



# Phoenix Christian

PREPARATORY SCHOOL

## R.I.S.E.N. Department

Responding to Individual Student's  
Educational Needs

*Arise, shine, for your light has come, and  
the glory of the Lord rises upon you.*

— ISAIAH 60:1

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## Phoenix Christian Mission Statement

Phoenix Christian Preparatory School exists to educate the mind, form the heart, and equip the hands of students in a Christ-centered atmosphere.

## Phoenix Christian Vision Statement

To be a vibrant Christ-centered school in our community prioritizing resources to continually pursue new horizons in educating minds, forming hearts, and equipping hands of students.

### R.I.S.E.N. Mission Statement

Provide a nurturing and inclusive environment where students with diverse abilities can grow academically, socially, and spiritually. Through individualized support and Christ-centered values, we educate their minds, form their hearts with compassion, and equip their hands with skills to succeed in all areas of life.

### R.I.S.E.N. Vision Statement

Promote a community where every student, regardless of their abilities, thrive and is celebrated as a unique creation of God.

## R.I.S.E.N. Goals

Responding to Individual Student's Educational Needs as we...

- Prepare students intellectually, spiritually, socially, and emotionally to maximize their God-given potential and unique gifts.
- Ensure students can learn successfully and confidently, with the support they need to thrive academically and personally.
- Increase awareness of the unique needs of our students.
- Cultivate a positive Christ-centered culture of belongingness.

*...I am fearfully and wonderfully made. (Psalm 139:14)*

## R.I.S.E.N. Services

The R.I.S.E.N. Department provides support services for students with identified disabilities in elementary, middle, and high school. Services are designed to support students whose academic and behavioral needs align with the accommodations and supports currently available. Students requiring a higher level of support than the school can provide may not be able to be accommodated.

Support is delivered through an individualized Accommodative Education Plan (AEP), which outlines appropriate accommodations and services provided within and, when applicable, outside of the classroom.

The R.I.S.E.N. Department exists to support students who require accommodations and minimal instructional modifications,

consistent with Phoenix Christian's academic program and Christ-centered mission. In some cases, a student's needs may require significant instructional modifications beyond the scope of services offered. In such cases, and at a family's request, Phoenix Christian may provide recommendations for educational settings better equipped to provide modified instruction.

**Accommodations** are adjustments in how a student accesses instruction or demonstrates learning.

Accommodations do not alter instructional content, learning expectations, or performance standards and are intended to provide equitable access and opportunity for student success.

**Modifications** involve substantial changes to instructional content, learning expectations, and performance standards and provide access to a simplified curriculum.

In certain cases, enrollment in the R.I.S.E.N. Program may require additional non-academic services or therapies (such as speech therapy, occupational therapy, or behavioral support). These services are not provided by Phoenix Christian and must be arranged by the parent through outside providers. In some situations, limited services from the local public school district may be available.

## R.I.S.E.N. Services Determination

The R.I.S.E.N. Department provides services are to eligible students based on documented needs and is determined on a case-by-case basis.

To ensure a comprehensive review, families are asked to communicate a student's needs to Phoenix Christian and submit relevant documentation, which may include:

- Current Multidisciplinary Evaluation Team (MET) Report
- Current Individualized Education Program (IEP)
- Current 504 Plan
- Psychological report
- Other private evaluations or reports

Additional screenings, testing, or observations may be requested as needed to determine the department's ability to appropriately support the student.

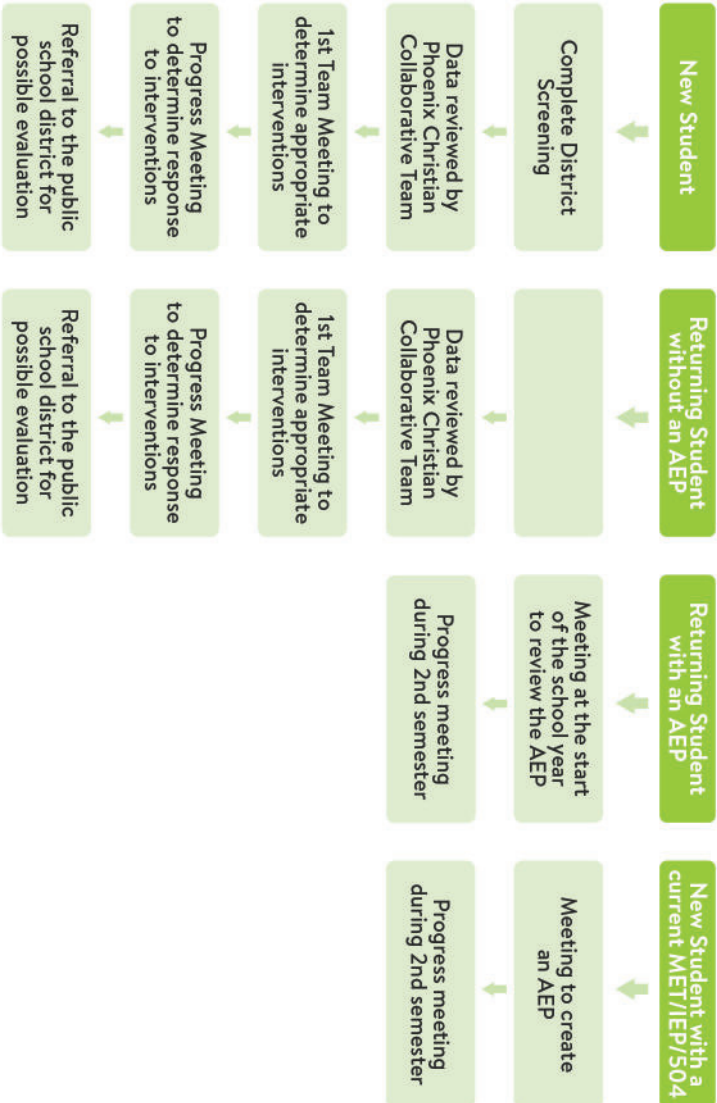
The review process considers multiple factors, including the student's learning profile, academic performance, assessment data, and other relevant information. Following review of all documentation and data, the R.I.S.E.N. Department will determine whether its services are appropriate to support the student's needs.

If R.I.S.E.N. services are determined to be appropriate, a meeting will be scheduled with the parent(s)/guardian(s) to collaboratively determine the level of support and applicable service tier.

## Request for Evaluation & Support

1. Parents/Guardians with concerns regarding the developmental or educational progress of their student may make a written request to the R.I.S.E.N. Director. Upon receipt of the written request, the Director will contact you about your request and discuss the next steps to submit a referral to the public school district.
2. The following data will be reviewed by the Phoenix Christian Collaborative Team (Parent(s)/Guardian(s), Director of R.I.S.E.N., Teacher(s), Principal, and/or School Counselor):
  - Test Scores
  - Progress reports/report cards
  - Teacher’s feedback/survey
  - Screeners
  - Observations
3. Pre-evaluation intervention(s)/accommodation(s), such as classroom interventions, small group reading and/or math interventions may be suggested and implemented.
4. A follow-up progress meeting with the Collaborative Team will take place within 30 school days after implementation of intervention(s). A special education evaluation request may be sent to Osborn Elementary School District or Phoenix Union High School District.
5. The public school district will contact the parent(s)/guardian(s) with next steps.

## The Referral Process for R.I.S.E.N.



## Accommodative Educational Plan (AEP)

At Phoenix Christian, we are committed to supporting students with unique learning needs through the R.I.S.E.N. Department. As a private school, we are not required to follow IEPs or 504 Plans; however, the goals and recommendations in these plans are considered when developing an **Accommodative Educational Plan (AEP)** through the R.I.S.E.N. Department.

An AEP is **not** an IEP or 504 Plan. It is a tool to guide Phoenix Christian in providing accommodations that support a student's learning needs.

AEPs are developed using current data, including test scores, grades, psychoeducational assessments, classroom observations, and other relevant documentation. Accommodations are designed to make learning accessible, allowing students to demonstrate their knowledge.

### Examples of areas where accommodations may be provided:

- Presentation of lessons and instructional materials
- Assignments and projects
- Classroom environment and setting
- Testing and assessments
- Self-management strategies

## R.I.S.E.N. Annual Tier Support

### Elementary, Middle and High School

#### Level 1 – Accommodative Support

*Accommodative Plan; classroom and testing accommodations; resource room access for testing*

**Frequency:** As needed for testing

**Annual Tuition:** \$1,250

#### Level 2 – Targeted Support

*Individualized instruction or small-group support; Educational Support Plan; resource room access*

#### Frequency & Annual Tuition:

- 2-3 sessions/days per week – \$3,150
- 4-5 sessions/week (Elementary only) – \$4,200
- 6-7 sessions/week (Elementary only) – \$5,250

#### Level 3 – R.I.S.E.N.-Supported Class (Middle & High School)

*Designated R.I.S.E.N.-supported class; Educational Support Plan*

**Frequency:** Daily (5 days/week)

**Annual Tuition:** \$4,200

## Dedicated 1:1 Support Staff

Dedicated 1:1 support may be required based on the severity of a student's needs and is determined through the admission review process.

### Option A – Part-Time Support

*Paraprofessional support (AM or PM); up to 18 hours/week*

**Annual Tuition: \$18,000**

### Option B – Full-Time Support

*Paraprofessional support throughout the school day; subject to staff availability*

**Annual Tuition: \$30,000**

### Option C – Parent-Provided ABA Therapist

*Approved external provider; scheduling and support determined by student need*

**Annual Tuition: Determined individually**

*\*For private or out-sourcing student aide support, refer to the One-on-One Aide Policy.*

## Outside Agency Support Policy

Phoenix Christian Preparatory School is a school committed to its Mission, Vision and Statement of Faith. All outside support must be in alignment with the school's Statement of Faith. Approval of parental requests for student one-on-one educational aides, behavioral coaches, or other outside support providers, will be at the sole discretion of Phoenix Christian Preparatory School. Requests for consideration will be initiated with the Director of R.I.S.E.N. (K-12th) or Director of Early Education (Infant-PreK).

### Procedures for parental requests:

1. All requests must be made in writing and include the following information:
  - Name of the agency or individual
  - Reason for the request (e.g., behavior support, medical/safety needs, academic support)
  - Requested setting and schedule (entire day, specific classes, or specific times)
2. Upon receipt, the request will be reviewed by the Director and/or Principal.
3. If the student is offered acceptance, an in-person meeting with the proposed provider or aide will be scheduled to review Phoenix Christian's Statement of Faith and expectations.
4. Phoenix Christian will make the final determination regarding approval of the provider or aide.

## Statement of Faith

- We believe the Bible to be the inspired, only infallible, authoritative, inerrant Word of God (2 Timothy 3:16-17, 2 Peter 1:20-21, Psalm 19:7).
- We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit (Deuteronomy 6:4, Matthew 3:16-17, Matthew 28:19, 2 Corinthians 13:14).
- We believe in the deity of our Lord Jesus Christ (John 1:1, 14; Colossians 2:9), His virgin birth (Matthew 1:22-23, Luke 1:34-35), His sinless life (Hebrews 4:15, 1 Peter 2:22), His miracles (John 2:11, Acts 2:22), His vicarious and atoning death through His shed blood (Romans 3:25, 1 Peter 3:18, Ephesians 1:7, Hebrews 9:22), His bodily resurrection (Luke 24:6-7, 1 Corinthians 15:3-4), His ascension to the right hand of the Father (Acts 1:9-11, Hebrews 1:3), and His personal return in power and glory (Matthew 24:30, Revelation 19:11-16).
- We believe that for salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential (John 3:5-7, Titus 3:5, Romans 8:9).
- We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life (John 14:16-17, Romans 8:13-14, Galatians 5:22-23).
- We believe in the resurrection of both the saved and the lost: the saved unto the resurrection of life and the lost unto the resurrection of damnation (John 5:28-29, Daniel 12:2, Acts 24:15).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (John 17:21, 1 Corinthians 12:12-13, Ephesians 4:4-6).
- We believe that God has established marriage as a lifelong, exclusive relationship between one man and one woman and that all intimate sexual activity outside the marriage relationship, whether heterosexual, homosexual, or otherwise, is immoral and therefore sin (Genesis 2:24, Matthew 19:4-6, Hebrews 13:4, 1 Corinthians 6:9-10).
- We believe that God created the human race male and female and that all conduct with the intent to adopt a gender other than one's birth gender is immoral and therefore sin (Genesis 1:27, Genesis 5:2, Deuteronomy 22:5).

## Tuition Assistance

### ACSTO - Arizona Christian School Tuition Organization (Individual)

[www.acsto.org](http://www.acsto.org)

### School Choice Arizona (Individual & Corporate)

[www.schoolchoicearizona.org](http://www.schoolchoicearizona.org)

### Arizona Leadership Foundation (Corporate & DD – 2 separate apps)

[www.arizonaleader.org](http://www.arizonaleader.org)

### STO4Kidz (Individual & Corporate)

[www.sto4kidz.org](http://www.sto4kidz.org)

### Academic Opportunity of Arizona (Individual & Corporate)

[www.academicopportunity.org](http://www.academicopportunity.org)

### AAA (Corporate & DD)

[www.aaascholarships.org](http://www.aaascholarships.org)

### Institute for Better Education (Individual, Corporate, & DD)

[www.ibescholarships.org](http://www.ibescholarships.org)

### Arizona Private Education Scholarship Foundation (Individual, Corporate, & DD)

[www.apesf.org](http://www.apesf.org)

### Private School Tuition Fund 123 (Individual & Corporate)

[www.privateschooltuitionfund123.org](http://www.privateschooltuitionfund123.org)

### AESOP (Individual & Corporate)

[www.aesopkids.org](http://www.aesopkids.org)

## Role of the Administration

The Phoenix Christian Administration works collaboratively with parents, students, teachers, faculty, and the R.I.S.E.N. Department to educate minds, form hearts, and equip hands.

The administrative leadership will:

- Support the R.I.S.E.N. Department in providing appropriate educational services for students with unique learning needs.
- Recognize the additional supports required by the R.I.S.E.N. Department and advocate for necessary resources.
- Uphold and advance the mission and purpose of the R.I.S.E.N. Department.

## Role of the Classroom Teacher

The classroom teacher constructs meaningful educational experiences to achieve specific student outcomes.

The classroom teacher will:

- Develop and implement lessons that facilitate the participation and learning of all students.
- Monitor and evaluate the progress of all students.
- Maintain communication with students, parents/guardians, administrators, and R.I.S.E.N. team.
- Participate in AEP development meetings.
- Implement the accommodations as prescribed in the AEP and support student success.

## Role of the Counselor (Academic Advisor)

The counselor is involved in the educational planning for students and providing individual counseling/guidance.

The counselor will:

- Help define and develop realistic educational plans.
- Assist students in planning a program consistent with their abilities and interests.
- Collaborate with the R.I.S.E.N. team on state and district testing accommodation requests and student academic planning.

## Role of the Director

The R.I.S.E.N. Director provides leadership for the R.I.S.E.N. Department and oversees the development and delivery of special education services across elementary, middle, and high school.

The R.I.S.E.N. Director will:

- Oversee the development and implementation of Accommodative Educational Plans (AEPs) in collaboration with parents, teachers, public school districts, support partners, and specialists.
- Review AEPs biannually with parents, teachers, and administration, making adjustments as needed.

- Monitor identified K-12 students to inform intervention and accommodation strategies.
- Collaborate with parents and teachers to ensure effective implementation of approved accommodations.
- Supervise and support all R.I.S.E.N. Department staff.

## Role of the Parent

Parents are a valued and vital part in the educational success of the student. The parent provides an insight into their student's strengths, abilities, needs, and challenges.

The parent will:

- Provide full disclosure as to the nature of their student's academic, emotional, and behavioral needs.
- Ensure that the school's policies and practices are adhered to.
- Collaborate with the R.I.S.E.N. team to create the best accommodative plan for the student.
- Review progress reports with the teacher(s) throughout the school year.
- Partner with the teachers and R.I.S.E.N. team to ensure that all the student's academic expectations are attained.

## Role of the Special Education Teacher

The role of the Special Education Teacher is to act as a support to students with a variety of disabilities.

The Special Education Teacher will:

- Assist in creating the student's Accommodative Education Plan (AEP).
- Work alongside the general education teacher to assist students within the educational environment.
- Provide small group and/or one-on-one student support to target learning deficits using various strategies.
- Participate in any meetings necessary (before, during, or after school) to support student success.
- Collaborate with the director, teachers, parents, and principals to ensure students receive the support needed to find academic and personal success at school.

## Role of the Student

R.I.S.E.N. students are expected to contribute to their own learning success.

The student will:

- Participate in all learning opportunities.
- Attend school regularly and comply with all guidelines, rules, policies, and expectations.

- Complete homework/assignments according to AEP.
- Be aware and responsible for their own conduct at school and school-related events.
- Contribute to a safe and positive learning environment.

## Role of the Student Aide

The Student Aide collaborates with classroom teachers and supports student success.

The Student Aide will:

- Work closely with classroom teachers to support the student's academic needs in and out of the classroom.
- Act as a one-on-one and/or group aide for students receiving accommodations within the classroom setting.
- Assist in monitoring student academic and personal growth by carrying out assessments and completing reports to teachers and families.
- Collaborate with the teachers, parents, director, and principal to ensure the student gets the support to achieve academic and personal success at school.
- Participate in any meetings necessary (before, during, or after school) to support students.
- Use a variety of strategies to support student success.
- Gather materials for individual student(s) as needed.

## Definition of a Student with a Disability

Under the Individuals with Disabilities Education Act (IDEA), a student with a disability is one who has a qualifying disability and requires special education and related services as a result of that disability.

A qualifying disability alone does not automatically result in eligibility. The disability must significantly impact the student's ability to access the general education curriculum, which is the same curriculum provided to all students.

The Individuals with Disabilities Education Act (IDEA) covers 14 disability categories:

- **Autism Spectrum Disorder (ASD)** – A developmental disability that mainly affects a child's social and communication skills.
- **Deaf-blindness (DB)** – Concomitant hearing and visual impairments.
- **Deafness (D)** – A severe hearing impairment in processing linguistic information.
- **Development Delay (DD)** – Delays in one or more areas. (IDEA allows states to determine eligibility for special education to children aged 3 through 9 under the DD category.
- **Emotional Disability (ED)** – A condition exhibiting specific characteristics over an extended period of time and to a mark degree.
- **Hearing Impairment (HI)** – A hearing loss, whether permanent or fluctuating.
- **Intellectual Disability (ID)** – Significantly subaverage general intellectual functioning, existing concurrently with deficit in adaptive behavior.
- **Multiple Disabilities (MD)** – Having more than one condition covered by IDEA.
- **Orthopedic Impairment (OI)** – Lack function or ability in their bodies.
- **Other Health Impairment (OHI)** – A condition that limits a child's strength, energy, or alertness.
- **Specific Learning Disability (SLD)** – A condition that affects a child's ability to read, write, listen, speak, reason, or do math.
  - Dyslexia (learning disability in reading)
  - Dyscalculia (learning disability in math)
  - Written Expression Disorder (learning disability in writing)
  - Dysgraphia (challenges in handwriting, typing, and spelling)
- **Speech/Language Impairment (SLI)** – A communication disorder.
- **Traumatic Brain Injury (TBI)** – Brain injury caused by an

external physical force, resulting in total or partial functional disability or psychosocial.

- **Visual Impairment (VI)** – Includes both partial sight and blindness.

While the IDEA defines each disability category, eligibility criteria may vary by state. In Arizona, some disability categories require additional criteria beyond IDEA definitions, including verification by a qualified professional.

## Acronyms and Terms

**Accommodations** – Provisions made to allow a student to access the general education curriculum and demonstrate learning.

**AEP (Accommodative Educational Plan)** – A written document that detail strategies and practices that will be used to ensure that a student’s learning needs are met.

**ADE (Arizona Department of Education)** – Oversees the K–12 public education system in Arizona.

**A.R.S. (Arizona Revised Statutes)** – State laws and regulations.

**Collaborative Team** – Individuals with unique skill sets and abilities working toward the goal of supporting students.

**Enrichment** – Learning experiences that focus on specific skills.

**FAPE (Free Appropriate Public Education)** – Special education and

related services that are provided at public expense, under public supervision and direction.

**IDEA (Individuals with Disabilities Education Act)** – A law that ensures students with a disability are provided with FAPE.

**IEP (Individualized Education Program)** – A program of special education instruction, support, and services for a student receiving a public education.

**ISP (Individual Service Plan)** – A shortened written version of an IEP that specifies the services a public school district will provide for students attending a private school.


**Resource Room** – A designated area to provide academic support, testing accommodations, enrichment, and emotional support.

**Modifications** – Substantial changes to what students are expected to learn and to demonstrate.

**504 Plan (Section 504 of the Rehabilitation Act)** – Ensures that a student with a disability attending an elementary or secondary educational institution receives accommodations to access the learning environment.

## Dispute Resolutions

In accordance with Matthew 18:15-17, parents and/or students who have a complaint with a staff member or program/activity under the supervision of a staff member, should bring the problem in private to the person involved. If the problem is not resolved the parent or student should bring it to the Director. After these avenues have been thoroughly exhausted, parents/guardians can request a meeting with the Superintendent.

 **Phoenix Christian**  
PREPARATORY SCHOOL

Student Name: \_\_\_\_\_

### Document of Understanding

Phoenix Christian Preparatory School is a private Christian school that offers accommodated educational services to eligible students with disabilities through the R.I.S.E.N. Department. Although we follow the best practices and procedures regarding evaluations and Accommodative Educational Plan (AEP) development, we do not provide a "free and appropriate public education (FAPE)" as guaranteed by law in a public school. Therefore, the procedural safeguards provided to students with disabilities and their parents through individual with Disabilities Educational Act (IDEA) do not apply. We are committed to providing a high-quality educational experience for your student; therefore, full disclosure of your student's needs is essential to ensure appropriate support and purposeful guidance throughout their educational journey at Phoenix Christian Preparatory School.

The R.I.S.E.N. Department will:

- Obtain and review all pertinent previous data regarding your student's educational history, evaluations and services provided;
- Develop an AEP with a Phoenix Christian Collaborative Team (may include director, principal, teachers, special education teacher, parents, student) to be reviewed bi-annually with parents;
- Refer and support further evaluation, if needed, through the local public school district;
- Arrange for necessary related service/therapy through the local public school district;
- Provide academic and other necessary support for your student as determined in the AEP, within the general education classroom or R.I.S.E.N. Resource Room;
- Advocate for your student with his/her teacher;
- Communicate with you regularly regarding progress;
- Pray with and for your student;

I understand that my special education rights and safeguards under the IDEA do not apply at a private school. I acknowledge that my student will receive an Accommodative Educational Plan (AEP) as described above. I am a part of the Phoenix Christian Preparatory School Collaborative Team and will participate in all meetings to help develop a plan for my student.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Director of R.I.S.E.N. \_\_\_\_\_ Date \_\_\_\_\_

*After reading this handbook, please read and sign the separate Document of Understanding and return it to Cemioan Woodley, R.I.S.E.N. Director.*



**1949**

**Cemioan Woodley**

**Director of the R.I.S.E.N. Department**

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