



Valley of the Sun Waldorf Association
dba Desert Marigold School

6210 S 28th St Phoenix AZ 85042
(602) 243-6909 DesertMarigold.org

High School Handbook

2025-2026



Home of the Firebirds

Morning Verse

*I look into the world
In which the sun is shining
In which the stars are sparkling
In which the stones repose.
The living plants are growing
The feeling beasts are living
And human beings ensouled
Give dwelling to the spirit.*

*I look into the soul,
That lives within my being.
The Spirit lives and weaves
In sunlight and in soul light,
In heights of worlds without,
In depths of soul within.
To Thee O Spirit of the World
I turn in earnest seeking
That blessing and that strength
For learning and for work
In me may live and grow.*

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School Philosophy and Mission Statement

We seek to establish and maintain a school that provides an individualized, nurturing approach to educating its students, preparing them not only for higher education, but for the rest of their lives. We will require and use an active partnership of teachers, families and the community, as well as a continued affiliation with the world-wide Waldorf movement to achieve the following goals:

- Ensure each child's excellence in core academic skills by providing a curriculum enlivened with the arts of painting, music, drama, movement, singing, sculpture and hand work.
- Educate according to age and development, so that learning and growth are united. Present the curriculum in multiple and integrated ways, so students have many different opportunities to learn concepts, as well as see the relationship to the larger whole.
- Nourish the spirit of curiosity so that students continue to learn long after the end of formal training.
- Encourage fundamental values and life skills, including responsibility, perseverance, integrity, self-discipline, trustworthiness, craftsmanship, friendship and compassion.
- Make available this quality of education for all ethnic and socioeconomic sectors in our community.

The History of Our School

DMS and High School Biography

Since 1994 the Desert Marigold School (DMS) has served students and families in the metro Phoenix area by working to bring alive the deep principles underlying Waldorf Education. First as a developing member of the Association of Waldorf Schools of North America (AWSNA) and then as a member of the Alliance for Public Waldorf Education (APWE), DMS has grown from a tiny kindergarten initiative into a thriving K – 12 school.

Throughout our entire history, DMS has also been a key member of the Arizona Council for Waldorf Education (ACWE), a trailblazing organization that models collaboration and mutual support between private and public endeavors. Here are some brief highlights in the unique history of DMS:

- 1994 – DMS opens in central Phoenix as an independent, tuition-funded mixed-age kindergarten
- 1996 – Families raise money to purchase a 5 acre campus on 28th Street with the help of our lender RSF Social Finance
- 1997 – The pioneer first grade class begins with six students

- 2001 – DMS completes construction of the first permitted commercial straw-bale structure in Phoenix
- 2002 – DMS transitions to operating as a public charter school while still offering private pre-k and parent/child classes
- 2005 – First 8th grade graduation; the DMS campus expands to 10 acres
- 2009 – The high school begins with 10 students in 9th grade
- 2010 – The campus expands to 12 acres and the building on the new parcel is remodeled to accommodate high school classrooms and a eurythmy/music/community gathering space
- 2013 – The Class of 2013 – the first senior class – graduates on May 25
- 2014 – DMS partners with the Center for Anthroposophy in Wilton, New Hampshire to provide the southwest regional community a Foundations Studies Program
- 2016 – The Desert Marigold School recognizes its 21st Birthday
- 2017 to present – The Core Principles for Public Waldorf Education are adopted and implemented at DMS

Desert Marigold School is the only comprehensive K – 12 Public Waldorf-Inspired School in the United States, with a dedicated and experienced staff serving approximately 300 students. We celebrate the diversity of our amazing community, so rich in different cultural, family and faith traditions, and so generous in its support of our beloved school.

High School Methods

High school students are expected to actively participate in and contribute to their own education. Therefore, it is important that they begin to gain an understanding of the goals of this education as their teachers see them. What follows is our attempt to articulate the educational ideals that we aspire to. Our purpose is to prepare students to meet the challenges of the rapidly changing world of the 21st century.

Through these means we strive to attain the goal set forth by Rudolf Steiner in 1919 at the founding of the first Waldorf school: “Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.”

In the High School, our first task will be to help students to develop a keen interest in the world and a delight in their capacity for thought. A healthy development of such capacities for thought, one that puts them into a balanced relationship with the world, is grounded in direct experience and observation. In the sciences, which are taught primarily in the laboratory and in the field, observation and experimentation with the phenomena are the basis for the development of the laws and theories that modern scientists use to make sense of their observations. Similarly, in the humanities and social sciences, they will be taught using primary source materials: the original versions of the great works of literature, and original historical documents. Starting from observation of the contents of a text, it is then possible to delve beneath the surface to ask what lies beyond the observable. How did this character

become who he is? How have the events of ancient history shaped our current time? Is there an order, a lawfulness to the way things behave in nature and in society?

Writing is an important part of the curriculum in all subject areas as students keep notes, laboratory records and journals of their observations and use them to write reports, essays and poetry, creating in each case a document summarizing not only the content of the course but also their own understanding of it. They are thus engaged in constructing their own knowledge rather than being asked to learn and reflect back the contents of standard textbooks.

Work in the arts supports the academic curriculum by developing the capacity to solve problems creatively. Through the creative arts (such as drawing, modeling, painting and ceramics) we aim to help students cultivate imaginative thinking, perseverance, and attention to detail. Practicing the performing arts (including music, eurythmy and drama) develops self-discipline, focus and the ability to work effectively in a group. The practical arts (for example sustainable practices, woodworking, agriculture, and building) are intended to enable students to understand the world in a concrete way.

Academic Guidelines

Students are expected to take responsibility for their education and their schoolwork. High school students of DMHS want to learn and are active participants in their own educational process. They are expected to be full participants in classroom discussions, activities and field trips.

Course Expectations

The requirements to receive credit for any given course will be outlined by the teacher of that course. These requirements will consist of some combination of the following:

- Mastery of subject material
- Timely completion of assigned work
- Participation in classes
- Proper citation of work that is not their own

In the event that a teacher finds that students are not meeting some or all of these requirements, the following steps will be taken in order to help them to succeed:

1. The teacher will work with them to try to remedy the problems. This may include meeting with a teacher during the school day, at lunch, or after school. Once a teacher has indicated remediation is necessary, the student must make definite arrangements for remediation within one week to complete assignments.
2. The administration will inform the student's parents/guardians via a Discipline Referral form and/or a phone call.

3. The decisions made about the discipline referral form will be discussed with parents/guardians, student, teacher and administration.

If a teacher concludes that the student did not meet the requirements of the course, despite the efforts to help, this will be reflected in the student's grades. This becomes part of their permanent record and may require repetition of the course. Additionally, this can jeopardize their qualification for a High School diploma.

Plagiarism and Cheating

Students are responsible for submitting their own work. Citations are required when using another person's ideas or words. Plagiarism is an illegal act, and cheating violates the respect, honor and trust developed between the students and teachers. Students will receive an F for all repeated offenses of plagiarized work and may receive a failing grade for the block/skills class. In-school suspension is assigned to re-do any plagiarized work. A meeting will be held between the teacher, student, class sponsor, and parent or guardian.

Electronic Submissions and Use of School Resources

Students may, at their teacher's discretion, prepare and/or submit assignments electronically. However, students are solely responsible for handing work in on time, regardless of the lack of availability or the failure of electronic devices either at home or on campus.

Community Service

Students in grades nine through twelve are required to serve a minimum of thirty hours in service to the community each year (July 01 - June 30) for 1/4 (0.25) credit each year. Twenty of these thirty annual hours will be fulfilled through school-assigned functions such as annual All-DMHS Community Service trip, community gardening, service with partnering entities, and miscellaneous school-based service to the neighborhood during the course of the school day/school year. The remaining ten of these thirty annual hours are to be arranged and served by the student outside of the instructional school day. To guard against performing/submitting service that does not comply with DMHS-criteria, all student-arranged services ARE TO BE APPROVED by individual class sponsors prior to service. The school will assist any student to find placement in an appropriate community service program.

High School Diploma Program of Study

Freshman Program of Study	Credit	Sophomore Program of Study	Credits
	S		
9th English Language Arts	1.0	10th English Language Arts	1.0
Algebra 1-2	1.0	10th Integrated Lab Science	1.0
9th Integrated Lab Science	1.0	Geometry	1.0
Spanish 1-2	1.0	Spanish 3-4	1.0
Visual Arts	1.0	World History and Geography	1.0
Music/Movement/Eurythmy	1.0	Visual Arts	1.0
Sustainable Entrepreneurship	1.0	Music/Movement/Eurythmy	1.0
Elective	0.75	Sustainable Entrepreneurship	1.0
Physical Education	0.25	Elective	0.75
		Physical Education	0.25
Junior Program of Study	Credit	Senior Program of Study	Credits
	S		
11th English Language Arts	1.0	12th English Language Arts	1.0
11th Integrated Lab Science	1.0	12th Integrated Lab Science	0.75
Algebra 3-4	1.0	Senior Math	1.0
US and Arizona History	1.0	Government	0.5
Visual Arts	1.0	Economics	0.5
Music/Movement/Eurythmy	1.0	Visual Arts	1.0
Sustainable Entrepreneurship	1.0	Music/Movement/Eurythmy	1.0
Elective	0.75	Sustainable Entrepreneurship	1.0
Physical Education	0.25	Elective	0.75
		Physical Education	0.25

Education Career Action Plan (ECAP)

“Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”

- Rudolf Steiner

Throughout the school year, students will meet with an individual ECAP advisor/Student Support Services. 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 and career goals.” More information on ECAP is available at ECAP/Dept of Education.

College Planning Resources

Desert Marigold High School is a college preparatory program, and as such, every staff member is committed to offer extensive college counseling services to students throughout each of their high school years. Regardless, students should begin exploring post high school options as soon as possible by speaking with their class sponsor, their ECAP advisor, the high school administration, or any of their teachers.

Reporting and Evaluations

Conferences

High school faculty will schedule individual parent/guardian-student-teacher conferences when student academic performance indicates a clear danger of failing a course. These conferences will be held once a year or on an as-needed basis, and may include one or more class teachers, class sponsor, and administration.

Teacher Discipline Referral

The Discipline Referral is designed to keep parents/guardians informed about their student’s progress. It is hoped that these Referrals will help parents become aware, as early as possible, of any area in which a student’s school performance is causing concern for a teacher and where additional support on the parent’s or guardian’s part may be needed. Discipline Referrals are generally sent when a chronic pattern of tardiness (which may impact a student’s grade), missed homework or non-participation is noticed by a teacher, when a student fails a quiz, test or main lesson book check, or when there is a precipitous change in a student’s performance. When a student receives a Discipline Referral form, they are free to either contact the teacher via phone or email (Contact information is provided on the Referral) and discuss how the situation of concern can be remedied. Discipline Referrals, it is important to note, are not part of a student’s permanent record but rather a tool for stronger student support. Once a Discipline Referral is sent to the parent by a staff member, it’s the parent’s responsibility to

sign, date, and return it to the staff member who sent it.

LUNCH DETENTION- teachers and/or admin can assign students to lunch detention for incidents of tardy, insubordination, disrespect, not being on task etc. The lunch room will be supervised by a staff member.

Grading Procedures

Cumulative quarter and semester “end of course” reports as posted on DMS grades reporting system, which communicates student achievement status to the student and their parents/guardians. These documents, combined with direct communication between teachers-parents-students, promote the understanding of a student’s progress and work to support optimal student achievement and success. These reports constitute Desert Marigold High

School and the State of Arizona legal record of high school competency and are the basis for the student’s official high school transcript record.

In order to clearly convey the most vital information about a student’s progress, the school’s reporting system should possess the following characteristics:

- The reporting system is easily understood.
- Each student’s achievements and needs are presented in an objective, clear and concise manner.
- Academic achievement is a composite of the student’s mastery of content and skills in relation to the expectations established in the DMHS curriculum.
- Grades should be based on both formative and summative assessment activities.
- The reporting system is not punitive in nature.

Academic Concern Alerts

When any high school student nears, or abruptly enters a condition of academic failure in any one or more classes, the high school teacher will provide a report of missing and failed assignments. The teacher will communicate with the parent/guardian with regards to what must be done to earn the credit.

Report Cards

All high school subject teachers are required to provide alpha/numeric grades that describe each student’s cumulative academic attainment at the following benchmarks in the school year (and to be distributed according to the yearly schedule of grading periods)

- Fall Semester August 08 - December 18 (83 days)

- 1st Quarter August 08 - October 6 (44 days)
- 2nd Quarter October 16 - December 18 (39 days)
- Spring Semester January 03 - May 27 (97 days)
 - 3rd Quarter January 03 - March 08 (48 days)
 - 4th Quarter March 18 - May 25 (49 days)

Grading

All high school teachers are required to maintain grades and grade records that reflect an appropriate documentation of each student's academic performance throughout the duration of the course. Grades may be entered in either alpha or numeric, but shall result in cumulative letter grades that conform to the following grading scale:

- “A” = 90-100 %
- “B” = 80-89 %
- “C” = 70-79 %
- “D” = 60-69 %
- “F” = < 59 % (no credit)
- “I” = Incomplete or missing assignments, tests, or work. Please see addendum.
- “NG” = No Grade entered, no credit awarded

Final Exams

Comprehensive and/or cumulative end-of-semester course exams may be administered to students in any class upon the discretion of the class teacher. Special final exam schedules may be implemented to support this occurrence.

Procedures for Assigning and Receiving a Grade of “Incomplete”

When course assignments are incomplete or missing, teachers MAY choose to assign the grade of “I” for a grade of incomplete.

Expectations for each DMHS student:

- DMHS students do not have the option to simply not turn in work as assigned.

- Late work is just that – late – but it must be completed.
- Students may receive an Incomplete on any assignment that is not turned in by the conclusion of the grading period. One or more missing or late assignments in any course may result in an “I” for the grading period.
- Exams are excluded from the policy. If a student fails an exam, the numerical grade will be recorded and averaged as usual. Teachers may choose to give the student the opportunity to retake any test they have failed.
- Teachers have discretion to decide if certain assignments are NOT allowed as “I” assignments and this distinction will be printed in their syllabus.

Unusual circumstances such as serious or prolonged illness, etc, will be considered when applying the provisions of the above policy.

Extracurricular Activities

Participation

We encourage students to participate in after-school activities either at the school or in the community, but expect them to remain current with their class work. Desert Marigold High School is best viewed as a “no-pass, no-play” school in terms of after school activities and sports.

Sports

We are committed to assisting students in their athletic development and interest and will develop our sports program as interest and enrollment allows. There will be a fee charged for sports participation to offset costs to the school. Students must have a current physical examination form on file. Students who are not passing classes for academic or other reasons may not be eligible to participate on a school athletic team for the duration of the period they are not passing all classes.

Clubs

In addition to athletic activities, the school strives to facilitate the students' other interests and activities. Depending on interest and availability of adult sponsors, we will host a variety of clubs. Students are encouraged to be active in organizing other students around their common interests, and in recruiting adult sponsors. Club activities should be organized in cooperation with the high school faculty and administration.

Class Trips

At Desert Marigold High School, we consider the natural world as our classroom and school field trips are an integral component of our educational program. All classes engage in both

day-long local, and longer overnight non-curricular trips throughout the year. These trips correspond to the current topic of study. The locations of these trips may vary from year to year, but follow specific themes and pedagogical alignments. All field trips are arranged in advance and each requires a completed and signed field trip permission form, and a completed and signed medication and emergency release form. All students must have an Emergency Information form signed by a parent or guardian. Students are expected to follow the school guidelines for respect and courtesy on all off-campus trips. Students will only be allowed to attend field trips if they are in good standing with all of their courses.

Field Trip Protocols

At Desert Marigold School we value the educational experience that a field trip provides.

We support learning in ways of differentiated instruction, like hands-on learning opportunities. We also accept that “field trips” are a privilege and not “right”.

These protocols should be followed in any school sponsored field trip involving our students.

- Educationally speaking, students need to be passing their classes in order to be included on any “field trips”. This is determined by the lead teacher.
- All field trips need to be educational in nature. Teachers are to fill out the request form with the educational component listed 9 weeks before the trip.
- A field trip request form is to be submitted and approved by the administrator in order to begin planning for any field trips.
- Overnight field trips cannot exceed 5 school days or 7 total days.
- Field trips are limited to the continental United States.
- No students can drive themselves or other students to any field trip.
- The school is not responsible for paying for field trips. All costs, including transportation, are to be paid for through parents, fundraising, and tax credits.
- Chaperones are to be 1 adult to every 10 students minimum.
- For all overnight field trips, male and female chaperones are required.
- It is mandatory for all chaperones to attend an informational meeting and receive proper training prior to the trip.
- Any trip outside the city limits will require hiring outside licensed entities to transport students and staff. This will be included in the cost of the trip.
- Transportation inside city limits, for example, the zoo, botanical gardens, museums, etc. may be provided by the parents. Drivers must follow school guidelines for Parent

Volunteer Drivers regarding fingerprint clearance cards and other safety protocols listed in the Parent and Student Handbook.

- When students leave campus they represent Desert Marigold School. As representatives, a high standard of behavior should be maintained, and all students must adhere to the Code of Conduct.

Parent Volunteer Drivers

All volunteer drivers must complete and sign an Volunteer Driver Form with proof of the following requirements:

- 21 years of age or older
- Valid Arizona State Drivers Licence
- Valid car registration
- Valid auto insurance card
- Valid Fingerprint Clearance Card
- Signed Criminal History Affidavit
- Signed Parent Volunteer form.

Teachers are responsible to ensure that all parent drivers have completed the requirements before departing campus. The office will keep this information. This requirement pertains both to day field trips and extended class trips.

Dress Code while on Field Trips

Unless noted by the teacher, the standard dress code applies for field trips. Packing lists will be included for camping and longer class trips or any field trip that has specific dress requirements.

Food on Trips

We ask that you follow the guidelines set forth in the Nutrition Guidelines section of this handbook when contributing food or drinks to a school activity, including glass trips.

Student Council

The Student Council meets at least once a week at lunchtime. Representatives are elected from each class, as well as a President and a Vice President. This group works with a faculty mentor to oversee many of the student activities on the high school campus.

The Student Council represents the entire high school student body on issues pertaining to student life, organizes and runs various festivals and fairs, brings student issues to the high school faculty and administration when necessary, determines how their funds will be spent, and sponsors school dances, various luncheons, and numerous fundraising initiatives.

The Student Council works to create and maintain a healthy relationship with the faculty and administration, and on occasion sends representatives to various school meetings to discuss high school student issues. The Student Council also helps students to develop skills in communication and working in groups.

Class Sponsors

We as teachers and administrators see ourselves as facilitators of your student's education and we want students to be totally involved in it. Our role is to help create the structure necessary to support a lively learning atmosphere where students can gain self-confidence and competence. We also wish to foster a sense of individual responsibility and community. To that end, we hope to set an example for healthy social interactions between students by maintaining a respectful attitude towards students and towards one another, and by expecting the same of our students in return. We want to create a safe space where the ideals of the community can manifest.

The High School Leadership and Development Council (LDC) Members, and the class sponsor, are responsible for the social life of the students they oversee, and they are an educational advocate for the student. The Sponsor leads the students in class meetings, holds parent evenings, acknowledges birthdays, organizes class functions and field trips, helps fundraise, and helps to arrange for the Senior Trip.

Class sponsors:

- Is each student's primary point person for student support, status, performance, progress, and graduation.
- Are responsible for developing, with the students, a healthy social organization within the class, with a focus on the social life and the needs of the class as a whole to help the class meet the challenges of each year.
- Work to establish good communication and a spirit of collective cooperation with class, parents and the school.
 - Plan and lead class meeting
 - Plan and hold parent/guardian meetings
 - Coordinate with parents/guardians for fundraising
 - Plan class trips
 - Plans and organizes a social calendar in conjunction with the other class sponsors
- Follow the class' progress and oversee and settle social issues that may arise.

- Serve as the adult resource/advocate for students' concerns regarding school life, such as homework, relationships with other teachers and students, etc.
- Maintain a consciousness of and participation in disciplinary issues as needed and time permitting.

Campus Use and Safety

Visitors/Guests

Desert Marigold School is a closed campus. If a student wishes to bring a guest to school during school hours, he/she must obtain approval from the HS administration 48 hours before the visit takes place. If an unapproved guest comes on campus during school hours he/she will be asked to leave immediately. All visitors are required to sign in at the school offices and receive a visitor's name badge they must wear in a visible spot while on campus.

Driving Guidelines

Student drivers are responsible for their own timeliness. Therefore, parking privileges can be revoked after a student receives four unexcused absences or five unexcused tardies.

This policy does not address special family emergency conditions, but in the case of an emergency situation, students/parents must notify the office in the morning that they have driven/parked that day.

Student drivers are expected to:

- park only in specifically designated student parking spaces, east of the high school.
- obey the parking lot speed limit and refrain from driving in a reckless manner in the parking lot and when exiting onto 28th Street.
- refrain from using headphones while driving in the school parking lot; in addition, radios or MUSIC players cannot be played at any volume heard from outside of the vehicle.
- not leave the school campus during the school day without permission from the office and parents.
- not transport any other students during the school day.
- refrain from lingering in the parking lot; do not sit in cars during school hours.
- be courteous and safe drivers at all times.

This policy is strictly enforced, as the safety of our students must be a top priority.

School Hours

The high school day begins each morning at 8:00 am and all students should be in class and ready for verse by this time. The high school day for grades 9 - 12 ends at 2:30 pm. Desert Marigold School is a Pre-kindergarten through 12th grade community, and as such requires its high school students to exhibit and model decorum and respect for those younger children in our community. So when HS students are in the presence of younger grade's children, they are to refrain from using their cell phones or other electronic devices, and should use appropriate language and

have conversations that are school appropriate. Public displays of affection are also not permitted. Students are expected to conduct themselves in a way that is family friendly.

Bicycles/Skateboards on Campus

Students riding bicycles and skateboards to and from school must dismount their bikes/get off their skateboards once on campus grounds. For safety reasons, bicycles must be walked and skateboards carried at all times while on campus. No skateboarding is allowed anywhere on both the lower and upper school grounds. Skateboards must be placed in a locker at the start of the school day.

Campus Use and Boundaries

Students are expected to respect the physical property, condition, and appearance of the school by treating all classrooms and outside areas and their furnishings with respect. All personal litter must be disposed of properly. Please understand that Desert Marigold School is not responsible for damages to, or theft of personal property left on school grounds.

Students are to remain on the designated high school campus unless they have explicit permission from a teacher or staff member giving the high school student permission to go to the main school office. The grade school and kindergarten campuses are to be considered off-limits to high school students, except for scheduled classes and events--this includes lower school bathrooms.

Phone Procedures

Teachers will collect phones and apple watches from all students and place them in a locked phone cabinet at the beginning of first period. If a student arrives late, then they should hand in their phone to the teacher when arriving regardless of class period. Students have the option to leave their phones at home.

At the end of first period, teachers will move these baskets into a secure and locked filing cabinet in the English room. Students will retrieve their phones from the English room at dismissal.

Consequences for Breaking Procedure

If a teacher sees a student using a phone during school hours, then the student will report to the front office and hand in the phone; their parent/guardian will be contacted and the student can pick up their phone from the front office at dismissal.

If a student breaks protocol more than two times in one quarter, then the high school faculty and administration will decide if additional consequences are necessary.

Extenuating Circumstances and Procedure to Use Phone During School Day

If a student has an urgent need to contact family, employer, or someone else, then they may retrieve their phone from the cabinet.

In order to retrieve their phone, the student must ask a teacher to unlock the cabinet. After the call or text is made, the student must give their phone to the teacher so that it can be placed back in the cabinet.

Parent & Guardian Procedure for Contacting Student about Urgent Matters

If a parent or guardian has an urgent need to get in contact with their student, then they should call the DMS Office: (602) 243-6909

Office staff will alert the appropriate teacher to send the student to the office or to retrieve their phone immediately.

Computer Use

Misuse of technology may result in disciplinary action, loss of computer privileges and the confiscation of electronic device/s. Computers are to be used for academic work only (no Facebook, social media,, non-teacher-authorized email communications, chatting, instant messaging, game playing, movies, or music, etc.) during school hours. The school reserves the right to monitor the activities of the computer users, any information stored and/or transmitted over its network. As other students, etc. share the computers, there is no guarantee of privacy. Tampering with another person's material stored on a computer or the network is prohibited.

Accessing internet sites that endorse/promote pornography, violence, or illegal acts is strictly prohibited and may result in disciplinary action toward the student. Appropriate use of the internet is the student and parent's responsibility and the school cannot be held liable for unacceptable use. Parents should review and communicate both their expectations and the school's with their child.

Student use of personal laptop ; with teacher discretion only! School computers with teacher discretion only and must plug back in when finished with them.

Children's Internet Protection Act

Internet Safety Policies and CIPA Certification for Valley of the Sun Waldorf Education, inc. dba Desert Marigold School

Applicants must certify compliance with the Children's Internet Protection Act (CIPA) to be eligible for Schools and Libraries (E-Rate) program discounts on Category One internet access and all Category Two services – internal connections, managed internal broadband services, and basic maintenance of internal connections.

The relevant authority with responsibility for administration of the eligible school or library (the Administrative Authority) must certify that the school or library is enforcing an internet safety policy that includes measures to block or filter internet access for both minors and adults to certain visual depictions.

Introduction

It is the policy of Desert Marigold School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Desert Marigold online computer network when using electronic mail, chat rooms, instant

messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, inappropriate matter on the internet and World Wide Web, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of Desert Marigold the staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Frank Mirizio or designated representatives.

Filtering Provisions	Active status with comments Including filtering product name, if known
Filtering is incorporated with the service provided by the Internet Service Provider.	<p>YES</p> <p>Currently, there is filtering via the firewall on the student network and is set for a “work” preset. Family: Block VPNs as well as explicit, adult and malicious websites. Google will use Safe Search and YouTube is set to Restricted Mode.</p>
Filtering is provided locally for all Internet enabled computers on a networked basis.	<p>YES</p> <p>GoGuardian</p>
Filtering is provided individually on each Internet-enabled computer.	<p>YES</p> <p>Filtering is incorporated with the service provided by the Internet Service Provider. Filtering is provided locally for all Internet enabled computers on a networked basis. Filtering is provided individually on each Internet-enabled computer.</p>
Policy Provisions	
Filtering will be provided for all Internet enabled computers used by students, patrons, and staff.	<p>YES</p>
Filtering will be disabled only for bona fide research or other lawful purposes.	<p>YES</p>

Minors will be educated, supervised, and monitored with regard to safe and appropriate online activities.	YES
Safe and secure use by minors of direct electronic communications (including e-mail, chat rooms, and instant messaging) will be assured.	YES
Unauthorized online access, including “hacking” and other unlawful activities, is prohibited.	YES
The Governing Board is committed to providing all students and staff with a safe school environment in which all members of the school community are treated with respect. Use of electronic devices in violation of this policy may result in discipline as defined in Bullying, Harassment, Intimidation and Threats of Harm (Governing Board policies JICK and JICFA) Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.	YES

21 Revised June 23, 2022

Adoption

This Internet Safety Policy was adopted by the Board Desert Marigold at a public meeting, following normal public notice, on June 08, 2022.

Photocopying

The school's copy machines are available for student use on a limited basis with faculty/staff

approval. However, faculty and staff have priority for the use of the copy machine/printers.

Lunch Break and Passing Periods

There are no lunches provided at Desert Marigold School, therefore, students should bring a morning snack and sack lunch every day. Students may not drive to off-campus locations at lunchtime. Students may not walk off campus during school hours. Students may not order delivery food, such as Uber-Eats. If they forgot to pack a snack or lunch, or didn't pack enough food, they may ask for food at the office.

There is a three minute passing period between classes that allows students ample time to go to their locker, and/or use the restroom; it is NOT intended as a social period. If a student is late to class after a break, they will be reported as having an unexcused tardy.

Medication

The student and their parents/guardians will be responsible for any prescription medication that they may need during the day. If they need to take over-the-counter medication, and they request it from the office, they must have a note on file indicating their parents/guardians' permission. They **MUST** bring any prescribed OR over-the-counter medication into the office, with a clear label showing the student's name, prescriber, dosage, etc. or in the original packaging, so it may be stored safely for their use.

Illness

Please do not let your student come to school if they are too sick to attend classes. If they become sick during the day the parent/guardian will be notified and asked to pick them up. Please refer to the illness absences section of this handbook for more information. Students are required to wait 24 hours after vomiting before returning to school. Parents must call in an absence due to illness in order for it to be considered an excused absence. Any COVID policy will be communicated as necessary.

School ID Cards

All students will receive one permanent photo Student ID in the beginning of their first school year they attend with DMHS. Students are expected to keep and care for them all four years (or however many years they attend). A replacement ID is available at a cost of \$11.00 and it is the responsibility of the student to cover any replacement fees.

Conflict Resolution

If a student is having difficulty with another student or a faculty member, they may pursue

several options. The student and/or their parents/guardians are encouraged to first speak with the faculty member directly. This can be done privately. Any concerns not resolved by the above pathway should be brought to the attention of their Class Sponsor who will actively work with them to address the problem. This may include presenting the situation to the LDC high school members, or administration for review and appropriate action. Asking for help to resolve conflicts is always appropriate.

Non-Discrimination Policy

DMS prohibits discrimination and harassment based upon that person's race, color, religion, disability, pregnancy and parenting, sex (including sexual orientation and gender identity), national origin, veteran's status, genetic code, or political affiliation. DMS prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Section 504 Compliance

In compliance with Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity at DMS. The law also requires that facilities be readily accessible for use by individuals with disabilities. DMS is obligated to comply with the requirement of this law.

Any person who believes she or he has been subjected to discrimination based on disability may file a grievance with the school. It is against the law for DMS to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. An outline of grievance procedures is available on request. Questions concerning the way in which DMS complies with this law may be addressed with the Head of Schools.

Section 504 Grievance Procedure

It is the policy of DMS not to discriminate based on disability. DMS has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination based on disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of the Section 504 Compliance Coordinator, who has been designated to coordinate the efforts of DMS to comply with Section 504.

Complaint Procedure

Anyone who believes he or she has been the subject of any harassment should report the alleged act as soon as possible. Complaints should be made to the high school LDC members. If

the response from any of the above individuals is unsatisfactory, or if the LDC HS member was involved in the misconduct, or if the harassment continues after notifying any one of them, then the Executive Director of the school should be contacted. Desert Marigold School not only prohibits harassment but also strictly prohibits any retaliation against anyone who, in good faith, has registered a complaint under this policy.

Title IX Policy

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. DMS does not discriminate on the basis of sex and adheres to all conditions established by Title IX by recognizing the right of every student who attends DMS to do so without the fear of sexual harassment.

DMS is committed to maintaining an educational and working environment free from sex discrimination and sex-based harassment and encourages any student or employee who believes they have been subjected to discrimination on the basis of sex, whether by students or by School employees, to utilize these procedures set out in this Policy. The protections of this Policy apply to all students, employees, parents, and visitors to School property or School-sponsored activities or events.

DMS shall identify an employee to serve as the Title IX Coordinator and authorize that individual to coordinate and facilitate DMS's compliance efforts regarding its responsibilities under Title IX. Inquiries about the application of Title IX or complaints should be directed to DMS's Title IX Coordinator:

Title IX Coordinator Contact Information

Name: Sheri Dietz
Email: sdietz@desertmarigold.org
Phone: 602-243-6909 ext. 103

The contact information for the Title IX Coordinator and DMS's nondiscrimination notice will be prominently posted on DMS's website and in any student or employee handbooks. Any documents used to train the Title IX Coordinator, investigators, decision makers and others involved in the grievance process will be posted on DMS's website. In addition, DMS will notify students, parents or guardians of students, employees, applicants for admission and employment, and unions or similar employee professional organizations that have an agreement with DMS of this Policy and the grievance procedures included in this Policy, including how to report sex-based harassment and how DMS will respond to such reports. The required notification may be accomplished in any way that DMS deems appropriate and effective.

Any person may report sex discrimination, including sex-based harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX

Coordinator receiving the person's verbal or written report. Complaints of sex discrimination that are not sex-based harassment will be handled pursuant to DMS's regular procedures for resolving student or employee grievances promptly and equitably. Formal complaints of sexual harassment will be handled using the grievance procedure set forth in this Policy.

DMS is committed to offering supportive services to every Complainant regardless of whether a complaint is submitted, to investigating each complaint received and to taking appropriate action on all confirmed violations of Policy. DMS shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sex-based harassment.

Definitions Used in this Policy

The following definition of sex-based harassment has been established by the Title IX regulations and implemented by DMS in regard to this Policy.

Sex-based harassment: Conduct on the basis of sex that satisfies one or more of the following:

1. An employee of DMS conditioning the provision of an aid, benefit, or service of DMS on an individual's participation in unwelcome sexual conduct;
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe and pervasive, that it effectively limits or denies a person equal access to DMS's education program or activity ("hostile environment harassment"); or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Complaint: Any oral or written request that objectively can be understood as a request that DMS investigate the allegations of sex discrimination and make a determination about alleged discrimination under Title IX.

Complainant: Any person who is participating in or attempting to participate in DMS's education or employment programs and/or activities and who is alleged to be the victim of conduct that could constitute sex discrimination under Title IX.

Respondent: A person who is alleged to have violated the prohibition on sex discrimination under Title IX.

Party/Parties: All Complainant(s) and Respondent(s).

Program or Activity: All of the operations of a local education agency.

Supportive Measures: Non-disciplinary, non-punitive, individualized measures offered as appropriate and as reasonably available, and without unreasonably burdening, and without fee or charge to a Complainant or Respondent to restore or preserve that party's access to education or employment programs and/or activities without unreasonably burdening the other party, including measures designed to protect the safety of parties or the educational/work environment that provide support during grievance procedures or the informal resolution process.

Allegations of Sex Discrimination

Upon receiving notification of alleged sex discrimination the Title IX Coordinator shall promptly and confidentially contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures and with respect to pursuing an investigation under Title IX, inform the Complainant of the availability of supportive measures with or without the complaint and investigation, and explain the process for filing a complaint, if applicable.

The Title IX Coordinator must offer and coordinate supportive measures that do not unreasonably burden the party and are designed to protect the safety of the parties or the educational environment, or to provide support during the grievance procedures or informal resolution process. Supportive measures may not be imposed for punitive or disciplinary reasons. Any party may request a modification or reversal of the decision to provide, deny, modify, or terminate supportive measures applicable to them, which decision must be made by an impartial employee who is someone other than the employee who made the challenged decision and who has the authority to modify or reverse the decision. The impartial employee will determine whether or not the decision to provide, modify, or terminate the supportive measure was inconsistent with the Title IX regulations, and modify or deny if it was. A party also has the right to seek modification or termination of supportive measures applicable to that party if circumstances materially change.

Grievance Procedures Generally

The Title IX Coordinator, investigator, and decision maker may be the same person. The decision maker for an Appeal may not be the decision maker, investigator, or any person who made a decision to dismiss the complaint.

In the event that any person involved in an investigation has a concern that the designated investigator, decision-maker, or appeal officer may have a bias or conflict of interest, or for any other reason, the Title IX Coordinator will evaluate the situation and determine in their sole discretion whether to designate a different internal investigator, decision-maker, or appeal officer.

In their sole discretion, the Title IX Coordinator may choose to retain an outside investigator, decision-maker, or appeal officer.

Prior to a determination of responsibility for the conduct alleged, DMS may remove a student who is a Respondent from DMS's educational program or activity on an emergency basis, when, after completing an individualized safety and risk analysis, it is determined that an imminent and serious threat to the health or safety of a complainant or any students, employees or other persons arising from the allegations of sex discrimination justifies removal. DMS must provide Respondents with notice and an opportunity to challenge the decision immediately following the removal. If a student has an IEP or a Section 504 Plan, the decision to remove the student on an emergency basis must be coordinated with DMS's special education staff and in compliance with relevant IDEA or Section 504 requirements. DMS may place an employee who is a Respondent on administrative leave while allegations are investigated and resolved in accordance with this Policy.

DMS will attempt to complete the grievance process within 60 school days, not including any time for an appeal of the Determination of Responsibility. The grievance process may be temporarily delayed and/or timelines may be extended for good cause with written notice to the parties explaining the reason(s) for the delay or extension.

Title IX sex-based harassment complaints may include violations covered in A.R.S. § 13-3620, Duty to report abuse, physical injury, neglect and denial or deprivation of medical or surgical care or nourishment of minors; medical records; exception; violation; classification; definitions. Any abuses classified by statute as "reportable offenses" must be reported as such to local law enforcement authorities, as not reporting a reportable offense is classified as a Class 6 Felony. When the Title IX Coordinator, investigator, decision-maker, or appeal officer reasonably believe that a law enforcement investigation will commence in regard to the sexual harassment reported to DMS, they reserve the right to temporarily suspend the grievance process and investigative efforts, but will continue supportive measures as appropriate; unless in conjunction with the law enforcement authorities it is determined that continuation of the internal investigation during a pending law enforcement investigation is permissible and necessary. If the investigation has been delayed due to a law enforcement investigation, as soon as DMS becomes aware that the law enforcement investigation has concluded, the grievance process will resume. A finding by law enforcement that no wrongdoing occurred will not determine the outcome of DMS's investigation but will be considered along with the other evidence.

Grievance Process for Formal Complaints

An oral or written request to DMS that can be objectively understood as a request for DMS to investigate and make a determination about alleged sex discrimination under Title IX that was against a "complainant" suffices as a complaint. The complaint can be submitted by any person. The "complainant" must be a School student or School employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at the time the conduct occurred, or a School student or School employee or any other person who was attempting to participate in DMS's education program or activity at the time the conduct that could constitute sex discrimination under Title IX occurred.

All “non-confidential” School employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX carried out against a complainant.

A “confidential” employee is one whose communications are privileged or confidential under Federal or State law. A “confidential” employee who receives information while that employee is functioning within the scope of duties to which privilege or confidentiality applies, must inform any person who discloses conduct that may reasonably constitute sex discrimination under Title IX both how to contact the Title IX coordinator and that supportive measures may be available.

Upon receipt of a request for DMS to investigate and make a determination about alleged Title IX discrimination, the Title IX coordinator will offer the complainant the opportunity to make a formal written complaint. If a verbal report of Title IX discrimination is made, the complainant or the complainant’s parent, guardian, or other authorized legal representative will be asked if they wish a formal written complaint. If a complainant or lawful representative refuses or is unable to submit a written complaint, the Title IX coordinator will facilitate obtaining a written summary of the complaint so that notice may be given to the respondent.

If a complainant does not want to make a complaint or withdraws the complaint, the Title IX coordinator may, after consideration of specific factors cited in the regulations, and making a determination that the conduct as alleged presents an “imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents DMS from ensuring equal access on the basis of sex to its education program or activity,” prepare a complaint and initiate the grievance process. Whether or not the Title IX Coordinator prepares a complaint and initiates the grievance process, the Coordinator must document the reasons for the complainant’s preference to not pursue the complaint, consideration of the factors set forth in the regulations and the basis for the Coordinator’s determination to go forward with the complaint or not.

If the complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members of the IEP team or 504 team as appropriate to determine how to comply with the I.D.E.A. and/or Section 504 of the Rehabilitation Act throughout the implementation of the grievance procedures.

Following the preparation of the complaint, the Title IX Coordinator will provide written notice of the allegations to the Complainant and the Respondent and written notice of the grievance process, including the informal resolution process. The notice of the allegations must include:

- Sufficient detail to allow the Respondent to prepare a response, including a description of the conduct alleged, the date and location of the conduct and the names of the Complainant and other involved parties, if any.
- A statement that the Respondent is presumed to be not responsible for the conduct and that a determination will be made at the conclusion of the process.
- A statement that retaliation is prohibited.

- Notice of the Complainant's and Respondent's rights to have an attorney or non-attorney advisor.
- Notice of the right of Complainant and Respondent to inspect and review any evidence.
- Notice that if in the course of the investigation additional allegation of sex discrimination by the Respondent toward the Complainant are discovered, those allegations may be consolidated in a complain with notice of the additional allegations made to the parties.
- The prohibition on providing false statements or evidence in connection with the investigation of the complaint.

Informal Resolution

At any time before a determination is reached, whether or not a complaint has been filed, allegations may be resolved informally unless it is alleged that a School employee is engaged in sex-based harassment against a student. Both parties to a complaint must voluntarily agree in writing to participate in an informal resolution process. As part of the informal resolution process, the Title IX Coordinator may engage in interviews and other fact finding. Available methods of informal resolution include arbitration, mediation, and restorative justice procedures. Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance procedures. Once an informal resolution is agreed to by the parties, it becomes binding. The Title IX Coordinator has the discretion to decline informal resolution for some complaints, including a determination that the alleged conduct would present a future risk of harm for others.

Dismissal

If the Title IX Coordinator or investigator determines that the allegations in a complaint, with all facts assumed to be true for this purpose, do not meet the definition of "sex discrimination" under the applicable Title IX regulations, or did not occur in DMS's educational program or activity, the Title IX Coordinator shall dismiss the complaint. The Title IX Coordinator may also dismiss a complaint if the Complainant requests withdrawal of the complaint, after taking reasonable steps the Respondent cannot be identified, the Respondent withdraws from DMS or terminates their employment with DMS, or specific circumstances prevent DMS from gathering appropriate evidence to make a determination regarding the allegations.

Upon dismissal of a complaint or any allegations contained in a complaint, the Title IX Coordinator will promptly and simultaneously provide written notice of the dismissal and the reason(s) for the dismissal to the Complainant and Respondent. If a complaint is dismissed, DMS may nevertheless take whatever additional disciplinary action it deems appropriate against the Respondent under its Student Code of Conduct and procedures related thereto.

Investigation

The investigation will be premised on a presumption that the Respondent is not responsible for the alleged act(s) of sexual harassment, and both parties will be treated equitably during the investigation. The burden is on DMS to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred and if the Respondent committed the acts determined to be sex discrimination.

This Policy prohibits the Complainant, the Respondent, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. DMS may take disciplinary action under the Student Code of Conduct or Employee Handbook against individuals who make such false statements.

Both the Complainant and the Respondent will have a reasonable opportunity to present witnesses and other evidence to the investigator. The investigator will meet with each party and give them at least 24 hours' advance written notice of the date, time, location, and purpose of any interview that will be conducted. DMS will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

The designated investigator will interview the Complainant, the Respondent, any witnesses identified by either party, and review relevant records. School employees and students are required to fully participate in investigations, but in no event will a party be subjected to any disciplinary sanctions or consequences for refusing or failing to participate.

Before the investigator prepares the final investigation report, the Complainant, the Respondent and their advisors (if any) will be provided with an equal opportunity to access Relevant and permissible evidence. If appropriate, the evidence will be provided to the parties in an electronic format and manner that does not permit copying or downloading of the evidence. Parties and their advisors will be required to sign a non-disclosure agreement prior to receiving copies of this evidence in an electronic format or printed copy. The evidence provided must include any evidence that the investigator does not intend to rely upon, and any exculpatory or inculpatory evidence from any source. Within 10 calendar days of the date on which they were provided with access to the evidence, the parties may prepare and submit to the investigator a written response to the evidence, which the investigator must consider before preparing a final, written investigation report. In cases where there is more voluminous evidence, the Investigator may extend the ten days to allow parties sufficient time to review the evidence. Following the expiration of the date on which the parties may provide responses to the evidence, the investigator will promptly prepare and issue a written investigation report that fairly summarizes the relevant evidence discovered during the investigation, but no determination of responsibility will be made by the investigator.

Decision/Determination

The written investigation report and any responses submitted by the Complainant and/or Respondent will be provided to DMS's assigned Decision Maker, who will make the

determination as to whether or not the sex discrimination occurred based on the preponderance of the evidence standard and to provide a rationale for the determination.

The Decision Maker will provide each party with an opportunity to submit written, relevant questions for any party or witness within 5 calendar days of the date on which the Decision Maker is provided with a copy of the final written investigation report and any responses to the report.

If written questions are submitted, the Decision Maker will promptly provide the questions to the appropriate individual so the individual can provide answers to the questions. Answers to the questions must be provided to the Decision Maker within 5 calendar days of the date on which they are provided. The Decision Maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the Complainant and Respondent within 3 calendar days. If written follow-up questions are submitted to the Decision Maker, the Decision Maker will promptly obtain the answers and provide both parties with the responses to the additional questions. Any questions regarding a Complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to provide evidence that someone other than the Respondent committed the alleged misconduct or are offered to prove consent.

No sooner than 10 calendar days after receiving the investigation report, the Decision Maker will issue a written determination of responsibility (the "Determination") that includes:

- A statement of the allegations;
- A description of the procedural steps taken from receipt of the formal complaint through the Determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of fact supporting the Determination;
- Conclusions regarding the application of DMS's code of conduct to the facts;
- A statement of and rationale for the result as to each allegation, including a determination of whether sex discrimination occurred, and if so, any disciplinary sanctions DMS imposes on the respondent and
- A description of the right to an appeal, how to request and appeal, and the permitted bases for an appeal.

The deadline for the Decision Maker to issue the Determination may be extended for good cause at the Decision Maker's sole discretion. The Complainant and the Respondent will be notified concurrently of the Determination.

Students found to have violated Title IX will be referred for potential disciplinary action. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment. The Title IX Coordinator shall also coordinate the provision and implementation of remedies to the Complainant and other persons identified as

having had equal access to DMS's education program limited or denied by sex discrimination.

Appeals

Either the Complainant or the Respondent may appeal from: (1) the Determination regarding a formal complaint, (2) the dismissal of a formal complaint, by submitting a written notice of appeal that includes the bases of the appeal to the Title IX Coordinator within 10 calendar days of the date of the Determination. No hearing will be held for an appeal.

Written notice of the appeal will be provided to both parties by DMS. Either party may file a written response in support of or challenging the Determination and the bases for the appeal within 5 calendar days of the date on which written notice of the appeal was provided to all parties.

An appeal may be filed on the following bases only:

- A procedural irregularity affected the outcome of the matter;
- There is newly discovered evidence that could affect the outcome of the matter and that was not available at the time the Determination was made; and/or
- The Title IX Coordinator, the investigator or the Decision Maker had a conflict of interest or bias that affected the outcome of the matter.

The Parties will simultaneously be provided with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Confidentiality and Retention of Investigation Information and Records

Except as necessary to complete a thorough and effective investigation and grievance process under this policy and as required by law or School policy, the identity of Complainants, Respondents, and witnesses, information related to investigations, evidence gathered, and records created during investigations will be maintained in strict confidence.

In implementing this policy, DMS will comply with state and federal laws regarding the confidentiality of student and employee records, including but not limited to FERPA. Information and records regarding any disciplinary sanctions imposed on an employee or student will be maintained and disclosed in the same manner as any other disciplinary record provided that no discipline record shall indicate that discipline was determined through the Title IX process.

The Title IX Coordinator will retain investigation files for a time period of no less than 7 years. The records maintained by DMS will document that DMS's response to allegations of sex discrimination and that measures were taken to restore or preserve equal access to DMS's educational program or activity. If DMS did not offer supportive measures in response to a report made under this Policy, DMS's records will document why No supportive measures were

offered.

Training

DMS will provide annual training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The Title IX Coordinator, investigators, decision-makers, appeal officer, and any School employees who are designated to facilitate informal resolution processes, will receive additional training on this policy and implementation of the grievance process at least as often as required by the Title IX Regulations.

Attendance Policy

Attendance and Promptness

Good attendance is necessary for students to be productive learners. When children are absent, even for one day, they miss something and feel a loss. However, when your child is not feeling well or is ill, please keep your student at home. They need the loving, nurturing care of home at such times, and we wish to avoid infecting other classmates.

All high school classes start promptly at 8:00 am every school day. The gates open at 7:45 am. We recommend that the students arrive no later than 7:55 am in order to be ready to begin at 8:00 am sharp. The beginning of the school day is an important time in a Waldorf class and helps to establish the rhythm for the day. Activities such as movement, speech and music bring the class together and prepare them to begin their day as one class. In addition, a morning verse is said each day by all of the students. It is important that your child is present for these activities, and it is equally important that the class not be interrupted by latecomers.

Please do whatever you can to ensure that your student is punctual and you are not rushing your student(s) to school. Students arriving after 8:00 am must enter through the office and pick up a tardy slip from the front desk staff. Upon the fifth tardy/early departure, the student will be credited with one absence day per state policy listed below. Ten or more days absent in a semester may result in the student not being promoted to the next grade level and/or losing credit.

All students are expected to be in attendance every day school is in session. Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. We do realize that health and family take precedent, but we ask families not to plan activities on days and times when school is in session.

Absences

In a Waldorf school, each lesson block is a carefully designed, complete unit of study. The curriculum is created to promote an unfolding of the day, the week, and the year in a rhythmical movement that allows learning to take place in a balanced way. Given the breadth of the curriculum, even a few days unattended in class can adversely affect your child's education. A rhythm is disrupted, and it is difficult

for the teachers to recreate the lesson in the way that it was presented to the class as a whole. For these reasons, it is very important that you consider the effects of an absence from school upon your high schooler. When a student needs to be absent, we ask that parents/guardians call or email the attendance line before 8:00 am each day the student is absent. State law mandates that the school record a reason for all student absences. This greatly reduces the need to call you at work or home to confirm the absence. The absence will be unexcused if no reason is given or if the absence is not reported by 8:00 am. When calling or emailing, please include the child's name (with spelling), date of absence, grade level, reason for absence, and a telephone number where you can be reached in case we have questions. Federal law requires that we make every attempt to contact parents/guardians on the day the student is absent if the absence is not reported.

DMS Attendance Line: 602-243-6909 option 2

DMS Attendance email: attendance@desertmarigold.org

By Arizona State Law, only the following qualify as excused absences:

- illness.
- medical or dental appointments.
- bereavement
- family emergencies
- out-of-school suspensions

Missing a class or school day without being excused, whether the absence is student or parent-initiated, is an unexcused absence. Unexcused absences in excess of 18 days (or ten percent of the student's time at Desert Marigold) will be considered truancy under the Arizona law noted below.

An unexcused absence longer than ten consecutive days will automatically result in the withdrawal of the student from the school. We will be implementing the CUTS LITE program to help reduce excessive absences. If you have any questions regarding this program please contact Administration.

Our attendance policy is governed by ARS 15-803 – School attendance; exemptions; definitions: 1. It is unlawful for any child between six (6) and sixteen (16) years of age to fail to attend school during the hours school is in session, unless excused pursuant to section ARS 15-803. 2. A child who is habitually truant or who has excessive absences, may be adjudicated an incorrigible child. Absences may be considered excessive when the number of absent days exceeds 10% (18 days) of the number of required attendance days prescribed in section ARS 15-803, subsection B, paragraph 1. 3. As used in this section:

a. "Habitually truant" means a child who is truant for at least five (5) school days unexcused within a school year. b. "Truant" means an unexcused absence for at least one (1) class period during the day. c. "Truant child" means a child who is between six (6) and sixteen (16) years of age and who is not in attendance at a public or private school during the hours that school is in

session, unless excused as provided by this section.

Family Vacations

All family vacations should be scheduled during school breaks. Absences due to vacations will be considered unexcused absences. An unexcused absence longer than ten consecutive days will automatically result in the withdrawal of the student from the school. Unexcused absences will automatically result in excess of eighteen days will be considered to be truancy. Special consideration will be made for absences due to bereavement. The school is not obligated to modify or accommodate curricular requirements due to unexcused absences. Unexcused absences are not a waiver of work responsibilities.

Bereavement

Special considerations will be made for absences due to bereavement.

Late Arrival/Early Departure

Parents/guardians picking up students early from school are required to report to the front desk and sign their student out. However, unless absolutely necessary, signing students out is discouraged during the school day as being in school is a priority. If at all possible, parents/guardians should refrain from scheduling appointments during the school day.

Following the distinction between excused and unexcused absences described above, DMS makes a distinction between cases of excused tardiness (e.g., due to a doctor's appointment, illness, or other family business) and unexcused accidental lateness to school (due to a student oversleeping, transportation problems, or some other non-medically related reason).

The school disapproves of the accumulation of unexcused late arrivals to school, irrespective of the circumstances. Persistent first-period tardiness is highly disruptive of instruction and undermines student morale.

Late Arrival Procedures

Students are not permitted to walk directly to their classrooms after the 8:00 am bell without first checking into the front office. Parents are not permitted to walk their students directly to their classrooms at any time.

Early Pick-up Procedures

If your student needs to leave before the end of the school day for previously scheduled appointments, please follow the following procedures:

- Call the DMS Attendance Line by 9:00 a.m. the morning of the early pick-up. Please leave a message with your name, your student's name, your child's teacher, and the time by which you will need to pick up your student.
- Our Front Office will notify your student's teacher and instructional assistant of the time by which the student needs to arrive at the front office for pick up by the parent/guardian.
- Parents/Guardians must check in with the front office to sign out the student.
- Parents/Guardians may not proceed directly to the classroom to retrieve the student to ensure the safety of all. We will have the student waiting for your retrieval at the front office and the scheduled time.
- If you do not have a previously scheduled appointment but need to retrieve your student on an urgent basis, please try to provide us with 1-hour notice, if at all possible, so we can have your student ready and waiting at the front office.

This procedure is necessary to ensure the safety of our students on campus and to minimize disruption to the class of a student who requires early pick-up.

Student Conduct

Code of Conduct For Grades 9-12

Level 1

Offenses include, but are not limited to:

- Acting out
- Altercations short of physical contact
- Minor disruptions of the learning and teaching process
- Tardiness
- Acts of dishonesty including, lying, cheating, forgery or plagiarism
- Computer use violations
- Disrespect/defiance of authority
- Invasion of privacy/property of others
- Use of obscene, profane or abusive language or gestures

Classroom Consequences

The classroom teacher unilaterally assigns one of the following consequences and will document incident and consequence on a discipline referral that will be sent home to parents.**

- Immediate natural consequences
- Verbal apology
- Writing out virtues
- Work session (this could occur before, during, or after school based on availability).
- Letter of apology
- Time in
- Informal talk including support in problem solving
- Discipline conference with the student and/or parent
- Restriction or loss of privileges
- Notification to parents
- Referral to see school counselor to work on self-regulation

** Some examples are listed above and teachers are empowered to assign a consequence that they see fit based on the behavior that they observed. The above list is not exhaustive. **

Level 2

When a teacher notices a repeated pattern of Level 1 offenses, or feels the student is too disruptive to remain in class, the teacher will write a discipline referral and send the student to the office. The administration will investigate the incident and make decisions regarding disciplinary actions.

Level 3

Offenses include but are not limited to:

- Possession/use of forbidden items, including weapons such as knives of any kind
- Truancy/ditching/leaving campus without permission
- Emotional/physical/sexual harassment, intimidation and bullying, including cyber-bullying (see policy for bullying prevention)
- Verbal or written display of ethnic/racial slurs
- Physical altercations including physical contact

- Threatening to cause damage to Desert Marigold School and/or employee or the property of any person attending Desert Marigold School
- Use/display of gang-related, drug, or sexual symbols/gestures/words
- Presenting a physical/emotional threat to self or others (verbal or written) including indirect aggression
- Possession/distribution of pornographic material or conducting pornographic searches on the internet*
- Non-approved possession/use/distribution of prescription or over the counter drugs or drugs.
- Possession/use of look-alike drugs/alcohol/tobacco products/paraphernalia
- Possession/use of look-a-like weapons
- Physical assault
- Theft
- Possession/use/being under the influence of alcohol/tobacco/marijuana products, including vaping and e-cigarettes.

Consequences

For a level 3 offense the employee who witnessed the behavior will write a discipline referral and send the student to the front office where the administration will investigate and decide on a disciplinary action. Depending on the severity of the incident the student could be assigned a suspension anywhere from 1-10 days.

Level 4

Offenses include but are not limited to:

- Endangerment through the use of fire alarm/calling 911/bomb threat*
- Sexual misconduct
- Sexual assault*
- Premeditated physical assault*
- Aggravated assault/assault on a staff member*
- Arson/reckless burning*
- Destruction/defacement of property

- Possession Distribution/Purchase of explosive devices (including firecrackers and fireworks)*
- Distribution of illegal drugs* alcohol/tobacco/marijuana products, including vaping and e-cigarettes.
- Possession/Use/Distribution/Purchase of a deadly weapon or dangerous instrument*
- Threatening to cause physical injury to an employee of Desert Marigold School or to a person attending Desert Marigold School
- Hazing/initiation

All of the offenses marked with an asterisk () violate Arizona Law and charter policy and will be reported to the proper authorities.

Consequences

The first violation of the offenses in Level 4 will result in automatic recommendation by the Executive Director to the School Board for expulsion from DMS. A formal hearing will be conducted by the School Board to determine if the student will be expelled.

Offenses will be handled by the Executive Director.

Excessive Suspensions

Any student who has reached a third (3rd) suspension will be referred to a disciplinary panel selected by the Executive Director for evaluation of further consequences, up to and including recommendation for long term suspension.

The school reserves the right to exercise reasonable judgment as individual circumstances may dictate. Threats of violence and physical, verbal, or sexual harassment are illegal and will result in parent contact and, depending on the nature of the offense, may result in other disciplinary measures, including notification of law enforcement authorities, suspension, and expulsion.

Discipline of Students with Disabilities

Students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are held to the same rules for student conduct as students without disabilities. The suspension and/or expulsion of students with disabilities, as defined in A.R.S. 15-761, shall be in accordance with the IDEA and its implementing regulations and Section 504 and its implementing regulations, to include a manifestation determination review meeting prior to any determination of long-term suspension or expulsion.

Bullying and Harassment

Students are prohibited from bullying, harassing or intimidating others on school grounds, school property, school sponsored events and activities and through the use of electronic technology or any electronic means. Bullying, harassment, or intimidation will not be tolerated.

Employees or students who violate this policy will be disciplined up to and including suspension, expulsion, or dismissal depending on the severity of the offense.

Definitions

Bullying: Bullying occurs when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property
- are sufficiently severe, persistent or pervasive so that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm
- occur when there is a real or perceived imbalance of power or strength
- may constitute a violation of law

Bullying of a student or group of students can be manifested through written, verbal, or physical means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying
- exposure to social exclusion or ostracism
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting
- damage to or theft of personal property

Cyberbullying: Cyberbullying is, but is not limited to, any act of bullying committed by use of any electronic devices, including phones, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other school-owned property, and by means of an individual's personal electronic media and equipment.

While cyberbullying is never acceptable, DMS cannot be held responsible for cyberbullying that is done outside of the school property and school hours. We urge parents and guardians to take steps to help their children use their devices responsibly.

Harassment: Harassment is 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, gender identity, gender expression, 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.

Reporting Incidents of Bullying or Harassment

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the Executive Director or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the Executive Director. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided to the Executive Director. Should the Executive Director be the employee who observes, is informed of, or suspects a student is experiencing bullying, the Executive Director shall document the incident or concern in writing.

The Executive Director shall investigate all reports of bullying. The relevant facts will be evaluated on a case-by-case basis in determining whether an action does, in fact, violate this policy. To the extent permitted under the circumstances, investigations will be conducted in a manner designed to protect the privacy of all parties concerned. Based upon the information available to it, Desert Marigold School will make a decision as to whether it reasonably believes that the behavior occurred. If it concludes that it did, the student found to have violated this policy will be subject to disciplinary action, up to and including expulsion.

No Retaliation for Reporting Bullying or Harassment

Desert Marigold School has developed this policy to ensure that all of its employees and students can work or learn in an environment free from bullying and harassment. Accordingly, it will not in any way retaliate against an individual who reports harassment or discrimination, or who participates in an investigation of such conduct. Nor will it permit any employee or student to engage in retaliation against such individuals. Retaliation is a serious violation of this policy and should be reported immediately to the Executive Director. Any person found to have retaliated against another individual for reporting harassment will be subject to serious disciplinary action, including expulsion.

Staff Conduct with Students

Employees are expected to supervise students' conduct, in and out of the classroom and will treat students with dignity and respect. Students are expected to make good choices and respect the rights of all employees and students; interference with those rights will not be tolerated.

Staff and student relationships that include "romantic involvement" are prohibited. These behaviors deviate from ethical and professional standards and shall be deemed unacceptable and contrary to the expectations of school governance.

Staff and student relationships shall reflect mutual respect and shall support the dignity of the student and the staff, the education profession and process.

Violations of the above shall be considered serious and may result in severe disciplinary action and criminal prosecution.

18 Year Old Student Protocol

Desert Marigold High School recognizes that once an AZ resident reaches 18 years of age, (s)he is legally considered an adult -- Arizona's Age of Majority (ARS 1-215.19). However, because DMHS also wants to support the continuity of family-school relationships, DMHS will continue to regularly email and contact parents of students as follows:

a) sending a copy of ALL school communications and reports to the parents of our 18-year-old students, and b) notifying parents of 18-year-old students in the case of emergencies or other urgent or non-urgent matters as deemed necessary by the school.

If the 18-year-old student notifies the school's Enrollment and Student Records Manager in writing that the student's wish is to discontinue all student-specific communications to parent(s)/guardian(s), one final notification will be sent to the parents of the student's instruction to the school in this regard. No further student-specific communications will be sent to parents/guardians unless the student rescinds the instruction in writing.

Please see the school's Enrollment & Student Records Manager for the "Communications Opt-out" Form.

Protecting Reputation

The reputation of our school is important to all of us. It affects how we are viewed in the Phoenix area as students, teachers, and as a school. Whether we realize it or not, all members of the school community are always representatives of the school, even when we are not on campus. Things we say or do, in public or online, that reflect back on the school are the responsibility of all of us. Students should be aware that anything they say in public or post on the internet is their responsibility, and such acts may result in disciplinary consequences at school, even when it is said or posted off campus and outside of school time, and even when it is posted in a semi-private forum.

Respect and Courtesy

It is vital that we cultivate an attitude of respect through our awareness and consideration of each other, and by manifesting our tolerance of diversity. People with differing views, strengths and weaknesses create a rich, diverse community. We expect to have differences of opinion and to have energetic discussions carried out in an atmosphere of civility. In order to create this atmosphere and to promote our general safety and well-being, abusive language, angry outbursts, etc., are not acceptable. Pranks and other forms of behavior that might be deemed hurtful are not acceptable.

Public Displays of Affection

Since the high school is first and foremost an educational environment, demonstrative physical affection is considered inappropriate. High school students are to refrain from public displays of affection such as kissing and intimate touching which are inappropriate in this setting, at any and all off-campus functions or events, or anywhere on campus. Repeated inappropriate public displays of affection will result in consequences for the students involved.

Smoking, Vaping, and Use of Illegal Substances

Our goal is to create a healthy academic and social environment. Use of tobacco (including E-cigarettes/electronic cigarettes, and “vaping”) alcohol, marijuana or other psychoactive substances are also injurious and potentially addictive. They are illegal, and in the case of tobacco and E-cigarettes are age-restricted. The school grounds are a drug free environment. The following administrative procedure also covers after school events such as school trips, performances, and festivals/fairs as well. The promotion, possession, use or being under the influence of alcohol or drugs is strictly prohibited.

For purposes of this procedure, "mind altering substances" shall include, but not be limited to:

- controlled substances prohibited by law
- alcoholic beverages
- any substance used to alter a psychological or physiological state
- prescription or over-the-counter medication except those for which permission to use in school has been granted pursuant to school policy
- hallucinogenic substances
- inhalants

Suspected Use of Mind Altering Substances

All school employees and students are responsible for reporting suspected instances of mind altering substances use to administration. A student who appears to be under the influence of mind altering substances shall be checked by a school administrator.

- law enforcement may be contacted
- the parent will be contacted

Medical Prescription Drugs and Over-the-Counter Medical Drugs

A student who needs over-the-counter and/or prescription medication in school must leave them with the front office. The parent must deliver the medication in its original container to the front office. Permission and written directions from a parent or physician concerning the medication must be left with the school.

Dress and Personal Appearance

We are coming together to learn, to work, and to bring out the best in one another. A student's choices in clothing should support this. They should come dressed in a way that is practical, comfortable and appropriate for the day's activities, be they academic, artistic, movement or in the lab sciences classes.

Appropriate student dress and personal appearance (neat, modest, clean clothing) are integral factors in creating a healthy social environment and an academic atmosphere. Parents/Guardians are requested to assist by making certain that their student respects this policy.

The school dress standards apply to any and all school events, whether the events happen during the school day, in the evening, on the weekends, or off-campus.

Students failing to meet the Desert Marigold High School standards of dress will not be allowed to participate in classes, assemblies, and other school events and may lose credit accordingly.

The student may be given alternative clothing to put on until the end of the day, or there may be a call home requesting a parent bring some other clothing for the student to put on. An email with the dress code will be sent home so parents are aware that the student was in violation.

Students in violation of this policy will be subject to disciplinary action.

Desert Marigold High School Student Dress Code

Section 1.

This dress code has been revised specifically for the high school student only. It is not to be construed to apply to any Desert Marigold students except those in the high school. There are purposeful variations in the policy for the maturing adolescent. Please take the time before the start of the school year to clarify with your high school student what portion of his/her wardrobe is school compliant or non-compliant. Questions can be directed to your child's high school class sponsor or the administrative office.

Desert Marigold School expects that all its high school students exercise common sense in their dress as appropriate to their age and environment. Off campus events organized by the school are seen as extensions of the classroom and students should dress appropriately. School-wide "Assembly Dress" still applies to high school students for performances and assemblies. Dress must not interfere with the educational process nor present a safety hazard. High School Teachers reserve the right to determine what is appropriate, including deciding that a student's appearance is attracting undue attention or poses a safety risk. No warning will be given for a dress code violation, and consequences will be immediate. When a dress code issue arises or an infraction occurs, the student will be required to change out of the offending garment(s) immediately per Section 2 of this policy. Turning shirts inside out is not encouraged. Disregard for any part of this policy expectation may result in the student not being allowed into class and parents/guardian and/or emergency contacts being required to pick up their student and/or bring an appropriate change of clothes.

The expectations for high school student dress are as follows:

- Letters, words, designs, graphics, or styles considered vulgar, derogatory, suggestive, or in any manner considered distracting to the educational process by the high school teacher are not allowed. 2. No clothing or article that references tobacco, alcohol, drugs, violence, weapons, or gang affiliation is allowed on campus.
- Midriffs must be covered.
- All tank tops must have straps at least three fingers wide.
- Shorts, dresses, and skirts must be no shorter than 2 inches above the knee. Shorts and skirts that are so short where it appears the student is only wearing a long t-shirt is not allowed.
- All clothing must be of the appropriate size, fitting and covering appropriately, no see-through shirts,.
- Footwear: No flip-flops. No slides. No slippers. No shoes with more than a 2 $\frac{1}{2}$ inch tall heel. No "stiletto-style" or wedges.
- Appropriate shoes (closed-toe tennis, leather work boots, etc.) for movement, sports, and practical work/arts (wood shop, blacksmithing, metals, ceramics, etc.) must be worn during these activities and classes. Closed-toe footwear will be required during all laboratory experiences.

- Hats and sunglasses are not to be worn in classrooms, regardless of the season.
- Hair will be clean, neat, and tied or clipped back out of the face.
- Permanent tattoos are not permitted on students unless their incidence conforms to Arizona Revised Statutes 13-3721 regarding minors and documented parental consent/presence. 12. Piercing is allowed on the ears, and on the sides of the nose. Earrings must not extend more than 1½ inch below the ear lobe. No gauges or bolts over 1/2" diameter. Nose decorations must be of modest size and design, and not distract from the educational process.
- Permanent tattoos must be covered by clothing and or concealed entirely by other means.
- Fingernails and nail polish must not distract from the educational process. Nail polish must be applied prior to the high school student's arrival at school, and not during class.
- Makeup shall not distract from, nor interfere with the educational process. Makeup should be applied in moderation and not excessively.

Section 2

If a staff member, teacher, or administrator deems the high school student's dress to not meet the expectations of the policy, or to be distracting, unsafe, or otherwise interfering with the educational process, the student will be required to speak with the administration at the front office.

Being Prepared for Class

It is the student's responsibility to be physically, emotionally and mentally prepared to participate in class. This includes being organized, completing and returning homework, and having pencil and paper. At minimum, students should bring the appropriate notebook for class, textbooks if required, and a pencil or pen to every academic class. Being prepared also includes getting a good night's sleep and eating breakfast. When the student arrives at class, we want them to be able to give their attention to the material presented.

Respect for School Property

Many people have worked very hard to create our school. We need to treat it like a home, rather than an impersonal "institution." As we live in our school we all will help to define its character. There have been and will be opportunities for students to contribute to decisions about the design and use of the school and its grounds. Careless or malicious acts which deface or destroy property challenge and jeopardize our community. Please be conscious of the impact that your student has on our property. Some of the ways in which students may do this are to:

- be where they are supposed to be
- keep their personal belongings organized and in their backpack

- not eat or drink in their classes without teacher permission with the exception of water in a water bottle
- be sure to recycle or throw away their trash
- return borrowed school items to the classroom or office from which they got them
- maintain a noise level that respects others' activities
- no rough-housing
- respect the school's furniture; do not sit on classroom tables or draw on them
- notice and appreciate the contributions of each other to the well being of the community

Conduct at Off-Campus Facilities

As a part of our school programs, on occasion, students have the opportunity to go off-campus for field trips. Please be aware that when students go to these locations, they are still in school. All school rules and expectations of conduct remain in force. Each student is an ambassador for the school, and the school's reputation depends on their conduct.

If Your Student's Conduct Falls Short

Please refer to our statement of guiding principles at the beginning of this section. It is our assumption that in choosing to attend the Desert Marigold High School, the student has expressed a commitment to our common ideals as a learning community. If it should happen that the student's conduct falls short of this commitment, there are a number of corrective steps that may be put in place. In the first instance, their teachers will speak with them about their behavior and help to remind them of their commitment and a work session may be assigned.

Work Sessions (Detentions)

Work Sessions are given for minor policy infractions. It is expected that all work sessions will be completed as scheduled.

Situations Warranting a Work Session

- Disrupting a class by having to be asked to leave a class.
- Dress and personal appearance standards infractions.
- Littering.
- Use of electronic devices, texting, etc. during instructional hours without permission.
- Inappropriate Public Displays of Affection.

- Arriving late to class repeatedly.
- Use of abusive or foul language.
- Failure to comply with the directions of faculty or staff.
- Other situations that break the student's connection to the academic and social working of the school.

Procedure and Scheduling

Upon being assigned a Work Session, notification of this session will be given and emailed to the student, and emailed to the parents/guardians.

Work sessions will be scheduled after school for 15-30 mins., and an email will be sent informing the parents of the upcoming work session. Any student who cannot attend a scheduled Work Session must reschedule with the teacher prior to the day of the Work Session, otherwise a double session may be assigned.

Discipline Code

The following discipline code applies to high school students only. Prior to the start of the school year, parents /guardians and students in the high school are to review this document thoroughly to clarify the behavioral expectations and consequences contained in this code. Questions can be directed to the student's high school class sponsor, class teacher, or to the HS LDC members.

At Desert Marigold School we believe that students have a right to a quality education delivered in a safe and respectful environment. Desert Marigold High School expects every high school student to exercise control and courtesy in their behavior and actions as appropriate to their age and environment. For the purposes of this code, off-campus events such as field trips, public performances, internships, etc. organized by the school are viewed as extensions of the classroom setting and students are expected to behave and act accordingly, and appropriately. Behaviors and actions must not interfere with the educational process nor present a safety hazard. The school reserves the right to vary and apply consequences per unique circumstances and incidents: consequences may be less or more severe than those recommended herein.

Suspension

Suspension is defined as the temporary short-term(10 days or less) or long-term (more than 10 days) removal of a student from Desert Marigold School and all classes. When a student's act, behavior, or repeated offenses warrant a suspension from DMHS, the parents are notified directly by the School Administrator that the student may be suspended for up to ten days (short-term suspensions) or longer (long-term suspensions). When a suspension is being

assigned, a DR (Discipline Referral) of the event or culmination file of DRs/events is completed by the High School Counselor and/or teacher(s), and is provided to the Executive Director. Copies of all DRs are provided to the parents and student at a suspension meeting between the parents, student, the Executive Director, a HS LDC member, the class sponsor, High School Counselor, or an official designee. An original electronic DR will be completed and entered on FamilyLink. For suspensions of one to ten days, a follow-up conference that includes the student, the class sponsor and a HS LDC member may be required prior to the student being allowed to return to classes. Depending upon the seriousness and context of the behavior/infraction, a suspension may last for any number of days. The suspended student's parents may request a due process hearing for suspensions of more than ten days (see Expulsion procedures below).

When the student's actions cause a significant danger to self, others, or property, whether a student has been previously suspended or not, a suspension may be immediate and instantaneously imposed.

Suspension behaviors may include, but are not limited to:

- Leaving campus without permission
- Fighting, bullying or harassment
- Use or possession of drugs, alcohol, or tobacco
- Cheating and/or plagiarism
- Destruction/vandalism of school or personal property
- Frequent detentions
- Previous short-term suspensions

Expulsion

Expulsion is defined as the permanent withdrawal of a student's privilege of attending Desert Marigold School. In the case of a particularly and specifically egregious act, recurring disciplinary issues, or any consistent inability to follow rules and guidelines, expulsion may be deemed necessary by the school. When these conditions present themselves, the Desert Marigold School Administrator shall make a recommendation for expulsion to the Board of Directors. The Board of Directors possesses sole authority for the expulsion of a student from the Desert Marigold School, and all due process requirements. Due process requires that school officials must follow certain notice and hearing procedures before a student can be expelled. In some situations, there are also procedures that students/parents/guardians may follow if they do not agree with the school's actions. In the case of expulsion, certified written notice shall be sent to the student and parent that a recommendation has been made to the Board of Directors that the student be expelled. The notice will state the date, time and place for the hearing at least five (5) working days prior to the hearing. The parent and student shall be given notice of applicable due process procedures and instructions, including the right to a

hearing. A hearing officer may be appointed by the Board of Directors to hear evidence, prepare a record, and bring a recommendation to the Board for action. The hearing shall be closed to protect the privacy of the student unless the parent requests that it be open to the public. Expulsion does not become effective until due process procedures have been completed.

If a student's behavior is so extreme that it threatens his or her immediate safety, or the immediate safety of others, a parent or guardian will be immediately called. DMS retains the right to call 911 if the parent is unable to, refuses to pick up the student, or for any circumstances where the well being of the student or others is at risk.

Expulsion conditions include, but are not limited to:

- weapons possession
- violent acts or behaviors
- severe destruction or theft of school or personal property
- previous suspensions
- possession with intent to sell or distribute drugs, alcohol, or tobacco

Special Education Students

When a special education student engages in misconduct that could result in suspension or expulsion, Desert Marigold School shall follow the State and federal rules governing suspension and expulsion of special education students. Pursuant to the rules, if the misconduct is not a manifestation of the student's disability, standard school discipline procedures shall apply.

Faculty and Staff Directory

Leadership and Development Council Members

Ms. Cam Cooper/ Special Education

Academic Faculty

Science: Mr. Rex Williams; rwilliams@desertmarigold.org

English: Ms. Dani Lenz dlenz@desertmarigold.org

Math: Mr. Jeff Glenn jglenn@desertmarigold.org

Social Studies: Mr. Gabe Santiago gsantiago@desertmarigold.org

Arts Faculty

Woodwork Teacher: Mr. Luis Camacho lcamacho@desertmarigold.org

Handwork Teacher: Ms. Jen Cody jcody@desertmarigold.org

Student Support Services

Special Education Director: Dr. Jane Rupard jrupard@desertmarigold.org

Special Education Teacher: Ms. Camela Cooper ccooper@desertmarigold.org

Movement and Physical Education

Eurythmy Teacher: Ms. Rachel Schmid rschmid@desertmarigold.org

Movement Teacher: Mr. Ken Friedman kenfriedman@desertmarigold.org

Foreign Language

Spanish Teacher: Glora Hernandez ghernandez@desertmarigold.org

Administration and Faculty Support:

Executive Director: Mr. Frank Mirizio fmirizio@desertmarigold.org

Pedagogical Director: Mr. Andrew Darian adarian@desertmarigold.org

School Counselor and ECAP Advisor: Shari Dietz, sdietz@desertmarigold.org

Registrar: Ms. Crystal Lee clee@desertmarigold.org