety

The safety of our students, families, and staff is our top priority, including during drop-off and pick-up times. We ask all parents/guardians and their students to follow posted signage, use designated crosswalks, and adhere to the directions of duty staff and Administration to ensure a smooth and secure process. Please remain patient and alert while driving on and around campus.

For the safety of all, double parking, blocking traffic, or stopping in unauthorized areas is not permitted. Additionally, Arizona School for the Arts is not responsible for any damage to vehicles that may occur during drop-off or pick-up.

Campus Advertisements

All on campus advertisements must be related to ASA or one of ASA's student organizations and receive approval from ASA Administration.

Directory Information

ASA may publish a Carpool Directory to assist families with arranging carpools in their areas. This directory includes the student's first and last name, grade, phone number, and zip code. Parents/guardians will indicate if they wish to be included in the Carpool Directory and it will be made available to those included upon request.

ASA may also publish a Family Directory which will include student name, student grade, parent name(s), home address, and parent email address. Parents may opt out of this directory annually when they update their demographic information as part of the registration process to avoid having this information released to other ASA families. Those wishing to participate may purchase a directory for \$5.00 upon request.

The school only releases directory information to ASA families enrolled at the time of the request.

Public Records Policy

"Records" means all books, papers, maps, photographs, or other documentary materials, regardless of physical form or characteristics...made or received by any governmental agency in pursuance of law or in connection with the transaction of public business. (ARS §41-1350)

Arizona School for the Arts will follow the retention schedule as defined by the Records Management Division of the Arizona State Library, Archives and Public Records. A summary of the retention schedule can be obtained from the school office. A complete listing of retention schedules can be found at www.azlibrary.gov/records.

Duty to Report

Any ASA faculty, staff, or administrator "...who reasonably believes that a minor *is or has been* the victim of abuse... or neglect...shall immediately report or cause reports to be made...to a peace officer or to child protective services." A.R.S. § 13-3620.

Pesticide Spraying

The School will notify parents as required by ARS §15-152.

Student Life and Guidelines for Student Conduct

At ASA, we are not just a school, but a vibrant community that thrives on collaboration and shared values. Our partnerships with organizations like Ballet Arizona, Phoenix Center for the Arts, Phoenix Public Library, Arizona Jewish Historical Society, First Congregational Church UCC, as well as local businesses and off-campus venues, allow us to enrich the learning experience for all. We embrace community, courage, creativity, curiosity, and care in everything we do, and these values must be reflected in our daily actions.

Being part of the ASA community means recognizing our collective responsibility to one another—students, faculty, administrators, parents, and visitors alike. Each student's behavior, attitudes, and values play an integral role in shaping our community and contribute to the safety, inclusivity, and respect for which we strive. Our commitment to maintaining a safe, inclusive, and supportive environment extends beyond our campus, and our Student Code of Conduct applies to all aspects of student life, including off-campus activities. At ASA, we hold ourselves accountable to create a space where everyone feels respected, valued, and empowered to grow.

All students and families are expected to:

- Follow all School Rules and policies outlined in this handbook.
- Follow direction from staff and faculty even though directives made may not be specifically mentioned in this handbook.
- Be respectful in actions and words.
- Report any potential problems of a serious nature or safety concern to a school official.
- Report to Administration any knowledge of fellow students doing something harmful to themselves, another person, a teacher, campus, or to the reputation of the school.
- Notify the school if any student is charged with an offense by the police authority before returning to school. The Head of School will review the circumstances for further action.

School Rules

All students, faculty, and staff agree to:

- Refrain from using hateful language or slurs with peers or adults. ASA acknowledges that some groups use culturally specific language; ASA makes a distinction between those who use terms in a derogatory manner and those who use terms as a form of empowerment. However, the risk for harm is too great, so these words must be avoided on campus.
- Follow rules and expectations set forth by any member of faculty/staff for both in and out of the classroom (including gum, hats, movement around classroom, restroom use, etc.)
- Wear their current school ID and have their ID visible at all times while on campus during school hours. Replacement cost for an ID badge is \$5.00 and can be ordered in the school office.
- Drink only water in classrooms.
- No glass containers or gum allowed on campus.

Families and students understand:

- ASA does not assume responsibility for personal property that is brought to school for personal or class use. This includes, but is not limited to cell phones, musical instruments, vehicles, bicycles, clothing, jewelry, laptop computers, or other mobile/portable electronics. Vehicles,

bicycles, and skateboards should be locked at all times when on campus. No hover boards are allowed on campus.

- Lockers are assigned by ASA and must use ASA-issued locks. A replacement fee will be charged for any lost, stolen, or damaged ASA lock. Students are not to give other students access to their lockers, and the School accepts no responsibility for items kept in the lockers. School authorities may conduct inspection of lockers without student consent at any time, for any reason, and without a search warrant.
- Public Displays of Affection (PDA) - Only consensual short hugs and handholding are permissible on campus or at school events.
- Students are to keep their hands and feet to themselves at all times. They must avoid physical behavior that injures, insults, or provokes another student, regardless of intent or injury.
- Students may not create ASA accounts or impersonate a teacher or administrator on social media platforms.
- Computer usage -
 - All students in grades 8-12 must have access to a computer and the internet at home to complete work and submit assignments electronically. They must bring a laptop daily to school, unless otherwise directed by their teacher, that operates on MacOS, Windows, or ChromeOS operating systems.
 - All students in grades 5-7 must have home access to a computer and internet at home for remote learning days to submit some of their assignments electronically.
 - Class sets of Chromebooks will be available on campus by teacher request for particular in-class assignments and projects.
 - Tablets and mobile phones that operate on iOS or Android are not suitable for curricular use.
 - All decisions to loan out ASA-owned technology will be at the sole discretion of ASA's Head of School or designee, and will be contingent on ASA having the resources to make such loans.
 - *ASA teachers determine when and how laptop computers* are used in ASA classrooms, which means sometimes devices must remain silent, out of sight, and/or stored in specific ways. All students and their parents are required to submit the "Student and Parent Technology and Network Resource Expectations" as well as the "Agreement to and Explanation of Google Workspace for Education" during the registration process.

Students who drive to campus understand and agree:

- Their cars will remain parked and not to drive or visit their cars during their school day-including lunch for seniors with off campus privileges.
- To follow the parking procedures (including lottery process), pay the required fee, and display appropriate decal and park in designated spaces. Details regarding student parking are available in the main office.
- Note: Any vehicle entering the school grounds is subject to search by school authorities and searches may be conducted without warrant, for any reasonable purpose. The search of a vehicle includes all compartments and components thereof; the person in control of the vehicle will not be permitted to remove the vehicle from the premises until the search is complete.

Cell Phone Policy

Cell phones, headphones, earbuds, and other telecommunications devices are prohibited from being used by students on school grounds during school hours. If a student brings a cell phone to campus, they must place it in the provided secure cabinet or pouch and pick it up or un-pouch at the end of the day or when a parent checks them out of school. Devices that are not properly stored and are on and/or cause a disruption during the school day will be confiscated. Confiscated devices may be

picked up by the student or parent no earlier than the end of the day or upon checkout from school. Any student refusing to give the device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. Students with qualifying medical conditions may be allowed an exception to the policy at the discretion of Administration and as long as it is being used for medical purposes only. ASA will not be responsible for lost, stolen, or damaged cell phones. Office phones are available for use as needed for essential communication with parents/guardians. Administrators shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities while on school property or while attending school-sponsored or school-related activities on or off school property.

Musical Instrument & Arts Consumables

ASA does not provide musical instruments for students, with the exception of string bass, certain oversized percussion instruments, and tuba. Students bring their instruments to school daily and take them home for nightly practice. Students may not leave their instruments in the hall, office, on the school grounds unsupervised, or share their instruments with others while on school grounds unless they have direct permission from the instructor. Students and their families are expected to keep their instruments and arts consumables (drumsticks, reeds, ballet tights, etc) in good working condition and repair.

If students rent their instruments, ASA strongly recommends that parents purchase theft and repair insurance. If a student owns their instrument, especially an instrument of any value, ASA strongly recommends that the parents attach a rider to their homeowner's insurance covering the instrument. ASA is not responsible for lost, stolen, or damaged instruments.

Dress Code

ASA's dress code allows for student expression within an educational environment that focuses on teaching and learning. As such, the ASA Student Dress Code supports equitable educational access and does not reinforce gender expectations or stereotypes for dress. ASA also emphasizes that the students and faculty come to school to participate in educational endeavors, making the distinction between school and other settings; not all clothing is appropriate for the school setting.

Principles of ASA's Dress Code

Students can dress comfortably for school and engage in the educational environment without fear of, or actual, unnecessary discipline or body shaming.

- Faculty and staff understand students express themselves through clothing and allow for choice as long as it meets the ASA dress code.
- ASA represents the professional setting for faculty and staff and as such it is fair to expect certain standards for student dress code that are consistent and appropriate for both a school and work environment.
- ASA administration will follow up on any dress code questions or issues, allowing teachers to focus on teaching.
- Student dress code enforcement prioritizes keeping students in the classroom while meeting dress code expectations.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- Students may wear religious attire without fear of discipline or discrimination.

Dress Code

ASA dress code will apply when students are on campus or at school activities and in any standing, sitting, bending, etc. position:

- Students must wear their current school ID and have their ID visible at all times while on campus during school hours.
- Required attire for all Department Series, Signature Series and Showcase events
 - Opaque black dress pants
 - Opaque black short sleeved to long sleeved dress shirts to the beltline
 - Opaque ankle length black dresses
 - Opaque ankle length black dress skirts
 - Black sweaters or jackets
 - Black dress shoes
- The following body parts - *genitals, buttocks, breasts, and nipples* - must be covered at all times with opaque fabric.
 - To respect all shapes, cleavage (the hollow between someone's breasts when supported) will not have coverage requirements as long as the shirt meets the other criteria regarding body parts and opaque fabric.
- A shirt with opaque fabric in the front, back, and on the sides under the arms with straps.
 - Off-the-shoulder shirts with sleeves are permitted.
 - No strapless shirts (i.e. no tube tops)
- Swimwear and undergarments such as sports bras, bralettes or boxer shorts are not permitted as outer garments.
- Students must wear shoes with soles at all times.
- Certain classes will require specific clothing for safety (i.e. goggles, apron, gloves) or performance purposes.
 - Teachers will notify families on the syllabus or in written communication if those items are not provided within the classroom.
- Clothing, tattoos, and accessories must be free of offensive images and/or language, profanity, hate speech, pornography, and/or sexual innuendos, symbols of violence or gangs and references to drugs, alcohol, or other illegal substances.
- Students should refrain from wearing clothing or accessories with metal spikes or chains as they may cause a safety risk.
- Stuffed animals and blankets are not permitted at school.

Enforcement

- Any clothing with offensive images, words, etc. will be addressed immediately by any member of faculty or staff and the student must change clothing to be dress code compliant.
- All other questions regarding student dress will be documented by the individual who observed it. And follow-up will be handled by ASA administration.
- In the event of a dress code violation, students will be required to put on clothing that aligns with the dress code prior to returning to class. They will not be allowed to interrupt other students' learning to acquire dress code compliant clothing. The school may not be able to provide replacement clothing for the student and they may need to obtain clothing from home via parent delivery.
- The final decision on matters pertaining to dress code will be handled by ASA administration. School staff will enforce the dress code equitably.
- Students are required to wear proper performance attire for all performance events. Students who are not dressed appropriately may be restricted from performing or their grade in the arts class could be negatively impacted.

Cheating/Plagiarism Policy

The Honor Code was developed by students at Arizona School for the Arts and aims to ensure the student body adheres to ASA's mission as an educational institution as well as a community. Students attending ASA contribute to an environment that cultivates academic and artistic excellence, personal dignity, and preparation for a rapidly changing world. The Honor Code establishes the behavioral expectations of students attending Arizona School for the Arts in order to sustain the values of our community.

Honor Code: Plagiarism and Academic Dishonesty

Our community understands academic integrity fosters academic excellence. We do not tolerate any form of student academic dishonesty. Our community defines plagiarism as the act of taking someone else's work and presenting their work as your own. Plagiarism and academic dishonesty includes but is not limited to the following:

1. Deliberately copying a peer's work on tests, quizzes, essays, homework, etc. or using a teacher answer key.
2. Allowing a peer to copy your tests, quizzes, essays, homework, etc.
3. Directly taking work from online resources, books, or other publications without the proper citation.
4. Incidents of identical or almost identical work in exams, papers, etc. where cooperation in constructing the work was not allowed.
5. Sharing previously graded work with students who are currently enrolled in the same course.
6. Submitting work that is AI generated and claiming it as original work without proper documentation.
7. Use of ChatGPT or other artificial intelligence (AI) not specifically sanctioned by a teacher.

Students involved in any way in academic dishonesty could receive NCE (no credit earned) for the assignment or test involved in the incident and parents will be contacted by the teacher. A repeated incident of academic dishonesty in one (1) class can result in a NCE in the class for the year and/or expulsion.

Artificial Intelligence Policy

ASA recognizes both the potential benefits and hazards of Artificial Intelligence (AI) technology regarding its use. The teaching and uses of AI in scholarly work begins in the 8th grade. It is important to give students the space to explore this powerful tool but also ensure its use supports learning instead of undermining it.

The use of AI to assist with projects or assignments will be permitted on a limited and explicit basis. Some projects will explicitly state in the directions that AI will be an acceptable resource. If an assignment's directions do not explicitly state that AI permitted, AI may not be used for any part of the process for that assignment.

For assignments that are flagged as "AI Permitted", students may use AI programs to assist with research, organizing, editing, formatting, and revising their work. It is not acceptable to have the AI generate full drafts, analyze source material, or answer conceptual questions, that would deprive the student from important opportunities to practice critical thinking.

If a student elects to use AI to assist with a teacher designated assignment, they must place a disclaimer in the heading of the assignment indicating "This assignment was created with the assistance of AI". At the bottom of the assignment (or as the first item listed in the Bibliography or

Works Cited section), the student must provide a working link to the saved chat logs with any AI tools used to assist with the assignment.

If a student is found in violation of improper use of AI including claiming submitted assignments and projects as original work when in fact created by AI will be subject to consequences as outlined by the students code of conduct.

Student Code of Conduct

The Student Code of Conduct (SCC) supports Arizona School for the Arts in maintaining safe, nurturing, participatory and productive learning environments. This SCC serves as a supplement to the Community Handbook in order to provide additional information regarding specific violations, interventions, and consequences. It works in tandem with the Community Handbook to provide clarity on policies related to student behavior.

In order to maximize learning time and promote positive behaviors, our school facilitates a multi-tiered system of support for students' social, emotional and behavioral needs. This includes articulated expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. ASA is committed to an instructive, corrective, and restorative approach to behavior; the goal is to minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response warrants exclusionary discipline either on a short term or a long-term basis depending on the severity and impact of the behavior. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

During the first week of school, each grade level will review and discuss the Student Code of Conduct to ensure students and teachers have clear expectations for behavior and understand possible interventions and consequences. Students and families must acknowledge with their signature having read the Student Code of Conduct as well as this Community Handbook.

When a student is referred for a violation of the Student Code of Conduct, the teacher/administrator will take the following four steps:

1. Facilitate a private, reflective conversation with the student.
2. Make parent contact.
3. Determine appropriate interventions and consequences.
4. Communicate outcomes and action plans to involved parties.

It is important to note that the administrator may need to pull the student from class to discuss the issue and possibly conduct a backpack search if appropriate. Administrators may not contact parent/guardian prior to interviewing the student but will communicate thereafter to discuss the results of the inquiry and next steps. Only administrators have the authority to suspend.

Bullying, Hazing and Harassment Policy

Bullying, hazing, and harassment are prohibited. The definition and potential consequences for hazing can be found in [Arizona Legislature Chapter 202, House Bill 2322](#). Students may not participate in any of these actions. Students may not solicit others to participate in or aid and abet any of these actions. It is not a defense by the perpetrator(s) that the bullying, hazing, or harassment victim consented or acquiesced in the activity. All students and staff are responsible for taking reasonable measures to prevent bullying, hazing, and harassment. 'Reasonable measures' do not allow or justify the victim to

return in-kind behaviors. Such in-kind actions on the part of the victim will be considered a violation of the ASA Student Code of Conduct.

If a student is a victim of bullying, hazing, or harassment, the student should ask the perpetrators to stop. If the actions do not stop, the student should inform a teacher or an administrator. If the student does not feel comfortable informing a school representative, they must inform a parent or guardian who will in turn inform the school. The victim must report the bullying, hazing or harassment in order for the school to implement an action plan to resolve the situation. The school will then act as it does in its general disciplinary procedures and according to [C202, HB2322](#). Retaliation by the perpetrator(s) in the form of further actions, including organized shunning of the victim, will result in further disciplinary action against the perpetrator(s) up to and including expulsion.

Also see Title IX Policy on Page 46 of this handbook or on the school website for the [full policy](#).

No Tolerance Policy

ASA has a No Tolerance Policy for the use, distribution, and/or possession of any illegal substances and their related paraphernalia including but not limited to lighters/matches, alcohol, tobacco, nicotine, vape devices, and/or drugs, including prescription medication, and all look-alikes, on and around ASA campus or at school events. This No Tolerance Policy also applies to homophobic, antisemitic, bigoted, or racist language, weapons, knives, firecrackers, smoke bombs, and any flammable items on and around ASA campus or at school events. Around the campus means any place in the vicinity that other students or the public may observe the behavior of the student and/or associate that student with Arizona School for the Arts. ASA's No Tolerance Policy also extends to those students who demonstrate reckless disregard or cause interference with or disruption to ASA, which includes threatening school property, property of an employee, or a person at ASA. This applies to in-person as well as online threats. Violations of these regulations will result in suspension during an investigation and referral for a formal disciplinary hearing. Suspension for violation of the No Tolerance Policy will be in effect until the disciplinary hearing.

Drug-Free School Zone (ARS §13-3411)

It is unlawful for a person to intentionally be present in a drug-free school zone to sell, transfer, possess or use marijuana, manufactured peyote, prescription-only drugs, dangerous drugs or narcotic drugs.

'Drug-Free School Zone' means the area within three hundred feet of a school or its accompanying grounds, any public property within one thousand feet of a school or its accompanying grounds, a school bus stop or any school bus or bus contracted to transport pupils to any school.

Gun-Free Schools Act

Gun-Free Schools Act: is an act of the U.S. Congress prohibiting any unauthorized individual from knowingly possessing a loaded or unsecured firearm at a place that the individual knows, or has reasonable cause to believe, is a school zone as defined by 18 U.S.C. § 921(a)(25). The Gun-Free Schools Act (GSFA) requires that each state or outlying area receiving federal funds under the Elementary and Secondary Education Act (ESEA), have a law that requires all local educational agencies (LEAs) in the state or outlying area to expel from school for at least one year, any student found bringing a firearm to school or possessing a firearm at school. Their laws must also authorize the LEA chief administering officer to modify, in writing, any such expulsion on a case-by-case basis. In addition, the GSFA states that the law must be construed so as to be consistent with the Individuals with Disabilities Education Act (IDEA).

Student Interrogations, Searches, and Arrests

Interviews

School officials may question students regarding matters incident to school without limitation. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by law enforcement or other investigative personnel.

- *If abuse or abandonment is **not** alleged:*
- *No issue of student population safety is presented.* If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the Interview In their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.
- *Safety of the student population is of concern.* When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. The Head of School or designee may interview students as necessary regarding school related issues and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s), faculty, administration, and/or the school exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School counsel.

Items provided by the School for storage (e.g., lockers, desks, tables, etc.) or personal items are provided as a convenience to the student but remain the property of the school and are subject to the school's control and supervision. Students have no reasonable expectation of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

Arrest

When law enforcement or other investigative personnel enters a campus providing a warrant or subpoena or expressing an intent to take a student into custody, the office staff shall request the peace officer establish proper identification, complete, and sign a form for signature of an arresting officer or interviewing officer. The school staff shall cooperate with the officer in locating the child within the school.

School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent as appropriate for the circumstances on a need-to-know basis.

Discipline and Due Process Procedures

Due process consists of a set of constitutionally required procedures designed to ensure that every student is treated fairly in determining whether or not the student's conduct justifies discipline. When a student has been referred to an administrator for a violation of school regulations, the administrator will determine the nature of the violation and the resulting disciplinary action. The administrator then decides the consequence. ASA will inform the parent in a timely manner of the consequence. Discipline consequences may include:

- Loss of privileges to participate in curricular and extracurricular activities
- Detention
- Restitution
- Short term suspension
- Disciplinary hearing leading to possible long term suspension or expulsion
- Referral to law enforcement*

All complaints of student misconduct are treated with confidentiality in order to protect the privacy and interests of the students involved, including any student-reported allegation of wrongdoing. Information will only be shared with required members of Administration and the Grade Level Team on a need-to-know basis to collaborate on Intervention Plans. Personal information with respect to an incident of student misconduct will not be released to any third party or external agency unless required by law or with the express written consent of the student or the student's parent or legal guardian. When a student is seen in the office by an administrator, what is said remains confidential between the student and administrator with the following exceptions, as required by law and/or ethical standards:

- Harm to self or others
- Abuse or neglect
- Court or other legal proceedings

If there is ever a need to reveal information, administrators will work with students to let them know in advance, and work with them to handle the situation in a way that respects them, their feelings, and their needs.

In response to a Student Discipline Referral, students and families can expect the following actions:

- A documented restorative conversation between a staff member and/or administrator, and the student regarding the incident that occurred.
- A reasonable effort to contact the parent/guardian to discuss the behavior incident and anticipated next steps (e.g., gather additional information, assign intervention and/or consequence).
- An appropriate and timely intervention and/or consequence assigned with the goal to change behavior and address the impact; interventions and consequences progress based on the impact and severity of the behavior incident.
- In the event that a behavioral incident(s) is deemed high impact (severe, multiple) to the school community, a more serious consequence may be assigned. This more serious consequence shall only be assigned with the approval of the Head of School or designee.
- A notification to the parent/guardian of any additional information and intervention(s) and/or consequence(s) assigned.

In instances where the student's action is a clear and present danger** and has the potential to endanger their safety, the safety of others, or cause a severe disruption in the relationship with ASA and/or its partnerships, the issue may immediately be referred to a disciplinary hearing with a Hearing Officer designated by the Board of Directors, even if the student has not had a previous suspension. If

a student has a cumulative 10 days of off campus suspension in one school year, it will result in a Disciplinary Hearing. Illegal actions will be reported to law enforcement.

Due Process for Students with Disabilities

Students should expect to be disciplined pursuant to the same standards of conduct and due process procedures. When misconduct occurs by a student with a disability, it is the policy of the school to comply with the requirements of the IDEA and/or Section 504 of the Rehabilitation Act as they relate to the disciplinary measures taken with a student with a disability. For information pertaining to student discipline for a student protected under Section 504, contact the Head of School. For questions regarding student discipline for a student who is considered to have a disability and receiving special education services on an IEP, contact the School's ESS Director. If a consequence being considered exceeds 10 off campus suspension days OR suspension days for the school year is cumulative of more than 10 days, a Manifestation Determination Review will be held.

Exclusion from Class

If a student's conduct in class disrupts the educational process or if the student persists in willful misconduct, a teacher may exclude the student from class for the remainder of the class session that day. The teacher shall explain to the student the reason they are being excluded from class and issue the student a disciplinary referral to the appropriate administrator.

A teacher may remove a student from the classroom if either of the following conditions exist:

- The teacher has documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with other students in the classroom or interferes with the ability of other students to learn.
- The teacher has determined that the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn.

Suspension

The policy for Arizona School for the Arts which relates to student suspension is based upon Arizona Revised Statutes. ARS §15-843 (I) -reads in part ". . . the authority to suspend a pupil or student from school is vested in the superintendent, the Head of School, or other school officials granted the power by the Board of the school district."

Suspensions are determined by an ASA administrator when behavior causes a disruption to learning for self or others. Typically, these behaviors include issues of safety, supervision, harassment/bullying, contraband, and use of hateful language.

- Short Term Suspension: A short-term suspension is defined as the exclusion of a student from class for a period of ten (10) school days or fewer. During the conference with the student regarding any alleged violation, and prior to the imposition of the suspension, the administrator shall advise the student of the allegations and evidence supporting the charges of misconduct. The student shall be given an opportunity to explain their version of events dealing with the alleged misconduct.
- Long Term Suspension: A long-term suspension is defined as the exclusion of a student from class for a period of more than ten (10) school days. If it is determined by the administration that the alleged student misconduct is serious enough to recommend a suspension of more than ten (10) school days, notification of a formal due process hearing shall be made to the parent(s) or guardian(s) at least five (5) school days prior to the hearing.

Expulsion

Expulsion of a student from the School conforms to the provisions in ARS §15-841, §15-842, and §15-843 and is defined as the permanent exclusion of a student from the school. The Hearing Officer alone has the authority to exercise the power of expulsion of a student from school. All conduct which may result in the expulsion of a student requires a formal disciplinary hearing before the Hearing Officer. No student shall be expelled unless the Hearing Officer has determined that such punishment is applicable after the formal disciplinary hearing. Parents may formally withdraw a student from school before the hearing; however, ASA reserves the right to continue with the formal disciplinary hearing even if a student withdraws from ASA. Expelled students may or may not be allowed to reapply for admission for the next school year subject to Board approval and conditions.

Application for Re-Entry Following Expulsion

The application for re-admittance shall occur no fewer than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed. The student's application for readmittance shall contain information indicating resolution of the problems that resulted in the expulsion. It is the prerogative of the Board of Directors to grant or deny re-admittance or to stipulate appropriate conditions for re-admittance. The Board of Directors, in its discretion, may, but is not required to, hold a hearing on any application for re-admittance to the school. Re-admittance may occur only at the beginning of a school year.

Disciplinary Hearing Due Process

If the offense is one that may result in a long-term suspension (more than 10 days) or expulsion, the administrator must set up a formal disciplinary hearing with the Hearing Officer. If a student poses a clear and present danger** to self, others, or to school property, the student, upon being charged, may be suspended summarily and a formal disciplinary hearing must be conducted as expeditiously as possible within ten (10) school days of the school receiving notification of the violation. Incidents may also be reported to law enforcement*.

The parent(s) or guardian(s) shall be notified by email or certified or regular mail:

- The time, date, and location of the hearing.
- A description of the alleged misconduct.
- The Board Policy or administrative regulation violated and discipline prescribed therein.
- A statement that the parent(s) or guardian(s) shall have a right to present witnesses and question witnesses.

The students and parent(s) or guardian(s) shall be advised that:

- The student and parent(s) or guardian(s) have a right to be represented by legal counsel.
- Notice must be given to the appropriate administrator at least 48 hours before the hearing if the student or their parent(s) or guardian(s) shall have an attorney or other representative present.
- There shall be no more than two (2) other representatives present in a student disciplinary hearing.

The Hearing Officer will render a decision and notify the parents/guardians and student in writing following the hearing. This notification shall be made by email or certified mail or regular mail. During the period of time between the alleged misconduct and the hearing decision, the student will be suspended from the school campus but is expected to keep up with schoolwork and contact their teachers through Canvas for assignments.

Appeal Process

An appeal process is established for expulsions and long-term suspensions that last more than a quarter. The student or parent must contact the Hearing Officer in writing within five (5) days of the hearing decision being rendered. In the case of appeal, a Disciplinary Review Committee consisting from three (3) to five (5) Board members will review the decision to determine if due process was provided and consequences were appropriate. The Disciplinary Review Committee may adopt, modify, or reject the decision. This Appeal Process is not a re-hearing and no new evidence is presented.

* Notification to Law Enforcement: Arizona law requires school officials to notify law enforcement in certain instances, including, but not limited to: (1) as defined by ARS 15-341(2); (2) any violation of ARS §13-3102 (A) (12) (Possessing a deadly weapon on school grounds); (3) any violation of ARS §13-3111 (a minor in possession of a firearm); (4) any possession, use, sale or transfer of marijuana, peyote, prescription drugs, dangerous drugs or narcotic drugs or manufacture of dangerous drugs in a drug free school zone to local law enforcement as defined by ARS §13-3411(F); or (5) any situation in which school personnel reasonably believe that a minor is or has been a victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted by other than accidental means or that is not explained by the available medical history as defined by ARS §13-3620.

** Clear and Present Danger to self, and/or others: Case law has defined clear and present danger as a threat to the health, safety, or welfare of the public. A student may receive this classification when they present a real or actual, not speculative or imagined threat of danger to the health, safety, or welfare of oneself and/or others. "Present" means the threat currently exists that which currently exists (as opposed to what does not yet exist or has ceased to exist) and there is a reasonable probability that the threat will reoccur or continue.

Family and Community Agreements

By enrolling your students at Arizona School for the Arts, you as a family, agree to operate within the mission, vision, and goals of the school. ASA faculty and staff value a collaborative and respectful relationship with all families. The guidelines below include basic expectations and procedures necessary to maintain a safe and productive school environment.

Basic Responsibilities to Support Education

- Work with ASA Faculty and Administration to ensure that your student takes advantage of the educational opportunity provided.
- Contribute by volunteering time and/or making an in-kind donation.
- Attend an Annual Parent Meeting held in the Spring.
- Thoughtfully consider a minimum contribution of \$2,000 (\$200/month) per student per academic year. We know every family has unique abilities to give, so we ask you to give a gift that is meaningful and financially possible for your family, and/or give a monthly donation.
- Stay updated on academics, arts, events, performances, and policies/procedures by regularly reviewing the *News from the Coop* weekly e-newsletter, ParentVue, the Student Information System, the *Family Engagement Matters* monthly e-newsletter.
- Ensure your student attends school regularly and on time.
- Send your student to school:
 - Well rested, on time, and within dress code;
 - With needed materials, including;
 - Student ID
 - Lunch
 - Arts equipment (i.e., instrument, dance gear, theater supplies)
 - School supplies
- Pick up your student within one hour of notification if they are being sent home for illness or discipline.
- Refrain from delivering items to students during school hours as class will not be interrupted for notification.
- Refrain from picking up your student after 8th Hour begins at 2:20 PM
- Attend and bring your student in appropriate attire to arts performances and academic presentations.
- Know the school rules and support them, including those related to discipline, attendance, and dress code.
- Provide an appropriate place for study and practice at home, including access to the internet and a printer (library usage is acceptable).
- Engage students in discussion about their studies and important deadlines.
- Review student assessments and grade reports on the Student Information System regularly throughout the year.

Communication

- Provide and update accurate family information (i.e., addresses, phone numbers, emergency contacts, legal custody orders, etc.)
- Consistently communicate with teachers and staff regarding academic and other issues related to your student's education.
- Return calls or emails from the school in a timely manner.
- Maintain cooperative and respectful relationships with staff and faculty.

- When necessary, collaborate with the teaching team and/or administration to follow through on an intervention and support plans to ensure student's continued success at ASA.

Safety

- Follow instructions from ASA personnel at all times when on campus or at school-related events.
- Sign in at the main office and wear the provided ASA ID badge when visiting campus. Parents/guardians are asked not to accompany students to classrooms in the morning or seek out teachers before or after school without an appointment.
- Follow traffic directions and protocol for safe drop-off and pick-up. Procedures are available in the [School Policies](#) section of the Parent Portal on the ASA website.
- Wait for your student outside the campus perimeter during dismissal times.
- Adhere to assigned drop-off and pick-up times for school hours, extracurricular events, and off-campus activities.
- Make an appointment when seeking a meeting with school personnel.

Code of Conduct

This Code of Conduct sets expectations for parents, guardians, and community members who engage with our school — in person, in writing, by phone, and on social media. It supports a safe, respectful learning environment for every student and a safe, respectful working environment for every staff member.

Our Commitment

We welcome parents, guardians, and other members of our diverse community into our school. Working together, school staff support the learning, wellbeing, and safety of every student, and are entitled to a safe and respectful work environment.

Parents and other visitors support that safety by ensuring their communication and conduct — at the school, at school events, and online — is respectful. **Harassment, bullying, intimidation, or abuse directed at staff, other parents, or any member of our school community will not be tolerated**, and may result in restricted access to school grounds, events, or communication channels, and in serious or repeated cases, referral to the Head of School and/or law enforcement.

This Code applies to all parents, guardians, family members, and other visitors, on campus, at school-sponsored events, and over phone and email communications with the school.

Communication

We expect parents and visitors to:	Demonstrated by:
<i>Be polite to others</i>	Using respectful spoken and written language in person, by phone, and by email
<i>Act as positive role models</i>	Modeling the calm, respectful behavior we ask of students, even when frustrated or disappointed
<i>Recognize and respect personal differences</i>	Being compassionate when interacting with staff, students, and other families

We expect parents and visitors to:	Demonstrated by:
<i>Use the school's communication process to raise concerns</i>	Informing staff if another person's behavior is negatively affecting them or their family, rather than confronting that person directly
<i>Respect staff time</i>	Accepting that, while staff strive to respond in a promptly, responses to inquiries may require time; requesting a meeting — rather than creating an unscheduled confrontation — to discuss a concern about their child's education

Collaboration

We expect parents to:	Demonstrated by:
<i>Ensure their child attends school ready to learn</i>	Taking responsibility for their child's safe, on-time arrival and departure every day
<i>Support the Student Code of Conduct</i>	Reading it with their child and reinforcing its expectations at home
<i>Partner with staff on their child's success</i>	Sharing relevant information with teachers and support staff, and following up on agreed next steps

School Culture

We expect parents and visitors to:	Demonstrated by:
<i>Recognize every student is important to us</i>	Valuing each child's education, not only their own child's
<i>Contribute to a positive school culture</i>	Speaking positively about the school and its staff in person and online
<i>Work together with staff to resolve issues</i>	Understanding that, at times, compromise is necessary, and acknowledging staff are responsible for supporting the whole school community, not any one family
<i>Respect people's privacy</i>	Avoiding gossip about other school community members — including students — in person or in writing, and understanding that staff cannot share confidential information about other students or families

Respect and Zero Tolerance for Harassment

Every member of our school community — staff, students, and families — has the right to feel safe. **Harassment, bullying, intimidation, or abuse of staff or other parents, or any member of our**

school community will not be tolerated in any form, whether in person, by phone or email, or on social media, and whether or not it takes place on school grounds.

Unacceptable behavior includes, but is not limited to:

- Yelling, swearing, or speaking in a threatening or demeaning tone toward staff, other parents, or students
- Personal attacks, insults, or name-calling directed at staff or other community members
- Repeated or excessive contact after being asked to use the school's established communication process
- Any behavior that a reasonable person would find intimidating, humiliating, or threatening
- Physical intimidation or aggression of any kind

When a concern arises, we ask parents to raise it calmly and through the proper channel (see *Raising Concerns*, below) rather than engaging in a direct, public confrontation with staff or another parent on campus or in front of students.

Staff and families who experience harassment are encouraged to report it immediately to school administration. Depending on severity and frequency, responses by administration may include:

- a documented warning;
- a requirement that future contact go through administration only;
- restricted access to campus or school events, or;
- referral to the Head of School and, where appropriate, law enforcement

Modeling Good Behavior

Students learn how to handle conflict, disagreement, and disappointment by watching the adults around them. When parents and visitors model patience, respect, and constructive problem-solving — even in difficult moments — they reinforce the same behavior we ask of students under the *Student Code of Conduct*.

Parents and visitors can model good behavior by:

- Staying calm and respectful during disagreements, even when frustrated
- Addressing conflict directly with the school through proper channels, rather than in front of students or through indirect forums (e.g., social media)
- Speaking about teachers, staff, and other students the way they would want their own child spoken about
- Demonstrating that mistakes and disagreements can be resolved without hostility
- Showing students that every member of the school community deserves to be treated with dignity, including when they disagree

Raising Concerns

We recognize that misunderstandings, legitimate concerns, and points of reasonable disagreement or dispute may arise from time to time. In such instances the following procedures apply:

- For concerns about your child's education or a staff member: contact the teacher or staff member directly, by email or through the school's official communication channel, to request a meeting
 - Allow staff reasonable time to respond and prepare, recognizing they are supporting many students and families
 - If the concern is not resolved, contact the school's front office or administration to request the next step

- For concerns involving another parent or a conflict between families: bring the concern to school administration rather than confronting the other party directly

This process protects everyone's ability to resolve issues respectfully, preserves the educational environment, and keeps the focus on what is best for students.

Attendance Policies

General Statement on Attendance

Regular and punctual school attendance provides students with an essential foundation for achieving academic success and assists them in developing habits necessary for college, performance, and life. Consistent attendance enables students to benefit from shared experiences that are integral to the learning process and cannot be replicated outside of the classroom. Parents and/or guardians share in the responsibility for helping students develop and maintain daily attendance.

Health and Wellness

Students who have a fever, stomach flu, or respiratory virus should stay home and away from others. We encourage a return to school following the [CDC Guidelines](#) that recommend return to normal activity after twenty-four (24) hours of being fever free (without medication) and as long as symptoms are improving. ASA does not have a face covering policy, however students are permitted to wear face coverings on School campus or at School-sponsored events, so long as such face coverings are otherwise consistent with applicable dress code standards. The School will not tolerate any bullying, harassment, or discrimination arising from or related to students opting to wear a face covering or not.

Arizona Attendance Law

Arizona State law requires that parents/guardians ensure that their children between the ages of six and sixteen attend school. On the fifth unverified absence or nineteen (19) total verified/unverified absences (regardless of reason) parent/guardian and/or child could be issued a citation for a violation of ARS §15-802 or §15-803. The citation would require that both parent/guardian and child appear in court regarding this issue.

Per ARS §15-803(B), absences may be considered excessive when the number of absent days exceeds ten percent (18 days) of the number of required attendance days (180 days). **If students exceed eighteen (18) absences in any course, they may not receive credit for that course.**

Exceptions may be made for religious holidays, health-related absences with documentation from a medical professional, or **for professional engagements with prior approval** from ASA Administration. All other absences will be included in the total number of absences.

Daily Attendance and Tardiness

Parents and guardians are responsible for the timely attendance of their children to all classes, school functions, and performances. The ASA curriculum requires active participation and often involves group work. For this reason, it is difficult for students to make up for missed work due to absence or tardiness. Students who are absent for a full day of school may lose the privilege to attend any after-school, extracurricular activities that day.

Reporting Absences

Each day a student is absent, their parent/guardian must contact the Attendance Clerk via email at attendance@goasa before 8:15 AM on the day of absence. Messages should include the student's name, grade, absence reason, parent name, and phone number.

Note:

- Verified (VER) absence is one that has been reported to the school Attendance Clerk within twenty-four (24) hours.
- Unverified (UNV) absence is one that has not been reported to the school Attendance Clerk within twenty-four (24) hours.
- Both verified and unverified absences count towards the eighteen (18) day threshold.

Parents/guardians will be contacted with escalating urgency and potential intervention or consequences.

Attendance Thresholds and Administrative Interventions

Automated alerts will be issued to parents and guardians once a student accumulates the specified number of total absences, inclusive of both verified and unverified instances.

5 Total Absences	Electronic notification is provided to families regarding current absence status and future policy thresholds. (Informational only; no further action required.)
10 Total Absences	Formal notification is distributed via email. The respective grade-level team will coordinate a mandatory meeting with the student and parents to address and resolve underlying attendance concerns.
15 Total Absences	The issued notification will mandate a School Engagement Meeting. This collaborative session involves administration, counseling, and the family to mitigate attendance barriers and facilitate consistent academic participation.
18 Total Absences	A required conference with the Head of School is scheduled to establish a formal Attendance Contract. Subsequent absences may result in administrative consequences, referral to the Maricopa County Truancy division, or loss of eligibility for school-wide activities.

Guidelines for Academic Recovery

Whenever a student is absent, it is important for the student to have access to the information presented in class and an opportunity to make up school work missed during their absence. The student shall be responsible for completion of all make-up work in a satisfactory manner and within accordance with the Late Work Policy and the teacher's syllabus.

The student shall be responsible for utilizing academic intervention opportunities, such as Q&A, to receive additional instructional support for the subject(s) or course(s) missed due to the absence. The teacher may request the student receive additional academic interventions or support to master the essential knowledge and skills in the subject or course requirements.

Loss of Credit

Students will receive an automatic grade drop in any class for which they have more than eighteen (18) absences. They may also lose credit for the year in any course due to excessive absences after appropriate interventions have been documented. Excessive absenteeism or chronically absent is defined as missing more than 10% (18 days) of a class. Appeals must be submitted, in writing, to the Head of School's office within five (5) days of receipt of a no-credit-earned (NCE) notification.

Tardiness and Early Check-Out

We expect students to be in class on time and remain until the end of the school day. Classes begin promptly at 7:45 AM. If students are not in class at 7:45 AM, (or the period's official start time), consequences may follow, such as lunch detention, community service, loss of privileges, etc. Students who miss more than fifteen (15) minutes of a class at the beginning or the end of a period will be marked absent. Three (3) tardies in any class is equal to one (1) absence.

The office will not allow early checkout after 2:20 PM.

Extended/Severe Illness

An extended/severe illness is one that results in a student missing more than three (3) days of school or when illness symptoms include fever, vomiting, and/or flu-like symptoms. To maintain a healthy school environment, students should return to school when symptom free.

Chronic Health Problems

As stated in the Arizona Education Code, students with chronic health problems are defined as students who are unable to attend regular classes for intermittent periods culminating in three (3) school months during a single year due to an illness, disease or accident but who are not homebound. Student absenteeism caused by chronic health problems, illnesses, disease, or accidents, certified and submitted directly by a a certified physician., will not be considered as part of a strict requirement that a student not be absent for any reason more than a designated number or percentage of days during a semester or school year. Students who need to be absent due to chronic health problems, illness, disease or accidents, must have their doctor submit [ASA's Medical Certification Form](#) and qualify for that exemption including Homebound services. Contact the Front Office via email (preferred method) at attendance@goasa.org for more information. The medical certification form does not excuse the student from completing their work and any course requirements. In circumstances where work completion results in not meeting ASA's requirements for promotion, a mandatory parent/guarding meeting will be held with administration to discuss the appropriate placement - retention or promotion - for the next school year.

Professional-Excused Absences

Professional student obligations must have prior approval from Administration and may not exceed seven (7) cumulative days.. The Professional-Excused Absence Proposal Form is available in the main office or on the school website in the [Parent Portal](#). Forms must be submitted prior to absence, and additional documentation is required upon return from absence. Professional-Excused Absences are counted in toward the eighteen (18) day limit for absences. If students exceed eighteen (18) absences in any course, they may not receive credit for that course.

College Visits for 11th and 12th Grade Students

- Students are allowed up to seven (7) days to visit colleges.
- Students must complete a College Visit Excused Absence Request form available in the office or on the school website in the [Parent Portal](#).
- Documentation from the school visited must be provided upon return to campus.
- Absences for college visits are counted in toward the eighteen (18) day limit for absences as explained above..

Performance Attendance (Including Showcase)

Performances (concerts, festivals, competitions) are presentations of curriculum materials learned and mastered. Performances are listed on individual class syllabi. It is the parents'/guardians' responsibility to bring their student to the concert or performance at the appropriate call times. Concerts cannot be made up by another concert.

If students are planning to miss a required class performance for one of their arts classes, they must submit a Performance-Excused Absence form, available in the office and in the [Parent Portal](#), prior to the absences. Additional documentation is required upon return from absence. Students will not receive credit for participation and/or performances that are missed due to a performance-excused absence. Students should contact their teachers prior to submitting the form.

If students are participating in outside extracurricular arts or sports activities, the school performances always take precedence. Families must disclose to the outside youth arts organization all school conflicts at the time of the audition.

Leaving Campus

A student may not leave campus for any reason except under the following circumstances:

- The parent or guardian personally picks up the student and signs out the student in the office.
- No adult may sign out a student other than their own without written permission from the student's parent or guardian or if listed on emergency form completed through the student portal.
- The student is under the supervision of a staff person and has parental permission.
- The student is a student driver who has a written communication from their parent or legal guardian and presents it to the office at the time of sign-out.
- Special note: Only Seniors who are in good standing and who have written parent permission on file in the office may leave campus during ASA's lunch time.
- Phone communication but be accompanied by an email or a written note prior to a student leaving campus.

Enrollment Policies and Procedures

Enrollment

ASA enrolls students in accordance with ARS §15-184. ASA enrolls eligible new pupils who submit a timely application by lottery and program availability unless the number of applicants exceeds the capacity of a program, class, grade level or building. Current ASA students and siblings of current students or alumni have enrollment preferences. Information about re-enrollment is shared with families in the spring and can also be found on the [website](#).

Re-Enrollment for Current Students

As a first step to re-enrollment, parents/guardians must submit by the deadline the Family Enrollment and Annual Giving Form which is distributed at or before the Annual Meeting. The Annual Meeting for parents/guardians is held each year by ASA's Head of School - typically in February for current students. We highly encourage at least one parent/guardian to attend the meeting to learn about school-wide goals. No student is offered or denied enrollment based upon financial capacity or annual giving.

Withdrawals

In the event that a parent or legal guardian withdraws a student from ASA during the school year, the following procedures apply:

- The parent or legal guardian must request an *Official Notice of Pupil Withdrawal* (ONPW) per ARS §15-827.
- The withdrawal date on the ONPW is the same as the last date of attendance recorded in the official school attendance log.
- ASA grading policy gives 8th-12th grade students a letter grade and 5th-7th grade students a pass/NCE at the end of each semester. Students and parents may check student grades on Canvas at any time throughout the year. If a student is passing, but withdraws before the end of the year, the student receives a grade report listing the classes attended and the dates of attendance with a P (Pass)/ NCE (No Credit Earned for 5th-7th graders and a letter grade for 8th-12th grade students.
- ASA forwards transcripts or grade forms to the student's new school upon official request by that school.
- Parents/guardians may request copies of their student's records. Complete information about parent rights to view records can be found at the end of this handbook in the annual notice of the Federal Education Rights Privacy Act (FERPA).
- Students who withdraw are treated as new students if they decide to re-enroll.

Forms

Immunization Records

Students must have proof of all required immunizations or a valid exemption in order to attend school. Arizona law allows exemptions and the forms are available at school and [online](#) on the Arizona Department of Health Services' Arizona Immunization Program page.

Medical Emergency Forms

Parents must complete the medical emergency section of the student application as part of the admissions process. Parents are also expected to keep medical emergency information up-to-date by calling the school office to provide any information that may change during the course of the school year.

Medication

Medications, prescription or nonprescription, may not be carried by students. Prescription and over-the-counter (OTC) medication must be delivered to the school office and be accompanied by the [Medication Release Form](#) listing the specific medications and instructions for administration. All prescription medication must be in the original pharmaceutical bottle with the prescription label attached. Medications will be kept in a locked medical cabinet in the school health center. ASA will properly dispose of any medications not picked up from the office within one (1) week of the last day of school.

Technology

Parents and students must annually complete and submit the Student and Parent Technology and Network Resource Expectations as well as the Agreement to and Explanation of Google Workspace for Education in the registration packet.

Guardianship

The school office should receive a copy of any court order specifying guardianship and any other court mandated instructions that impact the education and school safety of a student.

Field Trip and School Events

Students are expected to follow direction from staff and faculty even though the directive made may not be specifically mentioned in this handbook. Participants will follow the directions of the chaperones in all circumstances. Additional rules may be developed and implemented both before and during the outing to facilitate the safety, efficiency, and integrity of the trip. Students will abide by all of these rules. Major infractions of any rule, as determined by the lead chaperones, may be cause to send the student home at family's expense.

Standard Rules:

- Student Code of Conduct and School Rules from the Community Handbook still apply to students while on school field trips..
- No use, distribution, and/or possession of tobacco, alcohol, nicotine, vaping devices, drugs, and/or weapons.
- Only store-bought, factory-sealed food may be taken on school trips.

- No socialization in rooms belonging to students of the opposite sex.
- No curfew violations.
- No visitation of unsafe or unsecured areas.
- No participation in unsafe behaviors including challenges or games that put one's own health and safety at risk or that of another.
- No inappropriate use of social media.

Field Trip Permission Forms

Parents will electronically acknowledge the local field trip permission slip as part of the enrollment/re-enrollment process. The permission slip acknowledgement is for trips to the library, local museums, theatres, Ballet Arizona, and neighborhood excursions for field study. Trips that are beyond the downtown area require a signed parent permission slip. Trips outside of Maricopa County require Board approval and a notarized medical release form signed by the student's parent(s)/guardian(s).

ASA policy is to walk, use a school bus, or Light Rail for field trips. Parents may serve as drivers in certain cases. Students may drive themselves only if other transportation is unavailable and with parent permission.

Field Trips and Responsible Bus Behavior

The bus driver is responsible for the safety of students on the bus and the bus driver has the same authority as any teacher or administrator in the school. The laws regarding bus safety, driver training and licensing, and student behavior are state and federally mandated. Inappropriate behavior such as standing up on the bus, waving to other drivers on the road so as to distract them, or sticking any part of the body out of the bus are all violations of the code. There is no eating or drinking of anything except water on the bus.

Photo & Informational Release

The ASA application and annual registration process asks parents to electronically sign a form either giving or denying consent for their student to participate in research and to release student images or performances for ASA purposes. ASA does not use research, student information or student images for non-school surveys, marketing, sales or distribution without parent permission.

The School may disclose, without consent, directory information such as a student's name, address, and telephone number unless notified in writing by the parents, guardians, and eligible students that the school is not to disclose the information.

During the ASA annual registration process, parents electronically sign a form either giving or denying consent for their student to participate in online or live stream video with their image and if applicable their name being announced either in onscreen lettering or audibly announced. These types of technology would only be made to the ASA community via YouTube invite. These videos would then be archived and unavailable to view after the time period for viewing has expired.

Title IX Policy

No person in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All individuals who are employed by ASA are required to conduct themselves at all times in a manner that provides an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on ASA property will be in violation of ASA employment policy and subject to disciplinary action by Administration. Sexual harassment consists of unwelcome or inappropriate sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or another staff member, or by a student to another student or staff member. Anyone who is subject to sexual harassment or who knows of the occurrence of such conduct should inform their immediate supervisor or Administration.

Examples of actions that interfere with a person's education that are prohibited for both students and staff include:

- Unwanted touching
- Obscene comments
- Physical threats
- Obscene / sexually suggestive gestures
- Sexual innuendos
- Gender specific comments
- Requests for sexual favors

All matters involving sexual harassment complaints will remain confidential unless disclosure is required by law or is determined to be necessary to the implementation of this general policy by Administration or the Board of Directors. Confirmation of harassment by an ASA employee may result in disciplinary action, up to and including termination.

ASA conforms with the Federal Title IX. All employees must participate in required training and sign the policy of understanding annually.

ASA Title IX Coordinator: Elma Džanić Bass, Head of School (elma.dzancbass@goasa.org)

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)

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

- The right to inspect and review the student's education records within 45 days after the day Arizona School for the Arts (ASA) receives a request for access.
 - Parents or eligible students should submit to the Head of School a written request that identifies the records they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 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 ASA to amend a record should write the Head of School, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the School discloses education records with consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] 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

Child Find Policy

As a further duty, Arizona School for the Arts will define and pursue efforts to see that:

- All children with disabilities, who are in need of special education and related services, will be identified, located and evaluated.
- A practical method will be developed and implemented to determine which children are currently receiving needed special education and related services.
- The program also applies to highly mobile children with disabilities and children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade.

To carry out these duties, assigned Arizona School for the Arts personnel will:

- Maintain documentation of the public awareness efforts to inform the public and parents within their jurisdiction of the availability of special education services.
- Implement screening activities for all newly enrolled students and those transferring in without sufficient records.
- Complete the screening activities within 45 days of a student's enrollment.
- Include in the screening consideration of academic or cognitive, vision, hearing, communication, emotional, and psychomotor domains.
- Maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated.

The Individuals with Disabilities Education Act (IDEA)

IDEA is a federal law that protects the rights of students with disabilities. In addition to standard school records for children with disabilities, education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other healthcare providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws. Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements. For additional information or to file a complaint, you may call the federal government at (202) 260-3887(voice) or 1-800-877- 8339 (TDD) or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Arizona Department of Education - Exceptional Student Services
1535 W. Jefferson, BIN 24
Phoenix, AZ 85007

This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

Free Appropriate Public Education (FAPE) Policy

Arizona School for the Arts will ensure that all children with disabilities have the right to a free appropriate public education (FAPE). For the purposes of the IDEA, the term free appropriate public education or FAPE means special education and related services that:

- Are provided at public expense, under public supervision and direction, and without charge.
- Meet the standards of the State Board of Education.
- Include elementary school, or secondary school education.
- Are provided in conformity with an individualized education program (IEP).

To discharge these obligations, administrative, professional, and support staff personnel will competently execute any applicable responsibilities of their positions to help assure that:

- FAPE is made available to each child with a disability, who is in need of special education and related services, even though the child is advancing from grade to grade.
- Services in accordance with 300.121 are made available for a child with a disability who has been removed from his or her current educational placement for disciplinary reasons for more than 10 school days.
- FAPE is available to students who have graduated, but who have not been awarded a regular high school diploma, and who were previously identified as a student with a disability in need of services.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding school conducted surveys, collection and use of information for marketing purposes, and certain physical exams. They include the right to the following:

- Consent before a student is required to submit a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by the program of the U.S. Department of Education (ED).
 - Political affiliations or beliefs of the student or student's parent.
 - Medical or psychological problems of the student or student's family.
 - Sexual behavior or attitudes.
 - Illegal, antisocial, self-incriminating, or demeaning behavior.
 - Critical appraisals of others with whom respondents have close family relationships.
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 - Religious practices, affiliations, or beliefs of the students' parents.
 - Income, other than required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
 - Any other protected information survey, regardless of funding.
 - Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exams or screening permitted or required by Arizona law.
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect upon request and before administration or use:
 - Protected information surveys of students.
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
 - Instructional material used as part of the education curriculum.

McKinney-Vento Homeless Assistance Act

The school provides a staff person as a liaison for students in homeless situations. The liaison ensures the following:

- Children and youth in homeless situations are identified by school personnel and through coordination with other entities and agencies.
- Students immediately enroll, regardless of missing documentation, and have full and equal opportunity to succeed in the school.
- Families, children and youth receive educational services for which they are eligible, including Head Start, Even Start and preschool programs and referrals to health, mental health, dental and other appropriate services.
- Parents or guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of students in homeless situations is disseminated where children receive services under the Act.
- Enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney-Vento Act.
- Parents and guardians are informed that transportation is provided to and from the school of origin, at parent request.
- The liaison will assist children and youth who do not have immunizations or medical records to obtain necessary immunizations or immunization and medical records.
- The liaison will help unaccompanied youth choose and enroll in school if a space exists. The liaison will coordinate and collaborate with State Coordinators for the Education of Homeless Children and youth and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.
- Homeless children and youth are not stigmatized or segregated on the basis of their status as homeless.

Student Counseling and Social Work Confidentiality Policy

ASA personnel who receive, create, access, or disclose information in connection with student guidance, counseling, social work, or school safety interventions shall safeguard student information while honoring parent and eligible-student access rights and all required safety disclosures. School personnel shall not promise absolute secrecy to students or families.

Communication of Confidentiality Limits

At the start of individual or group supportive interactions, when practicable and age-appropriate, the school counselor or social worker shall explain that information will be handled discreetly but may be shared with authorized parents, school officials, emergency responders, or public agencies as required or permitted by law. Students shall be encouraged to involve their parents or guardians in addressing significant concerns.

Student Records and Access

Student counseling and social work documentation that constitutes an education record is maintained and disclosed in accordance with the Family Educational Rights and Privacy Act (FERPA), A.R.S. section 15-143, and ASA's existing student-record policies. Parents of minor students have applicable rights to inspect student records, including counseling and psychological records. When a student becomes an eligible student under FERPA, disclosures shall be handled under the law applicable to eligible students, subject to any lawful exceptions. Records are kept in approved school systems with role-based access, not in unrestricted personal files or shared drives.

Authorized Disclosures and Minimum Necessary Sharing

ASA may disclose information to the extent authorized or required by law, including:

- To a parent or legal guardian, or eligible student, who is legally entitled to the information or records;
- To ASA school officials with a legitimate educational interest in providing or supervising student services;
- For an immediate health or safety emergency when the governing legal requirements are satisfied;
- To law enforcement, the Arizona Department of Child Safety, or another proper authority when mandated reporting or another legal obligation applies; and
- To outside providers or other persons when a valid consent, release, subpoena, court order, or other legal basis authorizes the disclosure.

Disclosures shall be limited to information reasonably appropriate for the permitted purpose. Information about one student shall not be unnecessarily shared with other students, families, or employees.

Emergencies, Abuse, and Threats

Confidentiality does not prevent timely action to protect a student or another person from imminent harm, or immediate reporting under A.R.S. section 13-3620. Staff shall activate the ASA emergency response procedure and comply with their individual reporting obligations. In suspected abuse

cases, ASA shall coordinate parent contact with the appropriate investigating authority when needed to avoid increasing risk to the student or interfering with an investigation.

Records, Access Requests, and Administrative Responsibility

Counselors, social workers, and other assigned personnel shall document material interventions and disclosures accurately, factually, and without unnecessary sensitive detail. Records shall be retained and disposed of under ASA's record retention schedule and applicable law. Requests for access, correction, release, or subpoenas shall be directed to the Head of School or designee for review under applicable law. The Head of School shall ensure annual staff communication and training regarding this policy and related procedures.

Relationship to Existing Policies

This policy supplements the ASA Community Handbook, student-record/FERPA notices, child protection obligations, crisis-response plans, and other formally adopted policies. If a conflict is identified, ASA shall follow controlling law and refer the policy issue to administration and legal counsel for correction.

In accordance with:

ARS §15-154(C)(3)(d), ARS §15-143, 13-3620, and ARS §1-602; FERPA, 20 U.S.C. section 1232g and 34 C.F.R. Part 99.

Student Counseling and Social Work Family Notification Policy

ASA communicates with a student's legally authorized parent or guardian and, when appropriate under law, the eligible student. Other family members shall be informed only when legally authorized, permitted by a valid consent, or necessary and authorized to protect health or safety; this policy does not create unrestricted access for extended family members.

When Notification is Required

The school counselor, social worker, or assigned administrator shall determine and document the nature and urgency of concerns arising under the counseling plan. Notification will generally occur as follows:

- **Immediate danger or acute safety concern:** Activate emergency/crisis procedures without delay. Notify a parent or guardian as soon as practicable, consistent with student safety, legal restrictions, and any child-protection or law-enforcement instructions. An emergency response must not be delayed solely to reach a parent.
- **Significant non-emergency concern:** Promptly notify the parent or guardian, ordinarily the same school day and no later than the next school day when reasonably practicable, concerning material safety, social-emotional, attendance, or behavioral issues for which parent involvement is important. The timing may be adjusted for a lawful safety or child-protection reason and documented.
- **Ongoing or less urgent concerns:** Communicate within a reasonable period based on seriousness, recurring patterns, and available interventions; provide follow-up as needed and coordinate with the student's educational support team.

Content and Method of Notice

Communications shall ordinarily identify the concern in factual, non-diagnostic terms; the school's immediate response; recommended family actions or resources; any planned school follow-up; and the name of a school contact. Staff should offer direct conversation for sensitive issues, confirm the identity and legal authority of the recipient, use an accessible language or format when needed, and avoid detailed sensitive information in unsecured voicemail or email.

Consent and Parental Participation

ASA shall obtain required parental consent before administering mental health screenings or arranging mental health treatment for minors when required by ARS §15-104 and 36-2272, and before protected-information surveys when required by ARS §15-117. Staff shall distinguish ordinary educational guidance and supportive school interactions from mental health screening or clinical treatment. The law's emergency exceptions shall be observed; students will not be denied immediate safety assistance while consent is sought.

Limits on Notice and Mandatory Reports

When a staff member suspects child abuse or neglect, that staff member shall make the required immediate report under ARS §13-3620. ASA shall not automatically disclose a report to a parent or family member if disclosure would violate law, place the student at additional risk, or compromise an investigation. The Head of School or designee shall consult the responsible agency or legal counsel

as appropriate to determine the safe and lawful manner and timing of any further notice. This policy shall not be used to withhold student records from an individual legally entitled to access them.

Documentation and Follow-up

Staff shall record the identified concern, risk level, notifications or attempted notifications (date, method, and recipient), any reason for delayed or restricted notice, referrals or protective actions, and relevant follow-up in an approved restricted-access school record. If immediate parent contact fails, staff shall escalate to the designated administrator and continue appropriate safety measures rather than leaving a student without required protection.

Administration and Review

The Head of School or designee shall oversee implementation, train relevant staff, resolve questions about legal authority to receive information, and periodically review this policy against the school's guidance and counseling plan and any applicable grant requirements.

In accordance with:

ARS §15-154(C)(3)(e), ARS §15-143, 15-104, ARS §15-117, ARS §36-2272, ARS §13-3620, and ARS §1-602; FERPA, 20 U.S.C. section 1232g and 34 C.F.R. Part 99.

Student Counseling and Social Work External Referral Policy

ASA may refer students and families to qualified community resources, public agencies, emergency services, and educational supports when school-based guidance, counseling, or social work services identify needs beyond or complementary to those provided by the school. Such referrals may address mental and behavioral health, immediate safety, suspected abuse or neglect, housing instability, food insecurity, substance use, family support, disability-related evaluation, or other barriers to educational success. ASA does not guarantee outside services or provide a clinical diagnosis solely through this referral process.

Responsibility and School-Family Partnership

The school counselor or social worker, or an administrator's trained designee, coordinates routine referrals. School staff who become aware of a concern promptly alert the designated professional or administrator, except that mandatory reporters remain individually responsible for required reporting. The Head of School or designee oversees referral quality, confidentiality, documentation, training, and maintenance of an up-to-date community resource directory. Families are partners in routine referrals, subject to emergency and reporting exceptions.

Required Referral Procedure

The step-by-step process in **Appendix A** is incorporated into and approved as part of this policy. Staff shall use it to (1) identify needs, (2) triage urgent versus routine matters, (3) determine parent/eligible-student involvement and consent, (4) select an appropriate community entity or agency, (5) make the referral or mandated report, (6) record only necessary information, and (7) conduct follow-up.

Consent, Records, and External Providers

For routine referrals to outside providers, ASA shall obtain appropriate parent/guardian or eligible-student authorization before transmitting personally identifiable student records or directly arranging services when required by law. The family may be given general resource information without transferring school records. Mental health screenings and treatment, and certain surveys, require consent as provided by applicable statutes. External providers retain responsibility for their own service eligibility, clinical assessment, licensure, and consent processes. ASA will disclose no more information than law and the particular referral authorize.

Emergency and Child Protection Exceptions

When there is an imminent threat of harm, staff shall use the ASA crisis protocol, contact 911 as appropriate, arrange continuous supervision and emergency response, and involve the parent/guardian when lawful and safe. When there is a reasonable belief of abuse or neglect triggering ARS §13-3620, staff shall make an immediate report to the legally appropriate recipient. Direct reporting duties may not be substituted with an internal referral; reporting only to a school resource/safety officer does not satisfy the statutory reporting requirement.

Specialized Contracted Behavioral Health Referral Programs

If ASA participates in a school-based referral arrangement with a contracted behavioral health services provider through the Children's Behavioral Health Services Fund or AHCCCS in circumstances governed by ARS §36-3436.01, ASA shall not begin that arrangement until the Board has satisfied the statute's public-meeting policy process and the applicable program procedures provide annual parent opt-in, parent notice before referral, publication of contracted-provider lists, and the required parent-survey/reporting process. General community-resource referrals under this policy do not, by themselves, establish participation in such a program. Administration shall confirm applicability with counsel before implementation.

Equitable Access and Educational Supports

Referrals shall be made without discrimination and with interpretation or accessibility supports as needed. If a potential disability-related educational need is identified, staff shall also refer the concern through ASA's IDEA Child Find or Section 504 procedures without waiting for outside treatment. Students experiencing homelessness shall be connected to the McKinney-Vento liaison and appropriate community assistance.

Implementation and Oversight

The Head of School shall distribute the policy to relevant staff, maintain the operational resource directory, ensure refresher training, review compliance at least annually, and ensure that any information provided in ADE School Safety Program reports excludes student personally identifiable information unless expressly permitted by law and ADE instructions.

Appendix A - Detailed Referral Procedures

Intake and Assessment

- A teacher, staff member, parent, or student may express a concern to the counselor, social worker, or designated administrator in person, by secure school communication, or through another approved referral channel. Staff record the concern in factual, limited terms and alert the responsible professional promptly.
- The responsible professional checks immediate safety, developmental/educational needs, language needs, and whether the matter involves mandated reporting, a possible disability, or homelessness. Staff do not diagnose a mental illness or substitute for a licensed outside clinician.

Choose a Response Pathway

Concern / Urgency	Required School Action	External Destination/Follow-up
Imminent injury, suicide risk, violent threat, medical crisis	Use crisis response immediately; keep student supervised; alert administration; document actions; contact authorized family safely.	Call 911 for immediate danger. 988 may provide crisis support but does not replace 911 for emergencies.

<i>Suspected child abuse, neglect, or reportable offense</i>	Individual mandated reporter makes immediate statutory report; inform administration afterward as appropriate; protect student.	Arizona DCS or peace officer as ARS §13-3620 requires; if alleged offender lacks care/custody/control, report to a peace officer.
<i>Non-emergency mental/behavioral health or family stress</i>	Engage parent/eligible student; confirm consent requirements; offer options; arrange referral if authorized.	Family-selected licensed community behavioral health provider, health plan, or AHCCCS/community navigation resource.
<i>Housing, food, transportation, basic needs</i>	Contact school McKinney-Vento liaison or social worker; coordinate practical supports.	Local housing/food organizations; Arizona 2-1-1 and applicable public assistance agencies.
<i>Suspected disability or educational access need</i>	Begin ASA's internal IDEA Child Find or Section 504 referral independently of outside care.	ASA Exceptional Student Services/Section 504 team; related state resources as appropriate.
<i>Substance use, community safety, or other service needs</i>	Determine level of risk; consult parent/eligible student; identify suitable agency or provider.	Relevant licensed provider, youth-support agency, law enforcement when legally required, or agency in the maintained directory.

Routine Referral Authorization and Connection

- For a non-emergency referral, explain the concern to the parent/guardian or eligible student, describe available options and expected next steps, and obtain any consent required for screening, treatment, direct outside-provider contact, or release of school records. Confirm language-access needs. When a family declines optional outside services, record the decision and continue appropriate school-based supports.
- Identify an appropriate agency/provider using ASA's annually reviewed directory; verify current contact information, eligibility, scope, accessibility, and referral route before giving it to the family. Do not represent an external appointment or acceptance as confirmed until verified.
- Provide resource information directly to the parent or eligible student. When the family authorizes direct outreach, transmit only the information authorized and reasonably necessary. For any specialized contracted behavioral-health referral governed by ARS §36-3436.01, complete the additional statutory opt-in and notification processes before referral.

Timeliness, Follow-up, and Documentation

- For an urgent but non-emergency safety concern, make the initial administrator/parent contact during the same school day when safely possible. For routine referrals, make initial outreach or offer resources within two school days after triage, when practicable. Never defer an emergency report to meet these routine timelines.
- A designated counselor/social worker follows up within a reasonable interval, ordinarily within ten (10) school days for routine referrals, to ask whether the family connected with a resource and whether further educational supports are needed. Escalate continuing safety concerns through the crisis or mandated-reporting pathway.
- Maintain a restricted-access referral record identifying date, general concern category, triage, recipient agency or resource, parent/eligible-student contact or authorization, report or referral

date, staff member, follow-up, and any unresolved concern. Avoid clinical diagnoses and unnecessary sensitive narratives. Comply with ASA retention, FERPA, and student-record procedures; do not upload identifiable student information to ADE grant monitoring systems.

Operational Resource Directory and Training

The Head of School or designee shall designate the owner of a current directory that includes emergency response (911), crisis support (988), Arizona Department of Child Safety, local law enforcement, AHCCCS/health-plan navigation, housing and food assistance/2-1-1, community behavioral health providers, ASA Exceptional Student Services/504, and the McKinney-Vento liaison. The directory is an administrative resource, not an endorsement of a provider and not a substitute for the statute-specific reporting rules. Staff shall receive recurring training on the pathway, contact methods, and consent requirements.

In accordance with:

ARS §15-154(C)(3)(f), ARS §13-3620, ARS §15-143, 15-104, ARS §15-117, ARS §36-2272, and (if applicable) ARS §36-3436.01; FERPA, 20 U.S.C. section 1232g and 34 C.F.R. Part 99; IDEA and Section 504.