



# Maricopa Institute of Technology

## Student Handbook 2024 – 2025



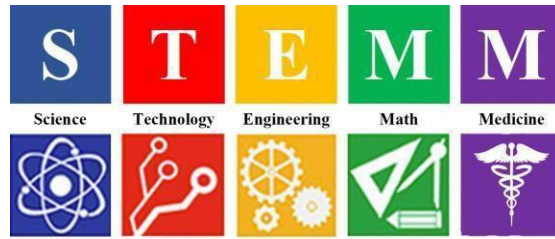
# Welcome to Maricopa Institute of Technology

This handbook provides students, parents, and staff information in planning and managing each student's success at Maricopa Institute of Technology (MIT). Administrators and teachers will help students develop plans and make decisions. Students and Parents must assume the greatest responsibility for the success of the student to choose where and how to use their effort and talent. MIT is an NCA and COGNIA Accredited High School.

MIT is a learner-centered institution and focuses on what is best for our students. We offer a STEM<sup>2</sup> focused curriculum using a project based approach and an online curriculum program with multiple delivery methods.

This Academic Handbook contains the academic policies, procedures and practices, and general information that is important for academic planning. For the purpose of this handbook, the term Parent indicates the student's caregiver(s) as identified in the student's registration documents as the people with whom the student resides. Both the mother and father have equal rights as legal guardians of their child and all information provided to both parents as requested during the registration process. If there is a court order limiting the custody communication with, or visitation rights to the student, it is the responsibility of the caregiver with custody to submit a copy of the court order. Unless the court order is on file, both parents have equal rights to information.

Mehulkumar Gandhi  
Headmaster  
Maricopa Institute of Technology



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# MIT Iron Eagles

## Mission

Maricopa Institute of Technology (MIT) is a college preparatory high school providing an advanced Science, Technology, Engineering, Mathematics, and Medicine (STEM<sup>2</sup>) Education while challenging students to pursue personal excellence in character, in order to serve and lead others. MIT will provide a comprehensive and rigorous curriculum through interdisciplinary work, independent learning, projects, internships, and college credits earned by graduation through Advanced Placement (AP) or Dual Enrollment classes.

## Vision

MIT will provide a Science, Technology, Engineering, Mathematics, and Medicine Program to students within a state-of-the-art research facility with the goal of preparing our students for collegiate success and successful STEM<sup>2</sup> careers.

## MIT Direction

- Students Centered Programs
- Facility that Fosters Learning
- Character Education
- Quality STEM Programs
- AP, Dual Enrollment, Career Internships
- Employee Development

At MIT, each member demonstrates mutual respect, each member aspires to achieve and collaborate, and all members are engaged in the common endeavor of creating an environment dedicated to learning.

To achieve our direction, MIT staff and students will model the following virtues:

- ❖ **Integrity** - including honesty, fairness, sincerity
- ❖ **Fidelity** - including dedication and commitment to the spirit of a learning environment, allegiance
- ❖ **Tolerance** - including kindness, caring, good will, compassion, respect
- ❖ **Responsibility** - reliability, accountability, trustworthiness
- ❖ **Self-Discipline** - including acting with reasonable restraint, focusing on achieving individual goals

MIT provides equal opportunity in employment and educational programs and activities. Discrimination is prohibited based on race, color, religion, sex, age, disability, national origin, military status, genetic test information, sexual orientation, or gender identity or expression.

# Student Enrollment

## What is the MIT Junior High Magnet Program and what is the criteria to attend?

The MIT Junior High Magnet Program is a 7th and 8th grade program offered by the Riverside Elementary School District No. 2. The magnet program offers a rigorous (STEM<sup>2</sup>) curriculum. Many courses can be taken for high school credit. By collaborating with the MIT High School professionals, Riverside is able to prepare its students to be college and career ready. Students who attend MIT may obtain a recommendation from a teacher or administrator of the school last attended. The qualified student must demonstrate an aptitude for (STEM<sup>2</sup>) subjects and be willing to put in the time and effort required of advanced coursework. For more information on the Junior High Magnet program, visit the Riverside Elementary School District No. 2. Web page.

- Recommendation from a teacher or administrator from the current or previous school attended
- Completion of Enrollment Application
- Completion of 7<sup>th</sup> or 8<sup>th</sup> grade Math and English placement exam at MIT High School
- Behavior, Attendance, Gifted and/or Arizona Testing Results
- Consultation with the MIT Headmaster

## High School Student Admission Information

Maricopa Institute of Technology, a college preparatory high school, admits students who meet the following criteria:

- Promotion from the eighth grade as defined by the Arizona Department of Education or any other appropriate state educational agency.
- Transfer student in good academic/discipline standing from another middle/high school.
- Completion of the Student Admission/Registration Student Information Forms

If Maricopa Institute of Technology has more applications than seats available, a waiting list will be utilized to determine the next offered seats in the program. Some grade levels could have waiting lists, while other grade levels do not experience a waiting list.

## Dual Enrollment Program with University or College

Maricopa Institute of Technology gives students the opportunity to earn college credit through Dual Enrollment. MIT has partnerships with both GCU (Grand Canyon University) and RSCC (Rio Salado Community College). Students who are interested in participating in the Dual Enrollment Program must meet the following criteria:

- Completion of Admission/Registration Student Information Form
- Completion of the college placement exam at the university
- Recommendation from a teacher to MIT administration

## Student Placement

MIT places students in grade levels based on their age and/or grade attended during the previous school year. Students in grades 9-12 are placed into the courses that best align with their academic and career pathways. The ability to offer a diverse course offering is important to MIT and grants students the ability to explore unique content early on in their high school career.

Students who are behind academically or in credits may do one or more of the following:

1. Enroll in summer school
2. Increase the number of courses they take
3. Take an additional online learning course
4. Continue to enroll in high school beyond the four years.

### **Transferring Credits to MIT**

Credits earned in any grade lower than grade 9: credits earned in compliance with the rules issued by the relevant education authorities and all applicable laws. In accordance with Arizona Department of Education, students in grade 8 who continue to attend MIT in grade 9 may receive: one credit for Algebra, one credit for Geometry, or one credit for any Pre-Calculus or AP Math Course. These are the only courses that carry high school credit requirements. However, these courses are not included in the GPA. Students may request transfer credits be evaluated by completing the Transcript Evaluation Request Form and submitting the form to the Headmaster at MIT.

The school will accept all credits issued by other high schools, community colleges, and universities as elective credits. To gain core credit for a core area course completed at another institution, students must petition the Headmaster to evaluate the depth of the coursework taken. Any coursework adequately aligned with that of the applicable course syllabi, core area credit. The Headmaster may require the student to take the exam for the core area credit. Upon successful petition and passage of the exam, the student receives the credit for the core course.

### **Transferring Credits from MIT**

To transfer credit, students must submit a written request to the MIT Office Manager or fill out paperwork, which includes the student's complete name, student ID number, and a complete address.

### **Enrollment and Disciplinary Violations**

Pursuant to A.R.S 15-184(F), MIT does not discriminate in their admissions or enrollment practices on the basis of race, ethnicity, national origin, age, religion, gender, income level, disability, English proficiency, or athletic ability.

Failure to disclose accurate, complete and truthful information on the enrollment application may result in revocation or removal from enrollment.

Pursuant to A.R.S 15-184(I), MIT may refuse to admit any pupil who has been expelled from another education institution or who is in the process of being expelled from another educational institution.

MIT will consider all of the facts and circumstances surrounding any disciplinary action taken by a student's previous school and may honor the previous school's disciplinary consequence, including long-term suspension, upon enrollment.

# Curriculum and Course Enrollment

Students actively participate in their learning experience. Advising is a developmental process by which students take the opportunity to understand the nature and purpose of higher education and plan courses and activities that support their career objectives. Students use the advisory period to receive continuous support, resources, and services. Students participate in programs, classes, and activities that develop a sense of community and identity with MIT and college.

- MIT Iron Eagle Camp introduces students to the campus environment and provides information, resources, and connections that help students through the transition to MIT life.
- Faculty and staff are available to work with students to become acquainted with the high school and provide information and referrals to higher education.

After enrollment, students will meet with an administrator or academic advisor to discuss their academic goals, review placement test scores, and courses consistent with the student's interest and level of preparation. MIT students and advisor will create an Academic Plan and review student progress after each semester.

## Course Selection

Initial course selection is part of the enrollment process. Advisors help select courses after initial placement testing and a discussion of student plans, decisions and choices with student and their parent(s)/guardian(s). Students and parents verify courses before the beginning of each semester.

Requesting a course does not guarantee that the course will be available. Sometimes it is necessary to cancel courses due to insufficient enrollment or other scheduling conflicts may also occur. Students should have alternative course selections and backup plans ready in the event of such situations.

Course enrollment for current students takes place in April for the following school year.

## Definition of Credit

Students earn academic credit based on a combination of academic achievement and time in class.

**MIT will offer academic credit to students based on achievement of end of course exam of 70% or higher and attendance of 95% or higher in each class. A student who misses more than 10 percent of a class will not receive credit for the class.** In special cases, students may earn credit through independent study, homebound, and accredited online courses. Participation in these special programs requires prior administrative approval.

## Guidelines for Full-Time Status and Required Course Load

The Arizona Revised Statutes (A.R.S.) requires the student to be physically in attendance and enrolled in and carrying four subjects, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of seven hundred twenty hours a year, or the equivalent, that counts toward graduation in a recognized high school. MIT expects every student to be a full-time student. Full-time students register in a minimum of five credit-bearing periods.

## Course Achievement Levels, Grading Policies, Procedures, Credits, Exams

MIT has established a system of grading and reporting academic achievement to students and their parents/guardians. The system established is the documentation of meeting academic performance and graduation requirements. Grading will reflect a demonstrated understanding of content and skills and shall not be based on external factors such as discipline. Every teacher shall maintain an evaluation record for each student in the teacher's classroom, and shall use the following Standard Score Scale to determine grades:

## Grading System

A	Excellent performance	90-100%	Demonstrated exceptional mastery of course content
B	Strong performance	80-89%	Demonstrated mastery of course content
C	Satisfactory performance	70-79%	Demonstrated proficiency of course content
D & F	Unacceptable performance	69% and below	No Credit
P	Pass (pre-approval required)	70% and above	
I	Incomplete/In progress No Grade	Student has not completed the course	
AU	Audit (insufficient seat time to earn a grade)		
AT	Audit (pre-approval required)		
W	Withdrawn from class		
WI	Withdrawn Incomplete (Transfer students only)		
WF	Withdrawn Failing		

Mastery and proficiency for a course is based on a multitude of factors: grades on each standard through quizzes, online learning assessments, and formative assessments, tests on college and career standards, class performance, projects, and homework. Homework will not be more than 5% of a grade for any class.

Semester grades will include all of the factors listed above. Teachers use letter grades to report and document student achievement of course standards. Teachers establish important information about course expectations and communicate those expectations through a course syllabus at the beginning of each course.

### General Education (A = 4.0)

**Essential Knowledge** - Students acquire essential knowledge and skills in Language Arts, Mathematics, Science, Social Studies, Engineering, and Technology, then apply them in planning and carrying out complex projects.

### Final Examinations/Assessments in non-AP courses

1. Teachers design and grade a variety of examinations/assessments to determine the degree to which students have met course standards. The weight carried by each exam for the Final Course Grade is specified in the course syllabus. Final Exams, which cover material from each of the semesters, are a combination of both oral and written expectations, and include results of final lab practical or project presentations as specified in the course syllabus.
2. Examinations/assessments affect students' final grades.
3. Comprehensive final examinations/assessments generally comprise 35% of the final grade.

### Final Grades and Progress Reports

1. Each semester final grades and units of credit are reviewed, updated, and shared with students and parents.
2. Student grades, attendance, and teacher comments are accessed through the online technology portal that is updated weekly. Progress Grade Reports include Course Progress Grade, Cumulative Course Average, and Cumulative Progress Average.
3. Final grades include the results of all comprehensive/assessment given at the end of each semester and are a reflection of the achievement of course standards. Each semester, final semester grades are on the student's transcript. No other grades and/or progress comments are on transcripts

## Homework

Homework is a part of MIT's instructional program and has the overarching goal of increasing student achievement. Assigned homework to further a student's educational development is an application or adaptation of classroom experience. The Headmaster shall provide guidance to ensure that homework:

1. Reinforce and apply concepts, principles, and skills
2. Appropriate frequency and length
3. Communication link between the school and parents/guardians
4. Encourages independent thought, self-direction, and self-discipline; and
5. Not assigned for disciplinary purposes

## Guidelines for Make-Up Work

A student, whose absence is excused or unexcused absence, is required to make up the work missed. Credit given for such work will be appropriate to the nature of the work missed and to the quality of the make-up work. The teacher will establish reasonable time limits for its completion.

## Advanced Placement (AP) (A = 5.0) Exams

In addition to the rigorous core education program, the district offers the Pre-AP and AP curriculum achievement levels to meet the learning needs of individual students. Advanced Placement (AP) (A=5.0) Exams are designed and graded by the College Board. The College Board assesses a fee for each exam ordered. As long as a student maintains a cumulative course average of a C or above in any AP course (by the end of the academic term) the school will pay for the AP Exam each year.

If a student decides not to take the AP Exam, the student is required to take the AP Alternative Exam. Course teachers write AP-Alternative exams and are similar in structure and grading to the College Board's AP exam. The AP Alternative Exam uses questions and essay prompts based on previous years AP Exams. Students regularly use these materials during the AP course for review and exam preparation.

## Pre-Advanced Placement (A = 5.0)

Pre-AP courses are more rigorous than general education courses and prepare students in core area courses where there are AP/Dual Enrollment options.

## Grade Point Values

Each course final grade and a letter grade is converted by using the 4.0 GPA scale.

Grade	Pre-AP/Advanced Placement	Honors	General Education Dual Credit
A	5.0	5.0	4.0
B	4.0	4.0	3.0
C	3.0	3.0	2.0
D & F	0	0	0

## **Dual Credit Options**

MIT offers a number of dual credit options for students to earn high school and/or college credit by taking college courses while in high school.

## **High School Transcript**

The transcript includes final course letter grades, the credit value received for each course, and the cumulative high school GPA, which is the average of the grades for courses taken at the school in grades 9-12 and is calculated in a point scale. The student's AP Exam results are included in Final Course Grades on the transcript.

## **Student Social and Emotional Development**

The educational program incorporates social and emotional development. The objectives for addressing the needs of students are to:





1. Enhance students' college and career readiness, academic success, and the use of good citizenship skills.
2. Foster a safe and supportive learning environment where students respect and value others.
3. Teach social and emotional skills to all students.
4. Partner with families and the community to promote the students' social and emotional development.
5. The advisory period will focus on supporting student academic and social development.

## **Late Work Timeline & Expectations (Standard in all MIT Courses)**

In order to ensure the optimum learning experience in all classes, MIT implements a school wide set of expectations and timelines for turning in missing assignments and lessons.

### **MIT Policy on Submission of Late Tasks (To be applied in all classes):**

If any student in any course fails to fully complete and turn in a task to their course instructor by the designated due date, that student will then have 3 days from the original due date to turn in the task for partial credit. For each day that a task is late, that task will have a 10% deduction in the Synergy gradebook. If a student does not submit their late task by the end of the 3-day deadline they will not receive credit for that task.

-  1 Day Late (10% Deduction from overall score) 2
-  Days Late (20% Deduction from overall score) 3
-  Days Late (30 % Deduction from overall score)
-  More Than 3 Days Late (No points will be awarded)

\*Extenuating circumstances or excused absences may be considered on a case-by-case basis in regards to failing to meet deadlines. Teacher discretion is also considered.

As a college and career prep high school, we are committed to providing a rigorous STEM<sup>2</sup>-based curriculum for goal-oriented students with the expectation that students will work hard and shoulder the responsibilities of education. As a result, this will continue to lead students on their journey to pursue personal excellence and dedication in character education and development.

## **Grade Point Average (GPA), Class Rank, and Class Honor Roll**

The Headmaster maintains a uniform process to calculate, on a yearly basis, each student's grade point average and class rank, as well as an Honor Roll and Headmaster's Honor Roll for each class.

### *Procedure to Determine Grade Point Average (GPA)*

Report cards and transcripts compute and record two-grade point averages. The weighted GPA is computed by dividing the sum of the weighted grade points by the number of credits attempted. The non-weighted GPA is computed by dividing the sum of non-weighted grade points by the number of credits attempted.

### *Process to Determine Honor Roll Status*

The Honor Roll celebrates student achievement in September, and February. Students are placed on the "A" honor roll if they are full-time students, and have a minimum semester grade point average of a 3.50 and have no final letter grade lower than a "A" (or its equivalent in AP courses). Students are placed on the "B" honor roll if they are full-time students, have a minimum semester grade point average of a 3.0, and have no final letter grade lower than a "B". A semester grade of "F" in any course taken for graded credit makes a student ineligible for any honor roll.

A student is ineligible for honor roll status if he/she is not a full-time student, has a final grade of "F", or is missing a grade in any credit-bearing course. MIT uses the higher of a student's two-grade point averages (weighted and non-weighted) to determine honor roll status.

### **Honor Roll Awards**

MIT provides special recognition for students who have been on the "A" or "B" honor roll after each semester. Students receive their recognition the following semester.

### **Graduating with Honors Distinction**

Students receive special recognition at graduation for academic achievement based on their cumulative grade point average.

Recognition	Cumulative <u>GPA</u>
Highest Honors	4.0 +
High Honors	3.50 – 3.99
Honors	3.0—3.49

## MIT Graduation Requirements

Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from MIT high school:

1. Complete all MIT graduation requirements that are in addition to the State requirements, as listed below.
2. Complete all minimum requirements for graduation as specified by the Arizona State Board of Education, Ariz. Admin. Code R7-2-301, R7-2-302, and R7-2-302.04.
3. Take the Arizona State Assessments. State Board of Education is determining the specific exam, courses, and percentages. Graduation Requirements are based entirely on completion of the minimum course of study and competency requirements.

The MIT Headmaster is responsible for:

1. Maintaining a description of course offerings that comply with the graduation requirements,
2. Notifying students and their parents/guardians of graduation requirements,
3. Developing criteria for determining and recording the student's school record, and
4. Taking all other actions to implement this policy.

MIT students must meet the following course and credit requirements to graduate. These course/credit requirements are defined by and include the learning goals and standards. Specific information about each requirement is available on the MIT website and the school site.

In order to receive a diploma from MIT High school, a student must:

1. Earn a minimum of 4.0 credits in English;
2. Earn a minimum of 4.0 credits in Mathematics (including Algebra 1 & 2, Geometry, PreCalculus, AP Statistics, or AP Calculus AB unless otherwise approved by an administrator;
3. Earn a minimum of 4.0 credits in Science;
4. Earn a minimum of 3.0 in Social Studies;
5. Earn a minimum of 2.0 credits in a World Language;
6. Earn a minimum of 2.0 credits in the Career and Technical/Fine Arts education program;
7. Complete a .5 credit Senior Year Project;
8. Take 1 credit of College & Career Preparation through a STEM Lab & Senior Internship;
9. Earn 1.5 credits in Elective Courses
10. Enroll at MIT as a full-time student for at least two semesters and earn a minimum of 5 credits;
11. Take and pass High School Proficiency Exams
12. Earn a minimum of 22 credits of academic credit.
13. MIT does not issue certificates of completion.
14. At least 95% of the classroom attendance during the school year

## **Guidelines for Early Graduation**

Students may graduate early provided they finish 9 semesters of high school (End of the first semester of the senior year and excluding summer school) and meet all graduation requirements. Each student must successfully accomplish the following in order to graduate from high school:

1. The student must complete an Early Graduation Request form, fill it with the Headmaster explaining the reason for early graduation, and obtain all appropriate signatures. For students who are 18 years old, the parent/guardian signature indicates awareness and not approval.
2. The Headmaster approves all applications for early graduation. A parent conference is required before the early graduation will be approved.
3. A credit review is completed to determine that all MIT graduation requirements are met by the date of withdrawal from school.
4. Complete all minimum requirements for graduation as specified by the Arizona State Board of Education.
5. Diplomas are available in May. Transcripts confirming that the student has met all graduation requirements are issued upon request after all grades and credits are posted. Early graduates will participate in commencement exercises held at the conclusion of the regular school year.

## **Attendance and Truancy**

In order to graduate, a student must be in attendance. If a student has been truant, the Headmaster or Assistant Headmaster will contact the family. To support learning, the Parent is strongly encouraged to align all family vacations and personal events with the school calendar. The school academic program is very rigorous, so absences of any length are likely to jeopardize academic performance. Students are required to attend all classes at all times. If this is not possible, students are required to complete all of the assigned make-up work. The school complies with applicable state attendance reporting mandates. If a student is absent, a parent is required to call within 60 minutes of the start of school to notify the school office and provide the reason and the anticipated length of the absence. If the Parent does not make contact, the school will make a reasonable attempt to contact the student's Parent. Skipping one (or more) class will be marked as an absence unless a prior arrangement exists between the school and the Parent. If a student accumulates excessive absences (absences that jeopardize the student's academic success), the Parent will be required to meet with the Headmaster or Assistant Headmaster. The purpose of this meeting will be to determine how to remedy the consequences of absences to assure the student's progress. Concrete goals and a timeline summarized in an Absence Recovery Plan. If the student does not follow the goals and timelines of the Absence Recovery Plan, the Parent will be required to meet with the Headmaster or Assistant Headmaster again and, at this meeting, the student is Chronically Absent. A student's Chronically Absent status will not change until the goals of the Absence Recovery Plan are satisfied. Chronically Absent students do not fulfill the requirements for full credit in grades 9–12.

## **STUDENT ATTENDANCE**

The parent/guardian is charged by law with responsibility for the student's consistent school attendance. The superintendent will enforce the laws regarding attendance, with consideration for the variables that affect children and families. The superintendent will place emphasis on the prevention and correction of the causes of absenteeism.

## **ATTENDANCE / TARDY POLICY**

Daily attendance and punctuality are of the utmost importance to student success. Students are expected to take responsibility for attending all classes and for arriving to class on time.

## **NOTIFICATIONS OF ABSENCE**

All unverified absences will result in an electronic/auto dialer contact to the home.

## **ATTENDANCE REVIEW PROCESS**

Pursuant to Arizona Revised Statutes (ARS) – Title 15 Education – Section 15-803, School Attendance, Section B.

– “A child who is habitually truant, or who has excessive absences may be adjudicated an incorrigible child as defined in section 8-201. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.” This translates into 18 absences per year.

In accordance with ARS 15-803, Maricopa Institute of Technology employs an Attendance Review Process. When a student reaches a total of thirteen (13) unverified period absences in any class, per semester, they are subject to the Attendance Review Process. The outcome of the Attendance Review Process may result in loss of credit for the class or classes in which the student has accrued thirteen (13) unverified absences.

## **TARDINESS**

Students who do not arrive at school or class on time are Tardy. Students should arrive at school at least five minutes prior to his/her first class. Students should be in the classroom and in their seats when the class begins. Under extreme circumstances, the Headmaster excuses tardiness. Students arriving at school or class after their class has started may be required to wait in a designated area until the start of the next class. This is often necessary to assure the quality of the education process for the other students present in the class. Tardiness can cause a student to miss valuable instructional time, and often creates disruption and a distraction to the learning environment for other students; therefore, the Headmaster reserves the right to take disciplinary action against a student anytime he/she is tardy. Possible disciplinary actions may include exclusion from Elective (or Optional) Courses or Enrichment Activities, such as field trips or guest lectures. Chronic tardiness may lead to suspension. As tardiness approaches the point where it is chronic, the Headmaster informs the Parent in writing the next tardy will qualify as chronic.

## **Guidelines for Repeating a Course**

### **Repeating a Failed Course**

If a student repeats and passes a previously failed course, the failing grade (“F” or “WF”) is replaced by “RE” (repeat) on the student’s permanent record; the course title, new grade, and teacher of record will be recorded in the term that the course is repeated and passed; the student will receive the appropriate credit and grade points. If the student repeats the same course several times, all previous grades are changed to “RE” when the student successfully passes the course. The following guidelines apply to repeating a failed course:

1. Repeating the same course (number and title) can only be completed with administrative permission through summer school or online course.
2. If a student repeats a failed course with a course that has a different number, title, description, and/or level, he/she must complete a “Request to Repeat a Course” form. The student must work with his/her teacher to complete and submit the form, before enrolling in the course, to the principal for who will initiate the review and instruction. No grade is changed unless an approved form is on file with the signature of the student’s teacher.

## **Guidelines for Dropping a Course**

A student must have the approval of his/her parent or guardian to drop a course and must process the request for withdrawal with the Headmaster. Once a semester begins, the following rules apply:

1. If a student drops a course on or before the 15<sup>th</sup> day (not including holidays, institute, and non-attendance days), no record of the course appears on the student's transcripts.
2. Students who drop a course between the 16<sup>th</sup> and 30<sup>th</sup> school days (not including holidays, institute, and non-attendance days) will have the course title and a grade of "W" (withdrawn) recorded on their transcript. (Note: "W" grades are not included in computing grade point average and do not affect honor roll eligibility.)
3. Students who drop a course on or after 31 school days (not including holidays, institute, and non-attendance days) a grade of "WF" (withdrawn failing) is recorded on the student's transcript.
4. If the administration drops a student from a course after the 31<sup>st</sup> school day, the course title and a grade of "F" (failing) is recorded on the student's transcript.
5. "WF" and "F" grades are included in computing grade point averages.

## **Education and Career Action Plan (ECAP)**

On February 25, 2008, the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students' grades 9-12. An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic, career goals and postsecondary plans.

Every high school student at Maricopa Institute of Technology is expected to start an electronic Education and Career Action Plan (ECAP) within first two weeks of joining the school. This plan is referred to multiple times throughout the year to set and/or modify academic and career goals. ECAP also gives an opportunity to students to track their progress by referring to transcripts in a strategic manner. Students, who have opportunities to identify interests, skills, and strengths and then apply that knowledge to create their own ECAP, transition more seamlessly into postsecondary and work place requirements.

All high school students from grade 9 to 12 must contact the Assistant Headmaster, Student Affairs or School Counselor if they do not receive a link to start an electronic ECAP form with in first two weeks of joining the school.

## **Academic Achievement Positions**

All academic awards, ranks, and honors are based exclusively on the performance in the academics. Only a student who has attended Maricopa Institute of Technology for at least three years will be considered for any such honor.

### **Valedictorian**

A valedictorian will be selected solely based on the highest GPA (weighted) in the graduating class.

It is completely Headmaster's discretion to consider or not consider any other factor/s such as participation in the clubs, active involvement in athletics or community service etc.

### **Salutatorian**

A salutatorian will be selected solely based on the second highest GPA (weighted) in the graduating class.

It is completely Headmaster's discretion to consider or not consider any other factor/s such as participation in the clubs, active involvement in athletics or community service etc.

# Student Services and Enrichment Activities

## **Student Support Program**

Constant communication with Parents is the most efficient way to increase student performance, especially in cases where the students are experiencing difficulty. MIT will build strong communication and individual support for each student through our Personalized Education Student Folio. Notification will be delivered to parents when a child falls below a 70%.

## **Special Education**

The school provides a Free and Appropriate Education to students with disabilities who are currently eligible or are determined eligible to receive special education services and related services under IDEA and or Section 504/ ADA NON-DISCRIMINATION POLICY of the Rehabilitation Act.

## **Enrichment Activities**

MIT aligns its Enrichment Activities, both clubs, and events, with the interests of our students. The enrichment activities serve to provide more academic, sporting, community service opportunities, and to expand the options offered by the curriculum program. Information on the enrichment activities is conveyed to students throughout the school year.

# Student Code of Conduct

## **School Rules, District Policies, and the Law**

MIT's academic rigor and high expectations demand an environment that is free from disruption and fosters mutual respect among students and staff members. MIT has developed clear rules concerning student behavior that are strictly enforced without discrimination of gender, religious belief, ethnic background, nationality, disability, or other protected class. The consequences for violating the Academic Integrity policy are separate from and in addition to those assigned for violating school rules, other school policies, and the law. This Policy in no way limits the authority of the administration to impose other or additional consequences in accordance with school rules and policies.

MIT reserves the right to discipline students for off-campus behavior at school-organized events. In such cases, the school, at its sole discretion, may schedule a hearing to determine whether the student is allowed to continue at MIT.

### **A. Promotes respect for fellow students and staff members**

All students are expected and required to behave in a respectful manner toward other students, staff members, and property. Language or behavior that intimidates, belittles, or causes physical or emotional injury to others is not tolerated.

### **B. Promotes respect for all individuals**

MIT strives to provide an environment where students feel comfortable and thrive.

### **C. Promotes individual and community responsibility**

MIT students are held accountable for their own language and actions. This responsibility extends to any knowledge of misconduct by other students. Staff members make every effort to ensure the confidentiality of a student who reports misconduct. Students and staff members do not tolerate bullying or cheating.

### **D. Provides a safe environment for students.**

All MIT students and staff have the responsibility to report any possible threat to any student or staff member's safety, health, or property.

### **E. Provides a disruption-free, educational environment.**

Classroom disruptions are a discipline violation.

## **Disciplinary Actions**

Consequences of a Discipline Violation may include but are not limited to the following disciplinary actions:

### **Temporary Exclusion:**

The student is temporarily excluded from the classroom due to a discipline violation. The student spends an assigned time in a designated area under the supervision of a staff member. During this time, the student will be required to work on additional academic tasks or school service activities (usually activities related to the upkeep and maintenance of the school premises). Each exclusion is a referral to the Administrative team. Failure to follow instructions during exclusion may lead to major consequences.

### **Headmaster Referral:**

The student is required to immediately report (or in the time interval indicated by a staff member) for disciplinary action. Prior to disciplinary action, the staff member referring the student to the office verbally informs the Headmaster and completes a Discipline Violation Report describing the event. The Headmaster, or the designated person, informs the student of the school policies violated, invites the student to explain/written understanding of the event and instructs the student on disciplinary due process, and decides the Disciplinary Consequences, as listed below.

- **Minor Disciplinary Consequence:** Notice of Discipline Violation - The student is excluded from the class for additional time, write a letter of apology, and essay to demonstrate an understanding of the Discipline Violation. Detention may be required to be served. Detention runs after school for 30 minutes. The written document is filed in the school discipline file; there is no requirement to inform the Parent about this action, however, they can be informed if the administration feels it is necessary.
- **Detention:** Detentions run each week after school. Students are to work on schoolwork, but are not allowed to have any electronics while in detention. Detention is silent and for thirty minutes. It is up to the student/parent to arrange transportation after a detention. Detentions are assigned for minor disciplinary consequences.

In more severe cases, the Headmaster might request that the student perform additional academic or school service activities during the period of exclusion, before or after school the following day, and/or be excluded from enrichment activity. This includes Friday Detention which is an after school, 60-minute detention completing community service work around campus. The Headmaster would write a notice regarding the Discipline Violation and the Parent notified.

**Major Disciplinary Consequences:** Short-Term Suspension (1–10 school days): The student must remain away from the school premises, classes, and all other school activities. Short-Term Suspension does not excuse the student from any academic work required during the term of suspension. Suspended students must make up missed assignments to receive credit for them. The Administration will set up procedures to ensure that the student has all the material and information necessary to perform an independent study. This material and information will be

available for the Parent to collect at the end of each school day. The Parent may call the School Office to verify that new material is available to be collected and to determine when the material will be available. Upon returning to school, the student is required to deliver all finished assignments he/she received during the suspension and coordinate any make-up tests or quizzes with the teacher of each subject. The student must make up these tests/quizzes on dates specified by each teacher. When the Administration imposes Short-Term Suspension, the suspended student's Parent is informed of the suspension by telephone, in writing, or in person. The Parent may be required to remove his/her child from the school immediately, or the Headmaster may postpone the start of suspension until the next day (or a later date). The Headmaster may also postpone the final decision regarding the length of suspension due to a pending incident investigation. The school reserves the right to suspend, without prejudice, any student subject to such investigation. If a student is not guilty of a Discipline Violation or the violation proves to be significantly less serious than suspected, he/she makes up and receives credit for missed assignments. However, there is no other compensation for the time spent on suspension during the investigation (e.g., no private tutoring, no more than regular additional time for makeup work). Once the incident investigation is completed, a conference between the Administration and the Parent is required before the student returns to school.

- **Long-Term Suspension (11 or more school days):** The student must remain away from school premises, classes, and all other school activities. Long-Term Suspension does not excuse the student from academic work assigned during the term of suspension. As in the case of Short Term Suspension, the same procedures are employed to ensure the student has access to adequate resources necessary for independent study. The student might be required to come to school after regular hours to take exams and quizzes during his/her Long-Term Suspension. Prior to any Long-Term Suspension, the student is placed on Short-Term Suspension and the same rules described in the Short-Term Suspension paragraph above are invoked. During this time, the Headmaster conducts an investigation of the incident. Once the incident investigation is completed, a conference between the Headmaster and the Parent is required before the student returns to school. The investigation of the incident may also result in the Headmaster's recommendation to expel the student.

- **Expulsion:** The school permanently withdraws the student's privilege of attending the school. Expulsion is initiated at the recommendation of the Headmaster. The Headmaster initiates an Expulsion Committee consisting of a minimum of two additional staff members to investigate the Discipline Violation prior to a final decision. Before the final decision is made, the student and the school follow the procedures for a Long-Term Suspension. The student's Parent receives notification of the recommendation for expulsion, for a final determination.

## **DISCIPLINARY DUE PROCESS PROCEDURES**

MIT does not set mandatory consequences for disciplinary violations. The Administration determines consequences for each individual case based on the severity of the infraction and any other relevant circumstances. The final decision regarding Short-Term and Long-Term Suspension is always authorized by the Administrative Team. If the Disciplinary Violation poses a threat to the safety of anyone in the school or is otherwise a possible violation of law, the Administration (or other staff, if circumstances warrant) will contact the relevant law enforcement officials immediately.

The most common type of Discipline Violation is disruptive behavior in the classroom. While such misconduct is generally relatively minor, repeat violations may be damaging to the classroom environment and may interfere with the learning process. Therefore, repeated minor infractions may eventually lead to Major Consequences such as Short-Term Suspensions.

If a staff member announces a discipline consequence and the student believes he/she has been unjustly punished, he/she may request to contact his/her Parent immediately. The Headmaster will arrange for the student to contact the Parent. The Parent may elect to pick-up the student immediately or allow the discipline process to move forward and implement consequences. If the Parent chooses to pick-up the student within a reasonably short time, the student is taken out of his/her regular program and supervised by the Administration, or a designated staff member, until the Parent arrives. It is not the Administration's responsibility to be available for a meeting with the Parent upon his/her arrival. If the Parent has questions regarding the discipline incident, he/she can set up a

meeting with the Headmaster to discuss the issue at a later date. If the Parent does not honor the student's request to be collected, does not arrive within a reasonable amount of time, or cannot be contacted, the disciplinary process will continue. Generally, a reasonable amount of time means within one hour after the first call has been made; however, the Headmaster may adjust based on individual circumstances. Following a decision on a discipline violation, a Parent may request a meeting with the Administrative team. The meeting shall occur as soon as schedules permit, and the Parent will receive the written explanation within 10 school days. Should the Parent require still further information, they can request a meeting with the Headmaster to discuss the Violation and resulting Discipline Consequence.

If the Parent believes that the school violated any charter or other applicable regulations or laws and believes that the School did not properly address their concerns, the Parent shall contact the Authorized Representative for the school, Ruben Gutierrez at 623-312-4029. The Authorized Representative contact information can also be found on the school website: [mitglobalonline.org](http://mitglobalonline.org).

Procedures for handling Discipline Violations specific to students with disabilities are outlined in the MIT's Special Education Policies and Procedures Manual (available upon request at the school office).

## **STUDENT DISCIPLINARY RECORDS**

The Administration makes every reasonable effort to thoroughly investigate, accurately document, and fairly adjudicate all allegations of student misconduct. The student's disciplinary file maintains disciplinary records related to the current School Year. The student's disciplinary file is made available for inspection by the Parent upon request. Before a Parent inspects the disciplinary file, the file will be adjusted to comply with the Family Educational Rights and Privacy Act (FERPA). In compliance with FERPA, all documents with information pertaining to other students involved in disciplinary events are removed from the file prior to such inspection. The student's disciplinary file, including disciplinary information related to the current school year, is available for inspection only if the request is made before the end of the School Year in which the Discipline Violation occurred.

When responding to requests for student disciplinary records and information from law enforcement agencies, court officials, other regulatory bodies, or any external entity, the school follows procedures mandated by the Family Educational Rights and Privacy Act (FERPA).

## **DISCIPLINARY DISCLOSURE**

Colleges and other schools routinely request information from schools on disciplinary infractions. When specifically asked, the school will provide reports on disciplinary incidents, which have resulted in an out-of-school suspension or expulsion. The school does not report on disciplinary actions that occurred at previous schools attended. Students who have had disciplinary infractions prior to their senior year are expected to respond honestly when completing a college application. The College Counselor will be available to assist in this process. In a student's senior year, the school will report any significant changes in a student's academic status or disciplinary record between the time of recommendation and graduation.

## **Academic Integrity**

Students, teachers, and administrators work together to establish and maintain an academic environment that is fair to all students. Students are expected to strive to maintain academic integrity and to refrain from academic misconduct. Academic misconduct is subject to disciplinary action defined by MIT procedures. A pattern of absences that occur during classroom assessments (exams, projects, presentations, etc.) may create a presumption of academic dishonesty. Faculty will investigate such a pattern and apply consequences as outlined by the Academic Integrity Policy. Teachers will review the policy and procedures regarding academic integrity at the beginning of every course and will incorporate instruction regarding the need for and value of academic integrity in their lessons.

## **Definitions of Academic Misconduct**

### **Scholastic Dishonesty**

A breach of the standards of academic integrity including all forms of academic cheating (e.g., plagiarism, collusion, falsifying academic records) and any other act designed to give unfair academic advantage to the student.

### **Cheating**

Any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data.

### **Plagiarism**

A form of cheating that involves presenting as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source constitutes plagiarism.

### **Furnishing False Information**

Writing an exam or term paper for another student; soliciting another person to take an exam or write a paper for one's own class; submitting the same work in more than one course when doing so is prohibited, or representing oneself as another person.

### **Creating an Improper Disadvantage**

Removing, defacing, hiding, or deliberately withholding technology, or other materials, contaminating laboratory sample, etc.

### **Theft/Damage of Intellectual Property**

Sabotaging or stealing another person's assignment, book, paper, notes, experiment, or project, improperly accessing or electronically interfering via computer or other means with the property of another person.

### **Selling or Distributing Materials**

Selling or distributing course notes, handouts, or other information provided by a teacher without the teacher's permission.

### **Collusion**

The act of forming a secret agreement for a fraudulent or illegal purpose.

## **Standard Consequences**

When an incident of academic misconduct is suspected, the teacher will take reasonable action to establish whether it actually occurred. After giving the student notice of the allegation(s) and an opportunity to explain his or her actions, the teacher will take disciplinary actions when it has been determined that academic misconduct has occurred. The consequence for academic misconduct will always be more severe than the consequence for failing to do, turn in, or complete an assignment or to take the test/exam/assessment in question.

### **A. First Occurrence Consequences**

1. Zero credit for the assignment or examination.
2. Possible course failure based on the weight of the assignment or examination.
3. The student is given the opportunity to complete the assignment/examination.
4. The incident is reported to the Administration and documented as a disciplinary incident, and the

parent/guardian is notified by the Headmaster of the incident and possible course failure. “Academic Misconduct” is added to the discipline referral form.

## **B. Second Occurrence Consequences**

1. Zero credit for the assignment or examination.
2. As a consequence, possible course failure as determined by the teacher and the Headmaster.
3. The student is given the opportunity to make up the assignment/examination at the teachers’ discretion at no credit.
4. The teacher reports the incident to the Headmaster who documents it as a disciplinary incident. The Headmaster conferences with the parent/ guardian and students regarding the incident and possible course failure. “Academic Misconduct-second occurrence” is added to the discipline referral form.
5. The student is excluded from consideration for academic awards.

## **C. Third Occurrence Consequences**

1. Course failure.
2. Incident is reported to the Headmaster and documented by the Headmaster, and the parent/guardian notified of the incident and course failure.
3. The student is excluded from consideration for academic awards.

Incidents of academic misconduct are cumulative in individual courses; i.e., an incident in one course is unrelated to any incidents in other courses. The administration, however, may detect a pattern of academic misconduct that require additional or alternative disciplinary intervention. The incident is a co-curricular code violation.

## **Distractions to the School Environment**

Distractions to the school environment need to be limited throughout the day. It is imperative that we are creating a robust learning environment for all students on campus.

All equipment non-related to the school day must be properly stored and not utilized during the school day. This includes sporting balls and equipment, skateboards, scooters, bicycles, and any other modes of transportation.

**Bullying:** Bullying may occur when a student is exposed repeatedly and over time to negative actions on the part of one or more other students. Bullying behavior is meant to hurt another person and is carried out by someone who is seeking power or control over another person. Bullying may constitute a violation of law. There are three forms of bullying:

- Physical
- Verbal
- Social/Relational

**Harassment:** Harassment is the intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**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.

Anyone who believes that harassment, bullying or hazing has occurred should report the behavior to a teacher, counselor, school nurse or school administrator. Bullying reporting forms are available at the front office.

**Peer Conflict:** Everyone experiences conflict from time to time, and it is a natural part of growing up. Usually this takes place with peers who know each other and have equal power (age, grade, etc.) At times peers disagree and may not be able to solve their own problems. They can get frustrated and may say mean things or may react physically. Once calm, peers are able to work things out by themselves or with the help of an adult.

**Mean Behavior:** Sometimes students may display unkind or mean behavior that may include making fun of others, using hurtful names, taking something without permission, leaving a child out of play, or pushing someone out of line. Usually these are isolated and the student may feel badly when the behavior is pointed out. Often the behavior may not be planned and could impact those who are in close proximity. An adult needs to be informed of the behavior right away to intervene.

### **Bullying, Harassment or Intimidation Reporting Guidelines**

1. **Student** experiences bullying, harassment or intimidation incident as victim or witness  
A Parent, Staff Member, Adult Relative or Other Adult may observe bullying, harassment or intimidation or receives a report of bullying, harassment or intimidation
2. **Report** of bullying, harassment or intimidation is completed by student, parent, staff member, adult relative or other adult and submits it to the school's Headmaster or Assistant Headmaster
3. **Reported Victim** is provided with a Rights, Protections and Services Letter.
4. **School Administrator** conducts an investigation of the incident and does one or more of the following:  
Parent contact
  - a. Discipline as appropriate
  - b. Staff plan for supervision and intervention with student(s)
  - c. Refer to Counselor
  - d. Contact Law Enforcement (mandatory if physical injury has occurred)
  - e. SRO
  - f. **Reported Victim** is provided with the Resolution Letter

# Extracurricular and Co-Curricular Activities

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class.

The Headmaster must approve activity in order for it to be a school-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. The student fees are reasonable and do not exceed the actual cost of operation.
3. The school has sufficient financial resources for the activity.
4. Student body interests are considered.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by School Board Policy. No Pass/No Participation, Eligibility, and Co-Curricular Code Activities Academic Criteria for Participation

Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in school-sponsored or school-supported extracurricular activity, a student must satisfy the MIT scholastic standing requirements (doing passing work in high school courses each week). Any student-participant failing to meet the academic criteria does not participate in the activity until the specific academic criteria are met. MIT enforces a No Pass/No Participation Policy in any school-sponsored or school supported extracurricular activity.

MIT's No Pass/No Participation policy will apply to each competing student group listed below.

## Activities

- Student Council - Class Officers
  - NHS/NJHS
  - Robotics/FLL, VEX, FRC Team
  - Science Olympiad Team
  - Media Club
  - Chess Club
  - Student Council Officers
  - Intramural Sports
1. Teachers and the Administration monitor the eligibility of all students involved in one or the more of the activities listed.
  2. Activity sponsors will accurately monitor the eligibility of each participating student in accordance with the MIT Policy.
  3. The co-curricular activities listed include academic courses during the regularly scheduled school day and co-curricular activities consisting of competitions occurring outside the master schedule of approved courses. Any graded components are not subject to the provisions of the No Pass/No Participation policy. Student participation in the non-graded co-curricular component of such activities is a privilege and is subject to the provisions of the No Pass/No Participation policy.

# Athletics

MIT participates in CAA league in Fall, Winter and Spring Seasons. Below are the sports and games that MIT is likely to be participating. MIT is happy to accommodate requests for other sports if the number of students are available to accommodate.

1. Boys and Girls Varsity Basketball
2. Boys and Girls Varsity Soccer
3. Boys and Girls Varsity Volleyball
4. Boys Baseball
5. Girls Softball
6. Varsity Flag Football
7. 8 Men Tackle Football
8. Chess
9. Cornhole
10. E Sports
11. League of Legends

To help students be successful and have a great academic year we have established behavior and academic policies. These policies alongside the student handbook can answer any questions you might have.

**Participation Fee:** The participation fee for funded sports for the 2021-2022 school is \$ 100 per sport. There is no individual or family maximum. The participation fee must be paid prior to the first scheduled competition for the team. The participation fee is not refundable if the athlete completes 20% of the season (beginning with the first day of practice).

A referral for any reason will be 1 week of no practice or play. A second referral would be grounds for dismissal from the team. If at any time, my student is missing 2 or more assignments or found to be failing (less than 70%) in any area they will not participate for 1 week. This 1 week provides an opportunity to catch up. If another academic infraction occurs (failing or 2 missing assignments) the student will be removed from the team. Any Excused Absence has the number of days missed to complete missing work (missed 3 days, you have 3 days to complete missing assignments).

All players issued equipment and uniforms are the property of Maricopa Institute of Technology. Any items issued will be cared for (washed cold water no dryers) and returned upon the coach's request. A \$ 100 fee will be imposed for any uniform not completely turned in. The athletic director will keep a uniform sign-out and sign-in.

During the sports season there may be extensive travel. Please be advised that these travel days are not vacations. They are a privilege and should be treated as such. As a team, we are going to tournaments with a purpose and that is to play Sports! It is the responsibility of the player and parent to adhere to all curfews any exceptions to this must be approved in advance by the coaching staff.

# MIT Uniform Rules

## **Dress Code Rules**

MIT Uniforms establish a sense of tradition & belonging, increase safety on campus, and distinguish our students within the community. **Students are to be well groomed and neatly dressed at all times.** Any form of dress or hairstyle, hair color (only natural color allowed) & make-up (only natural and modest, in accordance with a professional setting) which is contrary to good hygiene or which is distracting or disruptive in appearance and detrimental to the purpose or conduct of the school are not permitted. **MIT students dress in proper school attire.** All MIT students will wear the standard school uniform. The uniform is not to be altered in a manner that includes, but is not limited to, slits and shredded hems or is disruptive to the educational process. The uniform should reflect a positive attitude of pride in self and school. **Uniforms are to be laundered, maintained, and worn as they are designed to be worn: skirts and shorts not rolled, shirts tucked in, not folded under, shirt sleeves not rolled up or under.** School spirit shirts (purple shirt with the MIT Coat of Arms) and club shirts may be worn on Fridays or at the discretion of the Headmaster. **Spirit and club shirts must be tucked in. Students must be in proper uniform from the time they arrive on campus until they leave.** Any hairstyle, hair color, mode of dress, or ornamentation including on backpacks or school material that is deemed inappropriate in the judgment of the school administration/faculty will be prohibited, and students will receive a consequence for violation of the dress code policy. Students will be required to correct any dress code violations within 24 hours of the notice to avoid additional consequences.

Girls and boys may wear uniform shorts instead of the uniform pants/skirts at any time during the year.

**The school administration retains the final discretion in determining if a garment, hairstyle, hair color, accessory, or appearance complies with the dress code.** Repeated violations of the dress standard will result in appropriate disciplinary action, including suspension from school.

### **Tops – Solid white with the MIT Coat of Arms**

- **Tops must always be tucked in.**
- Undershirts worn beneath tops must be **Solid White** only.
- Tops must be size appropriate.
- Purple Polo Shirts with MIT Coat of Arms may be worn on Fridays

### **Bottoms – All black or Tan and no logos.**

- **All dress pants, shorts, skirts, or skorts must be *no shorter than two inches above the knee.***
- Girls are required to wear MIT skirts or skorts for all off site visits and formal events.
- All bottoms must be size and length appropriate.
- **Dress pants** may not touch the ground or flare wider than a shoe length at the bottom.
- **Cargo Shorts/Pants and Jeans Pants are not permitted.**

## **Blazers, Sweaters, and Jackets**

- o V-Cut, black cardigan sweater or vest are required with the MIT Coat of Arms. MIT Coat of Arms cannot be attached to other garments. **No Hoodies are allowed.**
- o Blazers must be black with the MIT Coat of Arms. Blazers are required for all offsite visits and formal events.
- o Appropriate size is required.
- o **Jackets may be worn during extreme cold weather but must be removed and stored inside the building**

## **Accessories - Hats/Caps and Belts**

- o No any kind of Hats/Caps/Durag or any Headbands
- o The Belt must be of one solid color
- o No initials or logos of any kind on belts or belt buckles.
- o Belts may not be more than one size larger than the waist.

## **Ties/Bow ties**

- o **Bow ties or long ties are required to be worn daily except on Fridays** (Purple polo shirts may be worn on Fridays only.)

## **Footwear - For safety reasons, only closed-toed and closed-heeled shoes.**

- o No platform shoes, open-toed sandals, flip-flops, or slippers.
- o Shoelaces must be correctly laced, securely tied and standard size.
- o Solid white, black, or brown socks or tights may be worn.
- o **Crocs or Yeezy Foam Shoes are NOT allowed.**

## **For Safety Reasons – No Tattoos/No facial piercings allowed.**

- o Tattoos are not allowed - Facial piercings are not allowed
- o Girls may wear earrings no larger or longer than the size of a quarter.
- o No long dangling earrings or gauges allowed.

## **SPIRIT DAYS and DOLLAR DRESS DOWN DAYS**

### **Non-Uniform (Dollar Dress) Days**

Non-uniform days are a privilege for MIT students. On non-uniform days, students must remember that they must still follow a dress code. As always, modesty is mandatory. The administration and faculty reserve the right to judge what is appropriate and safe. If non-uniform dress is considered inappropriate, infractions will result in loss of the non-uniform privilege for a specified period of time and a parent/guardian will be called to bring in a uniform. The student will not be allowed in class until in compliance with the code. The following are non-uniform day regulations:

- Jeans, slacks, shorts, Capri pants, and dresses must be clean and with no holes. Pants may not be oversized or baggy. All shorts and dresses must conform to a uniform length. Students are not to wear biker shorts, cut-offs/frayed edge clothing, clothing with inappropriate slogans, etc., tank tops, midriff shirts, spaghetti strap tops, tube tops, clothing which exposes undergarments, hip-hugging pants, and sandals—strapless or otherwise. Athletic shoes may always be worn.

## **Sports**

Participating in Sports at MIT is a privilege, and along with that, comes the opportunity to wear the sports jersey on game days. Only the jersey is allowed to be worn. Bottoms and shoes must still be dress code. No hats allowed.

## **Consequences for Uniform Violation**

Students not in uniform will receive one written, documented warning. After that, a detention will be given for each uniform violation after. All detentions are required to be served after school for 30 minutes. Continued and repeated uniform violations may result in a Friday detention or suspension. **Students not following the Uniform Policy on the Dress down Days, will NOT BE ALLOWED to participate in future dress down days and other activities.**

# MIT Cell Phone and Technology Policy

Cell Phones have become an important component of a student's day to day life. The Cell Phone Policy at MIT reflects one that both grants students the freedom to have their cell phone, while still maintaining the focus of the school day.

- Students are allowed to have their cell phones out **before school, during the lunch period, and after school.**
- **During class, cell phones must be silenced and in their backpack.**
- Students not following this policy will receive one written, documented warning. After that, a detention will be given for each cell phone violation after that. Continued and repeated cell phone violations may result in a Friday detention or suspension.
- **These same rules apply for air pods, iPads, and any other communication device that can cause an interruption and/or distraction to the school day and environment.**
- If a student's cell phone or any technology device is confiscated, the student can pick it up from the Administrative team at the end of the school day. After the third confiscation, a parent must come to school to pick up the device and meet with a member of the Administrative team.

# Internet Safety Policy

MIT has adopted the following policy in accordance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act.

The policy provides for the monitoring of the online activities of minors, and addresses the following areas:

- Use of technology measures to restrict minors –access to materials harmful to minors and/or inappropriate;
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking”, and other unlawful activities by minors online; and
- Unauthorized disclosure, use, and dissemination of personal information regarding minors.

## Section I. – Curriculum

By being connected to the Internet, students and staff have potential access to electronic mail communication; to information via the World-Wide-Web; and to various research sources including certain university library catalogs, the Library of Congress, and other research databases. Access to the Internet and MIT's network is a privilege and is not a public forum for general use. Employees and students may load school-assigned student work onto the school network. However, employees and students shall not load onto the school's network or Internet any unlawful, inappropriate, or copyrighted works that are not in accordance with fair use guidelines. Employees will not use personal social networking sites to communicate/interact with students. MIT disclaims any responsibility for any information, including its accuracy or quality, obtained or transmitted through the use of the Internet.

Further, MIT disclaims responsibility for any information that may be lost, damaged, altered, or unavailable when using the school's network. Employees and students shall be solely responsible for any unauthorized charges or fees resulting from their access to the Internet.

## Section II. – Use of Technology Protection Measures

It is the policy of MIT, through the use of Internet filtering or blocking devices, to comply with the Children's Internet Protection Act. Such filtering or blocking device shall be used on all MIT computers with internet access and during all use of such computers, except as specifically provided below.

It shall be the responsibility of the administration of MIT to assess those filtering or blocking devices available for use and to determine the filtering device most effective and appropriate for MIT needs.

The MIT Headmaster may authorize the disabling of filtering or blocking devices to permit adults to engage in bona fide research or for other lawful purposes. Disabling requests will not be granted if the Headmaster determines that the potential harm or disruption incident to the request outweighs its educational or professional benefit.

School officials with direct supervisory responsibility for those activities may monitor all online activities of students and minors. In addition, school officials may monitor students and minors' online activities when not under the direct supervision of school staff.

Such monitoring may consist of:

1. Direct observation of online activities,
2. Review of internet logs and other use records,
3. Generation of internet activity reports or summaries; or
4. Any other method that the Headmaster determines provides for the effective review and monitoring of online activities.

### Section III. – Access to Inappropriate Materials on the Internet and the World Wide Web

It is the policy of MIT, to the extent permitted by law, to limit access by minors to inappropriate matter on the Internet and the World Wide Web. This policy shall be accomplished through (1) the use of filtering or blocking devices described in Section II, (2) enforcement of MIT's acceptable use of technology policy, and (III) providing education and counseling to minors and students who use MIT's computer system regarding the proper use of internet resources.

### Section IV. – Electronic Mail, Chat Rooms, and Other Forms of Electronic Communications

It is the policy of MIT to ensure the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. For this purpose, school officials may regularly review minors' online and internal communications on MIT's computer network to assure the safety of students and minors. School officials may further communicate to minors, through the student handbook, its acceptable use policy, or other means, information regarding the safety risks raised by online communications and appropriate practices to protect against these risks.

### Section V. – Hacking. Unauthorized Access and Unlawful Activities of Minors Online

Minors who use MIT's computer network shall be permitted to do so only for authorized purposes and for lawful activities. This policy applies to (1) access to MIT's own computer network, and (2) access by minors to other networks and computers when using MIT's network. School officials may communicate these restrictions to minors through the school's student handbook, acceptable use policy, or other means. Unlawful or unauthorized online activities are forms of misconduct and subject to discipline under the school's student discipline code.

### Section VI. – Unauthorized Disclosure, Use, and Dissemination of Personal Information

It is the policy of MIT, consistent with State and Federal student records laws, to protect students and minors against the unauthorized disclosure, use, and dissemination of personal information through MIT's computer system. Users of the school's computer system are prohibited from disclosing personally identifiable information regarding students or minors outside MIT's computer system, except in specifically authorized instances. This prohibition shall apply to all electronic communications either directed to non-MIT computers or accessible to non-MIT users, such as web page postings and other internet-accessible files.

### Section VII. – Definitions

Terms used in this policy shall have the meanings set forth in the Children's Internet Protection Act.

The use of the term "Internet" or "network" in this policy refers to all information accessed through the MIT network from various sources as identified above and any and all information accessed using MIT's means of access.

## **Electronic Communications Service**

The school offers an Electronic Communication Service. A Parent agrees to this service and receives all general information (including this handbook) and updates, notifications, announcements, newsletters, etc. through internet-based communication. The school uses industry-standard technologies to protect and secure electronic information. The use of any electronic communication system, such as the World Wide Web, has a number of risks that users should consider before use. While the school will use all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other security technologies, it cannot guarantee the security and confidentiality of web-based communications. MIT will not be liable for improper disclosure of confidential information that is not caused by intentional misconduct or by failures of systems outside of the school. For those who do not agree to the Electronic Communications Service, all information communicated via this service is made available for review at the school office.

The information provided by the Electronic Communication Service is provided to the Parent. Only upon written request and in compliance with the relevant laws and regulations, will the school provide information to other parties. For the purpose of this handbook, the term “communicated” means that the Parent is informed using Electronic Communication Service. This does not prevent the school from using additional communication means, e.g., flyers, signs in the parking lot, or electronic screens in the lecture hall, and other areas of the school.

## **Restrictions on Publications and Written or Electronic Material**

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate is inappropriate due to the maturity of the students or is materially disruptive to the educational process will not be tolerated.

## **Non-School Sponsored Publications and Web Sites Accessed or Distributed at School**

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students including but not limited to material that is obscene pornographic, or pervasively lewd and vulgar, or contains indecent vulgar language;
4. Is primarily intended for the immediate solicitation of funds.

The distribution of non-school-sponsored written material shall occur at a time and place and in a manner that will not cause disruption, be coercive or result in the perception that the distribution or the material is endorsed by MIT.

Accessing or distributing “at school” includes accessing or distributing on school property or at school-related activities. A student who engages in gross disobedience and misconduct is disciplined for: (1) accessing or distributing forbidden material or (2) for writing, creating, or publishing, intending for it to be accessed or distributed at school.

### **Student-Created or Distributed Written or Electronic Material Including Blogs**

A student engaging in gross disobedience and misconduct is disciplined for creating and/or distributing written or electronic material (including internet material and blogs) that cause substantial disruption to school operations or interferes with the rights of other students or staff members.

### **School Sponsored Student Publications and Web Sites**

School-sponsored student publications are limited open forums and as such are subject to the standards and shared values of MIT.

# School Information

## Instructional Day

The standard instructional day includes classes and transition periods or breaks. Students attend core area courses, elective courses, and lunch during the times specified on the Student Schedule. Optional courses before or after the Student Schedule are optional. Please see the Headmaster for more information.

## School Year

The 2024–2025 School Year Calendar exceeds the minimum hours of instruction prescribed by the State of Arizona Requirements. The School Year has 180 instructional days. The school calendar shows early release, half days: Wednesday early release are for Teacher Professional Development, Comprehensive Exam days, and Term testing and project days.

The School Year consists of the Academic Term and a Summer Term:

Academic Term starts on the first day of school and ends on the last school day. The Academic term consists of a Fall and Spring semesters grading periods. The School requires students to take standardized examinations each semester. The testing calendar has detailed dates on the school calendar. Each semester includes multi-disciplinary STEM<sup>2</sup> projects. The summer term begins a week after the last school day and ends after the third week of June. The School identifies student needs and interests for summer programs.

## STUDENT PROPERTY ON CAMPUS

**MIT** strongly discourages students from bringing any valuables to school. This includes, but is not limited to cell phones, jewelry, electronic devices, or similar items. **MIT disclaims any liability for the loss or theft of any item.** Personal computers or tablets in the classroom when the teacher gives explicit permission. Use of other electronic devices including mobile phones are allowed only when the teacher gives explicit permission. During classes, all electronic devices are off and out of sight. Personal items, print media, or electronic media brought to school must never contain nudity, profanity, or excessively violent or sexual content. Breach of this rule results in confiscation of the item and a violation of the School Rules

## STUDENT PARKING PRIVILEGE AND RESPONSIBILITIES

The privilege of parking on campus is given to Seniors. If room is available, the privilege is extended to Juniors. **A fee of \$25.00 per year is charged for vehicle registration.** MIT assumes no responsibility for damage to the vehicle while it is parked at MIT or for thefts that occur while the vehicle is parked on school grounds. Drivers park at their own risk, park in appropriate areas, take care to properly lock the vehicle, and are careful to leave valuables at home. Items that must be left in the vehicle should be properly stored.

### General Regulations

- A parking permit request form must be completed and signed by the student and the parent/guardian.
- Parents must sign the form in person with school personnel.
- The current year's non-refundable parking fee must be paid to the school bookstore.
- The student must have a valid Arizona driver's license.
- All vehicles must be properly licensed and insured in the state of Arizona.
- School personnel must verify license, registration, and insurance in order to receive a parking permit.
- A parking decal must be prominently displayed on the front windshield of your vehicle.
- Students may not park in faculty parking lots.
- Students must follow all city, county, and state traffic laws at all times.
- The maximum speed in all parking areas is 5 MPH.
- Student drivers arriving at school late must be excused by parent/guardian in student Services or they will be

subject to disciplinary action and possible loss of driving privileges.

- The parking lots may be locked or monitored throughout the school day, and students will not be allowed to drive off campus during class or lunches without administrative approval.
- Student drivers needing to leave school early for any reason (doctor/dentist appointment, etc.) must be signed out by a parent/guardian in the front office or have a written release from a parent/guardian prior to signing out in the front office.
- Students are not permitted to loiter in parking areas or in vehicles.
- Student vehicles must remain in authorized areas.
- Parking stickers are not transferable.
- Parking stickers and driving privileges may be revoked at any time.
- If a student's parking privileges are revoked, no refund of fees will be given.
- Students may not have access to their vehicles during the school day.
- Due to compliance with Environmental Protection Agency, some driving restrictions may be imposed.
- All accidents and/or vandalism should be reported to the front office.
- Vehicles parked on campus are subject to search upon reasonable suspicion.

### **Failure to Comply with Parking Regulations**

Driving to school and parking in the lot without a permit or failure to comply with parking rules and regulations will result in disciplinary action including loss of parking privileges and possible suspension from school.

**THE STUDENT PARKING LOT WILL NOT HAVE CONTINUOUS SUPERVISION OR SURVEILLANCE. VEHICLES ARE PARKED AT THE OWNER'S RISK AND THE SCHOOL ASSUMES NO RESPONSIBILITY FOR MOTOR VEHICLES OR ITS CONTENTS.**

### **SCHOOL SUPPLIES**

Students are required to come to school equipped with sufficient school supplies (e.g., pens, pencils, sharpeners, erasers, and notebooks). Students should also come with any additional supplies indicated on the Course Syllabi or Communicated to the students in class, or the Required school supplies List. This requires substantial organizational skills and self-discipline on the part of the student. Learning how to organize his or her school supplies and Independent Work Material is an important skill, every student must master as a part of his/her education.

### **Academic Support Student Program**

To help the student to develop efficient organizational skills and the discipline necessary to comply with the organization of school supplies, the Headmaster, based on the recommendation of any teacher, may place the student in the **Academic Support Student Program**. If the Academic Support Student Program does not bring expected results, the student may be placed on an Academic Probation Program.

### **INSTRUCTIONAL MATERIAL**

The school provides students with Instructional Material, Textbooks, Worksheets, etc., which students can take home or use during class, independent study time, or the Before and After School Program. Students are responsible for the careful handling of all the materials provided to them. All instructional materials furnished by the school are provided only once. If a student or parent requests replacement, the parent is responsible for the school's incurred cost to replace the requested item.

## **VISITORS TO THE SCHOOL**

All visitors must check in at the school office. If permitted to enter, as indicated by the school Office, it is essential that the visitor wear a visitor's badge while on school grounds. The school will terminate visiting privileges for any visitor who interferes with academic instruction during the visit or who does not comply with the rules described in this Handbook.

## **STUDENT RECORDS**

MIT abides by the relevant jurisdiction's laws and regulations (e.g., immunizations). Students who are not compliant with these laws are not permitted to attend the school.

Student Records Include:

- Historical Records: Records received from the student's previous school
- Attendance Records: Daily attendance records for the current school year
- Academic Records: all Final Reports issued by the school in previous years, the last Progress Report (If the student leaves before the end of the school year), and any official external test score reports
- Special Education Records if applicable.
- School Year Discipline Records: Any discipline decisions or participation in discipline investigations documented during the School Year.
- Cumulative Discipline Records: Absence Recovery Plans, Short and Long-Term
- Health Records: Immunization Records, medication instructions, etc.
- Parent-Student Assurances: Handbook Contract, permission forms etc.
- Personal Records: Records received from Parents during the registration or enrollment process, including the Emergency Contact Form.
- Parent information: The student's caregiver(s), as identified in the student's registration documents as the person or people with whom the student resides.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION**

FERPA affords Parent and students over 18 years of age the following rights with respect to a student's education records:

- The right to inspect and review the student's education records.
- The right to request amendment of the student's education records.
- The right to consent to the disclosure of personally identifiable information contained in the student's education records.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

Notification of Rights under FERPA, with a summarized explanation of these rights, is posted near the school Office; Parents may request a copy from the office staff.

## **PUBLIC NOTICE REGARDING DIRECTORY INFORMATION**

In accordance with FERPA, the school may not release to the public, or provide access to, educational records or personally identifiable information contained therein, other than "directory" information. The directory information includes, but is not limited to, the student's name, electronic email address, grade level, participation in officially recognized activities and sports, awards or placement in school organized or supported competitions, and cumulative and current grade average (in the case of students who qualify for Academic Recognition).

## **NAME REGISTRATION PROCEDURE**

When a student has a surname different from that of the Parent with whom he/she resides, the official registration must carry the names as recorded on the birth certificate, unless adoption or another legal name change is supported by documentary evidence

# Health and Safety

## MEDICATIONS

Students may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to a student unless the following requirements are met:

- All prescription medicine must be in its original sealed container, labeled with the student's name, date, name of medicine, dosage to be given, and pharmacy medication number. All prescription medication must be accompanied by a doctor's note. All prescription refills must fulfill the same criteria.
- All non-prescription medicine must be in its original container. Over-the-counter medications must be labeled with the student's name, date, dosage, and time to be given at school. *Please note: medicine placed in plastic bags will not be accepted.*
- Medicine must be brought to the school Office by a Parent and an Authorization to Administer Medication form must be completed for each medication to be dispensed.
- No more than a one-month supply may be kept at the school for any student who receives medicine on a regular basis.

Students are strictly prohibited from providing or administering any medication to themselves or any other student. The only exception to this rule applies to students who require epinephrine injections (i.e., using an Epi- pen) or inhalers; state law allows these items to be carried and administered by the student.

To comply with the rules outlined above, a Parent must come to the school office to complete the appropriate paperwork for any student who requires medication while the student is attending school. Staff members are not authorized to call Parents for consent to take over-the-counter medications (e.g., aspirin, Tylenol, Tums, cough drops).

At the end of the school Year, all remaining medication must be picked up by the Parent. Any medication remaining at the school one week after the last day of school will be disposed of.

## CONTACT MADE IN THE CASE OF HEALTH ISSUES

If a student experiences injury or illness during the school day, the school will contact the Parent. If no Parent is available, a Contact listed on the Emergency Contact Form will be contacted. The order of contact may vary from the Emergency Contact Form.

## SIGNS OF ILL HEALTH: MANDATORY ACTION

Students experiencing any of the following symptoms should not attend school. If a student displays any of these symptoms during the school day, the School will call the Parent or Contact to request that the student be collected immediately.

- Fever over 100 degrees. The student must be fever-free for a full 24 hours, without medication, before returning to school
- Persistent Cough
- Sore throat with fever and/or white spots on the throat
- Rash with fever indicating signs of chickenpox, measles, etc
- Nausea, vomiting, or diarrhea. The student must be free from symptoms for 24 hours before returning to school
- Red, itchy, draining eyes
- Swelling or pain at a level that may interfere with learning
- Earache

- Toothache
- Head lice

Students diagnosed with conjunctivitis or “pink-eye” must be on prescribed medication for 24 hours before returning to school. Students with head lice must remain at home until treated with medical lice shampoo and all traces of lice are gone.

## **MEDICAL EMERGENCIES**

In the event of a medical emergency, the following procedures are followed:

- ☐ A qualified adult starts first-aid procedures immediately. All full-time teachers and office staff are trained in basic first-aid procedures.
- ☐ If further emergency aid is required, a staff member will call 911.
- ☐ After steps have been taken to resolve the immediate medical emergency, the office staff notifies the Contact.
- ☐ A staff member may accompany the student to the hospital to offer assistance or comfort.
- ☐ If a serious injury is not accidental, is self-inflicted, or caused by assault, the police are notified and a report is written.
- ☐ If a 911 dispatcher sends an ambulance and the Parent does not want his/her child transported by ambulance, the Parent must cancel the ambulance by calling 911. Staff members are prohibited from canceling an ambulance request.

## **EMERGENCY PREPAREDNESS**

Students and staff will conduct regular safety drills throughout the School Year to ensure emergency preparedness.

## **CHANGES IN PERSONAL AND HEALTH RECORDS**

It is the responsibility of the parent to inform the school promptly of any changes that include, but are not limited to: home address, Parent telephone numbers, and email address, marriage, separation or divorce, guardianship, health status, immunizations, and medication needs. The Parent can bring the new documents to the school office (in a sealed envelope if appropriate) or mail it to the school (addressed to the Office Manager). The Parent must supply a copy of the document (notarized, if the original document is required); the school is not required to copy documents and does not have a notary available.

## **NON-ACCIDENTAL INJURY/PHYSICAL NEGLECT OF A MINOR**

The school is required to report non-accidental injuries and physical neglect of minors to the state child and family services. The Law requires personnel who suspect or observe evidence of injury, sexual molestation, death, abuse, or physical neglect, which appears to be non-accidental, to immediately report (or cause reports to be made) to the proper agency or agencies. Failure to report such suspicions or observations may carry a criminal penalty depending on the jurisdiction. Reports are made confidentially to the applicable agency for follow through pursuant to their protocol. school personnel is not allowed to disclose the nature of these reports to the Parents.

## **NOTICE OF NON-DISCRIMINATION**

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, the school does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding the school’s non-discrimination policies: Ruben Gutierrez, Authorized Representative, 623-312-4029

# Donations

Fundraising initiatives are implemented at MIT. Parents, relatives, and friends are encouraged to contribute in a variety of ways. Estrella Educational Foundation is a 501(c) (3) organization which does business as (DBA) Maricopa Institute of Technology. All donations to the school are tax-deductible to the full extent of the law. In Arizona, all Parents can donate under the public school tax credit for extracurricular activities. To learn more about fund-raising opportunities at MIT, contact the Headmaster.

# Disclaimer

The school has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, district, and federal regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy. If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.