

IMAGINE ROSEFIELD

STUDENT/PARENT HANDBOOK

2025-2026

Excellence, Leadership, Tradition





2025-2026

Imagine Rosefield Student/Parent Handbook

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Please Return the Partnership Agreement, on the last page, to your child's teacher during the first week of school.

It is the policy of Imagine Rosefield that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, handicap, or marital status in any program, service, or activity for which the school is responsible. The school will comply with state and federal law requirements concerning nondiscrimination and will strive by its actions to enhance the dignity and worth of all persons.





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Dear Imagine Rosefield Families:

Thank you for placing your trust in our school to educate your child. As a parent choice school, we fully appreciate the fact that you have many schools in the area from which to choose. This being the case, we dedicate ourselves to serving your children with the best instructional practices and resources to support your child's academic and character growth.

We believe that positive character development is equally important to academic growth. As a State and National School of Character Award recipient, we continue to focus our efforts on methods to create an environment of caring, empathy and compassion for all school students, parents and staff. As with any campaign, partnering with parents is critical to student success. Our staff is highly dedicated and experienced in doing what is best for students. The trust that you place in our staff is critical to our success.

With respect to academics, we continually monitor data to provide every student with the instruction and support that they need to continually grow. Our students experience positive growth and proficiency in academic areas, however, we strive to improve each year. Our teachers and staff are dedicated to improving their skills and knowledge through professional development and research with the goal of supporting student achievement.

As we embark on another school year, we ask that you continue to support us in developing trust in our staff through consistent and positive communications. As we continue down the path of becoming an increasingly great school, we are dependent on your support and partnership and we thank you all for your unwavering support!

With Great Respect and Admiration,

Dr. Joshua Jordan, M. Ed
Principal

Tammie Willkom, M. Ed
Assistant Principal

Christine Nelson
Academic Dean





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Imagine Schools Background

Visionary Academic Goals

Imagine Schools aims for **every student to gain more than one year's growth during the academic year**. We also strive for all students who enter Imagine Schools below grade level to attain grade level proficiency within three years or less. Those at or above grade level will be challenged to soar beyond expectations.

Vision Statement

Imagine Rosefield will serve as a model within the community that provides every student with the motivation, skills and knowledge to achieve their maximum potential and become successful and compassionate citizens.

Mission Statement

The mission of Imagine Rosefield is to provide a safe environment in which all students regardless of their background will achieve the academic growth required to proceed to the next level of their education as guided by the state standards. Partnering with parents, all staff will commit to doing what it takes to ensure that students achieve academic success and become responsible, active and informed citizens.

In order to fulfill our Vision and Mission Imagine Rosefield stakeholders are committed to the following statements:

- We will live out and model the Imagine Schools Shared Values of Justice, Integrity, and Fun.
- We will ensure that all students are capable of success.
- We will partner with parents to ensure student success.
- We will take the necessary steps to ensure that all students feel safe at school.
- We believe that developing character and supporting academic success are equally important.
- We believe that excellent instruction starts with a growth mindset that enables all students to think critically, work with others, and persevere. Collaboration?





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Six Measures of Excellence

Test scores alone do not measure a school's performance. At Imagine Schools, we believe that operating a successful school requires constant attention in six important areas that we call Measures of Excellence:

- **Shared Values** – The principles that guide our decisions and activities.
- **Parent Choice** – The fact that parents choose our school rather than being assigned to Imagine Schools.
- **Academic Achievement** – Growth and success in meeting and exceeding academic expectations.
- **Positive Character Development** – Developing children in this area through modeling and teaching.
- **Economic Sustainability** – Operating successfully within our budget.
- **School Development** – Continuing to grow and develop our schools to support our students' success.

Shared Values

There are three principles that guide Imagine School's decisions and activities. We refer to these guiding principles as our Shared Values. We strive to adhere to these Shared Values in all that we do.

Integrity

Integrity means **wholeness**, or how things fit together. In the school setting it means we must balance the teaching and modeling of character development and academic achievement. It compels us to live the same values outside the schoolhouse as we do inside. It requires us to give the same priority to the stewardship of resources as we do to the development of virtuous characters and the attainment of academic success. Of course, it also means living up to our commitments to students, parents, and the local community. Integrity requires freedom mixed with responsibility and accountability.

Justice

Justice means **providing each person with what he or she deserves and what is appropriate**. Since each student, employee, parent and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness of equality, but that everyone is treated uniquely and appropriately.

Fun

Imagine Schools strive to create the most fun and successful schools possible. The fun value requires extraordinary decentralization of decision making to teachers, staff, and students to create a joy-filled school. Imagine Schools believes that each person was born to use his mind, heart, and physical skills to take actions, make decisions, and be held responsible for the results. The key to an exciting, fulfilling and enjoyable school is creating an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the results.





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Policies, Regulations and Guidelines

Statement of Intent to Comply

Imagine Rosefield affirms its intent to comply with all federal and state laws relating to the prevention of discrimination based upon race, color, creed, national origin, age, sex or handicap. This compliance includes, but is not limited to, the regulations of *Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 – 1688)*, issued by the United States Department of Health, Education and Welfare, which prohibit discrimination on the basis of sex in educational programs or activities which receive federal funds, extending to employment in and admission to such programs and activities; the *Education of All Handicapped Children Act (Public Law 94-142)*, now known as the *Individuals with Disabilities Education Act*; the *Americans with Disabilities Act (42 U.S.C. 12101 et seq.)*; and the *Rehabilitation Act (Section 504) (29 U.S.C. 794)*. This compliance also includes, but is not limited to, the regulations of *Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000(c) et seq.)*, which prohibit discrimination on the basis of race, color, creed, national origin, age, sex or handicap.

Annual Notification of Confidentiality of Student Records

The Governing Board has established written policies regarding the collection, storage, retrieval, use and transfer of information relating to the education of students. These policies and procedures ensure the confidentiality of the information and guarantee parents' and students' rights to privacy. These policies and procedures are in compliance with:

- The *Family Education Rights and Privacy Act of the United States Code [20 U.S.C. 1232(g) and 1232(h)]*; and the *Code of Federal Regulations (34 C.F.R. 99 et seq.)* issued pursuant to such act;
- The *Individuals with Disabilities Education Act of the United States Code [20 U.S.C. 1412(a)(8) and 1417(c)]*; and the *Code of Federal Regulations (34 C.F.R. 300.560 - 300.574)* issued pursuant to such act; and
- *Arizona Revised Statutes Section 15-141.*

Student education records are collected and maintained to help in the instruction, guidance and educational progress of a student; to provide information to parents and school staff; to provide a basis for the evaluation and improvement of school programs; and to assist in legitimate educational research. The records maintained by the school may include, but are not limited to, identifying data, report cards, transcripts of academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, teacher or counselor observations and verified reports of serious or recurrent behavior patterns. These records are housed in the office of each school, under the supervision of the building administrator, and are available only to the teachers and school staff working with a student. If a student should transfer to another school, these records will be sent to the new school upon that school's request. Otherwise, records are not released to most agencies or persons without the prior consent of parents.





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Parents have the right to inspect and review any and all records relating to their child, including a listing of persons who have reviewed or have received copies of the information. Parents who wish to review their child's records should contact administration for an appointment. School staff will be available to explain the contents of the records to parents. Copies of a student's education records will be made available to parents when it is not practical for parents to inspect and review the records at the school. Charges for the copies of records will be the actual costs of copying. If parents believe information in the record file is inaccurate or misleading, parents have the right to request that a correction be made and to add comments of their own. If at any time an agreement between the principal and parents cannot be reached, parents may contact the Regional Director or designee and request a hearing. Parents will be informed when personally identifiable information collected, maintained or used is no longer needed to provide educational services to their child. The information must be maintained for five (5) years after the date a child was last enrolled in this school district.

Copies of Imagine Schools' student education record confidentiality policies and procedures may be reviewed in the school office of each school. Federal law also permits parents to file a complaint with the Family Education Rights and Privacy Act Office in Washington, D.C., if parents feel the school is violating public school records policies and statutes.

FERPA (Family Education Rights and Privacy Act) Regulations

This act regulates school procedures so that the school protects the privacy of its students and families. To protect those rights, school staff:

- Will not share the name or other personal information about a student with parents or other community members;
- Will not discuss a student or family in public areas;
- Will allow only authorized individuals listed on the school's emergency card(s) to take a student from the school; and
- Will respect parents' wishes if they choose not to have directory information released or pictures taken for publication (a permission form is available at the time of enrollment).

Title I

Imagine Rosefield receives Title I, Part A, funds from the federal government. Title I funds support programs and services designed to assist a student in meeting academic or emotional needs. The Elementary and Secondary Education Act (ESEA) legislation requires schools that receive Title I funds to inform parents that they have the right to know the professional qualifications of their child's teachers, as well as the qualifications of any paraprofessional who provides instructional assistance to their child.

The following information will be made available upon request:

- The Arizona certification qualifications held by the teacher who services a child;





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- The baccalaureate degree, graduate degree and/or any other certification held by the teacher who services a child; and
- The qualifications of the paraprofessional who services a child.

The State of Arizona uses the AzMERIT assessment to determine the achievement levels of a student in specific core subject areas. Parents have the right to request the achievement level of their child if their child took the AzMerit assessment. Please contact the school office to request information related to the qualifications of teachers or Paraprofessionals, as well as AzMerit scores.

Imagine Rosefield Attendance Policy

The emphasis of the Imagine Rosefield attendance policy is on the importance of keeping students in school and providing them access to the curriculum. Parents/guardians are charged by law with responsibility for their child's consistent school attendance. Imagine School administrators will enforce the laws regarding attendance with consideration for the variables that affect children and families. School administrators will focus on the prevention and correction of the causes of absenteeism.

Arizona State Attendance Policies- Title 15 - Education

15-803. School attendance; exemptions; definitions

- A. It is unlawful for any child who is between six and sixteen years of age to fail to attend school during the hours school is in session, unless either:
1. The child is excused pursuant to section 15-802, subsection D or section 15-901; subsection A, paragraph 5, subdivision (c).
 2. The child is accompanied by a parent or a person authorized by a parent.
 3. The child is provided with instruction in a homeschool.
- B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in section 8-201. Absences may be considered excessive when the number of absent days exceeds ten per cent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.
- C. For the purposes of this section:
1. "Habitually truant" means a truant child who is truant for at least five school days within a school year.
 2. "Truant" means an unexcused absence for at least one class period during the day.
 3. "Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.

15-805. Principal; powers and duties





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A. The attendance officer may enforce the law relating to:

1. School attendance of children between the ages of six and sixteen years.
2. The provisions of section 15-802, subsection E, and section 15-803.
3. Employment of children between the ages of six and sixteen years.

B. The principal may refer to an attendance officer who may:

1. Issue a citation to an adult or child who is alleged to be in violation of laws specified in subsection A of this section to appear before a court of competent jurisdiction and shall advise the person to whom the citation is issued that failure to appear at the time and place specified in the citation may result in the issuance of a warrant for the person's arrest. A citation that is issued to a child under eighteen years of age shall require the child's parent or person having custody to appear with the child at the time and place specified in the citation. The attendance officer shall notify the child's parent or person having custody that the citation was issued and that the parent or person having custody is required to appear in court with the child and shall give proof of the notice to the court.
2. Issue a citation on an Arizona traffic ticket and complaint form for any violation of laws specified in subsection A of this section.
3. Report a violation of a law specified in subsection A of this section to the local law enforcement agency and request an investigation of the violation. The law enforcement agency shall, when sufficient cause exists, refer the matter for prosecution.
4. Enter all places where children may be employed to investigate and enforce the law.

Students are expected to be in attendance one hundred percent (100%) of the time. Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include:

- Death in the family
- Doctor's appointment
- Court appearance for the child
- Illness*/Hospitalization
- Religious holidays
- Lack of immunizations- 5 days only
- Lice- 3 days only
- Family Emergencies
- Homelessness





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***IMPORTANT:** Students with a fever, vomiting, or diarrhea, will be sent home and cannot return to school until symptom free for 24 hours without the use of medications. *Any, and all, exceptions must be made by the school's Administration.*

Examples of unexcused absences include:

- Child caring for siblings
- Waking up late
- Vacation
- Lack of immunization (over 5 days)
- Lack of transportation
- Lack of clean uniform

Attendance Guidelines

The goal of achieving maximum educational benefits requires regular daily attendance, classroom participation and study. Attendance will be taken by the homeroom teacher every morning promptly at the designated starting time. To ensure student success, please be aware of the following:

- Students' interaction and participation in instructional activities is required to evaluate student progress.
- All students must remain on the school campus during the entire school day unless parents/guardians provide notification prior to leaving.
- Parents/Guardians should notify the school prior to an absence.
- Children under the age of 16 who are absent from school without parents'/guardians' permission may be considered truant and could be referred to a truant officer for further action. (Refer to Imagine Rosefield Discipline Policy) Children will be considered tardy when they are not in class at the time the bell rings.
- If a student is absent (excused or unexcused) from a class, missed work must be made available to the student for make-up and subsequently submitted within a reasonable time.
- Credit will be given for all make-up work due to an absence. The amount of credit may vary due to the timeliness of the work being submitted and is solely up to the discretion of the teacher.
- School personnel and administrators will encourage parents/guardians to comply with Arizona attendance laws to ensure regular attendance and punctuality.
- A student not attending classes during the day **may not participate in any extra-curricular event on that day**, unless previously approved by the administration; this will be considered only in the case of an excused absence.

Tardiness Guidelines

The school opens for all students at 7:30am with no charge to the family. School starts promptly at 8:00am for all 1st through 5th grade students and 8:15am for Kindergarten students. If your child is late





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to school, please bring him/her to the front office to sign your student into school. A tardy slip will be given to your child and he/she will be sent to class.

Parents and Students who have continued patterns of poor punctuality will be contacted by the school administration and may receive consequences as outlined in the Imagine Rosefield Discipline Policy. Please drop off your child at school **at least 10 minutes prior to the start of class.** This ensures that your child will have ample time to be ready for the school day.

Notification of Absence from School

- A Parent/Guardian must notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school.
- The call, note or email must address the date/time and reason for the absence.
- When a student is absent from a class and/or day without excuse or without notice, (i.e. the school has not been notified by the parent/guardian), within two hours after the beginning of the first class, Imagine Rosefield will make a reasonable effort to promptly telephone or notify the parents/guardians or other individual who has custody of the pupil of the pupil's absence from school as required by ARS 15-807.
- Adjustments to Absences will only be accepted and adjusted within 48 hours of the student's absence.

Contact the school if your child will be out of school for an extended period of time. A physician's note may be required for students absent for three or more consecutive school days. **If your child is absent for 10 consecutive school days, his/her name will be automatically taken off the school attendance roster (unenrolled) as required by the Arizona Department of Education rules.** Prolonged absences will be reviewed on a case-by-case basis by the school administration.

Consequences of Repeated Tardiness/Absences

The importance of timely and consistent attendance in school cannot be stressed enough. Not only is a child's success directly related to the amount of time spent in the classroom, being on time is an important habit that will help ensure a child's future success in life. This being the case, procedures have been established with the sole intent of ensuring that students' have every opportunity to succeed through consistent attendance within the classroom during the school year.

Imagine Rosefield utilizes the Court Unified Truancy Suppression (C.U.T.S.) program sponsored by Maricopa County, as a support mechanism to ensure students are in attendance. For more information about the C.U.T.S. program, please visit

<https://www.superiorcourt.maricopa.gov/JuvenileProbation/Probation/CUTS.asp>





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Retention Policy

Grade retention is the practice requiring a child to repeat a particular grade because the student has not shown mastery of grade level standards. It is recognized that not all students learn at the same pace. Therefore, Imagine Rosefield is committed to providing extra support in the way of re-teaching standards, reading/math intervention, tutoring and other processes that will empower students to master grade level concepts. There are instances, even after significant intervention and support, where student retention may be necessary to provide students with additional time to master objectives and competencies required for success in the next higher grade. Additionally, excessive absences that have led to significant gaps in learning may also necessitate retention.

Teachers and administrators have an obligation to carefully weigh the possible advantages and potentially negative consequences of retention.

Additionally, A.R.S 15-701 requires that an Arizona student not be promoted from the third grade if the student scores far below the third grade level on the yearly state assessment.

Students are typically retained due to the following conditions and circumstances:

- Retention of a student at the elementary school level should occur no more than once in grades K-2 and no more than once in grades 3-5;
- Attendance- if a child has been absent for 18 days or more (10%) of the school year;
- Student's academic performance does not indicate mastery of current grade level;

Imagine Schools complies with all Federal and State laws concerning student records. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of school faculty and staff and any professional consultants retained for the purpose of measuring or improving instructional quality.

Media Release

If for any reason, you do not wish to have your child's name, image, likeness, spoken word, student work or performance published by Imagine Schools, ensure that the permissions form in your child's cumulative file correctly indicates that preference.

Arizona Residency Guideline (REVISED 8/15/2012)

Parents who wish to enroll their children at Imagine Rosefield must provide proof of Arizona state residency. Generally, under Arizona law, only Arizona residents are entitled to a free public education. The Arizona Department of Education ("Department") is a designated steward of state education tax dollars and is responsible for providing state aid to school districts and charter schools for students who





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reside in Arizona. Pursuant to A.R.S. § 15-823(J), a school district or charter school may not include non-resident pupils in their student count and may not obtain state aid for those pupils.

The residency of a student is determined by the residency of the parent or guardian with whom the student lives. Accordingly, it is the responsibility of the school districts and charter schools that receive state aid to ensure that their student/parent residency information is accurate and verifiable.

The Department may audit schools to ensure that only Arizona resident students are reported for state aid. Any school district or charter school that cannot demonstrate the accuracy of any student's residency status may be required to repay the state aid received for that student.

Admission, Re-enrollment, Withdrawals

Admission

Imagine Schools is open to all children, on a space available basis within each grade level. Our schools do not discriminate based on intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English or any other basis prohibited by law.

There are no admission requirements for Kindergarten-Fifth grades and no tests of any sort are given to determine whether admission is granted. Children admitted to kindergarten must be 5 years of age by September 1st of the school year. Applicants are placed on a wait list in the order that the application was selected from the lottery. An applicant will be offered a spot only after an opening occurs in the respective grade and after meeting the eligibility requirements of the school. Once all available slots are filled, applicants will be placed on a wait list. Students will be enrolled from the wait list as spaces become available in each grade. Preference is given to siblings of admitted students. Students transferring from an Arizona school **will not be enrolled without an official withdrawal slip from the previous school, as well as all associated enrollment documentation.**

Authorization for Records Release

The Authorization Form gives the school permission to obtain all records pertaining to a given student from his or her previous school. This form must be completed and include the telephone number and address of the previous school.

Custody/Court Ordered Documentation

In cases where child custody/visitation affects the school, the most recent court order on file will be honored. **It is the responsibility of the custodial parent**, or of parents having joint custody, to provide the school with the most recent court order. The school is required by law to follow the most current court documents maintained in the student's files.





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Change in Student Information

It is critical that the school is notified immediately of any changes in a student's name, address, telephone number, responsible parent/guardian, and any other information provided at the time of registration. **Such changes must be communicated in writing either hand-written or electronically.** If there are any Parenting Plans or court ordered documents that affect the student or the school, the school must have the most current copy on file.

Re-enrollment

To secure a child's place at Imagine Rosefield for the next school year, the official re-enrollment process must be completed. By February, information about reenrollment will be sent home to be completed online. If the office does not receive the re-enrollment form, your child will not be placed in a class for the subsequent year. If there are more applicants than openings, all applicants are subject to a lottery. Lottery dates are set by the Imagine Schools Southwest Regional Support Team.

Student Records

A student's education records are located in the student file. Parent requests for records will be completed within 72 hours (3 business days) of receiving the request.

Withdrawals

Parents requesting to withdraw their child are asked to complete an official withdrawal form, an exit interview form and arrange the return of all schoolbooks and materials. All accounts must be paid in full before completion of withdrawal. **Imagine Schools has 24 hours (1 business day) to process withdrawals on any and all students.**

Grading Weights and Homework Policy

Category	Weights
Math, ELA, Science, Social Studies	<ul style="list-style-type: none">• 50% Unit/Chapter Assessments• 30% Quizzes• 20% Classwork
Conduct <ul style="list-style-type: none">• One 10-point entry per week	<ul style="list-style-type: none">• K-4th Grades: 100% Behavior• 5th Grade-90% Behavior/10% Homework

At Imagine Rosefield, our homework policy is research based to ensure homework is time well spent and helps to build academic success. **Homework is utilized as a tool to help teach responsibility and provide extra practice for important skills that are covered in class.**





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Imagine Rosefield teachers partner with parents to ensure homework is not excessive to support students maintaining a balanced life. Homework assignments will be created with a clear purpose that supports the learning objectives from the classroom. Students should be able to complete homework assignments independently with minimal help from family/parents.

Responsibilities of the parents and students are as follows:

Student Responsibilities	Parent Responsibilities
Stay attentive in class, bring home all assigned homework, and monitor project deadlines when applicable.	Encourage homework completion and provide a distraction free area.
Complete homework and ask questions the next day if there was anything not understood.	Contact teacher if the student is taking longer than the nightly average for homework.

- Homework assignments are dependent upon the teacher's assessment of the students' readiness to complete assignments independently. Homework will not be assigned on weekends or over breaks.
- Work that is assigned in class as independent practice of the day's lesson is considered "Classwork." If students do not finish, they may have to finish at home. This classwork will not be entered in the gradebook as "homework" but rather as "classwork" in an academic area. Classwork taken home must be completed and returned the next day. The time guidelines below will still be adhered to.

Nightly Homework and Classwork Guidelines:

Grade Level	Average Time
K-3	0-1/2 hour
4-5	0-1 hour

Dress Code Standards for Imagine Rosefield

Our uniform policy acts as a unifying feature that helps students avoid distractions from our larger mission. Uniforms are also a visible representation to our community representing our pride and professionalism in Imagine Rosefield. Students are expected to follow uniform guidelines. In instances where students are out of compliance, parents will be notified and expected to bring appropriate uniform clothing to the school. *The school administration will have final say on all dress code issues.*





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For All Students	<ul style="list-style-type: none"> • Polo shirts (long/short sleeved) with Imagine Schools logo- Light Blue, Navy Blue, Red or White • Undershirts (long or short sleeve) must be <i>Light Blue, Navy Blue, Red or White</i> • Uniform bottoms must be <i>Navy or Khaki</i>
Outerwear	<ul style="list-style-type: none"> • Sweatshirts, hoodies, zip up hoodies, or cardigan sweaters in solid color with or without school logo (Imagine Prep logo acceptable) may be worn anywhere in the building. Light Blue, Navy Blue, White, Red, Gray or Black. No other writing or logo permitted!
Footwear	<ul style="list-style-type: none"> • Closed toed shoes, which cover both the toes and heels. • Boots/ shoes must be mid-calf or below with less than a one-inch heel with zipper or laces. (safety) • Tennis shoes must be worn for PE
Friday (optional)	<ul style="list-style-type: none"> • Blue jeans (only) worn secured at the natural waist with a school logo spirit t-shirt or uniform polo shirt. No ripped jeans allowed.
Guidelines for Girls	<ul style="list-style-type: none"> • Pants, capris, skorts, shorts, jumpers or skirts worn secured at the natural waist and no shorter than three (3) inches above the knee <i>Navy or Khaki</i> • <i>Playground shorts or leggings under skirts, dresses, and jumpers are <u>strongly encouraged</u>.</i> • <i>Jumpers must be worn with a polo shirt</i> • Leggings/tights of approved school colors can be worn under school appropriate bottoms. Leggings/tights must be <u>solid colors: black, gray, navy blue, light blue, or white.</u>
Guidelines for Boys	<ul style="list-style-type: none"> • Shorts or pants worn secured at the natural waist <i>Navy or Khaki</i>. Shorts no shorter than three (3) inches above the knee or longer than one (1) inch below the knee
Unacceptable Items	<ul style="list-style-type: none"> • No coats, jackets, or non-uniform sweatshirts, hoodies, or cardigans inside the school. • No flip-flops, slippers, slipper boots, Crocs, jelly shoes, or Uggs. • Leggings, elastic pants, or yoga pants not permitted as “pants” • Torn, tethered, or <u>ripped clothing</u>, oversized shirts. • Baseball caps, hats, bandanas while inside the building (permitted for outside activities) • Jewelry or accessories that may be unsafe or distract from learning. • Untied sneakers or shoes falling off and not secured • Baggy pants or pants with hems dragging on the ground. • Hair color or hairstyles that are disruptive to the educational environment. • Body art/tattoos (permanent or long lasting)





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Imagine Rosefield

Dress Code

Tops:



Polo Shirts
(with Imagine Schools logo)
Red, White, Navy Blue,
or Light Blue

Bottoms:

Bottoms made of khaki or
similar material worn
secured at the natural waist.



Navy Blue or
Khaki

Important Reminders:

Close Toed Shoes! ➡	YES!	Crocks, Uggs ➡	No
Imagine Logo! ➡	YES!		
Leggings or playground shorts under skirt! ➡	YES!	Leggings as pants ➡	No
Jeans on Friday! ➡	YES!	Jeans with rips ➡	No

It is the responsibility of both parent and student to ensure compliance with the dress code. A student who is out of compliance with the dress code may not be permitted to attend class. Parents will be notified to either bring a change of clothing or pick up the student. Parents of students in kindergarten or 1st grade are strongly encouraged to leave a labeled change of clothing in the classroom.

Character Development

At Imagine Rosefield, we strongly believe in developing the mind, body and character of our students. We accomplish this by modeling, providing instruction and student learning opportunities to practice





Imagine Rosefield Student/Parent Handbook

character development skills. Using our character program, we are committed to implementing methods to help children learn and develop attitudes of respect and responsibility among themselves and others.

We are committed to teaching the foundational principles necessary to be well adjusted citizens. We believe that parents play a primary role throughout the school year in supporting the school's efforts in the development of sound character traits for their children. Ronald Edmonds (*Effective Schools Research*) recommends that schools build a positive environment by an expressed staff attitude of high expectations and the development of a safe and orderly school culture. Further, Imagine Schools are committed to both teaching academics as well as the teaching of character traits and attitudes that can be measured in student behavior and academic achievement over time.

Imagine Rosefield is an active participant in the Kids at Hope program. We firmly believe that all children are capable of success and that our job as teachers, administrators, parents and staff is to seek out those "treasures" that are stored in each of our students.

Perhaps it is best expressed in the **"Kids at Hope" Pledge, which our students recite daily ...**
"I am a kid at hope; I am talented, smart and capable of success. I have dreams for the future, and I will climb to reach those goals and dreams every day!" and the **"Treasure Hunter's" Pledge that all teachers and adults recite:**

"As adults and Treasure Hunters we are committed to search for all the talents, skills and intelligence that exist in all children and youth! We believe that all children are capable of success...no exceptions!"

At Imagine Rosefield, we strongly believe in preparing our students for the future by creating opportunities for students to develop leadership skills. We accomplish this by modeling, providing instruction, and allowing students learning opportunities to practice the core values of respect, responsibility, empathy, and perseverance.

Imagine Rosefield staff and students have worked together to define these values in the following ways:

Respect

Definition: Respect means treating someone in a way that makes them feel cared for and important.

Responsibility

Definition: Responsibility means to do what you are supposed to do, be accountable for your actions and lead by example.





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Empathy

Definition: Empathy means feeling or understanding what someone else is feeling.

Perseverance

Definition: Perseverance means I know I can and will keep going and not give up, even if it's hard.

Second Step

Additionally, students receive weekly instruction on social and emotional learning concepts through the Second Step Curriculum. Second Step® Elementary, is a research-based social-emotional learning program designed to improve children's social-emotional skills. Second Step skills and concepts are designed to help children both in and out of school. Four units will cover the following:

Growth Mindset & Goal-Setting: Children learn how to pay attention and manage distractions, develop a growth mindset, and apply goal-setting strategies to their social and academic lives.

Emotion Management: Children learn how to identify and label emotions and use emotion-management strategies—including stress management for older students—to calm strong feelings.

Empathy & Kindness: Children learn how to recognize kindness and act kindly, have empathy for others and take others' perspectives, and recognize kind acts and empathy as important elements of building and maintaining relationships.

Problem-Solving: Children learn how to identify and state a problem, recognize if a problem is an accident, and use the STEP problem-solving process:

S: Say the problem

T: Think of solutions

E: Explore the outcomes

P: Pick a solution

School Communications

Home to School Communications

Clear and consistent communications between the school and parents is crucial. We believe that parents should be informed consistently of student progress, assignments and school activities..





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Friday Folders

Imagine Rosefield also utilizes a “Friday Folder” procedure where every Friday materials are sent home in a folder with the student to be reviewed by the parents. Examples of Friday Folder materials include graded papers, upcoming assignments, newsletters, announcements and progress reports. There are occasions when materials sent home will need to be reviewed, signed and returned to the school.

Phone Calls

All phone calls to a classroom teacher, during school hours, will be forwarded to their respective voice mailboxes. Any emergency calls will be handled and directed by the front office staff and administration. Students are not allowed to receive or make phone calls in the classroom. Exceptions will be made on a case-by-case basis.

Voice Mail & Emails

Each teacher is assigned a voice mailbox where parents may leave messages. **Parents can expect a return call, or email, from the teacher within 24 hours (1 business day), not including holidays and weekends).**

Classroom/School Newsletters

At a minimum, parents will receive weekly communications from the teacher, which includes updates from each classroom, student work, weekly feedback forms, and news of upcoming events. Teachers may also occasionally include a donation list to supplement general supplies. Parents may be asked, but are not required, to supply their child with additional crayons, scissors, paper, etc.

In addition, a weekly e-mail blast highlighting school events, celebrations and parent/student resources is forwarded each Friday.

Communication on Safety Issues

Should a safety issue arise on our school campus, school administrators will determine the best way to provide information to parents. Examples include a letter sent home with students or a message recorded on the school’s telephone system. Emergency readiness events are practiced throughout the year, including monthly fire drills, and bi-annual lock down drills.

In the unlikely event that any of these events should occur, administration will contact parents/guardians via our phone blast system and/or e-mail with detailed information and instructions.





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Parent Conferences & Academic Parent-Teacher Team Nights

Academic Parent-Teacher Team Nights (APTTs) are an informative and comprehensive method of communicating with parents. Research reveals that students are more successful in school, and view school as a priority, when their parents are involved in their child's education. Students attend school for 180 days each year and are at home with their parents for 185 days of the year. Our intent is to provide parents with techniques and resources that can be used at home to help students maximize their growth at Imagine Rosefield for the rest of this year and next.

An APTT night will be scheduled in October. During this time, the grade level teams will explain the different assessments, benchmarks and programs used during the school year. Teachers will also identify where each student is performing currently, identify areas that parents can work on at home, and set goals for each child's individual growth. Individual Student Success Plans and resources for use at home will be shared as well.

Formal parent/teacher conferences are scheduled once a year to facilitate open communication between parents and teachers regarding students' progress and are optional should the APTT night not sufficiently address a parent's concerns. Refer to the school calendar for specific dates. We strongly encourage parents to keep continuous communication with the classroom teacher and consistently check PowerSchool for up-to-date grades and the progress of students.

School Dates/Hours of Operations/Drop Off and Pick Up

School Calendar

Our school calendar is available in our Front Office or on our website at imagine-rosefield.org.

School Hours of Operation/Drop Off-Pick Up Locations

The school's instructional day begins promptly according to the staggered schedules for student drop off Monday through Friday. Official office hours during the school year are 7:30 AM to 4:00 PM. **No student is to be dropped off at school prior to 7:30 AM. If needed, childcare before this time, Imagine Rosefield has a "fee-based" childcare program, Champions, beginning at 6:00 AM and ending at 6:00 PM, Monday through Friday.** Information is available in the school office and on the website for the before and after childcare program. **School supervision is not available on the campus prior to 7:30 AM for student's not enrolled in childcare.**

During breakfast time, only students who are purchasing breakfast may be in the cafeteria. All other students should report directly to their classrooms.





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Due to congestion and safety issues during student pick-up, we request that parents not sign students out of class after 2:30 pm unless there is a dire emergency.

Parking space on campus is extremely limited. Therefore, a strict time schedule must be maintained for the safe and efficient drop off and pick up of students each school day. Please do not arrive early as this will result in blocking the flow of traffic. Only pick up your student at the designated areas listed below. Refer to the map provided on the following page. **Please do not pick up or park your vehicle in front of the building, this is a designated Fire Zone.**

Please Note: Parking at the adjacent shopping mall is not encouraged. If you are not a patron of the mall, your vehicle may be towed.

Schedule for Student Arrival to School

- | | |
|--|-----------------|
| • School Opens for Breakfast | 7:30 AM |
| • School Arrival for Grades 1-5 Students | 7:45-7:55 AM |
| • Class Begins for Grades 1-5 Students | 8:00 AM (Sharp) |
| • School Arrival for Kinder Students | 8:00-8:10 AM |
| • Class Begins for Kinder Students | 8:15 AM (Sharp) |

Schedule for Student Departure from School

- | | |
|--|---------|
| • Kinder ready for pick up south side of bldg. | 2:30 PM |
| • Grade 1 ready for pick up south side of bldg. | 2:45 PM |
| • Grade 2 ready for pick up north side of bldg. | 2:55 PM |
| • Grade 3 ready for pick up south side of bldg. | 3:00 PM |
| • Grade 4 ready for pick up north side of bldg. | 3:15 PM |
| • Grade 5 ready for pick up south side of bldg. | 3:15 PM |
| • All Students (K-5 th) picked up by | 3:30 PM |

Note: Students not picked up on time (15 minutes past the scheduled pick up time) will be checked into aftercare. A fee may be assessed for this service.

During the first few days of school, teachers will indicate drop off and pick up areas by grade level around the campus to help parents spot the correct area to stop. Arrival and departure times and locations will be discussed in detail at “Meet the Teacher Night” meetings that are conducted prior to the beginning of the school year.

Student Pick Up Note: To facilitate a smooth pick up, please refrain from conducting conversations with the teachers. During student pick-up, teachers are extremely focused on student safety and an efficient traffic flow. If you wish to conference with a teacher, please schedule an appointment in order that teachers are able to provide their full, uninterrupted attention.

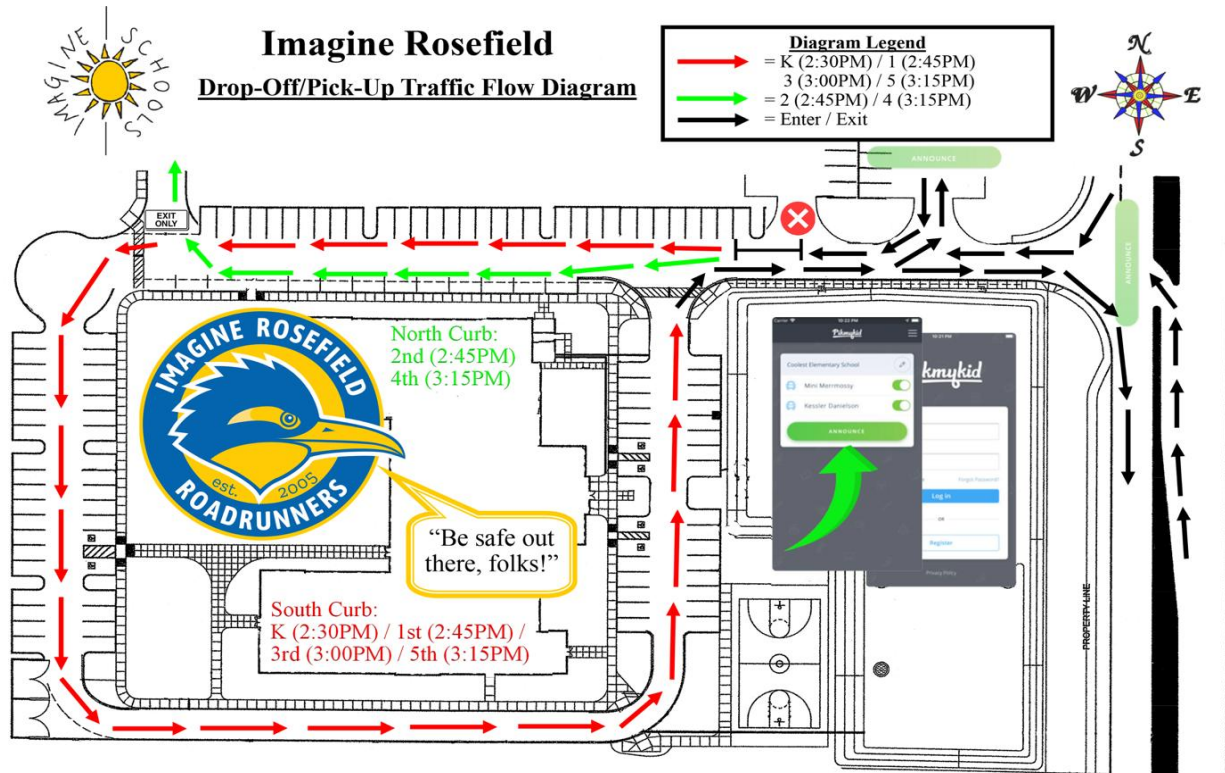




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In addition, it is requested that parents not enter the building during pick up and drop off. During these times the hallways are extremely congested with students. Adding parents in the halls adds to congestion and creates a potential safety hazard.

Pick-Up/Drop Off Map



Special Education

The Individuals with Disabilities Act (IDEA) is a federal special education law that requires school districts, charter schools and other public education agencies to provide a free, appropriate public education (FAPE) to eligible students with disabilities. Students with disabilities, and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth through age 21. The





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IDEA and its implementing regulations also provide methods to help you assure that your input is considered. If your child is having difficulty in school, there may be a number of contributing factors. The first step is to visit with the teacher to determine what interventions and classroom strategies have been tried to help your child succeed. If the interventions are unsuccessful, a referral for special education evaluation may be one of many considerations. A written request can be made to the administration by the parent/guardian. If a disability is suspected, the school is required to evaluate your child to identify and document whether your child has any disabilities that affect his/her ability to learn. The special education evaluation will be done only after the school has held a meeting with the parents/guardians where the assessments and procedures recommended can be explained and an agreement to evaluate is deemed necessary by the meeting participants. The evaluation will be conducted according to federal and state requirements and will include information that parents provide. If a student qualifies under the IDEA as a student with a disability who is in need of special education services an Individualized Education Program (IEP) will be developed for the student. The IEP Team considers the unique individual strengths and needs when determining the appropriate service needs of each student. Imagine Schools provides a continuum of services for students who meet eligibility criteria.

Before and After School Program (Champions)

Imagine Rosefield offers a Before and After School program (Champions). The hours of operation are from 6:00 to 7:30 am and 2:30 to 6:00 pm. If a parent is late for a student's designated **pick up time, and after adequate attempts to contact parents have been made, students may be signed into the aftercare program and parents will be subject to a fee.** Please refer to the Champions website for more information.

Imagine Rosefield Breakfast & Lunch Program

Lunch Payments

Families must pay for meals in advance via <https://family.titank12.com/>, on the website through Revtrak or with a check payable to Imagine Schools.





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Lunch Balance Policy

Full pay students –will pay for meals at the published standard rate each day. A student must have adequate money on their account to purchase a meal. A student will not be allowed to accumulate a negative balance. Students with inadequate money on their account to purchase a meal will be offered the salad bar or alternate meal, and students will not be allowed to charge a la carte items. Parents/Guardians of students with inadequate balances will be contacted by school via written letter, School Messenger, phone call or email.

Free Meal Benefit - Free status students will be allowed to receive a free breakfast and lunch each day. A la carte purchases must be prepaid.

Reduced Meal Benefit –Reduced status students will be allowed to receive a breakfast and lunch for a reduced standard rate. A student must have adequate money on their account to purchase a meal. A student will not be allowed to accumulate a negative balance. Students with inadequate money on their account to purchase a meal will be offered the salad bar or alternate meal, and students will not be allowed to charge a la carte items. Parents/Guardians of students with inadequate balances will be contacted by school via written letter, School Messenger, phone call or email.

Parents/Guardians are responsible for meal payment to the food service program. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year. Families must pay for meals in advance via <https://family.titank12.com/>, on the website through Revtrak or with a check payable to Imagine Schools. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

Refunds for withdrawn and graduating students; a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request.

Unclaimed Funds must be requested within one school year. Unclaimed funds will then become the property of the Imagine Schools funds.

Balances Owed all remaining balances not paid before the end of the school year will be carried forward into the students next school year account. Promoting 5th graders must pay all charges in full.

Suspected Abuse of This Policy –If a student is without meal money on a consistent basis, the Administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced-price lunches for their child.





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Technology

Imagine Rosefield may provide the use of electronic information services, including the Internet. Use of these services is a privilege, not a right, and must be in support of education and the educational goals of the school. The school uses filtering software to block access to information that may not be appropriate for youth in a school setting. Imagine Rosefield will make reasonable efforts to prevent such access by using Internet filtering tools and teacher supervision, but, ultimately, students are responsible for their own behavior. Therefore, the school does not assume liability for inappropriate use or access of information via electronic information services.

Furthermore, the school's internet connection is protected by a firewall system. The firewall protects our internal network from intrusions or piracy over the internet, while permitting access to the World Wide Web by staff members and students.

Child Safety & Protection

Fire Drills, Lock Downs and Evacuations

Our school practices for emergency situations such as fire and threats to student safety. Fire drills, lockdowns and evacuation procedures are taught and practiced throughout the year. In the unlikely event that an emergency should occur, you will be contacted by the school with information and instructions.

Health and Safety

Students' health and safety are the school's most important responsibilities. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety or security needs, please inform the school nurse so that appropriate accommodations can be made.

Imagine Schools requires a copy of updated health records before your child **can be registered for school**. Documented proof of required vaccinations is needed for students entering Imagine Schools. If an immunization would put your child at risk for medical reasons, personal reasons, or under a Religious Exemption, you and your child's physician must sign a Request for Exemption form. Exemption forms are also available and can be obtained from the school health office. Exempt students will be excluded from school if there is an outbreak for which they have not been immunized. It is the responsibility of the parent/guardian to update immunization records with the school as they are received.

Please be advised that according to Arizona State Law... "On enrollment, the school administrator shall suspend that pupil if the administrator does not have documentary proof and the pupil is not exempt for immunization pursuant to section R.S. 15-873."





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School Health Aide

Our school retains the services of a Health Aide to assist students who are ill or injured, as well as to dispense prescribed medication. Parents or students may also wish to consult with the Health Aide on matters related to hygiene, nutrition, child abuse and neglect, or other issues of concern.

Illness and Emergency

Please do not send your child to school if he/she has diarrhea, vomiting, a fever, rash, deep cough, or a communicable disease such as chickenpox, strep throat, pink eye or lice. You will be notified if your child becomes ill enough to be sent home from school, sustains more than a minor injury, or has an emergency. It is the parent's responsibility to make arrangements to pick up an ill or injured child as promptly as possible. We suggest that you have someone listed on your emergency card in case you are not available or cannot leave work. Any student experiencing any of the following may be sent home:

- vomiting,
- diarrhea,
- evidence of possible pink eye,
- a rash,
- a temperature of 100 degrees or higher.
- fever within the last 24 hours

A parent or guardian must pick up students with these symptoms promptly.

Children must be fever free (without medication) for 24 hours in order to return to school. Children must be diarrhea and vomiting free (without medication) for 24 hours before returning to school.

Children are not permitted to walk home when ill or injured per school policy.

Emergency Medical Information

It is imperative that you notify the school Health Aide if your child has a medical condition such as diabetes, seizure disorder, asthma, heart disease, allergies (food and environmental), or any other type of physical/emotional/mental disability. This will assist the Health Aide and the school's staff to meet the needs of your child. This information must be placed on the student's emergency card. These cards are used to contact a child's parent/guardian in case of illness or injury. Please do not forget to make the Health Office aware of any changes to home, employment or emergency numbers.

Head Lice

Imagine Schools students must be free of head lice and nits. It is important for parents to routinely check their children's hair for lice. Lice are small insects about the size of sesame seeds. Nits are tiny





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yellowish-white oval eggs attached to the hair. Nits do not come off easily like dandruff or lint. Lice do not jump or fly. They are transmitted via head-to-head contact, and through the shared use of personal articles such as hats, combs and pillows. Please remind your children not to share such things with others. When head lice are identified at school, the nurse will notify parents of affected students and provide information on treatment of the hair and the household. Students must be free of head lice and nits after treatment in order to return to school. Spraying pesticides for the control of head lice at home or at school is not recommended.

Parents must accompany their student to the health office to be cleared by the Health Aide before they will be permitted to stay in school.

Accidents

The school Health Aide, or a trained staff member, will administer initial treatments of minor injuries. The student's emergency contact will be notified by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's file. In such cases, it is especially crucial that the school has working telephone numbers for students' parents and alternate contacts in the event the parent is not available. Please be vigilant in keeping the school's record for your child up-to-date. In the event of an emergency, the student will be transported to the nearest hospital. The school offers information regarding the purchase of student accident insurance. The school is not responsible for reimbursement of medical expenses.

Incident reports will be completed when medical treatment is required or a child misses more than half of the school day due to injury. No incident report will be completed for minor incidents (i.e. small cuts, bruises) however; the nurse will complete a note to go home with the student detailing the treatment.

Reporting of Accidents

In case of any injury that occurs in the classroom or on the school grounds, the person in charge at the time of the accident will report it to the health aide or the school office, which will begin the processing of an Incident Report Form for recording all pertinent information. Even in cases where doctor or hospital care is not required, an Incident Report Form will still be filed so that there is written record of the nature of the injury and circumstances of the occurrence.

The Health Aide will document all information related to the accident, however not all accidents will require an Incident Report. If a need for school insurance arises, the health aide can assist with completing the necessary forms.





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Health and Accident Insurance

Imagine Schools does not carry accident and health insurance for students' medical or dental costs if they are sick or injured during school activities. Parents are responsible for their children's insurance. An optional school-day accident and health policy is available for purchase at the beginning of the school year through a private agency. Information on the coverage cost is provided to each student at the beginning of the school year.

Medication and Dietary Supplements

The Health Aide or designated staff will administer medication to students during school hours. School personnel may administer medication if the following conditions are met:

1. **All medication must come in its original container.** Prescription medication must have an unaltered pharmaceutical label attached. Over-the-counter medication, dietary supplements and other non-prescribed medication must be labeled with the student's name in a closed container, with the medication name and directions concerning dosage and time of day to be taken.
2. The parent or legal guardian must complete and sign a Parent's Consent for Giving Medication at School. A new form must be completed at the beginning of each school year and anytime the medication or dosage changes.
3. Medication must be administered and stored in the health office.
4. The parent or guardian is notified when additional medication is needed and when unused or discontinued medication needs to be picked up from school.
5. All medication must be dropped off and picked up at school by a parent/guardian only. **A form must be completed in order to drop off medication.**
6. It is recommended that when a prescription is filled at the pharmacy that has to be given at school that the pharmacist to create a "School Bottle". This is especially important with liquid medications (such as antibiotics) that have to be refrigerated.
7. Medications given three times a day WILL NOT be given at school. Please make arrangements to give these medications before or after school. If a physician requests in writing that a medication must be given during the school day, such as ADHD medication, it will be given as the doctor directs.
8. Medications brought to school and not meeting the necessary requirements will not be dispensed. The medication will be locked in the office until a parent/guardian verifies the medication, signs the proper forms or takes it home.

Note: Students may not carry or self-administer medication (including over-the-counter drugs) or dietary supplements unless a signed consent form has been signed by the Health Aide and Administration.





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Reporting Child Abuse

State law requires school employees to report reasonably suspected cases of neglect, non-accidental injury or sexual offenses against children to Department of Child Safety (DCS) or local law enforcement agencies.

State law protects people who are required to report reasonably suspected abuse from civil or criminal liability. Reports of child abuse are confidential records. Please bring your concerns to school administration.

Department of Child Safety/Law Enforcement

Interviews by DCS workers and law enforcement officers may be conducted at Imagine Schools. Except under certain circumstances related to child abuse allegations, the school administrator will make a reasonable effort to notify the student's parent of the interview.

If a student is arrested or taken into temporary custody on district property during the school day, the school no longer has jurisdiction over the student. The school will make a reasonable effort to notify the parent when an arrest is made or a student is taken into temporary custody, unless it is lawfully directed not to make such contact.

Suspected Child Abuse on Campus

Imagine Rosefield will not tolerate any form of child abuse what so ever. All instances of suspected child abuse on campus will be investigated and addressed immediately. Any concerns must be brought to the administration.

Police Involvement

School officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents will be contacted by telephone or certified letter. Any action taken by law enforcement officers will be separate from disciplinary action taken by the school district.

Homeless Policy and Support

Imagine Rosefield makes every attempt to support all of our parents, especially those families that have fallen on hard times. The school, within the guidelines of the McKinney-Vento Act, will work diligently to try and ensure that no barriers will preclude any homeless students from enrolling and returning the next school year, ensure that students are not stigmatized or segregated from any school functions or activities, and when applicable, the school will provide transportation, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school.





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Parent/Guardian Expectations

Parent/Student Compact

The purpose of presenting this section in the Imagine Rosefield Parent/Student Handbook is to provide information about the responsibilities of all school stakeholders as well as the expectations, rules and procedures for correcting unacceptable behavior. Together, parents and students are encouraged to read this section carefully, discuss its contents and agree to accept the responsibilities outlined.

Admittance to the Building

Identification is required by all visitors entering the school building. When visiting the school, please ensure that a form of identification (i.e. driver's license, military ID card) is in your possession.

Smoke-Free Campus

Imagine Rosefield is a smoke free campus. There is NO SMOKING, of any kind, on campus grounds which includes pick up and drop off areas. For the health and safety of our students, we appreciate your cooperation!

Parent Visits/Volunteering

Parents are encouraged to visit the campus and participate in school-related activities. It is requested that all parent visits including volunteer opportunities, be scheduled with the classroom teacher to avoid conflicts in the daily lesson plan. While we encourage parent visits, **they must be conducted during times when distractions are less likely to interfere with the learning environment.** Please be advised that if you wish to visit your child's classroom, expect to be asked to participate in the classroom activities and/or volunteer to **assist** the classroom teacher.

All volunteers and visitors **must sign (identification required) in and out at the front desk** and always wear a school visitor badge. If a visitor/volunteer wishes to conference with a teacher during the school day, **an appointment must be made with the teacher** so the conversation can be professional and confidential at an appropriate time and to avoid interruption of the learning environment.

Parent Expectations

Parents are expected to always model courteous behavior and an appropriate appearance while on campus and when interacting with teachers, administrators and staff. This also applies when attending all school-sponsored events. In the unlikely event that a situation arises in which the destructive and/or uncooperative behavior of a parent impedes the school's educational and administrative process, school administrators will take appropriate action on a case-by-case basis. Teachers and staff at Imagine





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Rosefield will treat all parents, students and other members of the public with respect and expect the same in return.

Parent Grievance Process

It is best to resolve a problem or grievance at the most direct level. Imagine Rosefield has instituted a protocol that encourages parents to first attempt to resolve any issue or complaint with the teacher or staff member directly involved. If the issue cannot be resolved at this level, the concern should be taken to administration.

Miscellaneous Information

School Property

Imagine Schools is the owner and has control of all furniture including student desks, bookcases and cubbies, which are provided as a convenience to students for storage of personal items. School officials may inspect school property for cleanliness and order without notice and without consent, whenever reasonable suspicion exists that the student has violated a school rule and/or the law, or that the health, safety or welfare of students or staff may be in danger.

Use of Electronic Devices

Proper use of electronic tablets, such as iPads, are encouraged during the school day. Use of the school's Wi-Fi may be granted by the classroom teacher or school administration. Per the Technology Use Agreement, any improper use of the internet or device will result in loss of privileges and associated disciplinary actions.

Cell Phones Smart Devices

Cell phones and other smart electronic devices are permitted at school but must be turned off during school hours. Cell phone and smart electronic device usage is permitted before and after school only to communicate with parent/guardians. If used during the day, cell phones and smart electronic devices may only be used for educational purposes and only if a student is directed by a teacher to do so. If cell phones and other smart electronic devices become a distraction, they may be confiscated by the teacher. Imagine Rosefield Staff are not responsible for the safekeeping of the cell phones and other smart electronic devices.

Smart watches with calling and texting abilities may be powered on during the day, but they may not be utilized for texting and calling purposes as such would be a disruption to learning. If Smart watches become a distraction, they may be confiscated by the teacher.

Communications during the school day must go through the front office. Emergencies will be supported accordingly.





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Carbonated Beverages

Children are not permitted to drink soda or similar carbonated drinks. For more information, please see the Health & Wellness Policy available in the front office.

Fidget Tools

Students are permitted to use a fidget tool during school hours. However, if the fidget tool becomes a distraction to the student, teacher, or the learning environment, the student will be asked to put the tool away. If this continues, the student may be referred for interrupting the learning environment and defiance. IEP/504 students are not exempt from the policy, as a fidget tool is to be used as a resource, not a toy.

Solicitation

Solicitation, of or by any student, parent or staff member on school property for any cause except those authorized by the principal, is strictly prohibited.

Classroom Placement

Great care is taken to find the optimal classroom placement for each child who attends Imagine Rosefield. Along with administration, teachers work with current grade level teams and the next year's grade level team to form classes.

There are many factors to consider when students are placed in a new classroom. Heterogeneous groups are created with equity in class size and gender ratios. Imagine Rosefield utilizes best practices and research proven techniques to ensure students are placed in the optimum environment to meet their needs for the upcoming grade level. Teachers deliberate on data with respect to current level of academic performance as well as special needs, work habits and social/emotional maturity.

Parent input is valued regarding the individual needs of your child. Parents may provide input in terms of their students' learning needs, personality traits and unique characteristics as an additional data point when considering classroom placement for students. The principal and/or assistant principal must receive information in writing no later than May 1st of the current school year. Every effort will be made to create an engaging classroom that will support the learning needs for student academic and character growth.

Field Trips

Throughout the school year, students participate in field trips as a class project. Field trips are arranged when the teachers feel they will enhance and expand learning. They are selected on the basis of educational value and are considered to be an extension of the classroom. Costs to the student are kept





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to a minimum. Parent permission is required for each student to participate in the field trip and must be documented on the school field trip approval form.

If a student's attendance on field trips is contingent on a behavior contract, parents will be notified of these conditions prior to the planning of the field trip.

Adequate supervision is a key to effective field trips. For that reason, parents who wish to accompany a class on a field trip must not bring other children.

In cases where field trips to venues such as zoos, theaters, etc., require non-refundable pre-payment, we will be unable to issue a refund once the venue has received payment. Also, once the field trip has taken place, there will be no refunds issued.

Responsibilities of Students, Parents and Imagine Rosefield

All our students must be prepared to come to school to learn. Relatively few of our students are involved in incidents that result in disciplinary actions. Every precaution is taken to prevent violent acts at our school that may endanger students and staff members. Imagine Rosefield maintains high expectations for the safety and welfare of students and staff members. Our goal is to provide a safe environment in which students can learn and the teacher the opportunity to teach within the best school culture possible. To provide an appropriate environment for learning, the students and parents, as well as the school must accept significant responsibilities.

Imagine Schools Academic and Character Framework

The Imagine Schools Academic & Character Framework identifies the roles and responsibilities of all stakeholders. Please see the Imagine Schools Academic and Character Framework online at www.ImagineRosefield.org for more information and specific roles and responsibilities.

Responsibilities of Students (Acquire & Own)

Students are expected to work hard, to grow to the limits of their capabilities, and then exceed them. Students are also expected to behave in ways that reflect integrity and justice. Independent learners take full responsibility for their own learning. Our learners are curious about the world around them and examine multiple solutions to make intelligent deductions. Independent learners strive for measurable progress and chart their accomplishments and failures. Our students persist to understand concepts and welcome feedback from those teaching them. They are self-motivated for personal achievement and take responsibility for their learning outcomes. Students are expected to:

- Attend school and classes regularly and punctually.
- Come to each class with proper books, materials, and completed assignments.
- Be considerate of the rights/property of other students, staff, and school.
- Make a sincere effort in their classes and involve themselves in the school program.





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- Follow the regulations of the school and respect the authority of the teacher and other staff members.
- Develop standards of acceptable personal conduct.
- Report weapons, harassment, and other threatening or dangerous conduct.

Furthermore, students are expected to adhere to the schoolwide expectations: **“The Roadrunner Way”**

	Respectful	Responsibility	Empathy	Perseverance
Hallway	<ul style="list-style-type: none"> • Keep hands and feet to self • Use a quiet voice • Walk single file on the right 	<ul style="list-style-type: none"> • Go directly to your destination • Walk carefully 	<p>When we walk carefully in the hallway, people feel safe.</p> <p>When the hallway is quiet, others can focus on learning.</p> <p>When we walk on the right others can walk on the other side.</p>	<ul style="list-style-type: none"> • Wait patiently for others to pass
Restroom	<ul style="list-style-type: none"> • Respect others privacy • Quiet Voice • Keep it clean 	<ul style="list-style-type: none"> • Go, Flush, Wash • Clean up • Report Problems 	<p>When we give people privacy in the bathroom, they feel safe.</p> <p>When we clean up our own mess, people feel respected.</p> <p>When we are quiet, others can focus on learning.</p>	<ul style="list-style-type: none"> • Wait your turn quietly
Assembly	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Conversation level 0 • Use appropriate applause 	<ul style="list-style-type: none"> • Listen and look at the speaker 	<ul style="list-style-type: none"> • When we look and listen to the speaker, they feel respected. 	<ul style="list-style-type: none"> • Stay in seat
Recess	<ul style="list-style-type: none"> • Use kind words and gentle hands • Take Turns • Follow Directions 	<ul style="list-style-type: none"> • Use equipment safely • Know and follow game rules 	<p>People feel safe when we:</p> <ul style="list-style-type: none"> • Use kind words and gentle hands • Invite others to play • Share • Play by the rules <p>Work to understand others</p>	<ul style="list-style-type: none"> • Wait your turn • Be a good sport if you don't win
Cafeteria	<ul style="list-style-type: none"> • Talk quietly and use kind words • Keep your hands and food to yourself • Follow directions 	<ul style="list-style-type: none"> • Clean up your mess when finished • Ask permission to get out of seat 	<p>People feel respected when we:</p> <ul style="list-style-type: none"> • use kind words • follow directions • clean up our own mess <p>When we are quiet, people can hear each other and feel calm.</p>	<ul style="list-style-type: none"> • Wait in line patiently • Raise your hand and wait for permission to leave your seat • Walk carefully

Responsibilities of Parents (Partner & Choose)

Parents choose Imagine Schools to find a better environment for their child’s education. They seek personalized education that will build upon their child’s strengths and address any areas of weakness. While “family involvement” often is a series of activities or events, our parents are invited to join us as partners in planning, organizing and creating rich, rewarding experiences that lead to a school culture of positive character and academic growth. All partners have the attitude that if we work together our children will succeed. Parents are expected to:

- Read and understand the **Student Conduct Discipline** section in the Imagine Rosefield Parent/Student Handbook.
- Insist upon the **regular and punctual attendance of their children as required by the laws of the State of Arizona**.





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- Understand, and insist, that their children comply with the rules of the school concerning conduct and attendance and to cooperate with the school in the enforcement of these rules.
- Insist that their children behave appropriately during school hours and at all school-sponsored activities.
- Provide the means for their children to be prepared for school each day with lunch or lunch money, books, and necessary materials.
- Play an active part in seeing that necessary time and effort are spent on homework.
- Be aware of dress and grooming requirements and to see that their children's appearance and clothing strictly follow the dress code as described in the enrollment documentation and in the [Imagine Rosefield Parent/Student Handbook](#).
- Understand the importance of safety for students and staff at school, know what their children bring with them to school, and insist that their children comply with the school's expectations for safety.
- Model respect and appropriate relations (per "The Six Pillars of Character") with teachers and the other school staff.

Responsibilities of the Teachers (Plan & Instruct)

Teaching demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. The environment among teachers in our schools could be described as "hyper-cooperative." Teachers not only help each other; they share ideas and instructional approaches. Teachers and staff usually know all the students in the school by name and typically know the students' parents and siblings. Study after study shows the single most important factor determining the quality of the education a child receives is the quality of his or her teacher.

Teachers and staff are responsible to:

- Treat each student as an individual as defined by our Shared Value of Justice.
- Respect the personal worth, dignity and needs of each student. Model the core values of Respect, Responsibility, Empathy and Perseverance.
- Provide a school culture conducive to learning.
- Provide special services for children with special needs.
- Keep parents well informed on the behavior and performance of each child.
- Develop and distribute to parents and students reasonable rules and regulations governing student classroom behavior and attendance.
- Provide fair and reasonable standards of conduct and enforce those standards using appropriate disciplinary action.





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- Provide every reasonable safeguard for the protection of health, safety and welfare of all students.
- Cooperate with public agencies in matters involving students.
- Comply with the laws of the State of Arizona.
- Encourage high standards of personal integrity on the part of both students and staff.
- Create and present lessons that are aligned to Arizona, National and Imagine Schools standards.

Student Conduct and Discipline

Imagine Rosefield expects student conduct to contribute to a productive and engaging learning climate. Students shall comply with the school's written rules, pursue the prescribed course of study, submit to the lawful authority of staff and conduct themselves in an orderly manner at school during the school day or during school-sponsored activities.

The most effective discipline is self-discipline. One of the primary aims of Imagine Rosefield is to develop and reinforce in each student a level of self-discipline in preparation for a successful, self-directed life.

Imagine Rosefield maintains high expectations of student behavior. In cases where these expectations are not met, consequences are given in accordance with the Imagine Rosefield Discipline Policy. The policy contains the definitions of offenses while identifying the associated range of consequences dependent upon the seriousness of the offense.

Categories of Behavior Misconduct and Range of Possible Consequences

Misconduct or Violation /Definition	Consequence
Assault Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure, insult or provoke the person	Minimum: Personal Conference Maximum: Expulsion
Arson/Reckless Burning Attempting to or intentional burning of a building, structure, or property	Minimum: Short-Term Suspension Maximum: Expulsion





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Bullying Bullying is a real or perceived imbalance of power with the more powerful child or group showing either passive or direct, persistent and intentional aggression toward those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name calling); psychological (e.g., social exclusion, spreading rumors, manipulating social relationships); or through the use of electronic devices or other social media communication.	Minimum: Personal Conference Maximum: Expulsion
Cell Phone Disturbance Any use of cellular phones during the school day (e.g. incoming/outgoing phone calls, text messaging, taking photos, music, etc.)	Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension
Classroom Disturbance Any act which disrupts the normal educational process or violates any rules or procedures of a classroom	Minimum: Personal Conference/Loss of Privileges Maximum: Long-Term Suspension
Contraband/Inappropriate Items Items which may disrupt the learning environment	Minimum: Personal Conference/Confiscation of Item Maximum: Short-Term Suspension
Defiance/Disrespect Towards Authority, or Non-Compliance Student engages in refusal to follow directions, talks back, or delivers socially-rude interactions	Minimum: Personal Conference Maximum: Long-Term Suspension
Disorderly Conduct Behavior which is disruptive to the orderly education process of the school; this includes disruptive behavior in a class or activity, unreasonable noise, offensive language or gestures, horseplay, roughhousing, sustained out-of-seat behavior, refusing to obey a request	Minimum: Personal Conference Maximum: Expulsion
Dress Code Violations Failure to comply with school's dress and grooming guidelines	Minimum: Personal Conference Maximum: Short-Term Suspension





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Ethnic/Racial Slurs/Hate Speech Any communication which disparages a person or group on a basis of some characteristic such as race, gender, ethnicity, religion, or sexual orientation	Minimum: Personal Conference Maximum: Long-Term Suspension
Fighting Mutual participation in an incident involving physical violence, where there is no major injury	Minimum: Personal Conference Maximum: Expulsion
Graffiti or Tagging Writing on walls, drawing or words that are written scratched, painted, or sprayed on walls or other surfaces	Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution
Harassment, Nonsexual Non-sexual harassment includes communication with another person anonymously or by verbal, electronic, mechanical, telegraphic, telephonic or written means with the intent to harass	Minimum: Personal Conference Maximum: Expulsion
Inappropriate Language Verbal or written messages or physical gestures that include swearing, name calling, or use of words in an inappropriate manner	Minimum: Personal Conference Maximum: Long-Term Suspension
Leaving School Grounds without Permission Leaving school grounds or being in an unauthorized area during regular school hours without permission of the school leader or school leader's designee	Minimum: Personal Conference Maximum: Short-Term Suspension
Lying To make an untrue statement with the intent to deceive, to create a false or misleading impression	Minimum: Personal Conference Maximum: Short-Term Suspension
Minor Aggressive Act Non-serious but inappropriate physical contact, i.e., hitting, biting, spitting, poking, pulling or pushing a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors	Minimum: Personal Conference Maximum: Long-Term Suspension





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Misconduct Failure to comply with any school rules	Minimum: Personal Conference Maximum: Short-Term Suspension
Public Display of Affection Holding hands, kissing, sexual touching or other displays of affection while on campus	Minimum: Personal Conference Maximum: Short-Term Suspension
Recklessness Unintentional, careless behavior that may pose a safety or health risk for others	Minimum: Personal Conference Maximum: Short-Term Suspension
Selling/Trading The selling, buying, or trading of any item on school property that is not sponsored by the school (for example, gum, money or candy, etc.)	Minimum: Personal Conference / Confiscation of Items and/or Money Maximum: Short-Term Suspension/ Confiscation of Items and/or Money
Sexual Harassment Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including unwanted physical contact. Does not include legitimate nonsexual touching or other non-sexual conduct	Minimum: Short-Term Suspension Maximum: Expulsion
Sexual Conduct Engaging in sexual conduct while on school campus	Minimum: Parent Involvement/ Short-Term Suspension Maximum: Expulsion
Solicitation/Facilitation/Conspiracy Encouraging, requesting, commanding or assisting another person in the violation of a school rule	Minimum: Personal Conference Maximum: Expulsion
Tardiness Unexcused lateness to class	Minimum: Personal Conference Maximum: Short-Term Suspension
Technology Violations	Minimum: Parental Involvement/Loss of Privileges





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Failure to comply with laws, rules, or guidelines for use of technology resources	Maximum: Expulsion
Theft Taking property, items, or services from another person or from the school without permission, copying of copyrighted material	Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution
Vandalism of Personal or School Property Willful destruction or defacement of personal or school property	Minimum: Personal Conference /Restitution Maximum: Short-Term Suspension/Restitution
Verbal Provocation Use of language or gestures that may incite	Minimum: Personal Conference Maximum: Long-Term Suspension
SUBSTANCE ABUSE	
Alcohol Being under the influence of, and/or the use, possession, manufacture, distribution or sale of an alcoholic substance	Minimum: Short-Term Suspension Maximum: Expulsion
Look-A-Like/Over-The-Counter Possession The distribution, sale or use of imitation, look-a-like, prescription or over-the-counter medicine or drugs	Minimum: Short -Term Suspension Maximum: Expulsion
Drug Violation – Possession The unlawful use or possession of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation	Minimum: Short-Term Suspension Maximum: Expulsion
Drug Violation – Distribution The unlawful cultivation, manufacture, distribution, sale, transportation or importation of any controlled drug or narcotic substance	Minimum: Long-Term Suspension Maximum: Expulsion
Tobacco/ Vape	Minimum: Short-Term Suspension





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The possession, use, distribution, or sale of tobacco/vape products, including Inhalants, e-cigarettes, and vapor-releasing substances.	Maximum: Long-Term Suspension
THREATS	
Threats or Intimidation Communication by word or conduct the intent to cause physical injury or serious damage to a person or their property – could be considered as a Threat to an Educational Institution	Minimum: Personal Conference Maximum: Long-Term Suspension
Threatening An Educational Institution To interfere with or disrupt an educational institution through threatening statements 1. Threatening to cause physical injury to any employee of an educational institution or any person attending an education institution 2. Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution 3. Going upon or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property of others 4. Refusing to obey a lawful order to leave the property of an educational institution	<i>A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for expulsion of at least one year except that the administration may modify this expulsion recommendation requirement for a student on a case-by-case basis, in the sole discretion of the administration, if the student agrees to participate in mediation, community service, restitution or other program(s) established by the administration in which the student takes responsibility for the threat and for the results of the threat. The administration may reassign a student who is subject to expulsion to an alternative program and may require that the student's parent(s) or guardian(s) participate in the mediation, community service restitution or other programs in which the parent or guardian takes the responsibility with the student for the threat.</i>
WEAPONS	
Weapon The possession, sale, use or distribution of a weapon. A weapon is anything designed for lethal use, including a	Minimum: Long-Term Suspension Maximum: Expulsion





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firearm or destructive device – <i>could be considered as a Threat to an Educational Institution</i>	
Threatening or Intimidating Threatening or intimidating another person with a deadly weapon, dangerous instrument or simulated weapon – <i>could be considered as a Threat to an Educational Institution</i>	Minimum: Long-Term Suspension Maximum: Expulsion
Destructive Device The possession, sale, use or distribution of any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow – <i>could be considered as a Threat to an Educational Institution</i>	Minimum: Long-Term Suspension Maximum: Expulsion

*Any behavior misconduct not noted will be evaluated by an administrator on a case-to-case basis in order to determine the necessary consequence

STUDENT BULLYING / HARASSMENT / INTIMIDATION

The Governing Body of the Imagine Schools believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Body further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Body, bullying, harassment, or intimidation in any form will not be tolerated.

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

- A. 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,
- B. 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,
- C. occurs when there is a real or perceived imbalance of power or strength, or





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D. 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

- A. 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,
- B. exposure to social exclusion or ostracism,
- C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- D. damage to or theft of personal property.

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

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.

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

Students are prohibited from bullying, harassment, or intimidation on School grounds, School property, School buses, at School bus stops, at School-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on School computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the School and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on School grounds, School property, School buses, at School bus stops, or at School-sponsored events and activities, or when such act(s) interfere with the authority of the School system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated should report their concern to any staff member of the School. School personnel are to maintain appropriate confidentiality of the reported information.





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Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable School policies and administrative regulations.

Students found to be bullying, harassing, or intimidating others will be disciplined up to and including suspension or expulsion from School.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant School policies shall be followed.

Law enforcement authorities shall be notified any time School officials have a reasonable belief that an incidence of bullying, harassment, or intimidation is a violation of the law.

Governing Board Policy (JICK-EB)

HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of Policy JICFA and this exhibit a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the School.

Definitions

"Hazing" means an act in violation of section §[13-1215](#) or [13-1216](#).

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- A. Customary athletic events, contests or competitions that are sponsored by an educational institution.
- B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of Policy JICFA and this exhibit.





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Governing Board Policy JICFA-EB

Student Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the School administrator or Executive Director, in writing, with such details as may have been provided. A failure by a staff member to timely inform the School administrator or Executive Director of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate School administrator or Executive Director or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the School administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the School administrator or Executive Director not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the School administrator or Executive Director. The procedures to be followed are:

- A. An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the School offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Executive Director.
- B. The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- C. The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Executive Director.

All violations of Policy JICFA and this exhibit shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES





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

- A. Violation of the student's constitutional rights.
- B. 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.
- C. Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- D. Concern for the student's personal safety.

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Governing Body Policy JICK.

Provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this School, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Body is without authority to act.

The guidelines to be followed are:

- A. 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.
- B. The complaint/grievance shall be made only to a School administrator or a School staff member.
- C. The person receiving the complaint will gather information for the complaint form.
- D. All allegations shall be reported on forms with the necessary particulars as determined by the Executive Director. Forms are available in the School office.
- E. 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 or grievance falls within this policy shall be determined by the Executive Director.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or 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 the School policy and its corresponding regulations, or against a student who has testified, assisted or participated in any





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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 Policy JII and this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of Policy JII and this exhibit, relevant School policies shall be followed.

When School officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Liability

Students who cut, deface or otherwise damage any school property may be suspended or expelled from school. Under Arizona law, parents are liable for damage done to school property by their children. In addition, parents/students are responsible to replace or pay for lost or damaged textbooks, library books or any other school materials/property that are lost or damaged by the student.





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Partnership Agreement between Students & Parents

Dear Students and Parents,

The staff members at Imagine Rosefield invite you to join with us in this critical partnership! Please ensure you have read and understand the **Imagine Rosefield Student/Parent Handbook** and take time to discuss the information, particularly the **attendance, character, discipline and dress code sections with your student.**

Please read and initial. Once completed return this form to the student's classroom teacher.

_____ (Initial)-**Attendance Policy**- I/We have read and agree to the attendance policy and procedures set forth by Imagine Rosefield.

_____ (Initial)-**Dress Code**-I/We have read and agree to the dress code set forth by Imagine Rosefield.

_____ (Initial)-**Character & Discipline**- I/We have read and agree to the character and discipline expectations set forth by Imagine Rosefield.

_____ (Initial)-**Roles and Responsibilities of Students, Parents & Imagine Rosefield**- I/We have read and agree to the roles and responsibilities of students, parents and Imagine Rosefield.

_____ (Initial)-**Pick Up**-Children must be picked up within 15 minutes of their dismissal time. If not, students may be signed in to the Champions Aftercare Program and parents may be charged a drop-in rate regardless of time attended.

Student's Name _____ Grade _____ Teacher _____

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

