



2023 – 2024

HANDBOOK

for Students and Families

Primavera Online



MISSION AND VISION STATEMENT

Primavera provides a rigorous, relevant, and personalized education in a highly interactive virtual environment. As an alternative school, we are committed to educating all students seeking a high school diploma while engaging students who are credit deficient. Our vision is to prepare every student to become college and career ready by providing a highly personalized education.

Student Support and Success

Student Success

To be a successful online learner, you will need to be committed to the following:

- **Persistence:** Students who succeed in the online learning environment need to be tolerant of technical problems, be a self-advocate, work daily in all classes and work through their challenges.
- **Time- Management Skills:** While the flexibility of distance learning is an advantage our students enjoy, it is also one of the biggest challenges. The online student will need to be able to manage their time well by creating a study schedule that fits their academic and personal needs and stick to it.
- **Communication skills:** The teachers and staff at Primavera are here to help you. They look forward to assisting you over the phone, in online live sessions, through text and email. The teachers will need you to communicate when you need help.
- **Basic Technical Skills:** Basic technical skills will be needed throughout your classes. If you do not know how to do something, it is important that you ask your teacher. They are always willing to teach you anything you need to know.
- **Motivation and Independence:** Online learning requires self-motivation, independence, and responsibility. Students who can work independently and stay motivated will be able to seize the many opportunities that an online learning environment can provide.
- **A Good Study Environment:** You will need a dedicated and quiet place designated for studying where the distractions of learning from home are not present. This will mean you may have to turn off your cell phone and only use the internet during study time for school-based assignments.

Parent/Guardians: The influence of the parent/guardian is extremely powerful. The more parents understand how to navigate our system and hold students accountable, the more opportunity the student has to be successful at Primavera. Items such as up-to-date telephone numbers and email addresses will help us greatly in our collective efforts to support your student's academic success by providing a channel of communication.

Parent/Guardian checklist for helping your child with virtual learning

Helping your child with online schoolwork, study skills and providing a schedule and place for educational studies will improve your child's chances of doing well in school and in life. As distance learning parents, you are your child's daily face to face contact.

Show you think education and schoolwork are important

- Is there a set regular time every day for schoolwork?
- Does your child have notebooks, pencils, computer, calculator and other related items to complete assignments?
- Does your child have a well-lit and quiet place to study?
- Do you stay in touch with your child's teachers?

Monitor Assignments and Progress

- Do you know what class your child is enrolled in?
- Do you know how many lessons are in each of your child's courses?
- Do you know where the pacing calendar is and how to locate your child's syllabi?
- Do you see your child start, work on, and submit assignments?
- Do you require your child to show you feedback on assignments?
- Is TV viewing, internet surfing or video games cutting into your child's schoolwork time?
- Do you use consequences or incentives tied to school performance and progress?

Communication with the Academics and Guidance Departments

- Do you check your email regularly for updates on your child's progress?
- Do you keep your contact information up to date?
- Do you use the Parent-Student Portal to view what items are completed and when?
- Do you work with the teachers to resolve schoolwork concerns?

Student Support at Primavera

Certified Teachers: Students learn at home with the support of their parents and certified teachers who are a call, text, message, or email away.

Guidance Department: Trained and certified school counselors are on staff to enhance the Primavera experience for students and provide the tools and resources for them to succeed in the Counselor Connect Advisory that is assigned to each student. The guidance department works closely with students to create individual academic plans to support them in the areas of personal and social development, academic progress, and career/college planning.

Tutoring: Primavera has online Math, Science, and English tutors trained in the Primavera curriculum who provide one-on-one assistance to all students. Tutors are virtually available between the hours of 8am and 8pm, Monday through Friday. Please contact your teacher for additional information .

Special Education Services: Primavera makes available special education and related services to all eligible students. Our Special Education teachers are trained to teach to diverse learning styles and ability levels. Primavera believes in close collaboration between staff, general education teachers, special education teachers, and parents. For more information about our special education programs, please contact the School.

Accreditation

Primavera receives its accreditation through Cognia, a globally renowned organization. Earning a Cognia certificate involves an extensive review of the school's organizational procedures,

academic strategies, goals, improvements, and stakeholder communication process.

In the 2023-2024 school year, Primavera will renew its accreditation for an additional five years. To learn more, please see <https://home.cognia.org/registry> .

Primavera is approved by the National Collegiate Athletic Association (NCAA) for numerous math, science, English, social studies and foreign language courses starting from the 2014-2015 school year. Students who complete NCAA approved courses can establish their NCAA eligibility to play college sports. This means that any student who has completed approved Primavera courses dating back to the beginning of the 2014-2015 school year has the chance to participate in and obtain scholarships for college athletics.

Primavera is one of the few online high schools in the country to receive NCAA approval due to our constant teacher-student interaction and support.

Admissions Policies

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Primavera is a tuition free school.

Primavera will admit all eligible pupils who submit a timely enrollment application. Primavera shall give enrollment preference to pupils returning to the school in the second or any subsequent year of its operation, to siblings of pupils already enrolled in the school, and to children of employees and Governing Body members of the school.

If, by the application deadline, the number of applicants exceeds the capacity of a program, class, grade level, or building, all applicants for that program, class, grade level or building will be selected for the available slots through an equitable selection process; except that preference shall be given to siblings of a pupil selected through an equitable selection process such as a lottery. After the application deadline, pupils for any remaining slots or for a waiting list will be accepted in chronological order. (A.R.S. § 15-184(A)-(D)).

Primavera reserves the right to refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution per Arizona Revised Statute §15-841.

Required Enrollment Documents

- Registration Form
- Birth Certificate – (or other proof of the pupils identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate). **This documentation is required within 30 days of enrollment**
- Arizona Residency Documentation Form – Must be the same as address on Registration packet including a copy of establishing document
- Withdrawal Form from Previous School – **required if transferring from another Arizona Public School**

Documents needed for admission of your student

Note these documents are not required for consideration of enrollment of your child, but necessary to ensure your child receives proper services and your understanding of the Schools Policies and Procedures once he/she is admitted to the school.

- Special Education records such as an Individual Education Plan or 504 plan (if applicable)
- Recent report card (elementary or middle school)
- Transcript (high school)
- Discipline records
- Attendance records
- Legal guardian or custody papers (if applicable)
- Individual Language Learning Plan (if applicable)
- Immunization Record – (or signed statement re: exemption pursuant to A.R.S. 15-873)
- Special medical, behavioral, or other information you would like school personnel to know about your child

Federal Programs

The mission of Federal Programs is to ensure the academic and personal needs of all eligible students and their families are met by providing resources that promote teamwork and collaboration in the delivery of support services.

At Primavera Online School, we are dedicated to creating an inclusive and supportive environment for all students. We understand the importance of federal programs in addressing the unique needs of our students. By complying with Federal and Arizona laws, we strive to ensure that all students have equal opportunities to succeed academically and thrive in their educational journey. Programs and services are designed to address the academic needs of these eligible students. Primavera Online School works in partnership with other district departments, sites, programs, as well as external community agencies and programs.

Programs provided through this office are:

- Students Experiencing Homelessness (McKinney-Vento Act)
- Migrant Education
- Foster Care
- Military Affiliated Students
- English Language Learner (ELL)

Students Experiencing Homelessness

The term “homeless children and youths”— means individuals who lack a fixed, regular, and adequate nighttime residence. This includes students who are staying in transitional or emergency shelters, campgrounds, motels, sharing housing with other families due to a loss of housing or an inability to afford housing, abandoned in a hospital, staying in substandard housing, or living in places not ordinarily used for sleeping. This includes students who have run

away or students whose parents have put them out of their home. A homeless student may stay in the same school all year, if feasible, even if he/she moves out of our boundaries. Additionally, the student may enroll in the district in which he/she currently resides.

Also, a student may qualify for services as an “**unaccompanied youth**” if they are temporarily living with someone other than their parent or legal guardian, is moving from place to place, is in a shelter, or otherwise not in the physical custody of a parent or legal guardian.

Primavera is committed to providing a stable educational environment and support to students who qualify under the McKinney-Vento Act.

The following services may be available:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or in the school in which they were last enrolled), if that is preferred
- Receive transportation assistance to and from the Primavera Online School required events such as state testing if necessary
- Receive educational services comparable to those provided to other students.

In general, Primavera will:

- Ensure access to education
- Connect families with services
- Form collaborations and partnerships with community outreach organizations
- Inform and provide learning for all stakeholders

Federal and Arizona Laws

- [McKinney-Vento Homeless Assistance Act](#): This federal law ensures that homeless students have equal access to education and the opportunity to succeed academically
- [Arizona Department of Education](#): Homeless Education Program

If you are experiencing homelessness, please contact the Homeless Student Liaison. Determinations of qualifying students are made on a case-by-case basis.

Homeless Student Liaison

Jaimee Miller

jaimee.miller@strongmind.com

(480) 498-5097 Ext: 32045

Military Affiliated Students

Primavera Online School recognizes the sacrifices made by military families and is committed to supporting military affiliated students. The Interstate Compact (MIC3) addresses key educational transition issues encountered by children of military families.

Military Affiliated Students are eligible if their guardians are:

- Active-duty member(s) of the uniformed services, including members of the National Guard and Reserve on active-duty orders
- Members or veterans who are medically discharged or retired within the last year
- Members who die on active duty, for a period of one year after death
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS)

Eligible military affiliated students may receive support in enrolling at Primavera Online School to include:

- Enrollment and Educational Records:
 - Accepting unofficial or “hand -carried” education records
 - Enroll and appropriately place student pending validation of official records
 - Flexibility in enrollment and school transfers due to frequent relocations.
- Immunizations:
 - Student is given thirty (30) calendar days from the date of enrollment to provide immunization records
- Kindergarten & First Grade Entrance Age:
 - The student shall be allowed to continue their enrollment at grade level commensurate with their grade level (including Kindergarten) from a local education agency (LEA) in the sending state, at the time of transition.
- Support Systems and Course Program Placement:
 - Receiving school shall honor placement based on student’s previous enrollment and/or educational assessments. The receiving school is not barred from performing subsequent evaluations to ensure appropriate placement and continued enrollment.
 - Access to support systems, such as school counselors and military installation specific school liaisons and Family Readiness Officers (FRO).
- Graduation Requirements:
 - Waiving courses required for graduation if similar coursework has been completed
 - Waiver Requirements: Specific required courses shall be waived if similar course work has been satisfactorily completed. If a waiver is denied, the LEA shall provide an alternative means of acquiring required coursework so the child may graduate on time
 - Flexibility in accepting state exit or end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in receiving state

Federal and Arizona Laws

- [Interstate Compact on Educational Opportunity for Military Children](#): This compact ensures that the educational transition of military children is smoother across state lines.
- Arizona Revised Statutes (ARS) [15-1911](#).
- Arizona Department of Education: [Military Families](#)

Military Student Liaison serves as the primary point of contact for school related matters:

Military Student Liaison
Jaimee Miller
(480) 498-5097 Ext: 32045
Jaimee.miller@strongmind.com

Students in Foster Care

Primavera Online School promotes and establishes protocols supporting the educational stabilization and success of students in foster care and students awaiting placement. Through the removal of barriers and enhancement of collaborative efforts, Primavera has created a stabilizing learning environment for the student to ensure academic achievement.

Students in foster care are children or youth who have been placed in the legal custody or care of the state child welfare agency or a court-appointed guardian due to abuse, neglect, or other factors requiring out-of-home placement.

Primavera provides support for students in foster care to include:

- Enrollment support regardless of documentation, including school record or immunization records
- Support in maintaining school stability, even if placement changes occur.
- Collaboration with child welfare agencies to address educational needs and support the transition between schools
- Access to educational resources, such as tutoring, counseling, and extracurricular activities

Students in foster care are to be counted present at school when attending court proceedings related to their care and placement.

Federal and Arizona Laws

- [Every Student Succeeds Act](#) (ESSA): ESSA includes provisions to ensure educational stability and support for students in foster care
- Arizona Revised Statutes (ARS) Title 8, [8-514.03- 8-530.01](#) and [8-921](#)
- Arizona Department of Education: [Foster Care](#)

Primavera Online School has designated the following person to serve as the District's Foster Care Point of Contact:

Foster Care Student Liaison
Jaimee Miller
jaimee.miller@strongmind.com
(480) 498-5097 Ext: 32045

Migrant Students

Primavera Online School demonstrates its commitment to supporting immigrant students and families by actively fostering a welcoming and inclusive environment. This is achieved through programs and initiatives designed to address the unique needs of immigrant communities. By prioritizing inclusivity and creating a safe space for students and their families, Primavera Online School aims to ensure that every individual feels valued and empowered to succeed academically and socially. This commitment is crucial because it recognizes the importance of providing a nurturing environment where immigrant students can thrive, overcome challenges, and fully integrate into their new communities.

Migrant students are children or youth whose parents or guardians have moved within the past 36 months to obtain or seek seasonal or temporary employment in agricultural or fishing work.

The following services may be available:

- Immediate enrollment, even without school or medical records
- Access to supplemental academic and support services
- Assistance in transferring educational records between schools
- Collaboration with community organizations to address healthcare, housing, and other needs
- Language support if needed

Federal and Arizona Laws

- Title I, Part C, of the [Elementary and Secondary Education Act](#) (ESEA):
- Arizona Department of Education: [The Migrant Education Program](#)

Primavera Online School has designated the following person to serve as the school's Migrant Student Point of Contact:

Migrant Student Liaison

Jaimee Miller

jaimee.miller@strongmind.com

(480) 498-5097 Ext: 32045

English Language Learners

Primavera Online School is committed to delivering exceptional education and comprehensive support to English Language Learners (ELL). ELL students are those who have a primary or home language different from English and need additional assistance to develop proficiency in the English language.

Through specialized programs and personalized resources, Primavera Online School ensures that ELL students receive the attention and guidance necessary for their language development. Our qualified instructors employ effective teaching strategies tailored to meet the unique needs

of ELL students, fostering a conducive learning environment that promotes language acquisition and mastery.

This dedication is vital because it recognizes the importance of providing equitable educational opportunities to ELL students. By prioritizing their language needs and offering targeted support, Primavera Online School enables ELL students to bridge language barriers and achieve academic success. Access to high-quality education and support not only empowers ELL students to excel academically but also enhances their communication skills, cultural integration, and overall confidence, preparing them for future endeavors.

The following services may be available:

- English language development programs and services to support language acquisition
- Specialized instruction to help ELL students access academic content
- Culturally responsive teaching practices to create an inclusive learning environment
- Collaboration with bilingual staff, interpreters, or translators to facilitate communication

Federal and Arizona Laws

- [Title III of the Elementary and Secondary Education Act \(ESEA\)](#):
- Arizona Revised Statutes (ARS) Title 15, Chapter 7, Article 3.1: [15-751-15-757](#)
- [The Office of English Language Acquisition Services \(OELAS\)](#)
- Arizona Department of Education: [English Learners](#)

Primavera Online School has designated the following person to serve as the school's English Language Learners Point of Contact:

English Language Learner Point of Contact

Gina Little

Gina.little@strongmind.com

480.456.6678

Notification of Rights under FERPA

Primavera has established written policies regarding the collection, storage, retrieval, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

1. **Right to Inspect and Review.** Parents have the right to inspect and review a student's education records within 45 calendar days from the day the school receives a request for access. Requests should be submitted in writing to the School administration and clarify the records to be inspected and/or reviewed.

2. **Right to Amend Education Records.** Parent may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the School Administration clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the School decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the School still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view regarding the contested information.
3. **Right to Consent to Disclosure.** Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), 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.

Primavera may be required to disclose student information pursuant to lawful requests, such as subpoenas or court orders, or in compliance with applicable laws. Primavera does not reveal information until it is determined that the information requested by law enforcement or private litigants meet applicable legal standards. Additionally, Primavera may share student information when we believe it is necessary to comply with the law, to protect Primavera interests or property, to prevent fraud or other illegal activity within the PSP Community or use of the Primavera name, or to prevent imminent bodily harm. This may include sharing information with other companies, lawyers, agents, or government agencies.

4. **Right to File a Complaint.** A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the district has violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the School Administration. If a reasonable solution is not made at the school level the complainant has the right to file a complaint with the U.S. Department of Education. The name and address of the office that enforces FERPA is:

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

Directory Information

A school may designate information in education records as “directory information” and may disclose it without parent consent, unless the parent/guardian notifies the School of their decision to “opt-out.” The primary purpose of directory information is to allow the School to include this type of information from your child’s education records in certain school publications.

Examples include:

- The yearbook
- Other recognition lists
- Graduation programs; and
- Extracurricular activities

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Primavera has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities/sports
- Electronic mail address
- Photograph
- Degrees, honors, and awards
- Grade level
- Dates of attendance

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Arizona Department of Education at (602) 542-3111.

Custody

In most cases, natural parents shall be given reasonable access to their children at school and to their children’s educational records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent to access a child and/or the child’s educational records. It shall be the responsibility of the natural parent who has a court order restricting the rights of the other (non-custodial) parent to a child or the child’s educational records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order.

In cases in which a person other than the natural parent has been granted guardianship, the rights and privileges of the natural parent shall be considered divested, in the absence of court action granting the natural parents specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes

Student Information System and Learning Management System Rules for Terms of Use

These Systems are available to students while participating in their educational experience and as they become literate in an increasingly technological world. The purpose of these **Rules for Terms of Use** is to foster the appropriate use of Primavera student information systems and learning management systems. Here are some items to remember:

- Remember that the network is not private.

- Students may not use the LMS to do anything unlawful, malicious, or discriminatory.
- Students may not use profane, lewd, rude, defamatory, or threatening, forms of communication.
 - This applies to verbal and written language, diagrams, photographs, representations, videos, or any other form of communication
- Students may not post content or take any action on the LMS, that infringes on someone else's rights.
- Students may not use the Primavera network to engage in any illegal act, including, but not limited to, arranging for the purchase or sales of drugs or alcohol, engaging in criminal activity or threatening the safety of another person.
- Students may not post photographs, comments, or blogs that display illegal substances or include references to illegal substances
- Students may not bully, intimidate, or harass other persons.
- Students may not post content that is pornographic, contains nudity or graphic violence.
- Students may not solicit login information or access an account belonging to someone else.
- Students may not upload viruses or other malicious code.
- Students may not send or otherwise post unauthorized commercial communications to users (such as spam).
- Students may not post sensitive information such as account access information or financial information.
- All course materials are copyrighted and to be used exclusively by enrolled students who may print, photocopy material from the LMS for their own use.

*****Disclaimer: Primavera does not warrant, and specifically disclaims, all warranties of any kind, either expressed or implied, including but not limited to, the implied warranty of merchantability fitness for a particular purpose or non-infringement, relating to the use of, and/or materials obtained via, the Internet*****

Primavera will remove any content students post in the LMS if it violates these Rules. Any and all photographs, comments, blogs, and interests are fully moderated by Primavera and must first be approved by a school moderator. If any student repeatedly violates the letter or spirit of these Rules, Primavera will remove individual access to the LMS.

Student Portal Pictures

Please review the following guidelines regarding the photo you choose to upload to the student portal. Photos that do not meet the established guidelines will not be accepted. If your photo is not accepted, you will be prompted to upload a new photo.

Photo Suggestions:

- Use past yearbook or student photos.
- Think of your student portal picture like a driver's license photo.
- Take a picture with a blank background from your shoulders up.
- Please remember to smile.

Photo Requirements:

- The photo must take up the entire square in the resize window.
- Do not post photos that include individuals other than yourself.
- Your photo must be a head-shot – from the shoulders up.
- Make sure your entire head is included in the photo.

- Use a right-side up head shot, not slanted, sideways, or upside down.
- You must be facing the camera in your photo and looking at that camera.
- Do not use an unclear, dark, or washed-out photo.
- There should be no cameras, cell phones, or electronic devices visible in the photo.
- Writing on the photo is not permitted.
- Do not use suggestive photos
- Do not use a photo in which you are wearing sunglasses.

Safety & Security

- Students will promptly disclose to the Primavera staff of any message they receive that is inappropriate, offensive, or feels uncomfortable.
- Students may not attempt to gain unauthorized access to the Primavera network or to any other computer system connected to the Primavera school network. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- Students may not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses.
- Primavera may post links to other websites within the LMS. Primavera is not responsible for the privacy practices of nonaffiliated websites
- Primavera takes appropriate precautions to protect student information. All account information is located on a secured server behind a firewall. When students enter sensitive information (such as username or password), Primavera encrypts that information using secure socket layer (SSL) technology.

If there are any questions about the security of the LMS, please contact Primavera School's Helpdesk.

Mandatory Reporting

The law does not recognize confidentiality between student and school personnel. The Arizona mandatory reporting law A.R.S 13-3620 requires that school personnel or any person who has responsibility for the care or treatment of a minor, who reasonably believes that a minor has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect shall immediately report or cause a report to be made of this information.

Report Child Abuse or Neglect

Arizona Child Abuse Hotline

1-888-SOS-CHILD (1-888-767-2445)

Online reporting link: <https://dcs.az.gov/report-child-abuse>

Academics Grades K-8

The Curriculum

Primavera Online offers a comprehensive set of courses that meet and exceed state and national standards to prepare our students for high school and life skills. Our interactive interface allows students to navigate through the course material and activities with ease while providing a rigorous educational program. Daily activities include a variety of exercises, videos, reading assignments, quizzes, daily classroom discussions, and weekly papers/projects/science labs, and interaction with teachers.

Promotion/Retention (Grades K-8)

The promotion (advancing to the next grade) and retention (staying in the current grade) of students enrolled with Primavera is based on the degree of success the individual student achieves in completing the educational program designated to meet his/her needs.

Primavera has high standards for promotion. Students must earn their promotion to the next grade level by demonstrating mastery of the grade level's rigorous standards, as set forth by the State Board of Education. Decisions to retain a student are to be made by the classroom teacher, pursuant to A.R.S. 15-342(11).

The Governing Body may review the decision of a teacher to promote or retain a student upon request to do so from the parent/guardian. The parent/student will have the burden of proof to overturn the teacher's decision and shall demonstrate to the Governing Body that the student has mastered the academic standards adopted by the State Board of Education. If the Governing Body overturns the decision to promote or retain the student, the Governing Body shall adopt a written finding that the student has mastered the academic standards. All reviews by the Governing Body shall be conducted in executive session unless the parent/guardian requests that the review be conducted in an open meeting.

Grading Procedures and Activities

Percentage		Letter Grade	GPA- Unweighted
93- 100%	=	A	4.0
90- 92%	=	A-	3.7
86- 89%	=	B+	3.3
83- 85%	=	B	3.0
80- 82%	=	B-	2.7
76- 79%	=	C+	2.3
73- 75%	=	C	2.0
70- 72%	=	C-	1.7
66- 69%	=	D+	1.3
63- 65%	=	D	1.0
60- 62%	=	D-	0.7
0- 59%	=	F	0.0

Grades are determined by student performance on teacher-graded activities and computer-graded assignments, quizzes, and exams within each course. Students may view their grade for each assignment through their grade book. Final grades are comprised of the following:

Checkpoints	Workbooks
Projects	Unit Exams
Discussions	Final Exams

Weekly Synchronous/Asynchronous Sessions	Close Readings, Labs, or Journals
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Enrolling Past Semester Start Date (Grades K-8)

Primavera shall enroll students in classes based on past successfully completed courses or current placement. Students will be placed in courses based on appropriate class pacing.

High School Academics Grades 9-12

The Curriculum

Primavera Online offers a comprehensive set of courses that meet and exceed state and national standards to prepare our students for college and life skills. Our interactive interface allows students to navigate through the course material and activities with ease while providing a rigorous educational program. Daily activities include a variety of exercises, videos, reading assignments, quizzes, daily classroom discussions, and weekly papers/projects/science labs, and interaction with teachers.

Primavera Online provides dual credit options with colleges to transition students by allowing them to earn both high school and college credit. Honors courses and dual enrollment options through our college and university partners provide advanced curriculum, preparing students to meet their post-secondary educational goals.

Graduation Requirements

Students who complete the following requirements successfully will be eligible to receive a Primavera Online High School Diploma:

Course	Credits
English	4 Credits
Algebra 1	1 Credit
Geometry	1 Credit
Algebra 2	1 Credit
4 th Year Math	1 Credit
Science	3 Credits
World History/Geography	1 Credit
American History	1 Credit
American Government	0.5 Credit
Economics	0.5 Credit
Physical Education	0.5 Credit
Health	0.5 Credit
Career Tech Ed/Voc Ed/Fine Arts	1 Credit
Electives	6 Credits
Civics Test (Per House Bill 2064)	Pass
CPR Requirement (Parents can opt out)	Complete
Total	22 Credits

NOTES: At Primavera Online, courses are taken in sequential order. For example, students needing to take an English 9 course will take the first half of the course, English 9A, before the second half of the course, English 9B, and students required to take Algebra 1 will take the first

half of the course, Algebra 1A, before the second half of the course, Algebra 1B. Students will take courses in the approved sequence to ensure retention and mastery of curriculum material and promote success on state level assessments.

English (4 credits) – This requirement will be met by completing the following courses or courses that are equivalent to: English 9A, English 9B, English 10A, English 10B, English 11A, English 11B, English 12A and English 12B. Some ELD courses may meet English requirements for graduation.

Math (4 credits) – This requirement will be met by completing the following courses or courses that are equivalent to: Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and one credit of a fourth-year math course.

- Qualifying students may complete a personal curriculum math plan.
- Students receiving a personal math plan must complete one credit in mathematics that includes significant math content during their senior year.

Science (3 credits) – This requirement will be met by earning three credits in science, one of which must be Biology or a Life Science.

State Graduation Requirements

Civics Exam

A.R.S.15-701.01(A)(2) was amended in 2015 by House Bill 2016, to require all high school students to pass a Civics exam with a score of 60% or higher. In 2022 the requirement was updated for students graduating in 2026 to earn a passing score of 70%.

CPR

As of July 2019, students must receive CPR (Cardiopulmonary Resuscitation) instruction pursuant to Senate Bill 1137. Online students are not required to demonstrate hands-on cardiopulmonary resuscitation as defined in section 15-808. Primavera provides students with online instruction on cardiopulmonary resuscitation. This course does NOT certify a student for CPR. Student(s) shall be excused from this course at the request of a parent or guardian or if written documentation is provided demonstrating that the student has completed prior CPR training or is CPR certified.

Grade Level / Cohort Determination

Primavera places students in courses according to their transcript evaluation and cohort year. Cohort year is defined as the student's grade level based on the first day they enrolled in high school and started grade 9. Students with international transcripts may be entered as a first-time freshman cohort. Entering home-schooled students who cannot provide a transcript from an accredited home school program will enter as first-time freshmen with zero credits.

Early Graduation

Students who meet graduation requirements before the final term will have their diploma mailed to the contact address on file, or they may pick it up during office hours starting the Monday after the graduation ceremony.

Graduation Deficiencies

Students who fail to meet all graduation requirements by June 30, 2024 will not be eligible to participate in the 2023-2024 graduation ceremony. Students will be given the opportunity to continue taking courses up to the age of 22 to fulfill graduation requirements and receive a Primavera Online High School diploma.

Education and Career Action Plan (ECAP) Requirement

Arizona Administrative Code R7-2-302.05 establishes and requires an Education and Career Action Plan (ECAP) to be completed for every student in grades 9–12 beginning with the graduating class of 2013. An ECAP reflects a student’s current plan of coursework, career aspirations, and extended learning opportunities to develop the student’s personalized academic and career goals.

Throughout all four years of high school, students will work toward reaching their academic and career goals by creating, following, and updating a four-year plan, exploring various careers and skills, researching different education and career pathways, and participating in extracurricular activities. The ECAP is developed, reviewed, and updated annually by school counselors, students, parents or guardians, as well as school representatives.

Grading Procedures and Activities

Percentage		Letter Grade	GPA- Unweighted	GPA-Honors Weighted
93- 100%	=	A	4.0	5.0
90- 92%	=	A-	3.7	4.6
86- 89%	=	B+	3.3	4.1
83- 85%	=	B	3.0	3.8
80- 82%	=	B-	2.7	3.4
76- 79%	=	C+	2.3	2.9
73- 75%	=	C	2.0	2.5
70- 72%	=	C-	1.7	2.1
66- 69%	=	D+	1.3	1.6
63- 65%	=	D	1.0	1.3
60- 62%	=	D-	0.7	0.9
0- 59%	=	F	0.0	0.0

Grades are determined by student performance on teacher-graded activities and computer-graded assignments, quizzes, and exams within each course. Students may view their grade for each assignment through their grade book. Final grades are comprised of the following:

Checkpoints	Workbooks
Projects	Unit Exams
Discussions	Final Exams
Weekly Synchronous/Asynchronous Sessions	Close Readings, Labs, or Journals

Awarding Transfer Credit

Primavera shall accept credits earned by students in courses or instructional programs from any Arizona charter school or Arizona school district documented on an official transcript. Acceptance of transfer credits from sources other than an Arizona charter school or Arizona school district is not automatic. This includes, but is not limited to, credits from homeschool programs, private schools, non-accredited schools, and international transcripts. Credits may be awarded pending a review by a school counselor and/or the guidance director and may require demonstration of competency in core courses required for graduation.

Grade Point Average

Cumulative grade point average (GPA) is based on all courses taken for high school graduation using the following policies:

- Plus and minus scores are given and averaged for the GPA total.
- Any passing grades that have been replaced by a higher grade remain on the transcript and are averaged for the Cumulative GPA total with the exception for courses repeated as outlined in the Repeating Courses section on page 22.
- All “F” grades are averaged for GPA total when calculating weighted or unweighted GPA.
- “W” grades are not included in GPA calculations.

Class Rank

- Class Rank GPA is based on a weighted scale and is used to determine high honors, honors graduates, and college/scholarship applications.
- Any grades that have been replaced by a higher grade remain on the transcript and are not counted for the Class Rank GPA total.

Student Status

- **Full time:** Our full-time students enjoy a unique structure that gives them the flexibility and individual support they can't find anywhere else. Full-time enrollment is available to 9–12th grade students in the state of Arizona under the age of 22.
 - Enroll in trimester (12-week) terms
 - Complete 30 hours of coursework/attendance each week
 - Get back on track or have the opportunity to graduate early
 - Semester schedule is the only option for grades K-8
- **Concurrent:** Part-time or concurrent students take one or more classes with Primavera to catch up or get ahead on credits while attending their current school.
 - Take 2 classes during a trimester term
 - Complete 15 hours of coursework for the class each week

Academic Integrity and Plagiarism

All students are expected to conduct themselves with honor and academic integrity. Primavera uses Turnitin software to protect the academic integrity of work submitted. All students will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used. Under no circumstances will a student be permitted to cheat or plagiarize, and disciplinary measures will be taken in the event of this type of student misbehavior.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be part of a works cited acknowledgement unless it is common knowledge. Sources may include, but are not limited to, the World Wide Web, books, articles, and media presentations and recordings.

Examples of plagiarism

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections.

Common knowledge is information that is commonly known by most people and its content can vary from course to course.

Cheating involves submitting work in an assignment or exam that is not your own.

It can include the following:

- Copying someone else's work
- Allowing someone else to copy your work
- Having someone else complete your work for you
- Accessing homework cheat sites on the internet that do the work for you

If a student is found to have plagiarized or cheated, the following discipline measures may be taken, depending on the severity and frequency of the occurrence(s).

- No credit for the assignment
- Parent/Teacher conference
- Parent/Teacher/Administration conference
- Suspension
- Long-Term Suspension
- Expulsion

Other course components

Communication

Communication between students, families, teachers, and school staff is a key component to academic success. Students are expected to communicate frequently and respectfully with their teachers and other school staff. The more school staff is informed of the student's progress and any possible interruptions in learning, the better prepared they are to support the positive learning outcomes for students.

Weekly Course Announcements

Course Announcements are posted at least weekly in each course. These announcements provide the opportunity to guide students through the expectations of the week including the synchronous session schedule, asynchronous session opportunities, and an overview of the week's assignments. It is the student's responsibility to read and follow the expectations in the Course Announcements.

Synchronous and Asynchronous Learning

Students are expected to participate in both synchronous and asynchronous learning sessions. These sessions provide students the opportunity to receive live instruction from their teacher on topics covered in each week's unit. These sessions include opportunities for students to collaborate with their peers and to immerse themselves deeper into the content of the course. Because Primavera provides flexible learning opportunities for students, these sessions may be done both synchronously (in real-time), or asynchronously (at a different time).

Discussion Board

The discussion board supports daily engagement in a meaningful dialogue between teachers and students. Students are expected to participate in the discussion board daily and follow the teacher's grading rubrics.

Exams

Exams provide the opportunity for weekly summative assessment of each unit. Students are expected to complete each exam with academic integrity. Students may request to retake an exam or, may be asked by their teacher to retake an exam, if the student's learning could be extended if another opportunity were provided.

Projects

Projects provide the opportunity for students to demonstrate their understanding of course content through their own words. As such, projects are a critical component of the online learning process. Students are expected to:

- Complete all assigned projects with academic integrity
- Submit all written work through *Turnitin*
- Improve and resubmit projects when requested
- All projects must be submitted through the Course Player/Learning Management System (LMS)

Participation

A Primavera student must participate to earn a passing grade while in attendance. By interacting with the course and the instructor, the learner must participate in all course activities in order to earn a passing grade. Students are defined as participating in a course anytime they interact with their instructor or are engaged with the course, which includes preparation, coursework, discussion board posts, assessments, etc.

Course Change Requests

A parent/student may only request a change of course if:

- The assigned course was already taken, completed, and documented on a transcript.
- The course assigned is an elective, and the student wishes to complete a different elective.

Parent(s) must contact a School Counselor via phone or email to change the elective course within three (3) school days from the start date of the course.

Withdrawing from a Course

- Parent-Student Request: Authorized contact must immediately contact a school counselor.
- Determination: Students may receive a “W” if a gradebook item was submitted in the course prior to the end date.
- Student Withdraw from School: Authorized contact has requested for student withdrawal submitted to the registrar department.
- Determination: No grade reflected will be submitted if no gradable work was submitted or withdrawal was processed prior to the start date.

Repeating Courses

Students are expected to repeat any course required for graduation in which they previously earned a failing grade. Once a final passing grade is posted, the new course will be entered on the transcript, and the GPA will be calculated using both the failing and passing scores.

Students may submit a request to their school counselor to retake a course that previously received credit to improve the grade. If the request is approved and an improved grade is posted, the improved grade will be entered and calculated into the GPA. The previous course grade will remain on the transcript but will not be counted in the student’s GPA and will not be awarded credit.

Transcript Amendment

In the event a course title is amended, the new title will be reflected on any current transcripts. Primavera retains a list of courses that have titles amended, and the change date noted.

State Assessment

Each year Primavera is required to administer statewide achievement tests to measure how our students are doing and how we are doing as a school. All Primavera students in grades 3-9 and grade 11 are expected to participate in statewide testing in-person. Parents/guardians are responsible for transporting their student(s) to and from testing locations. These assessments are mandated by state and federal law. (State Law: ARS 15-741; Federal Law: 34 CFR 200.2 Participation in Assessments). Statewide tests are also included in state accountability measures such as the letter grade issued to us by the Arizona Department of Education based on student growth, proficiency, and assessment participation rates.

Testing provides an opportunity for our students to demonstrate all of the hard work they have been doing, as well as the growth that they have achieved. In addition, the information provided through testing allows our teachers to see how instruction needs to be adjusted and where our students are in need of additional support.

As a public charter, our goal is to continue to be a trusted option for your educational experience in the State of Arizona. We request your support to make sure your student is present for state testing. We do our best to designate centrally located testing sites to accommodate as many students and families as possible.

Primavera provides notification of testing dates and locations around the State through the Primavera website, regular mail, email, and the parent/student portals. Instructors proctor the

tests on dates specified by the ADE. All students must participate in the state assessment or take a make-up test if absent during the testing dates. For more information, please [click here](#).

All students are required to participate in state testing; failure to participate may result in review of continued enrollment.

Grades 3-8
(Students are tested on multiple days)

Grade Level(s)	Content Areas	Approximate Times
3-8	AASA Math Part 1 AASA Math Part 2	60-85 minutes 60-85 minutes
3-8	AASA ELA- Reading Part 1 AASA ELA- Reading Part 2	40-75 minutes 40-75 minutes
3 only	AASA Oral Reading Fluency	15 minutes
3-8	AASA ELA - Writing	60-90 minutes
5 & 8	AzSCI Science	90 minutes

Grades 9 & 11
(11th Graders are tested on multiple days)

Grade Level	Content Areas	Approximate Time
9	ACT Aspire	5.5 hours
11	ACT	5.5 hours
11	AzSCI	120-160 minutes

Additional Academic Opportunities

High School Dual Enrollment Program

Primavera Online School offers some courses for Dual Enrollment (High School and College credit) through Rio Salado College. Dual Enrollment courses require enrollment into Rio Salado and must be coordinated through the Guidance Department at Primavera Online.

NOTE: Dual enrollment is dependent on teacher certification and course availability. Course offerings may change from year to year. For more information, please contact your Primavera School Counselor.

High School Credit for College/University

Primavera gives core or elective credits for college courses pursuant to Arizona Revised Statute

15-701.01. Upon receipt of an official transcript from the college or university, a school counselor reviews the course description from the college/university and determines whether the course merits a core or elective credit and is based on course content equivalency.

Each three (3) or four (4) credit-hour college course will be awarded one-half (.5) high school credit. Any five (5) credit-hour college course may be awarded up to one (1.0) high school credit. For additional information, please contact the guidance department.

Attendance Expectations

Attendance (for trimester (12-week), semester, and 6-week courses)

Full-time and concurrent students are required to submit attendance each week with daily input of one or more gradable items. It is expected that students actively participate in their courses a minimum of five days each week. Primavera's school week operates Monday through Friday; however, access to courses is available on weekends and holidays.

Parents/guardians are responsible for verifying their students' weekly attendance through the StrongMind attendance application; adult students verify their own attendance. Parents/Guardians and Adult students can approve attendance on their phone using this link: <https://login.strongmind.com/>.

Primavera policy and Arizona state law determine student consequences for excessive absenteeism.

Semester Courses Expectations (Grades K-8)

- Complete coursework 5 days out of the week
- Complete 1 hour per class, per day
- For grades K - 3, attendance should be submitted and verified daily- 40 minutes per course per day should be submitted resulting in 4 hours per day for every 6 enrolled courses summing to 20 hours of attendance per week.
- For grades 4 - 12, attendance should be submitted and verified daily- 1 hour per course per day should be submitted resulting in 6 hours per day for every 6 enrolled courses summing to 30 hours per week.
- Failure to start and complete coursework will result in withdrawal

Trimester (12-Week) Course Expectations (Grades 9-12)

- Complete coursework 5 days out of the week
- Complete required lessons daily as prescribed by your teacher
- Attendance should be submitted and verified daily-6 hours of attendance must be submitted per day
- Failure to start and complete coursework could result in withdrawal

Course Activity

Attendance hours include submitting a gradable item plus the following:

- Reading books or other instructional materials related to coursework
- Attending online activities and classrooms
- Researching and writing papers, essays, stories, and other course items classroom participation

- Communicating with faculty and staff

Holidays

Primavera's schedule of courses considers four (4) national holidays for students including Independence Day, Veteran's Day, Thanksgiving Day and Christmas Day. We understand the value of spending time with friends and family and our School Counselors are willing to work with you to find a solution when your student needs to spend time away from the classroom. Summer break is allotted for all semester long courses. Fall and spring breaks have also been added to the school calendar for both semester and trimester courses.

Truancy

"Truant" means an unexcused absence for at least one class period during the day. Absences may be considered excessive when the number of absent days exceeds 10% of the number of required attendance days. Parents/guardians will be notified by the school when there is a concern regarding attendance.

Excused and Unexcused Absences

Pursuant to A.R.S. §15-901(A)(2), "...excused absences shall be identified by the Department of Education...". The Department of Education defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions not to exceed 10% of the instructional days scheduled for the school year. Primavera also permits a student to be excused for religious purposes, not to exceed one school week.

If an absence occurs relating to any other term or condition that is not specifically designated herein, the absence shall be counted as unexcused. Students absent for ten (10) consecutive school days, except for excused absences identified herein, shall be withdrawn from the school, pursuant to A.R.S. §15-901 (A)(2). Additionally, if a student accumulates **ten (10) or more absences** during the entire year, the parent/guardian may be required to meet with the administration to create an attendance plan.

Chronic Illness/Extended Inability to Participate

Students with chronic health problems, who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, pregnancy complications or accident as certified by a health professional or registered nurse practitioner, may be excused from school. All exceptions must be certified by an appropriate health professional and will be reviewed on an individual basis. (A.R.S. § 15-346). Please ask the school office for the appropriate forms if your child's attendance is affected by a chronic health problem.

Risk of Withdrawal

Per A.R.S. § 15-808(G), if the academic achievement of a student declines while the student is participating in Arizona online instruction, the students' parents, teachers and the principal or head teacher of the school shall confer to evaluate whether the student should be allowed to continue to participate in Arizona online instruction.

Students with Disabilities

Primavera Online School is dedicated to providing accessible special education and related services to all eligible students. Our commitment to inclusivity ensures that students with diverse learning needs have the necessary support to thrive academically and holistically.

Services provided through this office are:

- Special Education (Individual Education Plans-IEP)
 - Related Services
 - Evaluations/Re-evaluations
 - Referrals
- Section 504 Services

Special Education Services

Our special education programs are designed to address the unique requirements of students with disabilities, offering tailored interventions, individualized education plans, and a range of supportive services. By employing qualified and compassionate special education professionals, Primavera Online School aims to create an inclusive learning environment that fosters growth and success for every student.

It is important to emphasize our commitment to special education because it reflects our belief in the inherent value and potential of every student. By providing specialized services, we empower students with disabilities to overcome challenges, unlock their full potential, and participate fully in their educational journey.

If you have questions about how we can support your students' individual needs, we encourage you to contact our dedicated Special Education Manager. We are happy to provide you with detailed information and assist in ensuring that eligible students receive the appropriate accommodations and resources they require to thrive academically and reach their goals.

Special Education Manager Contact:

Name: Rebecca Kowal

Email: rebecca.kowal@primaveratech.org

Phone: 480-498-6153

Individuals with Disabilities Education Act (IDEA)

Congress recognized the special needs of students with disabilities when it passed the Individuals with Disabilities Education Act (IDEA) in 1975 and reauthorized it in 1997 and again in 2004. The purpose of IDEA is to protect the rights of children with disabilities, and to ensure that they receive a free, appropriate public education (FAPE) in the least restrictive environment. Free means at no cost to the parent, and appropriate means that the child receives the supports and services that he or she needs to learn, taking into consideration his or her disability. The least restrictive environment means that, to the maximum extent appropriate,

children with disabilities are educated with their nondisabled peers in the school he or she would attend if nondisabled.

Federal and Arizona Laws:

- [Individuals with Disabilities Education Act](#)
- [Arizona Department of Education IDEA Frequently Asked Questions](#)

Child with a Disability

The IDEA (Individuals with Disabilities Education Act) defines a child with a disability as a child who has a qualifying disability and by reason thereof is in need of special education and related services. In other words, under the IDEA it is not enough to simply have a qualifying disability. The disability must cause the child to need special education and related services in order to access the general curriculum, which is the same curriculum taught to all children. In Arizona, the categories of disability for children aged 3 through 21 are:

- Autism (A)
- Developmental Delay (DD)
- Emotional Disability (ED)
- Hearing Impairment (HI)
- Mild Intellectual Disability (MIID)
- Moderate Intellectual Disability (MOID)
- Multiple Disabilities (MD)
- Multiple Disabilities with Severe Sensory Impairment (MDSSI)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Preschool Severe Delay (PSD)
- Severe Intellectual Disability (SID)
- Specific Learning Disability (SLD)
- Speech/Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Although the IDEA defines each disability category, the specific qualifications for each category may vary from state to state. In Arizona, several of the categories require additional components other than those described in the IDEA, such as verification of a medical condition for some disabilities. Arizona does not restrict schools from addressing students' needs that are not specifically linked to their particular disability categories. Instead, individualized education program (IEP) teams must ensure that all needs are considered.

Federal and Arizona Laws:

- [IDEA Eligibility Statutes](#)
- [Arizona Department of Education Eligibility Frequently Asked Questions](#)

The Free Appropriate Public Education Mandate (FAPE)

Under the IDEA, all children with disabilities ages three through 21 are entitled to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. In Arizona, children with disabilities are entitled to receive a FAPE through the school year in which they turn 22. As used in this part, the term free appropriate public education or FAPE means special education and related services that: 1) are provided at public expense, under public supervision and direction, and without charge; 2) meet the standards of the SEA (State Educational Agency); 3) include preschool, elementary school, or secondary school education in the State; and 4) are provided in conformity with an individualized education program (IEP).

Federal and Arizona Laws:

- [Free Appropriate Public Education Regulation](#)
- [Arizona Department of Education FAPE and IDEA Frequently Asked Questions](#)

Procedural Safeguards

When Congress enacted the IDEA, they included a system of procedural safeguards to protect the rights of children with disabilities and their parents. The IDEA requires that public schools provide written notice to parents that includes a full explanation of the procedural safeguards. The procedural safeguards notice (PSN) must be written in a manner that is easily understandable to the general public and must be written in the parent's native language or other mode of communication, unless it is clearly not feasible to do so. If the parent's native language or other mode of communication is not a written language, the school must take steps to ensure that the notice is translated orally and that the parent understands the content of the notice; the school must maintain written evidence that these steps were undertaken. In accordance with IDEA, procedural safeguards shall be given to parents once a year and: (a) upon initial referral for evaluation by the school or parental request for an evaluation; (b) upon receipt of the first State administrative complaint and the first due process complaint in the school year; (c) when a school removes a student for disciplinary reasons and the removal constitutes a change of placement; and (d) upon request by the parent.

Federal and Arizona Laws:

- [IDEA Procedural Safeguards Statute](#)
- [Special Education Resources for Families](#)

Primavera is happy to provide a copy of your Procedural Safeguards at any time. Reach out to the Special Education Manager to request this document or to address any questions you may have regarding Special Education.

Special Education Manager Contact:

Name: Rebecca Kowal

Email: rebecca.kowal@primaveratech.org

Phone: 480-498-6153

Child Find and 45 Day Screener

The IDEA obligates schools to identify, locate, and evaluate all children with disabilities, and guarantees eligible children with disabilities a FAPE, based on the child's unique needs, in the child's least restrictive environment. The IDEA requires states to identify, locate, and evaluate all children with disabilities residing in the state, aged birth to 21, who are in need of early intervention or special education services. This "Child Find" requirement applies to all children residing in the state, regardless of the severity of the disability, including children attending private schools and "highly mobile" children, which are those children who move frequently, such as military connected children; migrant children; homeless children; and children who are in the foster care system. The Child Find regulations also apply to children suspected of having a disability even though they are advancing from grade to grade. In addition, states must enact procedures to determine whether children identified as disabled are, in fact, receiving needed special education and related services. In other words, schools must ensure that those children who have already been "found" are receiving the necessary services.

Guardians who believe their student has a learning problem should discuss concerns with their teacher(s).

Schools may not rely solely on parents to request special education services for their children, but must have a system in place to locate students in need of services. In Arizona, schools must screen all children for disabilities within 45 calendar days: (1) after the child enters a preschool program or kindergarten, (2) after a child enrolls in a new school without appropriate records of screening, evaluation and progress in school, or (3) upon notification of concern by the parent. In Arizona, screening procedures must include hearing and vision status and consideration of cognitive, academic, communication, motor, social, behavioral, and adaptive development. Screening does not include a comprehensive evaluation and parental consent is not required prior to screening.

Federal and Arizona Laws:

- [IDEA Child Find Requirement](#)
- [Child Find and 45 Day Screener Resources](#)

Child Find / 45 Day Screener Contact:

Name: Jessica Benenson

Email: jessica.benenson@primaveratech.org

Phone: 480.456.6678

Evaluation

In order to determine a child's eligibility for special education and related services, schools are mandated to conduct a comprehensive and personalized evaluation as per the requirements of the Individuals with Disabilities Education Act (IDEA). This evaluation is carried out by a multidisciplinary evaluation team (MET), consisting of IEP team members and qualified professionals.

The purpose of this evaluation is to assess whether a child is currently a child with a disability or continues to be one under the IDEA criteria. It is a crucial step in identifying and understanding a child's unique needs and challenges. By conducting this evaluation, schools can accurately determine whether a child qualifies for special education services and the specific accommodations and supports they require.

Once a child is deemed eligible for special education services, schools are obligated to provide them with an Individualized Education Program (IEP) in accordance with the guidelines outlined in the IDEA. An IEP is a written document that outlines the specific educational goals, services, and accommodations tailored to meet the child's individual needs.

The significance of the IEP lies in its ability to provide a personalized roadmap for the child's education. The program described in the IEP is designed to be reasonably calculated, ensuring that it enables the child to receive educational benefits. By developing, reviewing, and revising the IEP regularly, Primavera can address the evolving needs of the child and provide appropriate support throughout their academic journey.

The evaluation process and the subsequent creation of an individualized program through the IEP are essential for ensuring that children with disabilities receive the specialized education and services they require. These processes help promote inclusivity, equity, and educational opportunities for every child, empowering them to achieve their full potential and make meaningful progress in their educational pursuits.

Federal and Arizona Laws:

- [IDEA Evaluation Statutes](#)
- [Arizona Department of Education Evaluation Frequently Asked Questions](#)

Special Education Manager Contact:

Name: Rebecca Kowal

Email: rebecca.kowal@primaveratech.org

Phone: 480-498-6153

Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, school nurse services designed to enable a child with a disability to receive a FAPE, early identification and assessment of disabilities in children, counseling services, including rehabilitative counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. The term does not include a medical device that is surgically implanted or the maintenance or replacement of such a device.

Federal and Arizona Laws:

- [IDEA Related Services Statute](#)
- [Arizona Department of Education Related Services Frequently Asked Questions](#)

Related Services Coordinator Contact:

Name: Carmen Grado

Email: carmen.grado@primaveratech.org

Phone: 480-568-0292

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 (sometimes referred to as “504”) prohibits discrimination against students on the basis of their disability, though not only limited to a student’s identified disability. Primavera is committed to serving ALL children and expects staff to be knowledgeable about procedures governing Section 504 activities and parent and student rights.

Section 504 and special education are different and separate programs.

A student who qualifies for special education services under the Individuals with Disabilities Education Act (IDEA) is, in all cases, a qualified student with a disability under Section 504. The converse, however, is not true: a qualified student with a disability under Section 504 is not qualified in all cases to receive special education services and the protections of IDEA.

In other words, some students with a disability may qualify for protections under Section 504 but do not qualify for special education services under IDEA. If a student with a disability is receiving special education services – and any necessary related services – in accordance with IDEA, Primavera’s obligations to provide FAPE have been met, but the student is still entitled to the non-discrimination protection under Section 504. However, if a student is determined ineligible under IDEA, a Section 504 team may consider whether the student qualifies for the protections of Section 504.

For a student to qualify for Section 504 protection, the student must meet three criteria: (1) have a mental or physical impairment, (2) which substantially limits (3) one or more major life activities. It is important to understand that all three criteria must be met before the student is eligible for Section 504 protections.

Simply having a condition or disability does not automatically qualify a student for Section 504 protections. While there are no disabilities that are automatically eligible for Section 504 protections, the Office for Civil Rights (“OCR”) of the U.S. Department of Education has issued guidance that indicates in “virtually every case,” diabetes, epilepsy, bipolar disorder, or autism will likely result in eligibility under Section 504.

If the Section 504 team determines that the student is eligible and requires a Section 504 Plan, the team will create the Plan that addresses all areas of need and the appropriate accommodations, including possible modifications and services, etc.

Federal and Arizona Laws:

- US Department of Education: [Title 34 Education](#)
- Arizona Department of Section: [Section 504 Accommodation Plan](#)

If you have questions pertaining to Section 504, please contact the site based 504 Coordinator.

504 Contact

Name: Gina Little

Email: gina.little@strongmind.com

Phone: 480.456.6678

Standards of Conduct, Expectations, and Procedures

All stakeholders at Primavera Online School are expected to treat each other with respect and dignity. Students, whether in writing, on the phone, in a synchronous session or in-person during a club function or school event, are expected to interact with staff, teachers, and other students respectfully. Primavera embraces that students are afforded many basic rights. While we strive to provide an online school experience that fosters an online learning environment that is safe and that values students' viewpoints, opinions and unique needs and characteristics, students must also demonstrate a commitment to honoring the rights of all members of our school system.

Equal Educational Opportunity

Federal and state laws prohibit discrimination based on race, color, national origin, gender, religion, or disability. Primavera provides a nondiscriminatory learning and work environment ensuring that all students and staff are free from unlawful discrimination. A lack of English language skills will not be a barrier to admission and participation in the education programs of the school. This commitment extends to all school programs and school sponsored events.

In the event a student experiences discrimination, the student should report the incident to the school administration within thirty (30) school days. The inability of a student to speak English should not prevent the student from reporting a violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken care of.

The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Jessica Pagoulatos, Executive Director
2471 North Arizona Avenue
Chandler, AZ 85225
480-456-6678
jessica.pagoulatos@primaveratech.org

Procedures for Filing Complaints

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, office personnel, or School administration. Complaints that cannot be reported immediately must be reported within thirty (30) calendar days. The school employee receiving the report or complaint, or who personally witness discrimination or harassment, shall immediately inform the School Administration of the report or complaint and complete a Statement of Facts form. A complaint may be withdrawn at any time, if a person chooses to refile a complaint, it must be refiled within 30 calendar days of the original incident.

Procedures for Investigation of the Report/Complaint

School administration will investigate the incident personally or designate another school employee to conduct the investigation. The alleged victim or witness will be required to complete a Statement of Facts form, including a description of the conduct alleged (i.e., specific words, statements, or actions), names of perpetrator and victim, places, times, and other witnesses. The School shall contact an outside agency (i.e., Department of Child Safety or law enforcement) as required by statute or when otherwise deemed appropriate during the investigation.

Investigative Findings

In all cases, regardless of whether a violation of School policy is found, or a complainant no longer wishes to pursue his/her complaint, the investigation shall conclude with a written investigation report. The report shall include findings, conclusions and any possible recommendations, including any discipline referral resulting from the alleged conduct, to be prepared by the individual who conducts the investigation. The report shall be drafted as soon as possible after the investigation is closed. Both parties shall be notified of the outcome of the investigation, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Student Conduct

While we strive to provide an online school experience that fosters an online learning environment that is safe and that values students' viewpoints, opinions and unique needs and characteristics, students must also demonstrate a commitment to honoring the rights of all members of our school system. Primavera strives to maintain an environment free of harassment and sensitive to the diversity of its students. To that end, students must balance their right to an education with their responsibility for their actions, particularly when their actions are inappropriate. Interference with learning may include, but is not limited to:

- Lewd or vulgar use of language
- Threats or intimidation
- Plagiarism or cheating
- Refusal to comply with directives
- The use of alcohol, drugs, and tobacco, including e-cigarettes and/or vapor, are prohibited at all school events by staff and students, including standardized testing.

If a student has demonstrated inappropriate behavior, a Student Incident Referral Form will be completed to document the incident. The following discipline measures may be taken, depending on the severity and frequency of the occurrence(s).

- Parent/Teacher conference

- Parent/Teacher/Administration conference
- Suspension
- Long-Term Suspension
- Expulsion

Internet Use

Access to Primavera's online-integrated solution and curriculum is a privilege, not a right. That access entails the responsible use of the school systems. Always use a computer in a way that shows consideration and respect, including the use of appropriate and respectful language. Remember that email is not private. Never say anything via email that you would not mind seeing on the school bulletin board, or in the local newspaper. Primavera is committed to cooperating with officials to preclude any illegal activities conducted through Internet access and to assist students in our school to use computers appropriately, in every aspect of their student life.

Bullying/Cyber-Bullying/Harassment/ Hazing

Primavera and its Governing Body are committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying.

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members' instances of bullying, harassment, and intimidation (A.R.S. § 15-341(A)(37)). These reports will be shared with appropriate school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Definitions

Bullying: Bullying of an individual or group can occur through written, verbal, physical, emotional or psychological methods. Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that:

- Is physically harming an individual, damaging an individual's property, or placing an individual in reasonable fear of harm or damage to property;
- Is sufficiently severe, persistent or pervasive that the action, behavior, aggression, or threat creates an intimidating, threatening, hostile or abusive environment in the form of physical or emotional or psychological harm or distress;
- Aggression or threat occurs repeatedly over time;
- Occurs when there is a real or perceived imbalance of physical, emotional or psychological power or strength; or may constitute a violation of law.

Harassment: Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name-calling (e.g., bullying); graphic and written

statements, which may include use of cell phones, social-media or the Internet (e.g., cyberbullying); or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance violates an individual's civil rights when such harassment creates a hostile environment and is encouraged, tolerated, not adequately addressed or ignored.

Cyberbullying: Cyberbullying is any act of bullying or harassment committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Sexual Harassment and/or Discrimination

Title IX Coordinator:

Charlotte McFarland, Operations Manager

Phone: 480-498-6107

Email: charlotte.mcfarland@primaveratech.org

Address: 2471 N Arizona Avenue, Chandler, AZ 85225

The purpose of these procedures is to secure prompt and unbiased resolutions of complaints based on sex discrimination, including allegations of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 and violation of District policies that prohibit these types of discrimination. These procedures apply only to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

These procedures shall be available in the Employee Handbook, posted on the District website, and included in the Parent-Student Handbook(s).

I. DEFINITIONS:

1. **Complainant** - A complainant is a student or employee who is the alleged victim of conduct that constitutes discriminatory action or treatment prohibited by Title IX, including acts of sexual harassment or sexual violence.
2. **Respondent** - The person, employees, other students, or third parties, alleged to be responsible for the prohibited conduct alleged in a complaint.
3. **A Formal Complaint** - A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting the school investigate the allegation of sexual harassment.
4. **Title IX of the Educational Amendments of 1972** - No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial

assistance. Sex discrimination under Title IX includes sexual harassment and sexual violence.

5. **Sexual Harassment** - Conduct occurring between any persons, including members of the same sex, that:
 1. Is sexual in nature.
 2. Is unwelcome.
 3. Denies or limits a student's ability to participate in or benefit from a school's education program.
 4. Sexual harassment may include acts of sexual violence. Sexual harassment is a form of sex discrimination prohibited by Title IX.
6. **Sexual violence** - Includes sexual acts of a physical nature occurring between any persons, including members of the same sex, perpetrated against a person's will or where a person is incapable of giving consent. Several acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.
7. **Supportive Measures** - Individualized services available to complainants, regardless of the decision to file a formal complaint, ensure equal educational access, protection and safety, or a deterrent of sexual harassment.

II. PROCEDURAL REQUIREMENTS:

1. A grievance should be filed as soon as possible and within 180 days of the alleged violation(s) of Title IX. Failure of a complainant to comply with time limitations may result in dismissal of the complaint and possibly denial of the appeal.
2. Dismissal shall not preclude the individual's right to pursue the complaint through other appropriate external agencies. If a district representative fails to comply with any time limitation in the complaint procedure, the Complainant may immediately proceed to the next level permitted by these Procedures.
3. Confidentiality is maintained to the greatest extent possible. Any information gathered during an informal procedure may be used during the formal grievance process if initiated. While there can be no assurance of complete confidentiality, complaints under this procedure will be treated as sensitive information only shared with others except in limited circumstances. Examples of exceptions to maintaining confidentiality include:
 1. Information the law requires to be reported.
 2. Information imparted to others in supervisory positions to further an investigation or halt a discriminatory practice.
 3. Information that is given to the Respondent to have sufficient information to respond to the allegations.

The District will take all reasonable steps to investigate and respond to a complaint consistent with a request by the complaining party not to disclose his/her name. However, such requests for confidentiality may limit the District's ability to adequately investigate and respond to the allegations raised in the complaint.

Requests for confidentiality are evaluated to provide a safe and nondiscriminatory environment for all students and employees, and the request will be weighed against factors the District deems relevant, including, without limitation:

- The Complainant's age.
- Circumstances that suggest an increased risk of future acts of harassment and, if applicable, sexual violence under similar circumstances; and
- Whether the District possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

- FERPA Compliance.
- Mandatory Reporting laws and procedures.

All parties to a grievance, including the Complainant, Respondent, and witnesses, have privacy interests. Therefore, all parties should be cautioned not to divulge or publicize the nature of the proceedings or the identity of those involved outside the scope of the investigation.

III. INFORMAL AND FORMAL PROCESSES:

- A. Informal resolution may be an appropriate choice when the conduct involved is not of a serious or repetitive nature, and disciplinary action is not required to remedy the situation. No formal investigation is involved in the informal resolution process, and the informal resolution process shall not be considered a precondition for the filing of a formal written complaint.
1. A written request for informal resolution must be made within ten (10) days of the date of the alleged incident. The Title IX Coordinator shall determine whether the problem's nature is such that it is likely to be resolved by agreement on an informal basis.
 2. Methods for informal resolution are not limited to:
 1. Coaching the person on how to address a situation which is causing a problem
 2. Mediating the dispute with the parties
 3. Developing written behavior expectations of the alleged offender to redirect conduct
 4. Assisting with the resolution of a real or perceived problem
 5. Or arranging a documented meeting with the alleged offender involves a discussion of the sex discrimination and sexual harassment policies and requirements for compliance.
 2. The Title IX Coordinator shall document any informal resolution.
- B. Formal complaint procedures:
The initiation of a formal complaint procedure requires a written complaint. All written complaints regarding harassment or discrimination of students or employees in violation of Title IX shall be submitted to the Title IX Coordinator

Step 1 - Reporting Complaints.

1. The Complainant may obtain a Complaint Form from the Title IX Coordinator or school website. The Complainant may attach a written narrative explaining the nature of the complaint to the Form. The Complaint Form or description shall contain information that describes the conduct that has violated prohibitions against sex discrimination, including sexual harassment and sexual violence, and identify with reasonable particularity the Respondent(s) and any witnesses to the alleged conduct.
2. Any District employee who either reasonably believes a student has been discriminated against based on sex or who receives a complaint of sex discrimination, harassment, or violence from a student must immediately follow Mandatory Reporting procedures and complete the Title IX Grievance form (when applicable) and submit to the Title IX Coordinator.
3. If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Title IX Coordinator shall ask for such details in an oral interview via phone. In the event the Complainant is a student with disabilities, the Title IX Coordinator will work with the Director of Special Programs and will carefully review the reporting student's IEP or 504 plan to determine what specific accommodations that child should have to aid in their reporting.

Step 2 - Determining the Applicability of the Procedures.

1. The Title IX Coordinator initially reviews the written complaint to determine whether the matter falls within the scope of these procedures. Within five (5) days after the Complaint Submission Date, the Title IX Coordinator shall notify the Title IX Investigator to initiate an investigation.
2. The Complainant shall be informed in writing if the matters alleged in the Formal Complaint are not within the District's jurisdiction or authority to investigate and that the District will not carry out any further investigation.
 - If the matter does not involve allegations of discrimination within the scope of these procedures, the Title IX Coordinator shall forward the issue to the proper administrator for review.

Step 3 - Investigation.

1. The Title IX Investigator shall oversee that an adequate, reliable and impartial investigation of the Formal complaint.
2. If the Title IX Investigator is not a neutral party, the Title IX Investigator shall work with the Title IX Coordinator to designate an impartial and objective administrator to conduct the investigation.
3. In conducting the investigation, the assigned investigator shall interview all parties identified in the complaint, and other witnesses that the investigator determines may provide information relevant to resolving the complaint allegation(s).
4. The Complainant and Respondent shall have the opportunity to identify witnesses to be interviewed and provide documentation or other evidence for the designated investigator to review.
5. The Title IX Decision Maker shall consider the evidence compiled by the assigned investigator and take whatever additional actions they deem necessary to complete the investigation.
6. The Title IX Team will maintain documentation of all proceedings, which may include written findings of facts, transcripts, notes, or audio recordings.

Step 4 - Notice of Resolution.

1. **Notice.** The Title IX Decision Maker shall notify the Complainant and Respondent in writing within thirty (30) days from the Complaint Submission Date of the investigation results.
2. **Written Determination.** The Title IX Decision Maker shall consider the totality of the evidence and determine whether the clear and convincing evidence establishes that the alleged discrimination occurred (i.e., means that the evidence is highly and substantially more likely to be true than untrue; the fact finder must be convinced that the contention is highly probable).
3. If the Title IX Decision Maker determines that the evidence is not Clear and Convincing and does not support the allegations of discrimination, the Complainant may appeal the determination pursuant to Step 5 below.
4. If the Title IX Decision Maker determines that the Clear and Convincing evidence supports the allegations of discrimination by the Respondent, the Title IX Decision Maker shall provide written findings and conclusions supporting the determination. Also, the written determination shall make recommendations for immediately ending the discriminatory conduct, ways to remedy the discriminatory effects of any discriminatory behavior on the complaining party, and, if applicable, the District's educational environment.
5. The steps to be taken to prevent the recurrence of any discriminatory or harassing conduct found to have occurred.

Step 5 - Appeal Rights.

A party not satisfied with the resolution in Step 4, above, may submit a written appeal within five (5) days to the Title IX Appeals Coordinator. The written appeal shall state with particularity the nature of the disagreement, the reasons underlying the dispute, and how a reconsideration of the determination would change the outcome.

Title IX Appeals Coordinator shall conduct a review of the record to determine whether the preponderance of the evidence supports the determination. A written decision will be issued and mailed to the appropriate parties within ten (10) days of the receipt of the appeal. The Title IX Appeals Coordinator's decision is final.

Step 6 - Complaints to an External Agency.

If a party is not satisfied with the Superintendent's decision in Step 5 above, the party may file a complaint with the Office of Civil Rights ("OCR") in Philadelphia, Pennsylvania. <https://ocrcas.ed.gov/welcome-to-the-ocr-complaint-assessment-system>

IV. DISCIPLINE.

Employees and students may be disciplined if it is determined through this procedure that discriminatory action, treatment, harassment, or retaliation for complaining, has occurred in violation of federal or state laws or District policies. The Responsible Administrator shall refer the matter to the appropriate District administrator to initiate disciplinary proceedings against the Respondent.

V. NO RETALIATION.

Students, employees, or parents who make complaints in good faith shall be free from retaliation to seek resolution of their grievances. Furthermore, persons acting as witnesses to a complaint, in good faith, shall be free from reprisal. Claims of retaliation, submitted in good faith and writing shall be investigated pursuant to these procedures. Individuals who engage in retaliation will be subject to discipline.

VI. FALSE COMPLAINTS.

1. Individuals who knowingly file a false or misleading complaint alleging harassment, discrimination, or retaliation are subject to appropriate disciplinary action, including, but not limited to, dismissal of the claim.
2. If the Clear and Convincing Standard of evidence supports a finding that the Complainant submitted a false or misleading complaint alleging harassment, discrimination, or retaliation, the complaint will be dismissed.

VII. RELATIONSHIP OF THESE PROCEDURES AND TIMELINES TO LAW ENFORCEMENT ACTIVITIES.

1. Nothing in these Procedures should be deemed to discourage the Complainant from reporting acts subject to these Procedures, including acts of sexual violence, to local law enforcement. If the Complainant files a criminal complaint, the Title IX Team should not wait for the conclusion of a criminal investigation or criminal proceeding to begin the District's own Title IX investigation.

Hazing

Hazing is defined by A.R.S 15-2301 as any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.

Students, parents, teachers and staff can report violations of the hazing prevention policy by filing a complaint for a violation as outlined below. The School may be required to report incidents of hazing to the local law enforcement agencies.

Reporting Incidents of Bullying, Harassment, Intimidation, and Hazing

Students and others should report any incidents of bullying to a teacher, school administrator or any other school employee (i.e., educational assistant, receptionist, etc.). It is mandatory that school employees report any incidents of bullying in writing to school administration. Students who cannot immediately file a report must do so within thirty (30) calendar days of the last incident.

The school employee receiving the report/complaint who believes a student has been subjected to bullying or personally witnesses bullying shall:

- Check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or law enforcement).
- Have the student complete the Bullying, Harassment, or Intimidation Reporting form
- At a minimum, the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- At a minimum, the school employee shall put the report/complaint in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- When a school employee receives the information, the employee will give the information to the school administrator no later than the next school day following the day of the report/complaint.

All violations of the policy shall be treated in accordance with the appropriate procedures and penalties provided for in this handbook and A.R.S. § 15-341(37). Any student who has committed the act of bullying/harassment/intimidation, intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing conducted in response to an investigation will be subject to consequences.

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by School Administration. A school administrator shall check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or local law enforcement authorities). A school administrator shall complete a Student Discipline Referral form if the student is found to have violated the bullying policy.

Student Interviews

School officials may question and/or interview students regarding matters related to the health, safety and welfare of students and staff without limitation. The parent will be contacted if a student interviewed is then subject to discipline for violation of the School's behavioral standards and expectations.

General School Policies Regarding Presence on Campus

Diabetes Policy

In accordance with Arizona Revised Statute 15-344.01, the management of students with diabetes in the classroom, on School grounds and at school-sponsored activities shall be in compliance with this policy.

Students attending Primavera with diabetes shall have a Diabetes Medical Management Plan (DMMP) on file with the School and the DMMP shall be updated and submitted annually.

The DMMP shall:

- Be provided by the Parent or Guardian;
- Be signed by the appropriately licensed health professional, nurse practitioner or pharmacist;
- Authorize the student to carry appropriate medications and monitoring equipment;
- Acknowledge that the student is capable of self-administering medications and equipment;
- Specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the School; and List the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for the student.

Student Self-Administration of Medication

When on a Primavera physical campus, students are to take extraordinary precautions to ensure that any medication or equipment is secure and shall never make the medication and/or equipment available to another student. The student shall immediately report to School Administration of any theft or loss of the medication and/or equipment brought to the School. Violation of these procedures may subject the student to disciplinary action. Students are required to practice proper safety precautions for the handling and disposal of the equipment and medications authorized under the DMMP.

Medication must come in the prescription container as provided by the physician and/or pharmacy.

If a student fails to practice proper safety precautions, the School may withdraw student's authorization to self-monitor blood glucose and/or diabetes medication and develop a plan for administration by a designated staff member when on a Primavera physical campus location.

School Administration of Medication

If a student is not capable of self-monitoring blood glucose and/or self-administering medications, any medication administration services specified in the student's DMMP shall be provided by the School when the student is on Primavera's physical locations.

Two or more staff members shall be identified as designated staff members for the purposes of the administration of diabetic medications including storing, supervising ingestion, and recording.

School employees shall not be subject to any penalty or disciplinary action for refusing to serve as a designated staff member. Designated staff members shall receive training by an appropriately licensed health professional as to the implementation of a student's DMMP. Primavera, its employees and members of its governing body, are immune from civil liability with respect to actions taken to adopt this Policy and all decisions made and actions taken that are based on good faith compliance with this Policy.

Drug and Tobacco Free Campus

All Primavera campuses are a Drug and Tobacco Free zone. Arizona law specifically disallows any type of tobacco, including vaping products and paraphernalia, on public school campuses. This includes outside on the grounds or in the parking lot. This also includes all forms of tobacco.

No parent/guardian, student, staff member or other person may smoke or have tobacco products anywhere on the campus at any time.

All students are prohibited from possession, use and distribution of any and all drugs (prescribed, on-prescribed, over the counter), alcohol, and tobacco (any type, including vaping products) on school grounds or during any school sponsored event or activity, whether on or off campus. In the event of such an action, law enforcement authorities will be contacted. Any student who possesses, uses or distributes any drugs, alcohol or tobacco will be immediately suspended and may be recommended for expulsion.

Weapons and Violence

All students are prohibited from possession of any weapon at any time on school property or during any school activity and/or event, whether on or off campus. A weapon may be an item a student may use to physically threaten, assault, attack or harm another person such as, guns, knives, razors, explosive devices, and/or any other item a student may bring to school and use to defend him/herself or harm another person. Misuse of school items such as chairs, pencils, rulers, etc. to assault and/or harm another person will also be considered as use of a weapon.

A student who violates this policy by carrying or possessing a firearm shall be placed in an alternative education program for a period of not less than one (1) year, suspended for a period of not less than one (1) year, or expelled and not be readmitted within a one (1)-year period, if ever. The Governing Body, in its sole discretion, may modify the one (1)-year duration of such disciplinary action on a case-by-case basis.

A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action

against a student with disabilities shall be applied on a case-by-case basis in accordance with School policies and state and federal special education laws.

Violence Prohibited

All students are prohibited from displaying violent acts that result in injury to another person and/or destroy or damage school property. Further, students cannot, through verbal or written expression, threaten to destroy or damage school property and/or cause injury or death to students, staff or visitors. In the event of such an action, law enforcement authorities will be contacted. Any student who commits an act of violence will be immediately suspended and may be recommended for expulsion.

Consequences for acts of violence depend upon the student's intent to cause personal injury, the behavior resulting in personal injury, the behavior resulting in destruction or damage of school property, student's verbal or written threat to destroy school property, and student's verbal or written threat to injure and/or kill students, staff and/or visitors.

Policy Regarding Reporting Suspected Crimes or Incidents

All school personnel are required to report any suspected crime against a person or property that is a serious offense, as defined in A.R.S. section 13-706, or that involves a deadly weapon or dangerous instrument or serious physical injury, and any conduct that poses a threat of death or serious physical injury to an employee, student or other person on the school property.

All such reports shall be documented and communicated to the Executive Director who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to separate School policy. The School is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

A person who violates the reporting requirements may be disciplined for violating the policies of the School Governing Body and may be subject to dismissal. The School Governing Body shall enforce the policies and procedures that require the School to maintain a record on any person who is disciplined pursuant to this Policy and, on request, shall make that record available to any public school, school district governing board or charter school governing body that is considering hiring that person.

Search and Seizure

School officials may conduct searches when there is reasonable suspicion that the search will yield evidence of the student's wrongdoing or when there is evidence that students and/or staff are in imminent danger of injury on school grounds. Items provided by the School for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectation of privacy in their lockers, desks, storage areas, etc., and these areas may be inspected at any time with or without reason, or with or without notice, by school personnel.

School officials conducting a search or seizure will follow these guidelines:

1. The search will be restricted to the information that justified the search in the first place.

2. General searches of school property (including personal items found in and on school property) may be conducted at any time when there is reasonable suspicion for school officials to believe that something violates the law or school rules is on school property. This search of school property may be made without the student being present.
3. Illegal items (firearms, explosive devices, weapons, tobacco, alcohol, drugs) or other possessions reasonably determined to be a threat to the safety, security of others, or might possibly interfere with school purposes shall be seized by school officials.
4. Items that are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.
5. A student's person may be searched by school employees when there is reasonable suspicion to believe that the student has on his/her person illegal items or other items that may interfere with any school purpose.
6. School employees may search motor vehicles parked on school property when there is individualized and reasonable suspicion that the search of a student's effects will yield evidence of misconduct.

Service Animals

Primavera does not discriminate against individuals with disabilities who use service animals. Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability.

The ARS 11-1024 defines work or tasks performed by the service animal as work or tasks that:

- Assist individuals who are blind or have low vision with navigation and other tasks
- Alert individuals who are deaf or hard of hearing to the presence of people or sounds
- Provide nonviolent protection or rescue work
- Pulling a wheelchair,
- Assist an individual during a seizure
- Alert individuals to the presence of allergens
- Retrieve items such as medicine or the telephone
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities
- Help individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of the School's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go. A service animal may be excluded from the School campus if one or more of the following apply:

- The animal poses a direct threat to the health or safety of others.
- The animal fundamentally alters the nature of the School, services or activities provided.
- The animal poses an undue burden
- The animal is out of control and the animals handler does not take effective action to control the animal
- The animal is not house broken

A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether or use of the harness, leash or other tether would interfere with the service animals' safe, effective performance of work or tasks, in which case the service animal must be under the handler's control.

The School shall not be responsible for the training, feeding, and grooming. The handler is responsible for caring for and supervising the service animal, which includes toileting, feeding, and grooming and veterinary care.

A request for an individual with a disability to be accompanied by a service animal must be submitted to the Executive Director at least three (3) days prior to bringing the service animal to the school campus or to a school activity.

Owners of the service animal are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.

Technology Requirements

All Primavera courses use interactive multimedia that requires students' computers to have Java, and Flash Player installed, and "cookies" enabled. For specific troubleshooting steps, please review system requirements for more helpful information at [Tech Support](#).

System Requirements

Internet & e-mail

- 3.0 Mbps minimum bandwidth DSL or Cable preferred (Dial-Up not supported)
- Personal E-mail address (free from [GMAIL](#), [YAHOO](#) or [OUTLOOK](#))

Hardware

- CPU: Intel® Core Duo or Dual Core (I3 or better recommended) or AMD equivalent
- RAM: 1 GB minimum (4 GB recommended)
- VIDEO: 1024×768 minimum resolution required
- MONITOR: 15" Widescreen or greater recommended
- AUDIO: Sound card with speakers or headphones (or headset with microphone)
- AUDIO: Microphone (required for Foreign Language courses & Tutoring)
- PRINTER: Inkjet or laser printer (not required, but helpful)

Operating system

- Windows® 7 (or later), macOS® (10.13 or later) & Chrome OS (Chromebooks)
- Some users have had success with Linux with Chrome and/or Firefox
- iPads, iOS/Android Tablets, and some Netbooks are not supported as they may not be able to use required plugins and/or have screens that are too small to adapt.

Software and plugin requirements

Use of Adobe Reader may be needed. Download available below:

- [ADOBE READER](#)

ADDITIONAL SOFTWARE SUGGESTIONS:

- Word-processing: [MICROSOFT® WORD 2003](#) or better
- Presentation: [MICROSOFT® POWERPOINT 2003](#) or better
- Spreadsheet: [MICROSOFT® EXCEL 2003](#) or better
- NOTE: the free [OPENOFFICE SUITE](#) includes equivalents for all of the above applications

Internet and browser options

- [CHROME](#)
- [FIREFOX](#)
- [EDGE](#)
- [SAFARI](#)

Antivirus + Antimalware

Keeping your computer clean of viruses and malicious software is essential to your computers health and performance. Below are links to some free programs that can assist you in keeping your computer clean. All the software listed here has both paid and free versions, it is not necessary to purchase any of the software listed here. Please make sure to read the disclaimer at the top of this page regarding software links.

PC and MacOS

- [Avast](#)
- [AVG](#)
- [Bitdefender](#)
- [Malwarebytes](#)

Opening Pop-Up Windows

Upon logging in, the Student Portal should open in a new window. If you are having trouble logging in please check your screen for pop-up blockers, usually found at the top of the screen in the address bar.

***Some operating systems will minimize the new pop-up window to the taskbar. Please be sure to check the taskbar for any pop-up windows. ***

Opening PDF Files

1. In Adobe Reader or Acrobat, choose **Edit > Preferences**.
2. Select **Internet**.
3. Deselect **Display PDF in Browser** and then click **OK**.
4. Choose **Edit > Preferences > Internet** again
5. Now, select **Display PDF in Browser** and then click **OK**.

Check Firefox Settings

1. At the top of the **Firefox** window, click on the **Tools** menu and select **Options....**
2. Select the **Applications** panel.

3. Find **Adobe Acrobat Document** in the list and click on it to select it.
4. Click on the drop-down arrow in the **Action** column for the **Adobe Acrobat Document** entry and select **Use Adobe Acrobat** (in Firefox).

Remote Support

Remote support tools are for use when on the phone with a representative:

- [TeamViewer](#)
- [FastSupport](#)