

# Southwest Leadership Academy



Parent & Student Handbook  
2026-2027



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# Southwest Leadership Academy



**Southwest Leadership Academy**  
4301 W. Fillmore Street  
Phoenix, AZ 85043  
(602)265-2000  
Lola Donaldson, Principal  
[www.southwestleadershipacademy.com](http://www.southwestleadershipacademy.com)

## Principal's Welcome - SY 2026 - 2027

Dear Students, Staff, and Families,  
Welcome to the New School Year!

It is with immense pride, excitement, and gratitude that I welcome you to the 2026-2027 school year at Southwest Leadership Academy.

Having served our community as an educator and instructional coach, I am deeply honored to step into the role of your Principal. This school is an incredibly special place - a community where we recognize that every student's path is unique, and where we measure success not just by where a student starts, but by the incredible growth they achieve along the way.

As we embark on this new year, we remain firmly anchored in our core values of **Respect, Attitude, Motivation, and Spirit (RAMS)**. I believe that a growth mindset is at the heart of these values. When we approach our days with a positive attitude and the motivation to learn from challenges, there is no limit to what we can accomplish together. Our ultimate goal is to prepare every student for a successful future, ensuring that by graduation, they are actively Enrolled, Enlisted, or Employed. Whichever path they choose, our dedicated staff is here to support them every step of the way.

To our incredible staff, my priority is to ensure you have the sustainable support, resources, and collaborative space you need to do what you do best. To our families, you are our most valuable partners.

We know that a strong connection between home and school is the foundation of student success, and we are committed to keeping those doors of communication wide open.

Together, we are going to make this a transformative year of learning, resilience, and community. I look forward to working alongside each of you. Please feel free to reach out, say hello, and share your hopes for the upcoming year.

Go RAMS!

Mrs. Donaldson

Principal, Southwest Leadership Academy

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## **VISION and MISSION**

**SLA Vision:** To provide an environment where all students are empowered and inspired to exceed expectations for academic achievement and readiness for college and career.

**SLA Mission:** Dedicated to improving academic achievement of at-risk students by providing an alternative educational program and supportive school environment that includes rigorous academic and social skills instruction that lead to student success in school, in their lives and within their community.

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## Southwest Leadership Academy

### Student Bill of Rights

At Southwest Leadership Academy, every student has the right to learn, grow, and succeed in a safe, supportive, and respectful environment. We believe every student is capable of growth through effort, perseverance, and positive relationships.

#### 1. Right to Learn

Every student has the right to:

Receive a high-quality education that prepares them for college, career, and life.

Learn in classrooms that are safe, orderly, and free from unnecessary disruptions.

Receive instruction that challenges and supports individual growth.

Access academic assistance and interventions when needed.

#### 2. Right to Respect and Dignity

Every student has the right to:

Be treated with respect by staff, peers, and visitors.

Be free from discrimination, harassment, bullying, intimidation, or retaliation.

Be recognized as an individual whose ideas, culture, and experiences are valued.

Be treated fairly regardless of race, ethnicity, gender, disability, religion, sexual orientation, socioeconomic status, or background.

#### 3. Right to Safety

Every student has the right to:

Attend school in a physically and emotionally safe environment.

Report concerns about safety without fear of retaliation.

Learn in classrooms where positive behavior expectations are consistently enforced.

Receive appropriate support during emergencies or crises.

#### 4. Right to Student Voice

Every student has the right to:

Express opinions respectfully.

Be heard when decisions affect their education.

Participate in student leadership, clubs, and school improvement opportunities.

Advocate for themselves while accepting responsibility for their actions.



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## Southwest Leadership Academy

### Student Bill of Rights

#### **5. Right to Fairness**

Every student has the right to:

Be treated fairly and consistently.

Understand school expectations and consequences.

Receive due process when disciplinary action is considered.

Have the opportunity to share their perspective before decisions are made.

#### **6. Right to Privacy**

Every student has the right to:

Have educational records protected in accordance with federal and state law.

Expect confidentiality when appropriate while understanding that school staff must report concerns involving health, safety, or legal obligations.

#### **7. Right to Support**

Every student has the right to:

Access counseling, academic advising, tutoring, MTSS supports, and other school resources.

Receive reasonable accommodations and services when eligible.

Develop goals with staff who believe in their ability to improve and succeed.

#### **8. Right to Participate**

Every student has the right to:

Participate in extracurricular activities, athletics, clubs, and school events when eligibility requirements are met.

Celebrate achievements and contribute positively to the school community.

Have equal access to school programs and opportunities.

#### **9. Right to Grow**

Every student has the right to:

Learn from mistakes.

Receive constructive feedback and opportunities to improve.

Set personal and academic goals.

Be recognized for growth, perseverance, and continuous improvement—not just final outcomes.

## **Notification of Rights for Elementary and Secondary Schools**

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office  
U.S. Department of Education 400  
Maryland Avenue, SW Washington,  
DC 20202-4605**

[NOTE: In addition, an institution may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

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At Southwest Leadership Academy, we believe that potential is not fixed—it is developed through effort, perseverance, reflection, and support.

Every student is capable of growth, and every challenge presents an opportunity to learn.

Our commitment to Growth Mindset is reflected in everything we do.

We foster classrooms where mistakes are viewed as opportunities, progress is celebrated, and students are encouraged to take ownership of their learning. We believe that success is achieved through consistent effort, meaningful feedback, and the willingness to improve.

Guided by our RAMS values of Respect, Attitude & Accountability, Motivation, and Spirit & Safety, we maintain high expectations while providing the support students need to overcome obstacles and achieve their goals. Together, we create a culture where every student is challenged to grow academically, socially, and personally.

Our dedicated staff is committed to creating a positive learning environment where students are encouraged to take risks, learn from mistakes, and take ownership of their education. Through meaningful feedback, high expectations, and individualized support, we help students build the confidence and skills needed for academic, social, and personal success.

Everything we do is guided by our RAMS Values:

1. Respect
2. Attitude & Accountability
3. Motivation
4. Spirit & Safety

These values help us foster a culture where students feel safe, supported, and inspired to achieve their goals.

We look forward to partnering with you throughout your child's educational journey. Together, we can ensure that every student is challenged to grow, empowered to succeed, and prepared for a bright future.

Thank you for placing your trust in Southwest Leadership Academy. We are excited to welcome your family to the RAMS community!

Sincerely,

**Southwest Leadership Academy**

Where Growth, Leadership, and Success Begin.



## *Choosing Your Education, Changing Your Future*

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## **RAMS Schoolwide Expectation.**

**RAMS** serves as the foundation of behavior, leadership, and school culture at Southwest Leadership Academy. Students and staff are expected to model these expectations in every setting.

### **R – Respect:**

Treat yourself, others, and your environment with dignity and consideration.

Students demonstrate Respect by:

- Using appropriate language and tone
  - Listening when others are speaking
  - Respecting personal space and boundaries
  - Valuing diverse perspectives
  - Caring for school property and equipment
- Staff demonstrate Respect by:
- Building positive relationships
  - Modeling professionalism
  - Maintaining high expectations
  - Creating inclusive learning environments

### **A – Attitude & Accountability:**

Take responsibility for your actions while maintaining a positive mindset.

Students demonstrate Attitude & Accountability by:

- Arriving on time and prepared
  - Following directions the first time
  - Accepting feedback appropriately
  - Owning mistakes and making corrections
  - Demonstrating self-control
  - Completing assignments and responsibilities
  - Choosing solutions over excuses
- Staff demonstrate Attitude & Accountability by:
- Maintaining consistency
  - Following through on commitments
  - Modeling professionalism
  - Supporting student growth through positive interactions

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## **M – Motivation**

Strive for continuous growth, effort, and achievement.

Students demonstrate Motivation by:

- Participating actively
  - Setting goals
  - Persevering through challenges
  - Seeking help when needed
  - Taking initiative
  - Celebrating progress and accomplishments
- Staff demonstrate Motivation by:
- Encouraging student ownership
  - Recognizing effort and improvement
  - Delivering engaging instruction
  - Inspiring students to achieve their potential.

## **S – Spirit & Safety:**

Promote school pride while maintaining physical, emotional, and social safety. Students demonstrate Spirit & Safety by:

- Supporting classmates and staff
  - Representing Southwest Leadership Academy positively
  - Following school safety procedures
  - Using equipment responsibly
  - Reporting concerns to trusted adults
  - Making choices that contribute to a safe learning environment
  - Demonstrating leadership and citizenship
- Staff demonstrate Spirit & Safety by:
- Promoting school pride
  - Maintaining safe learning environments
  - Supervising actively
  - Encouraging leadership and community involvement

| SLA Credit Requirements |                      |                   |                    |                        |
|-------------------------|----------------------|-------------------|--------------------|------------------------|
| English 9 A/B           | English 10 A/B       | English 11 A/B    | English 12 A/B     | 4 Credits: English     |
| Algebra 1 A/B           | Geometry A/B         | Algebra 2 A/B     | Financial Math A/B | 4 Credits: Math        |
| World History A/B       | US History A/B       | Government/Econ   | --                 | 3 Credits: History     |
| Biology A/B             | Physical Science A/B | Earth Science A/B | --                 | 3 Credits: Science     |
| Spanish 1A/1B           | Spanish 2A/2B        | --                | --                 | 2 Credits: Spanish     |
| Fine Arts or Vocational | --                   | --                | --                 | 1 Credit: CTE/Fine Art |
| Electives               |                      |                   |                    | 5 Credits              |

**Credit Requirements** The table below summarizes the minimum credit requirements for high school graduation in Arizona, starting with the graduating class of 2017. Please note that school districts and charter schools may, at their discretion, establish additional graduation credit requirements for their students.

| SUBJECT                                     | CREDITS   |
|---------------------------------------------|-----------|
| English or English as a Second Language     | 4 credits |
| Mathematics                                 | 4 credits |
| Science                                     | 3 credits |
| History & Social Science                    | 3 credits |
| Fine Arts or Career and Technical Education | 1 credit  |
| Locally Prescribed Courses                  | 7 credits |

| <b>Grade 9</b>          | <b>Grade 10</b>      | <b>Grade 11</b>   | <b>Grade 12</b>  |
|-------------------------|----------------------|-------------------|------------------|
| English 9 A/B           | English 10 A/B       | English 11 A/B    | English 12 A/B   |
| Algebra 1 A/B           | Geometry A/B         | Algebra 2 A/B     | Business Math    |
| Biology A/B             | Physical Science A/B | Earth Science A/B | Elective         |
| World History A/B       | US History A/B       | Government/Econ   | Elective         |
| Fine Arts or Vocational | Spanish 1A/1B        | Spanish 2A/2B     | --               |
| Elective                | Elective             | Elective          | --               |
| <b>6 Credits</b>        | <b>6 Credits</b>     | <b>6 Credits</b>  | <b>4 Credits</b> |

SLA Recommended Four-Year Plan



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## **Join the SLA Student Council**

**The Southwest Leadership Academy Student Council** is the beating heart of our campus culture—a diverse tapestry of passionate leaders, thinkers, and creators dedicated to shaping a brighter, more inclusive future. Composed of both elected representatives and dedicated volunteers, our members serve as the authentic voice of the student body, advocating for positive change and fostering a deep sense of school pride.

Whether your strengths lie in event planning, public speaking, artistic design, or digital marketing, there is a place for your unique talents here. The Student Council room is a hub of dynamic energy, innovation, and collaboration. Our student leaders are the driving force behind the school's most impactful initiatives, including:

**School Spirit & Pride: Organizing high-energy pep rallies and memorable campus-wide celebrations.**

Community Impact: Orchestrating charitable drives that extend compassion far beyond our school walls.

Leadership Development: Mentoring emerging student leaders and championing the unique concerns of our peers.

**The SLA Student Council** is far more than a governing body—it is a launchpad for personal growth, a beacon of inspiration, and a community where you can leave a lasting legacy. Join us, lead your peers, and become a catalyst for transformative change at Southwest Leadership Academy!

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## **SLA Student Transportation Policy**

To assist students who need help traveling to and from campus, Southwest Leadership Academy (SLA) provides a dedicated pick-up and drop-off van service. To ensure a safe and efficient commute for everyone, students are required to strictly adhere to the SLA Code of Conduct while riding, which strictly prohibits any horseplay or inappropriate language.

Please note that van availability is dependent on seating capacity, sta scheduling, and distance; if a van - or driver is unavailable, families assume the responsibility for the student's transportation to school

When the van arrives, students must board within a five-minute window to keep the route on schedule. Additionally, drivers will only drop students off directly at the school-no alternative drop-off locations are permitted.

Finally, passengers are expected to keep the vehicle clean by removing all trash when they exit, and please be aware that SLA is not responsible for any personal items left behind or lost the van.

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## **The Rams Closet at SLA**

The Rams Closet at Southwest Leadership Academy is dedicated to ensuring our students feel confident, cared for, and fully supported.

Accessible to all students completely free of charge, this resource operates with the utmost discretion and confidentiality.

The closet is open daily after school and provides essential items upon request, including shampoo, conditioner, body wash, toothbrushes, toothpaste, deodorant, feminine hygiene products, school supplies, food items, and both new and gently used clothing. For students facing emergency living situations, additional resources are available by connecting with the school social worker, counselor, or the *McKinney-Vento Homeless Liaison*.

The **Rams Closet** thrives on the generosity of our community, and donations of personal hygiene products or new and gently used clothing are always welcome.

For more information, please call **602-265-2000**.

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# 2026-2027 Student Calendar

| Semester 1 |    |    |    |    |    |    | Semester 2 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| July       |    |    |    |    |    |    | January    |    |    |    |    |    |    |
| Su         | M  | Tu | W  | Th | F  | Sa | Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    | 1  | 2  | 3  | 4  | 14         |    |    |    |    |    | 2  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 | 3          | 4  | 5  | 6  | 7  | 15 | 9  |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 | 10         | 11 | 12 | 13 | 14 | 22 | 16 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 | 17         | 18 | 19 | 20 | 21 | 29 | 23 |
| 26         | 27 | 28 | 29 | 30 | 31 |    | 24         | 25 | 26 | 27 | 28 |    | 30 |
|            |    |    |    |    |    |    | 31         |    |    |    |    |    |    |
| August     |    |    |    |    |    |    | February   |    |    |    |    |    |    |
| Su         | M  | Tu | W  | Th | F  | Sa | Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    |    |    |    | 1  |            | 1  | 2  | 3  | 4  | 12 | 6  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  | 7          | 8  | 9  | 10 | 11 | 19 | 13 |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 | 14         | 15 | 16 | 17 | 18 | 26 | 20 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 | 21         | 22 | 23 | 24 | 25 |    | 27 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 | 28         |    |    |    |    |    |    |
| 30         | 31 |    |    |    |    |    |            |    |    |    |    |    |    |
| September  |    |    |    |    |    |    | March      |    |    |    |    |    |    |
| Su         | M  | Tu | W  | Th | F  | Sa | Su         | M  | Tu | W  | Th | F  | Sa |
|            |    | 1  | 2  | 3  | 11 | 5  |            |    | 1  | 2  | 3  | 4  | 12 |
| 6          | 7  | 8  | 9  | 10 |    | 12 | 7          | 8  | 9  | 10 | 11 |    | 13 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 | 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 | 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 27         | 28 | 29 | 30 |    |    |    | 28         | 29 | 30 | 31 |    |    |    |
| October    |    |    |    |    |    |    | April      |    |    |    |    |    |    |
| Su         | M  | Tu | W  | Th | F  | Sa | Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    |    | 1  | 9  | 3  |            |    |    |    | 1  | 9  | 3  |
| 4          | 5  | 6  | 7  | 8  | 16 | 10 | 4          | 5  | 6  | 7  | 8  | 16 | 10 |
| 11         | 12 | 13 | 14 | 15 | 23 | 17 | 11         | 12 | 13 | 14 | 15 | 23 | 17 |
| 18         | 19 | 20 | 21 | 22 | 30 | 24 | 18         | 19 | 20 | 21 | 22 | 30 | 24 |
| 25         | 26 | 27 | 28 | 29 |    | 31 | 25         | 26 | 27 | 28 | 29 |    |    |
| November   |    |    |    |    |    |    | May        |    |    |    |    |    |    |
| Su         | M  | Tu | W  | Th | F  | Sa | Su         | M  | Tu | W  | Th | F  | Sa |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |            |    |    |    |    |    | 1  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 | 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 | 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 | 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 29         | 30 |    |    |    |    |    | 23         | 24 | 25 | 26 | 27 | 28 |    |
|            |    |    |    |    |    |    | 30         | 31 |    |    |    |    |    |
| December   |    |    |    |    |    |    | June       |    |    |    |    |    |    |
| Su         | M  | Tu | W  | Th | F  | Sa | Su         | M  | Tu | W  | Th | F  | Sa |
|            |    | 1  | 2  | 3  | 11 | 5  |            |    | 1  | 2  | 3  | 11 | 5  |
| 6          | 7  | 8  | 9  | 10 | 18 | 12 | 6          | 7  | 8  | 9  | 10 | 18 | 12 |
| 13         | 14 | 15 | 16 | 17 | 25 | 19 | 13         | 14 | 15 | 16 | 17 |    | 19 |
| 20         | 21 | 22 | 23 | 24 |    | 26 | 20         | 21 | 22 | 23 | 24 |    | 26 |
| 27         | 28 | 29 | 30 | 31 |    |    | 27         | 28 | 29 | 30 |    |    |    |

- Important School
- Saturday School
- No School on
- Observed Holiday
- Recess-No School
- Early Release
- Graduation
- Testing
- Make up week

- 72 Days 1st Semester
- 72 Days 2nd Semester
- 144 Number of Days in
- Total Hours

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## 2025-2026 Southwest Leadership Academy

### Bell Schedule

| Period    | Start Time | End Time |
|-----------|------------|----------|
| Breakfast | 8:00 AM    | 8:15 AM  |
| Period 1  | 8:15       | 9:10 AM  |
| Period 2  | 9:13 AM    | 10:08 AM |
| Period 3  | 10:11 AM   | 11:06 AM |
| Lunch     | 11:06 AM   | 11:40 AM |
| Advisory  | 11:44 AM   | 12:09 PM |
| Period 4  | 12:09 PM   | 1:04 PM  |
| Period 5  | 1:07 PM    | 2:02 PM  |
| Period 6  | 2:05 PM    | 3:00 PM  |

### Early Release Bell Schedule

| Period    | Start Time | End Time |
|-----------|------------|----------|
| Breakfast | 8:00 AM    | 8:10 AM  |
| Period 1  | 8:10 AM    | 8:50 AM  |
| Period 2  | 8:53 AM    | 9:33 AM  |
| Period 3  | 9:36 AM    | 10:16 AM |
| Period 4  | 10:19 AM   | 10:59 AM |
| Period 5  | 11:02 AM   | 11:42 AM |
| Period 6  | 11:45 AM   | 12:25 PM |
| Lunch     | 12:25 PM   | 12:45 PM |

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## The 4 R'S and the SLA Outcomes

**Rigor:** Engaging and content for grade-level mastery High Academic Standar.

**Relevance** Accessible and relevant real-world preparation open house equity and inclusion.

**Relationship: Advocacy,** family and community involvement

**Rituals: Milestone** celebrations and intrinsic/extrinsic motivators

### 1. Knowledge/Awareness

Main Goal: To recall, identify, and memorize foundational information, such as school policies, graduation requirements, and daily schedules.

### 2. Comprehension

Main Goal: To understand and explain the meaning behind school expectations, demonstrating a clear grasp of why certain academic and behavioral standards are in place.

### 3. Application

Main Goal: To utilize learned information and skills in real-world situations, such as independently applying study strategies to coursework or using conflict-resolution steps on campus.

### 4. Analysis

Main Goal: To break down complex problems, data, or arguments into smaller parts to understand their structure such as analyzing personal academic trends or breaking down a research prompt.

### 5. Synthesis

Main Goal: To combine diverse ideas, skills, and resources to create something original, such as designing a collaborative group project or developing a personalized post-graduation plan.

### 6. Evaluation

Main Goal: To critique, judge, and defend decisions based on specific criteria, such as self-assessing academic progress, reflecting on personal growth, and making informed ethical choices.

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## **Parental Rights**

At Southwest Leadership Academy (SLA) in Phoenix, Arizona, the balance between curriculum flexibility and parental transparency required by **A.R.S. § 15-113** is tightly integrated into the school's enrollment and instructional protocols. Because SLA serves alternative and at-risk youth with specialized credit recovery and social-skills training, the school actively utilizes the statute's built-in frameworks to ensure parents remain fully informed without creating administrative roadblocks. In accordance with **A.R.S. § 15-117**, Southwest Leadership Academy will obtain written parental consent before a student participates in any survey, analysis, or evaluation that collects sensitive information.

### **SLA employs and applies this parental protection law through the following clear practices:**

**Upfront Disclosure and the Right to Object:** During SLA's mandatory parent orientation and enrollment intake process, families receive a complete overview of the credit recovery curriculum and tracking materials. If a parent objects to any upcoming instructional activity or supplemental reading material based on a belief that it contains harmful, violent, or profane elements, they can submit a written request to the principal to withdraw their child from that lesson.

### **Providing Alternative Assignments:**

When a parent utilizes their right under **§ 15-113** to opt out of a specific classroom activity, SLA's instructional team works directly with the student's Personalized Education Plan (PEP).

Instructors provide a comparable alternative assignment that satisfies the state academic standards required for credit recovery, ensuring the student's graduation timeline is not penalized.

**Strict Written Consent for Media and Sex Education:** In compliance with the statute, SLA does not permit the use of age-inappropriate electronic media or the instruction of any sexuality-related topics without obtaining a signed, physical consent form from a parent or legal guardian.

The school explicitly prompts parents regarding these rights on its standard compliance paperwork at the start of the school year.

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## **School Safety**

**SLA** is committed to maintaining a safe and secure learning environment in all of our classrooms at every school. All members of our school community play a vital role in keeping our students safe. This page provides parents with information about our emergency response procedures and can be a helpful resource when discussing school safety with your students.

### **In The Event of an Emergency:**

The school staff will prioritize the safety and well-being of all students and staff. Staff will communicate with parents/ guardians as soon as reasonably possible.

### **Evacuation:**

An evacuation is when students are sent outside of the school building to prevent harm or injury due to a hazardous situation inside of the school, such as a fire.

### **Lockdowns:**

A lockdown takes place when a hazardous threat or a possible hazardous threat has been identified inside of the building or in close proximity of the school. All exterior and interior doors are locked and students must remain in the school. No entry or exit to the school is allowed during a lockdown.

### **Reunification:**

Reunification is the process used to bring students and their parents/guardians together due to an emergency that has affected the school or a site in the vicinity of the school. Reunification can occur on the school campus, or when students have been moved to an alternate location. During the reunification process, students can only be released to their parent/ guardian or an adult listed as an emergency contact with the school. Adults picking up students must bring proper government issued photo identification, such as a driver's license, state ID card, military ID card, or passport.



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## School Safety

### Ways Parents Can Support School Safety.

#### Preparing For a School Emergency:

Talk to your student about school emergency procedures so they know what to expect in the event of an emergency or crisis. Update your student's emergency contact information as it changes.

Students will not be released from school to unauthorized individuals.

#### If An Incident Occurs at Your Student's School

If you are notified of a school lockdown at your student's school, do not go to the school.

Stay in a location where you can be notified when additional information about your student's school situation becomes available.

#### **Students will not be released until the incident has ended or the scene is safe for release.**

Be prepared to pick up your student at a reunification site.

#### What to do in the Event of a School Emergency

Check **Southwest Leadership Academy** website at [southwestleadershipacademy.com](http://southwestleadershipacademy.com) and Southwest Leadership Academy social media channels for updated information.

- Tune into local TV and radio stations for school news alerts.
- Please wait for an automated phone call that will notify you when it is safe to pick up your student and the location for pickup.
- Listen for information regarding reunification with your student. Please remember to bring valid government identification with you to the reunification site.
- Do not go to your student's school; this will create traffic congestion that could interfere with the efforts of first responders.
- Please do not call your student or your student's school. Excessive phone calls could interfere with emergency communications

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## **STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES**

Students may present a complaint or grievance regarding one (1) or more of the following:

Violation of the student's constitutional rights; Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities;  
Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability;  
Harassment of the student by another person;  
Intimidation by another student;  
Bullying by another student;  
Concern for the student's personal safety.

Provided that:

The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District.

The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing board is without authority to act.

The guidelines to be followed are: The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.

The complaint/grievance shall be made only to an administrator or other professional staff member.

The person receiving the complaint will gather information from the complaint form.

All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent.

Forms are available in the school office.

The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent. Complaints by high school students may be made only by the students on their own behalf. A parent or guardian who wishes to complain should do so by completing the forms following policy SLA's policy on Public Concerns. A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

False or unproven complaint documentation shall not be maintained. Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint. Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspensions or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Parents or guardians who wish to file a complaint may follow the same grievance process outlined above. If a concern is not resolved at the school level, parents/guardians may request further review through the district administration or appropriate State agencies in accordance with Arizona law.

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## PARENT PORTAL & STUDENT PORTAL

Please follow the steps below to create and access the PowerSchool parent portal.

- 1. Open the internet browser
- 2. Type <http://sla.powerschool.com/public> into the address bar.
- 3. Select 'create account'
- 4. Create an account by entering your access *id* provided below when linking your student:
  - Your access id:
  - Your access password:
- 5. Once you have created your own username and password you can download the PowerSchool mobile app.
- 6. Enter the district code: ZBTB

With this information, you or the student is able to track academic progress from any location that has internet access. If you do not have internet access, **Southwest Leadership Academy** library has computers open to access your child's records. The grades and attendance tab will allow you to check assignments and scores by clicking on the blue percentage across from a class.

To email the teacher a question or concern, please click the blue teacher's name link. The grades history tab will show you the grades your child received in previous grading periods.

The teacher comments tab is used to access current teacher comments for your student and the school bulletin tab has current announcements for our school.

If you have any questions regarding the use of PowerSchool please contact the school office at (602)265-2000

PowerSchool is an online tool for southwest leadership parents and students to stay informed and monitor student progress and consists of:

- Grades and assignments: review current grades and assignments
- Report card and schedule: see report cards and schedule
- Attendance and behavior: check attendance details, including tardiness.

TO CREATE A PARENT PORTAL ACCOUNT, CONTACT THE REGISTRATION OFFICE TO OBTAIN A  
PARENT ACTIVATION KEY TO ACCESS STUDENT INFORMATION

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## Southwest Leadership Academy Family Involvement/Engagement Policy

### **Goals:**

#### **1. Communication:**

Establish clear and consistent communication channels to keep families informed about school events, policies, and their child's progress.

#### **2. Parentship:**

Develop meaningful partnerships with families to support student learning and growth.

#### **3. Empowerment:**

Empower families to actively engage in their child's education through workshops, resources, and opportunities for involvement.

### **Strategies:**

#### **1. Family Outreach and Communication:**

Provide bilingual communication (English/Spanish) through newsletters, emails, and social media platforms to ensure accessibility for all families.

Conduct regular parent-teacher conferences and progress reports to discuss student performance and set goals collaboratively.

Organize family information sessions on school programs, curriculum, and resources.

#### **2. Family Involvement Opportunities:**

Encourage families to participate in school events such as open houses, cultural celebrations, and parent education workshops.

Invite families to join advisory committees and volunteer opportunities within the school community.

Offer flexible scheduling and virtual options for meetings and events to accommodate diverse family needs.

#### **3. Resources and Support:**

Provide workshops and training sessions for families on topics such as academic support strategies, college and career readiness, and navigating the educational system.

Offer resources and referrals for community services and support networks to assist families in addressing social, emotional, and academic needs.



## Southwest Leadership Academy Family Involvement Engagement Policy

### **4. Celebrating Diversity and Culture:**

Recognize and celebrate the cultural diversity within our school community through inclusive events and activities. Foster a welcoming environment that honors and respects the traditions, languages, and backgrounds of all families.

### **5. Feedback and Continuous Improvement:**

Seek feedback from families through surveys, focus groups, and informal discussions to continuously improve family engagement practices.

Use data and input from families to inform decision-making and develop initiatives that respond to the needs and priorities of our community.

### **Implementation:**

This policy will be implemented through collaborative efforts among school administrators, teachers, staff, and families. Regular assessments and adjustments will be made to ensure the policy's effectiveness in promoting meaningful family engagement and supporting student success.

### **Evaluation:**

The effectiveness of this policy will be evaluated annually through feedback from families, student performance data, and participation rates in family engagement activities. Adjustments will be made as needed to strengthen partnerships and improve outcomes for all students.

### **Conclusion:**

At Southwest Leadership Academy, we believe that when families are actively engaged in their child's education, students thrive both academically and socially. Through this Family Involvement Engagement Policy, we commit to building a supportive community where every family feels valued, respected, and empowered to contribute to their child's educational journey.

# Southwest Leadership Academy



## *Choosing Your Education, Changing Your Future*

**Purpose:** Southwest Leadership Academy requires all students to carry and properly display their school-issued identification (I.D.) card as a means of ensuring school safety, accountability, and access to school services.

### **Policy Guidelines\ Issuance of Student I.D. Cards**

Each student will be issued one (1) school I.D. card at the beginning of the school year.

#### **I.D. Card Requirement**

Students must carry their I.D. card **on their person at all times** during the school day.

I.D. cards are **required to enter the school building**, access the lunch register, and attend any school-sponsored event.

#### **Replacement I.D. Cards**

The cost for a replacement I.D. card is as follows:

**\$2.00** for the first two replacements.

**\$5.00** for each additional replacement thereafter.

#### **Presentation of I.D. Cards**

Students must present their I.D. card upon request by **any staff member**.

Failure to present an I.D. card when requested will result in disciplinary action.

#### **Condition of I.D. Cards**

I.D. cards must remain in good condition. Cards that are **defaced, altered, or mutilated** will be considered invalid and must be replaced at the student's expense.

#### **Consequences for Not Having an I.D.**

Any student who does not have their I.D. card will be required to spend the school day in **Refocus** until an I.D. card is purchased or brought to them.

#### **Student Responsibility**

It is the responsibility of each student to:

- Carry their I.D. at all times.

- Present their I.D. when requested.

- Replace lost, damaged, or defaced I.D. cards in a timely manner.

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## School Year 2026-2027 SLA Dress Code Policy

At Southwest Leadership Academy (SLA), we recognize that professionalism is essential in preparing students for success in their future academic and career pursuits. To support this goal, we have implemented a dress code policy that reflects our dedication to maintaining a professional and respectful learning environment. This policy outlines our expectations for student attire and reinforces the values of discipline, responsibility, and personal pride.

### Purpose

Our dress code policy is about more than just clothing—it's about showing pride in yourself and your school. Dressing with purpose helps build good habits like responsibility, self-respect, and making positive choices. When we all follow the dress code, we create a focused, respectful environment where everyone can feel confident and ready to succeed. It's one more way we show we're committed to being our best—every single day.

**Prohibited Clothing Choices-** The following clothing items are *not allowed* to be worn by students enrolled at SLA.

- Clothing (i.e., clothes, socks, hats, etc.) in reference to drugs/alcohol/smoking/cursing/slang terms/ or gang related
- Showing of Undergarments (sagging)
- Shorts, skirts, bodysuits, dresses shorter than fist hanging down House shoes/slippers
- Pajamas or pajama items
- See through, mesh, or fishnets Spikes, chains, safety pins Bonnets, bandanas, skull caps, Ski masks, head wraps, "beanies" or "doo-rags". Spaghetti straps, crop tops, tube tops (mid-section/stomach) must be covered)

### Enforcement and Support:

At SLA, we're committed to helping every student succeed—not just in academics, but in developing habits that lead to long-term success. Our faculty and staff will consistently and fairly uphold the dress code, while also offering support and clear communication to students and families. We're here to help everyone understand the expectations and why they matter.

If a student repeatedly chooses not to follow the dress code, appropriate steps will be taken to address the issue, always with the goal of growth and learning in mind.

We believe that dressing with purpose creates a more focused, respectful, and professional school environment. Thank you to our students, families, and staff for working together to uphold these standards and prepare for a successful future—both inside and outside the classroom



## Restroom/ Pass Policy

To maintain a safe, respectful, and structured environment, the following restroom policy is in effect:

### 1. Restroom Pass Distribution Procedures

- Restroom passes will be issued monthly and distributed to each student's 4th period teacher.
- The 4th period teacher is responsible for maintaining and distributing restroom passes to students assigned to their class.
- If a new student enrolls during the year, the student's 4th period teacher must contact Liz Rodriguez via email as soon as possible.
- Upon notification, a restroom pass will be created and provided for the new student.

### 2. Restroom/Water Pass system

- Each student receives one individual restroom pass per month.
- The pass allows 10 uses during class time.
- Teachers must mark each use on the pass with date, time, and teacher signature.
- The restroom pass also serves as a water pass.

### 3. Usage Guidelines

- Restroom use is permitted for the last 20 minutes of each class period.
- Students must raise their hands and request permission to leave.
- Only one student may be out per classroom at a time.
- Restroom visits should typically not exceed 5 minutes. Excessive time may prompt a check-in from staff.
- If a student is caught using another student's restroom pass, or allowing someone else to use theirs, the pass will be confiscated immediately.

### 4. No additional passes

- Once a student uses all 10 restroom visits, they cannot leave class for the restroom until next month.
- After the pass is used completely, students may only use the restroom during passing periods, lunch, and before/after school.

### 5. Respectful and Appropriate Use

- Students must use the restroom for its intended purpose.
- No loitering, vandalism, or phone use in the restroom.
- Any misuse will result in disciplinary action.

### 6. Medical Accommodation

- Students with documented medical needs requiring frequent restroom use will be provided accommodations outside of this policy by the principal or administration.



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## *Rite of Passage Policy and Procedure*

|                       |                        |
|-----------------------|------------------------|
| <b>Policy Number:</b> | <b>600.121</b>         |
| <b>Policy Name:</b>   | <b>Code of Conduct</b> |
| <b>Program Type:</b>  | <b>All</b>             |

### **Policy:**

At Rite of Passage (ROP), we believe that safety is paramount in creating an effective milieu therapy environment. Our treatment team understands the importance of creating a safe and supportive environment for our adolescent students in our care. This includes the establishment of clear and concise rules and guidelines for appropriate behavior.

Safety is critical to the success of milieu therapy, as it allows students to feel secure and comfortable enough to fully engage in the therapeutic process. It also helps to build trust between students and staff, which is essential for the development of healthy relationships.

Our team is committed to maintaining a safe environment for all students in our care. We continuously monitor the milieu to identify any potential safety risks and take proactive steps to address them promptly. By prioritizing safety, we can create a therapeutic milieu that promotes healing, growth, and positive change.

### **Procedure:**

The following is the ROP Student Code of Conduct:

#### **Student Code of Conduct**

1. Be kind, respectful, and safe with yourself and others.
2. Be honest and truthful in all your interactions with staff and peers.
3. Participate in activities, classes, and therapeutic groups with a positive attitude.
4. Follow dress code guidelines and keep your living space clean and organized.
5. Strive for personal growth and progress while in the program.
6. Follow the expectations of the program and staff.
7. Take responsibility for your actions and decisions.
8. Make positive choices for yourself and your future.
9. Communicate with staff if you need help or support.
10. Maintain good boundaries with peers.

#### **Class A: Health and Safety Violations.**

Class A violations pose an immediate or imminent danger to the safety of the student, staff, or peers, and require immediate attention from our staff. Our team takes all health and safety violations seriously and will act promptly to ensure everyone's safety. A safe and supportive environment allows students to engage in the therapeutic process effectively.



## *Choosing Your Education, Changing Your Future.*

Southwest Leadership Academy *Respect | Attitude | Motivation | Spirit*

### **Phone & Earbud Policy**

**Effective Date: August 4, 2025**

**Purpose:** To maintain a focused, respectful, and academically rigorous learning environment, Southwest Leadership Academy (SLA) is implementing a clear and consistent.

**No Phones/No Earbuds** policy during scheduled class times. This policy supports our goals of routine, accountability, and minimizing distractions in the classroom.

This policy also aligns with **Arizona House Bill 2484 (2025)**, which mandates that public schools restrict student access to personal devices and social media during instructional hours to support academic focus and student well-being.

#### **Policy Overview**

Effective immediately:

- All cell phones must be powered off and turned in at the beginning of each class period. Phones will be kept in a cell phone cabinet.
- No use of headphones or earbuds during class time. If headphones/earbuds are visible or in use during scheduled class times, they will be confiscated immediately and held in the front office until a parent/guardian picks them up.
- Phones and earbuds are not allowed to be on the student's person during scheduled class times, including in pockets, sleeves, or bags.
- Teachers will be at the door during passing; this will serve as students first reminder.
- Late Students are expected to turn in their phone and will also have the first reminder when entering the classroom.
- Students who refuse to comply will be referred to administration for disciplinary action.
- Teachers will write a referral and will call home to inform the parent/guardian of the referral.

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## **Legal Compliance: Arizona HB 2484**

In accordance with Arizona House Bill 2484 (2025):

SLA restricts access to social media platforms on school internet and devices unless explicitly required for educational purposes.

Students may only use personal devices during the school day in cases of:

Medical necessity

Emergency communication

Teacher-directed educational use

SLA provides clear procedures for parent-student communication during school hours through the front office.

- Disciplinary Consequences
- All Students (Under 18)
- 1st Violation – Verbal reminder and policy re-explained
- 2nd Violation – Phone/earbuds confiscated, parent pick-up required
- 3rd Violation – Lunch detention assigned
- 4th Violation – In-School Suspension (ISS)
- 5th Violation or Higher – Escalation to administrative referral for repeated defiance.

## **18-Year-Old Students**

- 1st Violation – Lunch detention
- 2nd Violation – In-School Suspension (ISS)
- 3rd Violation – Out-of-School Suspension (OSS)
- Communication & Visibility
- To ensure clarity and accountability:

Policy posters will be displayed in every classroom, hallway, and office.

The policy will be posted on SLA's website and all official social media channels.

Families will receive written notice via email, school app, and printed handouts.

This policy is not about punishment, it's about promoting academic focus, personal responsibility, and respect for the learning environment. Your cooperation is essential in helping all students succeed.

If you have any questions or concerns, please contact the front office at 602-265-2000.

**Let's lead with RAMS pride—Respect, Attitude, Motivation, and Spirit!**

Approved by: Superintendent Christae Spivey

**Rite of Passage**

Lola Donaldson Southwest Leadership Academy

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## RAMS Bucks Program

### Recognizing Positive Behavior Through The RAMS Way

**Purpose:** The **RAMS Bucks Program** is Southwest Leadership Academy's positive behavior recognition system designed to reinforce and celebrate students who consistently demonstrate the school's RAMS values:

- **Respect**
- **Attitude & Accountability**
- **Motivation**
- **Spirit & Safety**

RAMS Bucks provide students with immediate positive reinforcement and may be redeemed for incentives through the RAMS Store.

### RAMS Bucks Values

Students may earn RAMS Bucks through the following achievements:

#### Recognition

#### RAMS BUCKS AWARDED

|                                         |      |
|-----------------------------------------|------|
| Caught in the "Rams Act"                | \$ 1 |
| Positive Referral                       | \$5  |
| Perfect Attendance (4 Consecutive Days) | \$5  |
| Assembly Award                          | \$10 |
| Rams Award                              | \$20 |

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## Caught in the "RAMS" Act

Any staff member may recognize a student who demonstrates one or more of the RAMS expectations during the school day.

Examples include:

- Showing kindness or respect to others
- Demonstrating leadership
- Helping another student
- Displaying a positive attitude
- Working hard despite challenges
- Taking accountability for mistakes
- Demonstrating school spirit
- Making safe and responsible choices

**Award: \$1 RAMS Buck**

## Positive Referrals

Positive Referrals recognize students who consistently demonstrate outstanding character, leadership, or academic effort.

### Criteria

- May be submitted by **any staff member**
- Student must meet the criteria outlined on the **Positive Referral Form**
- Completed referral forms must be submitted to **Leandra**
- **Submission Deadline: Every Wednesday by 12:00 PM**

Positive Referrals are tracked for recognition and RAMS Bucks distribution.

**Award: \$5 RAMS Bucks**

## Perfect Attendance Incentive

Students may earn RAMS Bucks for consistent attendance.

### Eligibility

Students must:

- Attend **all six class periods**
- Be present for **four (4) consecutive school days**
- Have no unexcused absences during the qualifying period

**Award: \$5 RAMS Bucks**

Attendance eligibility will be verified through **Unified Insights**.

## Assembly Awards

Students recognized during school-wide assemblies may receive:

- RAMS of the Quarter
- Teacher Awards
- Perfect Attendance Awards
- Principal's Honor Roll
- A/B Honor Roll
- Other special recognitions

**Award: \$10 RAMS Bucks**

## RAMS Award

The **RAMS Award** is Southwest Leadership Academy's highest student recognition.

This award honors students who consistently embody all aspects of **The RAMS Way** through exemplary behavior, leadership, perseverance, academic growth, and positive contributions to the school community.

**Award: \$20 RAMS Bucks**

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## Weekly RAMS Bucks Process



### Monday Attendance Verification

- Review **Unified Insights**.
- Identify students who qualified for the Perfect Attendance incentive during the previous week.

### Wednesday RAMS Bucks Distribution

During **6th Period**:

- Distribute RAMS Bucks from the Front Office.
- Recognize students receiving Positive Referrals, Attendance Awards, and other recognitions.

### Thursday

#### RAMS Store

Location: **Hallway Desk near the Library**

Time: **Last 10 Minutes of 6th Period**

Teachers should verify that students have RAMS Bucks before releasing them to visit the RAMS Store.

#### Teacher Responsibilities

Teachers are expected to:

- Recognize students demonstrating RAMS expectations.
- Issue "Caught in the RAMS Act" Bucks when appropriate.
- Submit Positive Referrals by **Wednesday at 12:00 PM**.
- Encourage students to save and responsibly spend their RAMS Bucks.
- Verify students have RAMS Bucks before allowing them to attend the RAMS Store.

#### RAMS Store

Students may redeem RAMS Bucks for school-approved incentives.

| Item           | Cost |  | Item         | Cost |
|----------------|------|--|--------------|------|
| Snack          | \$3  |  | SLA -T Shirt | \$25 |
| Soda           | \$5  |  | SLA Bag      | \$25 |
| Water Bottle   | \$10 |  | Fanny Pack   | \$25 |
| Spinner Pen    | \$10 |  | Hat          | \$25 |
| Street Ball    | \$15 |  | Croc Charms  | TBD  |
| Fidget Spinner | \$20 |  |              |      |

*Inventory and pricing are subject to change based on availability.*

## Behavior Support Continuum

### Classroom Managed vs. Office Managed Behaviors

Consistent responses create predictable and supportive learning environments. Staff should address classroom-managed behaviors whenever possible through reteaching, redirection, restorative conversations, and classroom interventions. Administrative referrals should be reserved for major behaviors that significantly disrupt learning or threaten safety.

### Classroom-Managed Behaviors (Minor Behaviors) Minor



| Behavior               | Definition                                                                                                                     |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Off-Task Behavior      | Not participating in assigned work, instruction, or classroom activities.                                                      |
| Disruption             | Talking out of turn, making noises, or engaging in behaviors that interrupt teaching or learning.                              |
| Inappropriate Language | Using mild profanity, inappropriate comments, or disrespectful language that is not threatening or discriminatory.             |
| Dress Code Violation   | Wearing clothing or accessories that do not meet school dress code expectations.                                               |
| Technology Misuse      | Using school or personal devices for non-instructional purposes without permission.                                            |
| Unprepared for Class   | Arriving without required materials, completed assignments, or necessary supplies.                                             |
| Tardiness              | Arriving late to class without an approved excuse.                                                                             |
| Minor Defiance         | Not following a reasonable staff direction after an initial reminder or redirection.                                           |
| Horseplay              | Inappropriate physical contact, roughhousing, or playful behavior that may disrupt learning but is not intended to cause harm. |
|                        |                                                                                                                                |

## Office-Managed Behaviors (Major Behaviors)

Major behaviors require administrative involvement.

Southwest Leadership Academy  
4301 W. Fillmore Street  
Phoenix, AZ 85043  
Lola Donaldson, Principal

[www.southwestleadershipacademy.com](http://www.southwestleadershipacademy.com)

| Behavior                                | Definition                                                                                                                               |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Fighting                                | Mutual physical aggression between students.                                                                                             |
| Assault                                 | Intentionally causing or attempting to cause physical injury to another person.                                                          |
| Bullying                                | Repeated actions intended to intimidate, threaten, humiliate, or harm another person.                                                    |
| Harassment                              | Unwelcome behavior targeting a person's race, color, religion, sex, disability, national origin, or other protected status.              |
| Threats                                 | Verbal, written, or physical expressions of intent to harm oneself, others, or property.                                                 |
| Vandalism                               | Intentional damage, destruction, or defacement of school or personal property.                                                           |
| Theft                                   | Taking, possessing, or using another person's property without permission.                                                               |
| Substance Possession/Use                | Possessing, using, distributing, or being under the influence of prohibited substances on school property or at school-sponsored events. |
| Weapons                                 | Possessing, using, or threatening to use a weapon or dangerous object.                                                                   |
| Major Defiance                          | Repeated or severe refusal to follow staff directions that creates a significant disruption or safety concern.                           |
| Technology Violations                   | Misusing technology, including recording, sharing, posting, or accessing inappropriate, harmful, or unauthorized content.                |
| Leaving Campus/Class Without Permission | Leaving an assigned area, classroom, activity, or campus without authorization.                                                          |



# Restorative Practices

**Southwest Leadership Academy**  
4301W. FillmoreStreet  
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Lola Donaldson, Principal  
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Southwest Leadership Academy prioritizes repairing harm and restoring relationships whenever possible.

## Restorative Strategies:

- Restorative conversations
- Community circles
- Conflict mediation
- Reflection activities
- Re-entry meetings
- Restitution plans

## Guiding Questions:

1. What happened?
2. What were you thinking at the time?
3. Who was affected?
4. How were they affected?
5. What can be done to repair the harm?
6. What can be done differently next time?

**Southwest Leadership Academy**  
4301W. FillmoreStreet  
Phoenix, AZ 85043  
(602)265-2000

Lola, Donaldson, Principal



# CORE CLASSROOM BEHAVIOR NORMS

## CORE BEHAVIOR NORMS

| <br><b>RAMS</b>                    | <br><b>Respect</b> | <br><b>Attitude &amp; Accountability</b> | <br><b>Motivation</b> | <br><b>Spirit &amp; Safety</b> |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br><b>Teacher-Led Instruction</b> | <ul style="list-style-type: none"><li>• Listen actively and respectfully</li></ul>                  | <ul style="list-style-type: none"><li>• Follow directions and accept feedback appropriately</li></ul>                     | <ul style="list-style-type: none"><li>• Participate and ask questions</li></ul>                         | <ul style="list-style-type: none"><li>• Maintain a safe, positive learning environment</li></ul>                  |
| <br><b>Independent Work</b>       | <ul style="list-style-type: none"><li>• Respect others' learning</li></ul>                          | <ul style="list-style-type: none"><li>• Stay on task and complete assignments</li></ul>                                   | <ul style="list-style-type: none"><li>• Put forth your best effort</li></ul>                            | <ul style="list-style-type: none"><li>• Use materials appropriately and remain focused</li></ul>                  |
| <br><b>Group Work</b>            | <ul style="list-style-type: none"><li>• Value different perspectives</li></ul>                      | <ul style="list-style-type: none"><li>• Contribute responsibly and professionally</li></ul>                               | <ul style="list-style-type: none"><li>• Support team goals</li></ul>                                    | <ul style="list-style-type: none"><li>• Encourage others and resolve conflicts appropriately</li></ul>            |
| <br><b>Technology Use</b>        | <ul style="list-style-type: none"><li>• Use respectful digital communication</li></ul>              | <ul style="list-style-type: none"><li>• Access approved programs and websites</li></ul>                                   | <ul style="list-style-type: none"><li>• Use technology for learning</li></ul>                           | <ul style="list-style-type: none"><li>• Protect devices, passwords, and digital safety</li></ul>                  |
| <br><b>Classroom Environment</b> | <ul style="list-style-type: none"><li>• Care for school property</li></ul>                          | <ul style="list-style-type: none"><li>• Clean and organize workspaces</li></ul>                                           | <ul style="list-style-type: none"><li>• Take pride in your work</li></ul>                               | <ul style="list-style-type: none"><li>• Keep pathways clear and maintain a safe environment</li></ul>             |

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**





# PE & WEIGHT ROOM BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



### RAMS



### Respect



### Attitude & Accountability



### Motivation



### Spirit & Safety



### Physical Activities

- Demonstrate sportsmanship

- Follow rules and coaching directions

- Give full effort

- Participate safely and encourage teammates



### Weight Room

- Respect equipment and personal space

- Use equipment correctly and responsibly

- Challenge yourself appropriately

- Follow lifting and spotting procedures



### Team Activities

- Respect teammates and opponents

- Fulfill team responsibilities

- Contribute to team success

- Demonstrate RAM pride and safe participation



### Locker Rooms

- Respect privacy and belongings

- Follow procedures

- Prepare for class promptly

- Maintain appropriate conduct and safety

RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY







# BARBER & COSMETOLOGY CLASSROOM BEHAVIOR NORMS

## CORE BEHAVIOR NORMS

| <br><b>RAMS</b>                       | <br><b>Respect</b> | <br><b>Attitude &amp; Accountability</b> | <br><b>Motivation</b> | <br><b>Spirit &amp; Safety</b> |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br><b>Client Services</b>            | <ul style="list-style-type: none"><li>• Use professional communication</li></ul>                    | <ul style="list-style-type: none"><li>• Follow procedures and industry expectations</li></ul>                             | <ul style="list-style-type: none"><li>• Improve professional skills daily</li></ul>                     | <ul style="list-style-type: none"><li>• Ensure client comfort and safety</li></ul>                                |
| <br><b>Work Stations</b>            | <ul style="list-style-type: none"><li>• Respect shared spaces</li></ul>                             | <ul style="list-style-type: none"><li>• Maintain cleanliness and organization</li></ul>                                   | <ul style="list-style-type: none"><li>• Take pride in workmanship</li></ul>                             | <ul style="list-style-type: none"><li>• Sanitize and maintain safe work areas</li></ul>                           |
| <br><b>Equipment Use</b>            | <ul style="list-style-type: none"><li>• Handle tools appropriately</li></ul>                        | <ul style="list-style-type: none"><li>• Follow instructor directions</li></ul>                                            | <ul style="list-style-type: none"><li>• Practice skills consistently</li></ul>                          | <ul style="list-style-type: none"><li>• Follow all safety and sanitation requirements</li></ul>                   |
| <br><b>Professional Environment</b> | <ul style="list-style-type: none"><li>• Demonstrate professionalism</li></ul>                       | <ul style="list-style-type: none"><li>• Accept coaching and feedback</li></ul>                                            | <ul style="list-style-type: none"><li>• Pursue career readiness</li></ul>                               | <ul style="list-style-type: none"><li>• Represent SLA positively and safely</li></ul>                             |

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**





# CODING, ROBOTICS & SCIENCE LABORATORY BEHAVIOR NORMS

## CORE BEHAVIOR NORMS

| <br><b>RAMS</b>                        | <br><b>Respect</b> | <br><b>Attitude &amp; Accountability</b> | <br><b>Motivation</b> | <br><b>Spirit &amp; Safety</b> |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br><b>Computer Use</b>                | <ul style="list-style-type: none"><li>• Respect shared technology</li></ul>                         | <ul style="list-style-type: none"><li>• Stay on assigned tasks</li></ul>                                                  | <ul style="list-style-type: none"><li>• Explore and problem-solve</li></ul>                             | <ul style="list-style-type: none"><li>• Follow digital citizenship and safety guidelines</li></ul>                |
| <br><b>Robotics Activities</b>       | <ul style="list-style-type: none"><li>• Collaborate respectfully</li></ul>                          | <ul style="list-style-type: none"><li>• Complete assigned responsibilities</li></ul>                                      | <ul style="list-style-type: none"><li>• Persist through challenges</li></ul>                            | <ul style="list-style-type: none"><li>• Use tools and equipment safely</li></ul>                                  |
| <br><b>Science Labs</b>              | <ul style="list-style-type: none"><li>• Respect peers and materials</li></ul>                       | <ul style="list-style-type: none"><li>• Follow procedures carefully</li></ul>                                             | <ul style="list-style-type: none"><li>• Engage fully in investigations</li></ul>                        | <ul style="list-style-type: none"><li>• Wear PPE and follow safety protocols</li></ul>                            |
| <br><b>Group Projects</b>            | <ul style="list-style-type: none"><li>• Listen and contribute appropriately</li></ul>               | <ul style="list-style-type: none"><li>• Meet deadlines and responsibilities</li></ul>                                     | <ul style="list-style-type: none"><li>• Demonstrate creativity and initiative</li></ul>                 | <ul style="list-style-type: none"><li>• Support teammates and maintain safe practices</li></ul>                   |
| <br><b>Equipment &amp; Materials</b> | <ul style="list-style-type: none"><li>• Care for resources</li></ul>                                | <ul style="list-style-type: none"><li>• Return items properly</li></ul>                                                   | <ul style="list-style-type: none"><li>• Use resources to maximize learning</li></ul>                    | <ul style="list-style-type: none"><li>• Report hazards and safety concerns immediately</li></ul>                  |

**RESPECT** • **ATTITUDE & ACCOUNTABILITY** • **MOTIVATION** • **SPirit & SAFETY**







# AWARDS CEREMONIES BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Audience  
Participation**

- Listen attentively and applaud appropriately

- Remain seated and follow expectations

- Celebrate the achievements of others

- Represent SLA with pride and professionalism



**Recognition  
of Peers**

- Show appreciation for all award recipients

- Demonstrate maturity and sportsmanship

- Be inspired by others' success

- Encourage and support classmates



**Ceremony  
Conduct**

- Use appropriate language and behavior

- Follow staff directions

- Stay engaged throughout the ceremony

- Maintain a positive and safe environment

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**





# TESTING ENVIRONMENT BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Test Taking**

- Respect the concentration of others
- Follow all testing procedures
- Put forth your best effort
- Maintain a quiet and secure testing environment



**Preparation**

- Respect testing materials
- Arrive prepared and on time
- Take ownership of your learning
- Follow all testing protocols



**Academic  
Integrity**

- Respect the work of others
- Complete your own work honestly
- Challenge yourself to do your best
- Maintain a fair testing environment

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# RESTROOM BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Facility Use**

- Respect privacy and personal space

- Follow restroom procedures

- Return promptly to class

- Keep the area safe and clean



**Cleanliness**

- Respect shared facilities

- Dispose of waste properly

- Take pride in your school

- Report maintenance or safety concerns



**Conduct**

- Use appropriate language

- Make responsible choices

- Model maturity

- Maintain a safe environment for everyone

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# CAFETERIA BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Meal Service**

- Respect cafeteria staff and peers

- Wait your turn patiently

- Make healthy choices

- Follow cafeteria procedures



**Seating Area**

- Use appropriate voice levels

- Clean your area before leaving

- Demonstrate responsibility

- Keep walkways clear and safe



**Social  
Interaction**

- Include and respect others

- Resolve disagreements appropriately

- Build positive relationships

- Maintain a welcoming environment

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**





# FIELD TRIP BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Travel**

- Respect chaperones and peers
- Follow all directions promptly
- Participate fully in activities
- Follow transportation safety expectations



**Public  
Settings**

- Represent SLA positively
- Demonstrate professionalism
- Engage in learning opportunities
- Follow all safety guidelines



**Group  
Activities**

- Respect facilities and guests
- Stay with assigned groups
- Ask questions and participate
- Report concerns immediately

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# VISITOR INTERACTION BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Greeting  
Visitors**

- Use polite language and manners

- Introduce yourself appropriately

- Represent SLA positively

- Help create a welcoming environment



**Conversations**

- Listen respectfully

- Respond appropriately

- Engage professionally

- Follow adult directions



**School  
Representation**

- Demonstrate professionalism

- Take pride in your behavior

- Showcase leadership skills

- Promote a positive school culture

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**





# CULINARY ARTS CLASSROOM BEHAVIOR NORMS

## CORE BEHAVIOR NORMS

| <br><b>RAMS</b>              | <br><b>Respect</b> | <br><b>Attitude &amp; Accountability</b> | <br><b>Motivation</b> | <br><b>Spirit &amp; Safety</b> |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br><b>Food Preparation</b> | <ul style="list-style-type: none"><li>• Respect instructors and classmates</li></ul>                | <ul style="list-style-type: none"><li>• Follow recipes and procedures</li></ul>                                           | <ul style="list-style-type: none"><li>• Develop culinary skills</li></ul>                               | <ul style="list-style-type: none"><li>• Follow food safety guidelines</li></ul>                                   |
| <br><b>Equipment Use</b>   | <ul style="list-style-type: none"><li>• Respect shared equipment</li></ul>                          | <ul style="list-style-type: none"><li>• Use tools responsibly</li></ul>                                                   | <ul style="list-style-type: none"><li>• Practice techniques consistently</li></ul>                      | <ul style="list-style-type: none"><li>• Follow kitchen safety procedures</li></ul>                                |
| <br><b>Work Stations</b>   | <ul style="list-style-type: none"><li>• Maintain clean work areas</li></ul>                         | <ul style="list-style-type: none"><li>• Complete assigned tasks</li></ul>                                                 | <ul style="list-style-type: none"><li>• Take pride in presentation</li></ul>                            | <ul style="list-style-type: none"><li>• Sanitize surfaces properly</li></ul>                                      |
| <br><b>Team Activities</b> | <ul style="list-style-type: none"><li>• Collaborate respectfully</li></ul>                          | <ul style="list-style-type: none"><li>• Fulfill assigned roles</li></ul>                                                  | <ul style="list-style-type: none"><li>• Support team success</li></ul>                                  | <ul style="list-style-type: none"><li>• Maintain a safe kitchen environment</li></ul>                             |

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# ONLINE STUDENT BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Virtual  
Classes**

- Use respectful communication

- Attend and participate consistently

- Stay actively engaged

- Follow digital citizenship expectations



**Online  
Assignments**

- Respect academic integrity

- Complete work independently

- Take ownership of learning

- Protect account information



**Virtual  
Discussions**

- Listen to others' perspectives

- Contribute appropriately

- Participate meaningfully

- Maintain a positive online environment

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**





# LUNCH DETENTION BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Participation**

- Respect supervising staff

- Follow expectations without reminders

- Reflect on choices and growth

- Maintain a positive environment



**Reflection  
Activities**

- Respect the process

- Complete assigned reflection tasks

- Demonstrate willingness to improve

- Follow all procedures



**Conduct**

- Use appropriate language

- Accept responsibility for actions

- Develop strategies for success

- Maintain a safe setting

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# IN-SCHOOL SUSPENSION (ISS) BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Work  
Completion**

- Respect the learning environment
- Complete assigned work
- Stay focused and productive
- Follow all ISS procedures



**Reflection**

- Respect staff support
- Take responsibility for choices
- Develop improvement goals
- Participate appropriately



**Conduct**

- Demonstrate professionalism
- Follow directions immediately
- Maintain a positive attitude
- Support a safe learning environment

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# ATTENDANCE / MISSING SCHOOL BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Daily  
Attendance**

- Respect the learning process
- Attend school consistently
- Prioritize academic success
- Arrive on time and prepared



**Absences**

- Communicate appropriately
- Make up missed work promptly
- Stay connected to learning
- Follow attendance procedures



**Engagement**

- Respect instructional time
- Be present and involved
- Pursue goals consistently
- Contribute positively to school culture

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# TECHNOLOGY USE BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Device Use**

- Respect shared technology
- Use devices for approved purposes
- Utilize technology to learn and create
- Protect devices and accounts



**Digital  
Communication**

- Communicate respectfully online
- Think before posting or sharing
- Use technology productively
- Follow digital citizenship guidelines



**Internet  
Access**

- Respect network resources
- Access approved websites
- Research and explore responsibly
- Report inappropriate content

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# LIBRARY BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Reading  
Areas**

- Respect quiet study spaces

- Follow library procedures

- Explore new learning opportunities

- Maintain a productive environment



**Materials**

- Handle books and resources carefully

- Return items on time

- Use resources to support learning

- Report damaged materials



**Collaboration**

- Respect others' work

- Use appropriate voice levels

- Participate in learning activities

- Follow staff directions

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# OUTSIDE OF SCHOOL BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



**RAMS**



**Respect**



**Attitude &  
Accountability**



**Motivation**



**Spirit & Safety**



**Community  
Conduct**

- Treat others respectfully

- Make responsible decisions

- Represent SLA positively

- Promote safety in the community



**Social  
Media**

- Communicate respectfully online

- Think before posting

- Use social platforms positively

- Protect yourself and others



**Public  
Events**

- Demonstrate professionalism

- Follow rules and expectations

- Engage positively

- Represent the RAMS values

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**







# ATHLETICS & SPORTS BEHAVIOR NORMS

## CORE BEHAVIOR NORMS

| <br><b>RAMS</b>                    | <br><b>Respect</b> | <br><b>Attitude &amp; Accountability</b> | <br><b>Motivation</b> | <br><b>Spirit &amp; Safety</b> |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br><b>Competition</b>             | <ul style="list-style-type: none"><li>• Demonstrate sportsmanship</li></ul>                         | <ul style="list-style-type: none"><li>• Follow team and game rules</li></ul>                                              | <ul style="list-style-type: none"><li>• Give maximum effort</li></ul>                                   | <ul style="list-style-type: none"><li>• Compete safely and fairly</li></ul>                                       |
| <br><b>Practices</b>             | <ul style="list-style-type: none"><li>• Respect coaches and teammates</li></ul>                     | <ul style="list-style-type: none"><li>• Arrive prepared and on time</li></ul>                                             | <ul style="list-style-type: none"><li>• Improve skills consistently</li></ul>                           | <ul style="list-style-type: none"><li>• Follow all safety expectations</li></ul>                                  |
| <br><b>Team Culture</b>          | <ul style="list-style-type: none"><li>• Support teammates</li></ul>                                 | <ul style="list-style-type: none"><li>• Accept feedback positively</li></ul>                                              | <ul style="list-style-type: none"><li>• Pursue team goals</li></ul>                                     | <ul style="list-style-type: none"><li>• Build a positive team environment</li></ul>                               |
| <br><b>School Representation</b> | <ul style="list-style-type: none"><li>• Respect opponents and officials</li></ul>                   | <ul style="list-style-type: none"><li>• Represent SLA professionally</li></ul>                                            | <ul style="list-style-type: none"><li>• Demonstrate leadership</li></ul>                                | <ul style="list-style-type: none"><li>• Promote pride and safety on and off the field</li></ul>                   |

**RESPECT • ATTITUDE & ACCOUNTABILITY • MOTIVATION • SPIRIT & SAFETY**

**RAMS**



# TUTORING BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



### RAMS



### Respect



### Attitude & Accountability



### Motivation



### Spirit & Safety



#### Arrival & Preparation

- Respect tutors and fellow students
- Arrive on time with required materials
- Come ready to learn and improve
- Follow all tutoring space expectations



#### Learning Sessions

- Listen actively and participate respectfully
- Take responsibility for your learning
- Ask questions and engage fully
- Maintain a focused, positive environment



#### Independent Practice

- Respect the learning of others
- Complete assigned tasks and activities
- Put forth your best effort
- Use materials appropriately and safely



#### Collaboration

- Encourage and support peers
- Contribute positively to group activities
- Help others achieve success
- Promote a safe and welcoming atmosphere



#### Completion & Reflection

- Thank tutors and staff appropriately
- Track progress and follow through on goals
- Celebrate growth and improvement
- Leave the area clean and organized

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**RAMS**





# SUBSTITUTE TEACHER BEHAVIOR NORMS

## CORE BEHAVIOR NORMS



### RAMS



### Respect



### Attitude & Accountability



### Motivation



### Spirit & Safety



#### Substitute Arrival

- Greet the substitute appropriately
- Follow directions the first time
- Begin class ready to learn
- Help create a calm, safe classroom



#### Classroom Expectations

- Use appropriate language and tone
- Follow normal classroom routines
- Stay focused on assigned work
- Keep hands, feet, and objects to yourself



#### Work Completion

- Respect the learning process
- Complete all assigned tasks
- Put forth your best effort
- Use materials responsibly



#### Asking for Help

- Speak politely and wait your turn
- Ask appropriate questions
- Seek support when needed
- Avoid disrupting others' learning



#### School Representation

- Treat the substitute as a guest teacher
- Make choices that reflect RAMS values
- Show leadership when adults are new to the room
- Represent SLA with pride and professionalism

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# Southwest Leadership Academy Student Code of Conduct

## Violations Index

Violations of Arizona Revised Statutes (A.R.S.) may result in the notification of the appropriate law enforcement agency.

### 1. **Academic Misconduct**

Academic misconduct includes, but is not limited to, cheating, plagiarism, forgery, and lying.

A student shall not use, or attempt to use, the academic work, or research of another person and represent it as his own. Academic cheating, including the use of electronic devices, may result in loss of credit.

A student shall not use, or attempt to use, the identity or signature of another person and represent it as his own for his own benefit or with intent to defraud.

A student shall not make an untrue statement with intent to deceive or create a false or misleading impression.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- All offenses will be dealt with on a case-by-case basis. Severity of the offense will determine length of detention, suspension, loss of credit, or expulsion.

#### 1. **Tobacco/Cigarettes/Smoking Supplies - Possession or Use**

According to state law, it is unlawful to possess or use tobacco in any form on the school campus, a school activity, or any type of school property. Electronic cigarettes or cigarettes in any form, and smoking supplies such as pipes, hookah pipes, etc., are also not permitted on the school campus, a school activity, or any type of school property.

### **FIRST OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Assigned Detention/Community Service for one (1) to three (3) days.
- Completion of tobacco and smoking cessation class with school social worker
- **Failure to complete class or serve first offense discipline will result in immediate movement to second offense level.**

### **SECOND OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Out-of-School Suspension (OSS) for three (3) school days
- Entry into and successful completion of a tobacco and smoking cessation class given by school social worker; **Parent(s) or guardian(s) are required to attend the drug and alcohol awareness class with their student and a Plan for Success meeting with administration.**
- **Depending on the quantity, possession or distribution of alcohol, drugs or paraphernalia can be the basis for beginning discipline at the third violation level**
- **Failure to complete drug class or serve second offense discipline will result in immediate movement to third offense level.**

### **THIRD OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Three (3) days Out-of-School Suspension (OSS)
- **Parent required to attend Plan for Success meeting to create a behavior contract.**
- **If the above conditions are not met, the student may be assigned to suspension for nine (9) school days.**

## **1. Alcohol, Drugs and Paraphernalia – Possessing and Using**

A student shall not possess, use, or be under the influence of alcohol or drugs (except that use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations). For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, and peyote as those terms are defined in

A.R.S. §13-3401, and imitation controlled substances as defined by A.R.S. §13-3451. It shall include the use of over-the-counter medication and hallucinogenic. A student shall not possess or use drug paraphernalia as defined by A.R.S. §13-3415.

### **FIRST OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to police if illicit drugs or inappropriate use of prescription drugs are involved
- In-School Suspension (ISS) for three (3) school days
- Entry into and successful completion of a drug and alcohol awareness class given by school social worker. This class will be provided during after school hours during the ISS timeframe.
- **The parent(s) or guardian(s) is encouraged to attend drug class assigned to student by school social worker.**
- **Depending on the quantity, possession or distribution of alcohol, drugs or paraphernalia can be the basis for beginning discipline at the second violation level**
- **Failure to complete drug class or serve first offense discipline will result in immediate movement to second offense level.**

### **SECOND OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to police if illicit drugs or inappropriate use of prescription drugs are involved
- Out-of-School Suspension (OSS) for three (3) school days
- Entry into and successful completion of a drug awareness class given by school social worker; **Parent(s) or guardian(s) are required to attend the drug and alcohol awareness class with their student and a Plan for Success meeting with administration.**
- **Depending on the quantity, possession or distribution of alcohol, drugs or paraphernalia can be the basis for beginning discipline at the third violation level**
- **Failure to complete drug class or serve second offense discipline will result in immediate movement to third offense level.**

### **THIRD OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to police if illicit drugs or inappropriate use of prescription drugs are involved.
- Out-of-School Suspension (OSS) for five (5) school days
- **Failure to serve third offense discipline will result in immediate long-term suspension or expulsion.**
- **Failure to adhere to behavior contract may result in modified suspension, long-term suspension or expulsion.**



## 1. **Alcohol and Drugs – Selling, Dispensing or Dealing**

A student shall not sell, possess for sale, offer to sell or dispense, alcohol or drugs (except that use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations). For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, peyote, and imitation controlled substances.

A student shall not sell, offer to sell, transfer, or use drug paraphernalia.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
  - Notification to police if illicit drugs or inappropriate use of prescription drugs are involved
  - A student who has committed this offense may be suspended to at least the end of the semester, or may be suspended for up to one (1) full school year, or may be expelled, depending on the severity of the offense.
  - If the disposition is less than an expulsion, the student who has committed this offense shall be

(A) referred to an approved community agency for chemical abuse treatment; (B) The parent/ guardian is encouraged to attend one or more hours with the community agency and be involved in the treatment plan; (C) Upon returning from the long-term suspension, the student must check in with the Principal/designee and provide written evidence that treatment has been completed, or that treatment is in progress with an approved agency, and a schedule to complete treatment has been established; and (D) Completion of the program must be verified by the agency.

- If it is the Governing Board's decision to expel the student, the student shall be referred to an approved community agency for chemical abuse treatment. If the student applies for readmission from expulsion, the Governing Board may consider if the student completed an approved chemical dependency program and may consider if the student enrolled in and completed credits at another educational institution during the time of the expulsion.

## 1. **Arson**

A student shall not start, attempt to start, or promote the continuation of any fire or explosion. This does not preclude teacher-approved class activities such as an approved and supervised experiment in a science class.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Student is subject to detention, suspension, or expulsion, depending on the severity of the offense;
- Notification to the appropriate law enforcement agency if the incident involved the arson of an occupied structure, fire department, and district facilities administrator; and
- Students may be required to attend an approved counseling program and pay restitution.

## 1. **Fights**

A student shall not mutually engage in a physical fight with any student, school employee, or any other person.

### **FIRST OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Assignment to In-School Suspension (ISS) for up to 3 school days, depending on severity.
- Placed on a Plan for Success prior to completing (ISS). Parents/Guardians **are required** to attend
- Student will be required to attend an anti-violence class with the school social worker.
- Failure to complete the course will result in immediate movement to additional offenses section.

### **ANY ADDITIONAL OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Suspension up to ten (9) school days, to the end of the semester, may be suspended for up to one (1) school year, or given a modified suspension.
- Completion of anti-violence classes with social worker and Plan for Success meeting to create a Behavior Contract. Parents/Guardians **are required** to attend.

## 1. **Assault Aggravated Assault**

For purposes of this rule, assault is defined as intentionally, knowingly, or recklessly causing physical injury to another person, intentionally placing another person in reasonable apprehension of physical injury and knowingly touching another person with intent to injure, insult, or provoke such a person.

## **Aggravated Assault**

A person commits aggravated assault if the person commits assault under any of the following circumstances: causes serious physical injury to another, uses a deadly weapon or dangerous instrument, is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under, knows or has reason to know that the victim is a peace officer or a school employee engaged in the execution of any official duties.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Possible notification to law enforcement if the assault meets the definition for aggravated assault
- A student who has committed assault may be given a modified suspension, suspended to at least the end of the semester, or may be suspended for up to one (1) full school year, or may be expelled, depending on the severity of the offense;
- Student may be referred to a community resource to attend positive choices classes.
- Completion of anti-violence classes with social worker and Plan for Success meeting to create a Behavior Contract. Parents/Guardians **are required** to attend.

### **1. Bullying General Harassment**

#### **Bullying**

Bullying may occur when a student or group of students engages in any form of behaviors that includes such acts as intimidation and/or harassment that

- has 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,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional 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, and
- damage to or theft of personal property.

## **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, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
  - Notification to police, depending on the severity of the offense;
  - A student who has committed the offense shall receive detention, suspension, or expulsion, depending on the severity of the offense; and
  - Student will be placed on a behavior contract and counseling will be required upon return to campus.
  - Completion of positive relationships and anti-bullying classes with social worker as well as mediation efforts with all parties involved.
  - Failure to complete the above may result in modified, short-term or long term suspension. .
- 1. Defiance of Authority**

A student shall obey the reasonable inquiries and directions of teachers, administrators, and other District employees and shall respond to requests for information from these persons in a truthful manner.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
  - Assignment to detention/community service or suspension for up to nine (5) school days, depending on the severity of the offense
  - After 3 referrals in one quarter, student and parent will be required to attend a Plan for Success meeting
  - Student and parent may be required to attend a Plan for Success meeting to create a Behavior Contract if behavior continues while on Plan for Success
- 1. Disruptive Conduct**

A student shall not engage in any conduct that might disrupt any school function, process, or activity.

- Classroom disruption is any disruption that occurs within the classroom during instructional time.
- Campus disruption is any disruption that occurs before, during, or after school, but not occurring in the classroom.
- Verbal provocation is the use of gestures or language including rumors that may incite another student(s) to fight.
- Minor aggressive act occurs when a student engages in non-serious, inappropriate physical contact such as slapping or pushing with the intent to cause harm. It also includes other conduct that demonstrates low level hostile behaviors.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Assignment to detention or suspension for up to nine (9) school days, depending on the severity of the offense
- After 3 referrals in one quarter, student and parent will be required to attend a Plan for Success meeting
- Student and parent may be required to attend a Plan for Success meeting to create a Behavior Contract if behavior continues while on Plan for Success

## **1. Dress and Appearance**

A student's dress and appearance shall not present health or safety problems or cause disruption of educational activities. Items of attire with obscene words, inappropriate slogans, or graphics shall not be worn or displayed. Immodest or indecent attire is not acceptable and footwear must be worn.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Change of clothing may be provided or the student may be sent home to correct the problem; and
- Assignment to detention or suspension for up to nine (5) school days.

## **1. Emergency Alarms and Fire Controls**

A student shall not activate or use any fire alarm or emergency control device unless the student reasonably believes that an emergency exists warranting use of the device.

The student and/or parents or guardian(s) shall be responsible for any fees assessed by the city, or county or government agency.

### **FIRST OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Suspension for five (5) to nine (9) school days; and
- Notification to law enforcement.

### **SECOND OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Suspension for balance of semester, possible modified suspension; and
- Notification to law enforcement.

### **THIRD OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Possible modified suspension or Expulsion; and
- Notification to law enforcement.

## **1. Endangering the Health and Safety of Others**

A student shall not engage in conduct that endangers or reasonably appears to endanger the health or safety of other students, school employees, or other persons.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Assignment to detention or suspension for up to nine (9) school days or modified suspension, depending on the severity of the offense; and
- Student and parent may be required to attend a Plan for Success meeting to create a Behavior Contract.



## **1. Gambling**

A student shall not engage in any game or activity that involves the element of risk or chance with the intention that property will be exchanged based on the outcome of the game or activity.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s); and
- Detention or suspension for up to nine (9) school days, depending on the severity of the offense.

## **1. Hazing and Initiation**

Hazing is prohibited. A student may be involved in an initiation ONLY when the activity has received the express approval of the principal and is properly supervised. All initiations that might involve verbal, physical, sexual, or any other actual or threatened abuse are absolutely prohibited. Initiations related to any school club, athletic team, or other group is subject to the above prohibitions, whether or not the conduct occurs on school grounds.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to law enforcement if appropriate; and
- Suspension for up to nine (9) school days, depending on the severity of the offense.

## **1. Multiple and Repeated Violations**

Multiple violations: If the student's discipline file contains violations of multiple rules, this may result in more severe penalties than the guidelines for a single offense.

Repeated violations: If the student's discipline file contains two or more violations of the same rule, this may result in more severe penalties than the guidelines for a single offense.

## **1. Obscenities, Profanity, Defamation, or Abusive Language**

A student shall not use profanity or defamatory or obscene language or gestures in oral, visual, or written form or knowingly distribute defamatory or obscene materials. Defamatory words or materials are those that are false and expose a person to hatred, contempt, ridicule, disgust, or an equivalent reaction, or are false and have a tendency to impugn a person's occupation, business, or office. Obscene materials may include but are not limited to those that an average person, applying contemporary standards of the school community, would find, taken as a whole, appeal to prurient interests and lack serious literary, artistic, political, or scientific value. The standard to be used is of the school community, recognizing that students are, as a group, younger and more sensitive than the general adult population.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s); and
- Assignment to detention or suspension for up to nine (9) school days, depending on the severity of the offense.
- After 3 referrals in one quarter, student and parent will be required to attend a Plan for Success meeting

## 1. Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when made by a student to another student or staff member. Dating abuse is a form of sexual harassment.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s), and Police if appropriate;
- A student who has committed sexual harassment or dating abuse shall receive modified suspension, suspension, or expulsion, depending on the severity of the offense; and
- Counseling required upon return to school. Completion of classes with social worker and Plan for Success meeting to create a Behavior Contract.

## 1. Sexual Misconduct

When on campus or at a school event, a student shall not engage in sexual conduct which a school community or the general public would likely find offensive, indecent, or grossly inappropriate. Such conduct includes acts such as inappropriate exposure of a private body part; intimate contact with a private body part of another individual; or intensely affectionate kissing, fondling, or caressing. A private body part in this context is defined as an area of the body which is generally associated with sex and normally covered by clothing when in public.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s) and Police if appropriate;
- A student who has committed sexual harassment or dating abuse shall receive modified suspension, suspension, or expulsion, depending on the severity of the offense; and
- Counseling required upon return to school. Completion of classes with social worker and Plan for Success meeting to create a Behavior Contract.

## **1. Technology, Improper use of**

Improper computer usage, network infraction, improper usage of telecommunication device or any other technology may include, but is not limited to, any of the following:

- Threatening or abusing any student, school employee, or any other person through electronic-messages. cyberbullying, sexting;
- Using a school computer in any way to gain access to obscene materials;
- Allowing obscene material to remain on computer system without immediate notification to appropriate school personnel;
- Providing or using another student's computer identification number and password;
- Inappropriately using a school computer identification number and password while off school premises;
- Entering into school's computer directories, files or programs without written authorization from appropriate school personnel; and
- Copying computer software from the school's computer system.
- Use of technology that might disrupt any school function, process or activity.

### ***ANY OFFENSES WILL BE DEALT WITH AS FOLLOWS:***

- Notification to parent(s) or guardian(s) and police as appropriate;
- Detention, suspension or recommended expulsion; and
- Depending on the severity of the offense or for repeated violations, the use of school technology (i.e. internet) may be revoked for up to one semester. If the student has required district, state or national assessments, the student's technology use will be monitored closely by the teacher and school technology staff for the duration of the revocation.

## **1.Theft, Extortion, Misrepresentation**

### **Theft**

A student shall not take, use, or borrow property belonging to another person without that person's permission to use or take the property.

### **Extortion/Misrepresentation**

A student shall not take, use, or borrow any property by misrepresentation, deception, or expressed or implied threat.

#### **FIRST OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to law enforcement if appropriate;
- Restitution or suitable arrangements for restitution prior to returning to school; and
- Suspension for three (3) to nine (9) school days.

#### **SECOND OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to law enforcement if appropriate;
- Restitution or suitable arrangements for restitution prior to returning to school; and
- Suspension for ten (9) school days or up to one semester.

#### **THIRD OFFENSES WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to law enforcement if appropriate;
- Restitution or suitable arrangements for restitution prior to returning to school; and
- Modified suspension or suspension for up to one school year or recommend expulsion if appropriate.

## **1. Threatening an Educational Institution**

A student shall not, by word or conduct threaten to cause physical injury to any employee or person attending an educational institution; threaten to cause damage to an educational institution or property of anyone attending an educational institution; enter or remain on property of an educational institution for the purpose of interfering with an educational institution or refuse to obey a lawful order to leave the property.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Notification to police;
- School Safety Committee will be convened if needed;
- Recommended for expulsion from school for at least one (1) school year;
- A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for expulsion for at least one (1) school year. However, the administration may modify this expulsion recommendation requirement for a student on a case-by-case basis. This modification may take place if the student takes responsibility for the threat and for the results of the threat. The student must then agree to participate in mediation, community service, restitution or other program(s) established by the administration.

## **1. Traffic Rules (Use of Motor Vehicle)**

When operating a motor vehicle on campus or at a school event, a student shall follow all school and public traffic rules. The student shall operate the motor vehicle in a safe and prudent manner. In order to park on campus, students must show proof of license, registration, and liability coverage.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- A student who has violated traffic rules shall receive detention, suspension, or expulsion, depending on the severity of the offense; and
- Driving and parking privileges on campus may be suspended or revoked.
- Vehicles may be towed at the discretion of the Principal; and
- Vehicles may be towed, with notification to parent(s) or guardian(s), after appropriate interventions have been exhausted.

## **Transit Rules (Use of School and Public Transportation)**

All students who ride the school bus or any public transportation shall not violate the policies in the Southwest Leadership Academy Student Procedures Handbook on the way to or from school.

- Bus Operators may contact the police when necessary.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s);
- Assignment to detention or suspension for up to nine (9) school days, depending on the severity of the offense;
- A student may lose privileges to ride the bus.



## **1. Trespassing**

A student shall not be present on a school campus without authorization. This includes a suspended or expelled student.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s) and police;
- A student who trespassed may receive detention or suspension.

## **1. Unauthorized Entry / Burglary**

A student shall not gain, or attempt to gain, forceful or unauthorized entry to, or occupation of, school buildings or grounds.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s) and police; and
- A student who has committed unauthorized entry shall receive suspension or expulsion, depending on the severity of the offense.

## **1. Unauthorized Visits to Other Campuses**

A student shall not be present on any other school campus without administrator approval except to attend appropriate extracurricular or public events.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s) and police as appropriate; and
- A student who has committed unauthorized visits shall receive detention or suspension, depending on the severity of the offense.

## **1. Vandalism, Destruction of Property**

A student shall not damage, destroy, or deface including, but not limited to, graffiti, tagging, etc., any school property or property belonging to any other person.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s)
- Notification may be made to police;
- Restitution or suitable arrangements for restitution prior to returning to school;
- A student who has committed vandalism or destruction of property shall receive detention, suspension, or expulsion depending on the severity of the offense; and

## **1. Violation of School Procedures and Rules**

Violation of school procedures can occur when on campus, going to or from school, or attending a school event; For example: A student not wearing his/her picture identification card may be requested by the appropriate authority to present and wear the identification card. If unwilling to do so, he or she may be subject to removal from District premises.

Excessive tardies are also considered a violation of school procedures.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- All offenses will be dealt with on a case-by-case basis. Severity of the offense will determine length of detention, suspension or expulsion.

## **1. Weapons and Dangerous Items**

A student shall not possess or use weapons, explosives, dangerous items, or items that can be interpreted as being able to cause bodily harm to a person or persons.

Weapons and dangerous items, include but are not limited, to guns, realistic toy guns, simulated weapons, chains, knives, clubs, brass knuckles, fireworks, explosives, etc.

Simulated weapon is defined as an instrument displayed or represented as a weapon.

Dangerous item is defined as anything that, under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury. This definition may include, but is not limited to, weapons, bombs, lighters and other incendiary devices, and firearms.

### **ANY OFFENSE WILL BE DEALT WITH AS FOLLOWS:**

- Notification to parent(s) or guardian(s) and police; and
- The student may be suspended for a period of up to one (1) school year, with loss of credits if so ordered, or may be expelled, depending on the severity of the offense.
- Per the Gun-Free Schools Act, any student found guilty of bringing a firearm to school or possessing a firearm at school shall be expelled for at least one year,
- For all other weapons and dangerous items, the student may be suspended for a period of up to one school year, with loss of credits if so ordered, or may be expelled, depending on the severity of the offense.

***LEGAL: A.R.S. §13-1201, 1202, 1203, 1401, 1501, 1506, 1602, 1701, 1709, 1802, 1804, 2001,***

***2911, 3101, 3301, 341, 3405, 3411, 3415, 3622***

***A.R.S. §15-2301, 341, 381, 841, 842***

***A.R.S. §28-3473, §36-798, §4-241, §8-309***

**Southwest Leadership Academy**

4301W. Fillmore Street

Phoenix, AZ 85043

(602)265-2000

Lola Donaldson, Principal

# Statement of non-discrimination



Southwest Leadership Academy does not discriminate on the basis of race, color, religion, national origin, sex, disability, - age, sexual orientation, gender identity, gender expression, or immigration status (as permitted by law) in admission and access to its programs, services, activities, or in any aspect of their operations.

Southwest Leadership Academy's Career and Technical Education (CTE) program offerings include Barber; Cosmetology; Robotics, Culinary Arts and Coding.

For more information and full listing of CTE programs, visit <https://southwestleadershipacademy.com/academics/>

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

Myles Jackson. 4301 West Fillmore St. Phoenix, AZ 85043

602.265.2000 ext. 2312. [myles.jackson@rop.com](mailto:myles.jackson@rop.com)

**Title IX Coordinator**



Jarod Pidgeon. 4301 West Fillmore St. Phoenix, AZ 85043

602.265.2000 ext. 2333. [jarod.pidgeon@rop.com](mailto:jarod.pidgeon@rop.com)

**Section 504 Coordinator**



For further information on notice of non-discrimination, for the address and phone number of the office that serves -  
Arizona, or call 1-(800) 421-3481

# Notification of Confidentiality Rights



## Confidentiality

The right to inspect and review education records and the release of or access to such records, other information, or instructional materials will be consistent with federal law in the Family Educational Rights and Privacy Act, Title 20, United States Code, sections 1232g and 1232h, the USA PATRIOT ACT, ESSA and with federal regulations issued pursuant to such act. Annual Notification Within the first three (3) weeks of each school year, the district will publish in a district communication a notice to parents and eligible students of their rights under the FERPA and this procedure.

This notice will also be provided to each parent of new students enrolling after school begins

[34 C.F.R. 99.7].

The district will arrange to provide translation of the notice to non-English-speaking parents in their native language or mode of communication [34 C.F.R. 300.9]. The notice shall inform the parents of:

- A. The right of the parent or an eligible student to inspect and review the student's education records.
- B. The intent of the district to limit the disclosure of personally identifiable information contained in a student's education records, including disciplinary records, except by the prior written consent of the parent or eligible student or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or the ESSA.
- C. The right of the parent or eligible student to seek to correct parts of the school education records that the student or the parent believes to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request.
- D. The right of the parent or eligible student to file a complaint with the U.S. Department of Education if they believe the district has violated the FERPA.
- Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act (FERPA) and this procedure [34 C.F.R. 99.7 and 300.613]. The notice shall also include:
  - A. The procedure for exercising the right to inspect and review education records.
  - B. The procedure for requesting amendments of education records that the parent or eligible student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.
  - C. The conditions when prior consent is not required, the criteria for determining who constitutes a school official and what constitutes a legitimate educational

## Notification of Confidentiality Rights

If the School District permits the release of directory information relating to pupils, the information shall be released on or before October 31 of each year. The Superintendent shall develop procedures to communicate to students and their parents in a timely manner, information relating to access to the Arizona Department of Education form which is designed to allow pupils to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by Every Student Succeeds Act of 2015 (ESSA).

### **Southwest Leadership Academy**

4301 W. Fillmore St.

Phoenix, AZ 85043

(602)265-2000

Lola Donaldson, Principal

# Southwest Leadership Academy



## 2026–2027 Assessment & Testing Procedures

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#### Purpose

The purpose of this manual is to provide consistent procedures for administering benchmark and state assessments at Southwest Leadership Academy. Following these procedures ensures:

- Accurate student data
- Secure testing environments
- Compliance with Arizona Department of Education and testing vendors
- Consistent expectations for students and staff
- Reliable assessment results used to guide instruction and graduation planning



# Annual Testing Calendar Staff Roles & Responsibilities



| Assessment          | Students              | Window               | Setting      |
|---------------------|-----------------------|----------------------|--------------|
| IXL Benchmark #1    | All Students          | August <b>10-13</b>  | 1st-3rd hour |
| IXL Benchmark #2    | All Students          | October <b>19-22</b> | 1st-3rd hour |
| IXL Benchmark #3    | All Students          | January <b>11-14</b> | 1st-3rd hour |
| AZELLA Placement    | New EL Students       | Ongoing              | Rm. 39       |
| AZELLA Reassessment | EL Students           | February 1-March     | Rm. 39       |
| ACT Aspire/ACT      | Grade 9/11            | March <b>29</b>      | 10/12 @ home |
| AZSci/Benchmark #4  | Grade 11/Grades 10/12 | April <b>5</b>       | 9 @ home     |

## District Test Coordinator

- Oversees all state assessments
- Maintains compliance with ADE
- Reports testing irregularities
- Coordinates testing materials

## School Test Coordinator

- Creates testing schedules
- Organizes testing rooms
- Trains staff
- Coordinates accommodations
- Oversees make-up testing
- Monitors testing completion

# Benchmark Testing Procedures (IXL)



**Purpose:** IXL Diagnostic Assessments measure student growth in Mathematics and English Language Arts. Results help teachers identify learning gaps, monitor progress, and develop individualized instructional plans.

## Before Testing

All staff members participating in testing will:

### Technology

- Verify all Chromebooks are fully charged.
- Confirm internet connectivity.
- Test access to the required testing platform.
- Report technology concerns to IT immediately.

### Classroom Setup

- Remove or cover instructional materials.
- Display only approved testing information.
- Ensure student seating promotes academic honesty.
- Prepare login information.
- Have headphones available if required.

### Staff Responsibilities

- Review student rosters.
- Verify accommodations.
- Review testing schedule.
- Prepare attendance sheets.
- Review emergency procedures.
- **NO RADIO TRAFFIC AT ALL** (use your office phone to make contact with office as needed)

# Student Check-In



All staff members participating in testing will:

- Welcome students.
- Verify attendance.
- Review testing expectations.
- Explain the purpose of the assessment.
- Remind students to give their best effort.
- Collect or secure all electronic devices.

**Classroom Expectations.** Students are expected to:

- Work independently.
- Give their best effort.
- Keep phones turned off and in phone home
- Raise their hand if assistance is needed.
- Remain quiet throughout testing.
- Complete the assessment in English **ONLY**.
- Wear headphones when necessary.
- Students not allowed to use restroom, except during scheduled bathroom break.

## Testing Procedures

1. Students log into IXL.
2. Select the assigned Diagnostic Assessment.
3. Begin testing.
4. Teachers actively monitor students using the IXL Analytics Dashboard.
5. Teachers continuously circulate throughout the room.
6. Maintain a quiet testing environment.
7. No instructional assistance may be provided.

# Testing Schedule



Students will:

- Begin testing during 1st Hour.
- Remain with their testing teacher through 3rd Hour.
- Receive scheduled restroom breaks.
- Remain in the testing room unless approved by administration.

Students arriving after **8:30 AM** will report to **Room 39** for testing.

**Testing Security.** All staff are responsible for maintaining test security.

Staff must:

- Actively monitor students.
- Keep testing materials secure.
- Prevent access to unauthorized websites.
- Never discuss secure testing content.
- Never copy or photograph testing materials.
- Report any testing irregularity immediately.
- Maintain confidentiality before, during, and after testing.

**Accommodations.** Students will receive accommodations according to their:

- IEP
- 504 Plan
- English Learner Plan

**Possible accommodations include:**

- Extended time
- Small-group testing
- Frequent breaks
- Read-aloud (when permitted)
- Separate setting

**Make-Up Testing.** Students absent during testing will complete assessments during:

- Scheduled make-up sessions
- Teachers are responsible for monitoring completion and notifying the Testing Coordinator of outstanding assessments.

# State Assessment Procedures



## General Preparation & Prior to each assessment:

- Verify student rosters.
- Confirm accommodations.
- Reserve testing rooms.
- Prepare technology.
- Communicate schedules to staff.
- Notify students and families.

## Test Specific Procedures ACT (Grade 11)

- Administered on the official statewide ACT Day (March 29th, 2026)
- Strict adherence to ACT security procedures
- Online format
- Administered in small group rooms ( $\leq 25$  students)
- Test administrators must complete ACT training modules prior

## ACT Aspire (Grade 9)

- Online assessment via ACT Aspire platform in Test NAV
- Students complete test in one day
- Quiet testing environment with monitored breaks (per ACT guidelines)

## AZSci (Grade 11)

- Online science test aligned to new science standards
- Conducted in testing lab (39)
- Students testing complete in one day

## AZELLA Placement

- Triggered upon enrollment for flagged students (registrar)
- Administered by trained personnel only (DTC/STC/Proctors)
- Conducted 1:1 or in small group settings ( $< 5$ )
- Must be completed within 10 school days of enrollment or first 10 days of school year for non-compliant students (code 8 on EL73 report)

## AZELLA Reassessment

- Conducted annually for EL students
- Follow ADE's scannable materials or online platform guidelines on ADE OELAS homepage
- Group administration with quiet testing environment (Testing Lab 39)
- Ensure use of accommodations as listed on IEP if available



# Testing Security



**All staff are responsible for maintaining test security.**

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- Keep testing materials secure.
- Prevent access to unauthorized websites.
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**Accommodations.** Students will receive accommodations according to their:

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**Possible accommodations include:**

- Extended time
- Small-group testing
- Frequent breaks
- Read-aloud (when permitted)
- Separate setting

All accommodations must follow vendor guidelines.

**Make-Up Testing.** Students absent during testing will complete assessments during:

- Scheduled make-up sessions
- Teachers are responsible for monitoring completion and notifying the Testing Coordinator of outstanding assessments.

# Testing Security



## Emergency Procedures & Technology Failure.

Students will:

- Student remains seated.
- Notify IT immediately.
- Pause testing if permitted.
- Document the incident.

### Medical Emergency

- Contact the front office.
- Follow emergency procedures.
- Document any interruption.

### Fire Alarm

- Follow school evacuation procedures.
- Secure testing materials.
- Resume testing only when authorized.

### Lockdown

- Follow school safety procedures.
- Maintain test security.
- Await administrative direction.

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## Teachers/Test Administrators

- Maintain testing security
- Follow testing scripts
- Actively monitor students
- Verify attendance
- Report concerns immediately

## Technology Coordinator

- Prepare Chromebooks
- Verify Wi-Fi connectivity
- Install testing software
- Troubleshoot technology issues

# ROP EDUCATION QUALITY ASSURANCE CHECKLIST

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |            |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------|
| Program:<br><br>Date:<br><br>Evaluator: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teacher/Subject:<br><br>Time in: _____ Time Out: _____<br><br><b>Continuous Quality Improvement Education</b>                |            |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Comments</b><br><b>Please identify the Best Practice; Strengths; Repeat Violations; Immediate Actions; Non-Applicable</b> | <b>0-3</b> |
| 1                                       | <b>School Climate:</b> Supports student learning, student work displayed in and out of classroom, Students respect the facilities and equipment (desk, technology, etc.). The following postings should be displayed in school: 3E Poster, 4R Poster, School Norms, COGNIA Accreditation, school license (if applicable), upcoming events (ie. cultural activities, sports, clubs, etc.)<br><b>Evidence of Plan of the Day:</b> Teacher greets students at the door, |                                                                                                                              |            |
| 2                                       | student greeter is prepared to greet visitors. Sub-folders are accessible in the classroom, student teacher ratio do not exceed program requirements, students demonstrate pro-social skills.<br><b>Classroom set-up:</b> The following postings should be displayed in the                                                                                                                                                                                          |                                                                                                                              |            |
| 3                                       | classroom: current student work, word wall, seating chart, bell ringer activity, state standards, lesson plan, objectives, daily assignments, assessments to determine student comprehension, classroom/school norms, weekly education goals, computer use policy, character traits. Classroom is clean, organized, and floor clear of debris.<br><b>Academic Rigor:</b> Evidence of lesson planning, bell to bell instruction,                                      |                                                                                                                              |            |
| 4                                       | students are processing information at a high level of Bloom's Taxonomy, curriculum is aligned with State and/or Common Core Standards, multiple measures are utilized to assess student progress.<br><b>Student Recognition:</b> School utilizes multiple recognition strategies,                                                                                                                                                                                   |                                                                                                                              |            |
| 5                                       | system of recognition is defined and consistent, the recognition strategies help students develop a respect for social skills, employment education, self-motivation and self-confidence as well as encourage skill development. Required: Student of the week, most improved student, character trait of the month, monthly academic recognition assembly, honor roll celebrations, and commencement celebrations.                                                  |                                                                                                                              |            |

# ROP EDUCATION QUALITY ASSURANCE CHECKLIST

|    |                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 6  | <b>Assessment Data:</b> Evidence that STAR 360 and other interim & formative assessment data is utilized in the classroom to help guide student growth & mastery of state-specific learning standards for reading & math, STAR 360 assessments are administered within 10 days of intake, quarterly, & prior to student discharge.                                                                                           |  |  |
| 7  | <b>Teaching and Assessing for Learning:</b> Students are authentically engaged in class, Evidence of daily, weekly, and term grades, Student grades are recorded in appropriate state database and/or Power School a minimum of two times per week, Evidence of student progression in the course, teacher require complete sentences and proficient grammar at every chance he/she gets.                                    |  |  |
| 8  | <b>Purpose/Direction:</b> Evidence of Target Teaching Methodologies, teacher instructional delivery uses different modalities of instruction to accommodate different learning styles and abilities, curriculum reflects a commitment to equity and demonstrate an appreciation for diversity, students given the opportunity to apply knowledge, students actively engaged in learning.                                     |  |  |
| 9  | <b>Proper usage of online curriculum:</b> Evidence that online curriculum is being utilized to ensure rigor, keep students on track to graduate, and master grade-level concepts, SPED accommodations and modifications are being provided with the online curriculum, Start dates and target dates are included for all courses and corresponds with realistic course completion times (average of 50-70 hours per course). |  |  |
| 10 | <b>Student Education Files:</b> Previous school transcripts, intake questionnaire, Graduation/Academic Plan, class schedule, communication and access log, grade cards, progress notes, assessment data (STAR 360, state assessments), Evidence of the 3 E's (enrolled, employed, enlisted).                                                                                                                                 |  |  |
| 11 | <b>IDEA Compliance:</b> IEP implementation dates are current, evaluation is current and in file, teachers are aware and follow student accommodations/modifications based on IEP, change of placement notifications, provided service log, 90% of IEP's are compliant within 60 days of intake.                                                                                                                              |  |  |
| 12 | <b>Teacher Certifications:</b> Documentation of teacher certifications are maintained in Employee file; teachers are teaching within content area.                                                                                                                                                                                                                                                                           |  |  |

# ROP EDUCATION QUALITY ASSURANCE CHECKLIST

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 13 | <p><b>KPI Data:</b> Education KPI data completed on time, 95% of exiting students will leave with certifications in CPR/First Aid, OSHA, and ServSafe, Student STAR 360 GE growth will be documented on Education KPI report, Quarterly Academic Surveys will be recorded accurately on the KPI report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
| 14 | <p><b>Education Surveys:</b> Surveys are conducted quarterly with students, staff, parents/guardians, and stakeholders. Surveys are used to guide school policies, procedures, and improvement plans.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
|    | <p><b>Technology:</b></p> <p><b>Maintenance and storage of student technology:</b> student systems (chrome books) are numbered and an accurate accounting of the systems are available. There should be a record of each student the technology is issued to.</p> <p>Chrome books are stored in a secure location and cleaned and charged on a daily basis. Any damage is recorded in a log and reported to the IT department if needed.</p> <p><b>Classroom Technology:</b> teacher computers, projectors, Box light boards etc. should be in good condition and stored in secure locations. Classrooms using student technology should be set up in a way that screens are easily viewed by the teacher at all times.</p> |  |  |