

ACADEMY WITH COMMUNITY PARTNERS, INC.



*Providing education for today
and hope for tomorrow.*

**Parent/Student Handbook
2022-2023**

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www.acparizona.org

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WELCOME TO ACADEMY WITH COMMUNITY PARTNERS (ACP). This school handbook will clarify mutual expectations to ensure your student has a successful school year.

The ACP Parent Student Handbook is developed in partnership with parents and the ACP staff and is approved by the school board. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future. This ACP handbook is meant to be used for both brick and mortar and distance learning students.

ACP envisions a learning experience that combines the best of brick and mortar with online instruction with its capacity for individualized flexible learning. ACP is a public charter school that serves grades 9-12. Teacher-led instruction will include synchronous and asynchronous learning opportunities, one-to-one tutoring, organized peer interaction, and a focus on critical skills for success in college and the workforce.

This Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Become familiar with the following information and keep the Handbook available for reference by you and your parents. The term “parent” when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the Head of School. The Head of School has similar authority and responsibilities as the superintendent of schools for a local district.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, the following regulations and guidelines have been outlined in this manual to assist in maintaining a positive learning environment. The 2022-2023 School Calendar is below for your reference to make sure students are in school each day ready to learn.

2022-2023 SCHOOL CALENDAR

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WHY ACADEMY WITH COMMUNITY PARTNERS?

ACP Charter School provides an alternative learning environment designed to meet the needs of students who are behind in credit and who will benefit by being in a smaller learning community.

ACP Charter School was established to provide a learning option that will improve student achievement through A.R.S § 15-101(4) and A.R.S § 15-181(A) with a challenging, supportive, and flexible learning environment. We focus on academic success, employment and life skills, and motivating students to envision and create their own future.

ACP Charter School's policies and programs assist students in earning their high school diploma by offering a credit recovery option. Varied delivery systems enable students by providing the opportunities and supports they need to be successful. The accredited, standards-based curriculum at ACP Charter School prepares students for postsecondary education and/or employment.

MISSION OF ACADEMY WITH COMMUNITY PARTNERS

Partnerships, combining the resources of the community, family and the Academy, provide an authentic learning environment in which students become active learners through an alternative and recovery high school program. Students, empowered with hope, develop a feeling of success as they work through real-world projects as valued members of the learning community.

STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- Read and understand the contents of this handbook including all school policies and procedures
- Be aware of the school calendar and schedule
- Keep the school informed of changes in address, phone numbers, and any other vital information that could affect awarding of their diploma
- Attend classes and complete all assignments in accordance with the expectations established by the instructor
- Behave in a manner that contributes to a positive learning environment for all
- Notify the administration if she/he is having a problem on campus or online

SAFE SCHOOL POLICY

ACP Charter School strategically coordinates a school wide effort to improve academic performance as well as reduce behavior problems. This is part of the commitment ACP has for a safe school environment. A safe school: 1) improves academics, 2) reduces disciplinary referrals and suspension, 3) improves school climate that is more conducive to learning, 4) improves staff morale, and 5) enhances safety.

ACP reinforces the safe school policy by creating a caring school community in which all members feel connected, safe, and supported. A safer school environment will be achieved by providing appropriate academic instruction.

NON-DISCRIMINATION STATEMENT

ACP Charter School does not discriminate on the basis of sex, sexual orientation, age, race, color, religion, disabilities, or national origin in the programs of activities that it operates.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that these expressions do not substantially disrupt the education environment.

ACADEMIC LOAD

On Campus instruction is given in a block-scheduling format, consisting of six blocks during the school year. Enrolled students are expected to take two courses per block, unless they receive prior administrative approval (e.g., EVIT, work credit). On-Campus students may also take an additional online course if they are doing well in their courses and would like to earn additional credits. This is done asynchronously, but with teacher support.

To change or drop a course, a student must fill out a drop form, have permission from a parent/guardian, and receive administrative consent.

Online students take two courses at a time. They can complete the courses before the end of the 6-week block but are expected to complete them within a 6-week period. Students that do not complete courses during this time period are put on a success plan and work with their success coach. Additionally, online students must complete seat time in their courses each week. The online system tracks online usage and students must complete 25 hours of attendance each week to stay compliant in the program and meet state attendance requirements.

Graduation Requirements

Students must earn 22 credits (15 required and 7 elective) and pass the state required civics test in order to graduate from ACP. Each student will have a graduation plan that includes the following graduation requirements:

Subject	English	Math	Social Studies	Science	Fine Arts	Elective
Total Credit	4	4	3	3	1	7
Required courses:	English 9A	Algebra IA	Am. History I Am. History II	Any 6	Any 2	Any 14
	English 9B	Algebra IB				
	English 10A	Geometry A	World History I			
	English 10B	Geometry B	World History II			
	English 11A	Algebra IIA*	Am. Government			
	English 11B	Algebra IIB*	Economics			
	English 12A	Any 2				
	Any 1	*Or equivalent				

ACP Online - Earning of Credits

ACP distance learning students utilize H.B 2862 which provides flexibility with instructional hours and learning. Students in distance learning can use mastery-based learning to accelerate through courses and earn additional credits. ACP online will offer 6 blocks throughout the year, but students can move on to additional courses if they finish their course before the block is complete. Additionally, students that need additional time can extend their course if they are completing the required attendance time.

CREDIT RECOVERY OPTIONS

Career Exploration Project (CEP)

Students that fill out a career exploration contract and submit documentation of employment may earn elective credit. 150-hours is equivalent to ½ an elective credit. Submitting proper documentation to the administration is the responsibility of the student.

General Education Development (GED)

Students wishing to accelerate credit recovery may transfer up to 11 credits by passing all GED exams. In order to do this, students must be enrolled full-time at ACP for the spring semester (3 blocks), fulfill all graduation requirements, and after transferring GED credits, students must maintain a 2.0 GPA **even after completing the test. This means that students must be enrolled in all 3 blocks of the spring semester after passing their GED test. Students must also fulfill all ACP and state graduation requirements** which include passing the **Arizona Civics test, completing class hours in state mandated CPR training** (in accordance with Arizona State Law-ARS 15-718.01), earning a grade of “1” or higher in **American Government and Economics**, and **earning a total of 22 Academic credits.**

Service-Learning Credit

Students that fill out a service-learning contract and submit documentation of community service hours at a non-profit organization may earn elective credit. 75-hours of documented service is equivalent to ½ credit, and a maximum of 3 credits may be earned. Submitting proper documentation to the administration is the responsibility of the student.

GRADING POLICY

The standards-based curriculum at ACP Charter School prepares students for post-secondary education and/or employment. The grading policy for Academy with Community Partners is a 0-4 grading scheme for standards-based grading. It also aligns to the scale used for Carnegie credits on transcripts. Students must earn at least a 1 in order to earn credit for the courses and meet the minimum mastery of standards.

Grading Scale:

- 4 = 90-100
- 3 = 80-89
- 2 = 70-79
- 1 = 60-69
- 0 = 0 -59

Progress Reports:

Teachers contact parents/guardians each block to update them on student progress in classes, but parents/guardians are always encouraged to contact teachers or the school at any time, for any reason.

Grade Reports:

Parents have access to see student's grades at all times through PowerSchool. On campus students/parents will receive a copy of grades sent home or via email or physical mail. All grades are recorded and become part of the student's transcript.

State Testing:

ACP Charter School follows all state guidelines for standardized testing. Standardized tests measure each student's academic growth and help evaluate the strengths and weaknesses of the school's academic programs, and test results are recorded on permanent transcripts. State testing is a required part of attendance at a public school. Online students are required to test at a physical testing site, either at the ACP school building in Mesa or another site in Arizona where the testing is proctored by ACP teachers and staff.

ATTENDANCE POLICIES

On-Campus Attendance and Truancy Policies

On Campus students are allowed 2 excused absences per block. All additional absences require a two-hour makeup on Friday, or after school, to make up the work and/or time within the week of the absence. Students will not be able to makeup absences past the last day of the block. Students will not receive any credit (zero credit) for any absences that have not been made up. **When a student has more than 2 days absent, he/she will not receive any credit for the block. Absences are defined as:**

- not attending a scheduled class
- being more than 20 minutes late to a class
- leaving a class more than 20 minutes early
- leaving school premises during a morning or afternoon break (in this situation students are not allowed to return to that class that day and are counted absent)
- 3 tardies are equivalent to 1 absence

School absences will be excused with documentation for the following:

- Illness
- Emergency family matter
- Death in the family
- Medical and personal appointments
- Extended travel out of the city, when arranged by calling the office
- Religious observance
- Court and legal matters

To be documented as an excused absence, a telephone call from a parent/guardian must be received in the office within 24 hours of the absence. Extended absences may require medical verification. The same rules apply for

prearranged absences. Tests and assignments missed while absent must be made up by the time stipulated by the teacher or administration. It is the students' responsibility to make arrangements with the teacher for make-up work or to get work in advance of missing class. ACP must automatically withdraw any student that is missing 10 consecutive days of school if unexcused.

Online Students Attendance & Participation

As a public charter school, Academy with Community Partners is required to monitor student attendance in accordance with all applicable statutes set forth by the Arizona Department of Education. H.B. 2862 requires all public high schools to offer a minimum of 900 hours per year for online students. This attendance requirement is prorated for students enrolling after the first week of school. The teacher will help develop a weekly schedule to ensure that students meet this requirement. *To meet the 900 hours of school, students are required to complete an average of 6.25 hours each day Mon-Thursday or 25 hours total between Sunday and Saturday of that week or complete the required amount of work to show mastery of the standards.*

Online Students Accumulated Unexcused Absences and Truancy Process

Students who do not attend required online sessions or fail to log attendance within the Online School when required, will be considered absent for the required amount of time unless a valid written excuse is provided to the teacher. Absences not identified as "reasonable" above will be considered "unexcused".

A student is deemed truant when he/she is absent from school without an acceptable excuse when three (3) unexcused absences are accumulated. The parent/legal guardian must submit a doctor's note or a written excuse for absences that are deemed as excused.

- Three (3) Unexcused Absences: Students who accumulate a total of three (3) absences will be sent a warning letter via email.
- Five (5) Unexcused Absences: Students who accumulate a total of five (5) absences will have a phone call, and a warning letter via email.
- Seven (7) Unexcused Absences: Students who accumulate a total of seven (7) absences will be sent an invitation to attend a Truancy Meeting via personal email. Parents and students (if necessary) will be required to attend a meeting with school personnel in person or via an online meeting tool, which is subject to include teachers, Administrators, district personnel, and anyone else designated by the Student Success Coordinator, to discuss the absences and develop a back on track plan.
- Ten (10) or more total absences are accumulated for any student result in placement in probation status. A success coach will work to help the family get back on track for 3 days. Student will have a truancy hearing by ACP administration where student may be administratively withdrawn based on truancy. Students with 10 consecutive absences will be withdrawn per state requirement.

If an ACP student's chronic truancy results from homelessness, the student's enrollment rights at ACP shall be based on the McKinney-Vento Homeless Assistance Act.

Attendance for ACP students are accounted for in the following ways:

1. Student working in Canvas on coursework, or any supplemental materials will be automatically captured with time in the system.
2. Student offline time must be submitted to the teacher for approval for the minutes to count as attendance.

If during the school year it becomes evident that guardianship or state residency has been misrepresented to obtain enrollment, the student will be withdrawn immediately.

ON CAMPUS POLICIES

Friday Make-up:

Friday Make-up time is offered in two sessions:

Session 1

Session 2

8:00 A.M. – 9:50 A.M.

10:00 A.M. – 11:50. AM.

Each session counts for 2-hours of make-up time. **Students must be on time to make-up session, or he/she may not be admitted.** Students must follow the rules and instructions of the make-up instructor. Students who are not working or are being disruptive will be removed and will not receive credit.

Final Exam Exemption Policy:

Students with 100% attendance (including no excused absences and no tardies), and with a grade of 4 or higher in their class, will be exempt from that class's final exam. To participate in this exemption policy, a student must be enrolled in the class at the beginning of the block. Any student enrolling after the first day will be required to take the final exam, regardless of grade or attendance. An exemption form will be given to any student meeting the exemption criteria and must be signed by the legal guardian and returned to the instructor on the day specified by the instructor.

Unexcused absences (ditching school):

ACP defines ditching as leaving school property during school hours without following school procedure. Leaving school early for any reason must be documented by the office to be considered an excused absence, rather than a ditch. To have an early dismissal excused, students must have both parental permission and must sign out in the office. Leaving early, without following school procedure first, will be counted as ditching class. Any student who ditches class will be marked absent, and he/ she will **not** be allowed to return to campus. As a consequence, for ditching, he/ she will not be able make up the work missed and will result in a **zero** for class participation for that day, including tests or quizzes.

Break Policy

During the 20-minute breaks, students are not allowed in the student's North parking lot, nor are they allowed in the front of the buildings, and all school behavior policies are in full effect. As a reminder, **students are not allowed to leave campus during break.**

Open Lunch Policy

ACP is an open campus for lunch only; therefore, students are allowed to leave campus on their lunch hour, but not during the 20-minute breaks in the morning and afternoon. ACP is not responsible for any student activities during lunch or for any activities that take place off campus.

Student Searches

School officials may make searches of a student and/or the personal belongings of a student if there is reasonable suspicion to believe that the student is carry articles that may endanger other individuals in the school or that such articles possessed are contrary to law or school policy. If a student is searched, it shall be in private by a school official of the same sex with a certified staff member of the same sex present. Any such action shall not deliberately be intended to embarrass, harass, or intimidate the student.

COUNSELING AND GUIDANCE SERVICES

Counseling and guidance services are available to all students at ACP Charter School to aid in their personal growth by:

- Assisting in selecting high school courses
- Providing information and assistance on scholarships, grants, and other sources of financial aide

- Assisting in selection of and application for colleges
- Providing information and direction for continuing education and/or training
- Offering direction and information on career choices
- Providing personal counseling for students, especially regarding academic and personal problems
- Arranging and/or conducting of conferences with parents/guardians or other parties involved
- Suggesting referral for additional or specialized counseling when needed
- All staff members are available to confer with students, and will assist them in gathering information regarding colleges, careers, and testing resources

Information is available from the administration department for students planning to attend college and who wish to take the American College Test (ACT) and the Scholastic Assessment Test (SAT) for college entrance.

EXTRACURRICULAR ACTIVITIES

Through representatives of the student body, organizations, and clubs, each student has a voice in decisions regarding fundraising activities, social events, student welfare, student conduct, and many other factors of school life. Activities that may be offered include volleyball, basketball, baseball, Student Council, Yearbook Committee, Adventure Club, e.g., Students that are doing well in their courses can also request an additional online course to take to accelerate if desired.

FIELD TRIPS

As an extension of classroom learning hours, students may be asked to take part in a field trip off campus. All field trips must be in concordance with the Arizona Department of Education State Standards and be approved by Administration, according to ACP's Staff Handbook. Students will travel by staff vehicles, or they will travel in a car with an approved student driver who is deemed by Administration to be responsible, has shown proof of a current driver's license, and shown proof of valid, up to date, car insurance to the ACP office. By signing this Student/Parent Handbook you, the parent, are giving permission to any student under the age of 18, to attend field trips. If a parent or guardian, or a student over the age of 18 does not wish to have their student attend a field trip, a written statement must be submitted to the office and the missed Filed Trip class day will equal an absence.

MEDIA RELEASE

When signing for receipt of this parent/student handbook, you, the student, give permission for Academy with Community Partners to use your photo in the school yearbook, video productions and/or any publicity deemed necessary and prudent for the promotion of the school. By signing this Parent/Student Handbook you, the parent, are giving media release to any student under the age of 18. If a parent or guardian or a student over the age of 18 does not wish to have the picture(s) to be released, a written statement must be submitted.

TECHNOLOGY POLICIES

Computers may not be used without staff supervision or approval. Programs or files of any sort may not be copied or installed without permission. Students must follow the student code of conduct for internet usage. **Students are not allowed on teacher computers.**

Students will not:

- Bring computers or software from home to use in class without prior approval
- Damage computers, computer systems, or computer networks
- Violate copyright laws
- Intentionally waste limited resources
- Employ the network for commercial purposes
- Transmit personal information without written parental consent
- Access areas considered as borderline without written parental consent

Internet and Email Policy

Students are responsible for good behavior on school computer networks, just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Online Students – Technology Support

By enrolling in an online school program, you have exhibited understanding that the ability to access the internet is required daily. That being said, errors in technology do occur, and it is understandable that time off from school may be warranted by lack of acceptable computer equipment and internet malfunctions. However, if your internet or computer will be out-of-commission for more than a day or two, it is the responsibility of the student and/or LC to (1) notify the instructor and (2) seek other methods of online access, such as local libraries or a relative's home. Also, Technical Support can be accessed by going to acparizona.org and clicking on technology support. You can click on submit a ticket (on the right side of the screen) or call 1-833-426-7457.

CODE OF CONDUCT

In order to maximize learning for all students, ACP will provide an in-person and virtual school environment that promotes appropriate behavior and minimizes disruptions. The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. All students are expected to have a clear and consistent understanding of the Student Code of Conduct and comply with all school policies and procedures.

The Code of Conduct requires students to:

- conform to reasonable standards of socially acceptable behavior.
- respect the person and property of others.
- respect the rights of others.
- preserve the degree of order necessary to the educational program in which they are engaged; and
- comply with the requests of school administrators, teachers, and staff.

Positive Behavior Intervention and Supports

Students are supported by Positive Behavior Intervention and Supports (PBIS), which is an approach to discipline that targets desired outcomes with teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The research based PBIS model teaches positive behavior choices, alongside and embedded within Socio-Emotional Lessons (SEL) to ensure that students understand behavioral expectations. Once this is taught, student behavior is also seen as a form of communication, and teachers strive to see through the behavior to what the student might need and offer proactive support and guidance. Student Success Plans are crafted with the goal of both behavioral and academic success, and intervention strategies are tiered based on a multi-tiered level of support system.

Student Success Plans

The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student needs and specific actions for a student to become successful with the goal of academic achievement. Student Services, teachers, students, and learning coaches develop the Student Success Plan together. The assigned Student Services team member facilitates the process, monitors the plan, and provides ongoing follow up.

BEHAVIOR POLICIES

All behavior policies are enforced at the discretion of ACP staff. Failure to comply with these policies may result in detention or suspension.

Assemblies and School Sponsored Events

If assemblies and/or school sponsored events are held, students will be expected to conduct themselves in an acceptable manner, following all behavior policies.

Academic Integrity Policy

Students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own.

Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of any outside source such as Yahoo Answers, Wikipedia, Ask.com, Brainly.com, etc.
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement
- Submitting in whole, or in part, the work of another student
- Submitting in whole, or in part, an assignment written for another course by someone else
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student

Plagiarism and cheating are taken very seriously. Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies. For the first academic integrity offense the assignment will be reset, student will be notified of the offense, and the work will need to be redone. The second offense will result in a required conference with the teacher. The third offense will result in meeting with the administrator for disciplinary action.

Behavior Contract

Students that violate school policies may be placed on a behavior contract. This contract is a plan developed by the student, a parent/guardian, and the administration to help the student improve specific behavior issues and details consequences if future infractions occur.

Dress Code

All students must adhere to the school dress code. The policies will be enforced at the discretion of the school staff. Students not in compliance will be sent to the office where they will be asked to correct their wardrobe or be sent home.

Clothing, which is not permitted includes, but is not limited to the following:

- Any exposed undergarments
- Clothing that is excessively revealing or expose the midriff
- Gang affiliated clothing or hats
- Clothing, which is excessively soiled, torn, or ragged
- Clothing displaying vulgar writing or symbols, or sexual reference
- Clothing with, alcohol, tobacco, or controlled substances (or has the evidence of such through odor or appearance)
- Jeans, pants and trousers that drag on the ground or sag
- Trench coats and other oversized clothing

Gang Affiliations

Gang related activity poses a serious threat to the safety of students and families and is strictly forbidden. For the purposes of this policy, "gang related activity" is defined as any conduct that is engaged in by a student on behalf of a gang or as a result of the student's gang membership; and/or any conduct engaged in by a student to perpetuate, proliferate or display the existence of a gang.

Conduct prohibited by this policy includes:

- Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang
- Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang
- Requiring payment of protections, insurance or otherwise intimidating or threatening any person related to gang activity.
- Inciting others to intimidate or to act with physical violence upon any other person related to gang activity
- Soliciting others for gang membership
- Committing any other illegal acts or other violation with school policies in connection with gang related activity

Electronic Devices

Students will turn all electronic devices, including cell phones, into the teacher at the beginning of class and they will be returned to students at lunch and at the end of the day. If a student refuses to give up cell phone, the administration will handle such as a disciplinary issue. If a parent or guardian needs to contact a student during school hours, they should do so through the front office.

Note: ACP is not responsible for any content on or damages to students' electronic devices.

Public Display of Affection

Any excessive public displays of affection (PDA) can and may result in a misconduct referral.

ZERO TOLERANCE POLICIES

Prohibition of Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying means any severe or pervasive physical, verbal, or virtual act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health, either in person or on some form of electronic/ social media.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in benefitting from the services, activities, or privileges provided by a school.
- If a student leaves his or her classroom or chooses to stand outside on school grounds in order to witness any type of bullying, verbal, or physical altercation instead of remaining in, or entering ACP appropriately, **he/she will be automatically suspended.**
- If a student films any type of bullying, verbal, or physical altercation instead of entering the school appropriately, or instead of remaining in class, **he/she will be automatically suspended. Standing by as a witness makes a student guilty of the same offense.**

Definition of terms: **Reasonable pupil** refers to a pupil who exercises average skill, care, and judgment in conduct for a person his or her age. **Intentional acts** refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s). **Electronic acts** refer to the transmission, by means of an electronic device, including, but not limited to telephone, wireless telephone or other wireless communication device, computer, including, but not limited to, any of the following: a message, text, sound, or image, or a post on a social network internet website, or Twitter, Instagram, Facebook, or any other type of social network.

Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, digital, oral, or physical actions. Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristics. Please review the behavior tiers for the consequences for this behavior.

Enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The Superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components procedures of sexual harassment. Legal References: HB2368 -A.R. S § 15-341 and Office for Civil Rights (OCR)

Sexual Harassment

Sexual harassment is unwanted or unwelcome behavior of a sexual nature.

Examples include, but are not limited to:

- Comments, gestures, or jokes of a sexual nature
- Spreading sexual rumors, commenting about a sexual behavior, or making sexual propositions □
Touching, grabbing, or pinching
- Sexual propositions or threats
- Anything written or drawn of a sexual nature to or about another person

The sexual harassment of any employee or student at ACP Charter School is forbidden. Any employee made aware of an alleged incident of sexual harassment will immediately inform the administration. A written description of the event will be requested from each party.

Alcohol and Drug/Imitation Drug

According to A.R.S. § Title 13 and Title 15 Criminal Code, Student use, possession, distribution, sale, or being under the influence of alcohol, illegal drugs, controlled substances, “look-alike” drugs, steroids, or possession of drug, vape, or tobacco paraphernalia on school premises or at any school function is strictly prohibited. Minimum penalty for violation of this policy will be a 5-day suspension from school, or a dismissal from the program.

Specifics concerning Marijuana: **According to Arizona Revised Statute (ARS 15-108)**, “A person may not lawfully possess or use marijuana on the campus of any high school, junior high school, middle school, common school or preschool in this state.” This also includes the prohibition of the use of medical marijuana on campus, **according to the Arizona Medical Marijuana Act; limitations (ARS § 36-2802, subsection**, “Arizona does not authorize any person to engage in, and does not prevent the imposition of any civil, criminal or other penalties for engaging in, the following conduct:

- A.) Undertaking any task under the influence of marijuana that would constitute negligence or professional malpractice.
- B.) Possessing or engaging in the medical use of marijuana:
 - On any form of school transportation.
 - On the grounds of any preschool or primary or secondary school.
- C.) Smoking marijuana:
 - In any public place.

In addition, federal law finds marijuana to be a Schedule 1 drug and requires us to follow federal guidelines which supersede state law. We are a Title 1 school subject to federal mandates.

Smoking/Vaping/ Use of Drug Paraphernalia

House Bill 2701 prohibits tobacco products on school grounds, including but not limited to: school parking lots, playing fields, school buses, vehicles, school sponsored activities/events, and the area within 200 feet of a school facility (**Title 15 A.R.S § 36-798.03**). This law is and will be enforced by law enforcement agencies. Penalty for violation of this law is a petty offense punishable by a fine of up to \$300.00.

ACP utilized HALO vape detection devices. These vaping devices are installed in our student bathrooms. The devices detect any vaping, including vape devices that contain nicotine and/or THC. The vape detectors are integrated with our video surveillance system and sends alert notifications to the administrative staff. Any student found in the area when the vape detection sends an alert is subject to a search, according to the student search protocols listed in this handbook.

Any student caught smoking any nicotine product on campus, in possession of any smoking or vape device on campus, or smoking/vaping within view of the campus during the school day will be subjected to the consequences listed in the behavior tiers under suspension. Any smoking/ vaping/ drug paraphernalia devices found on campus will be confiscated.

In accordance with A.R.S. § 36-798.03:

Possession or use of tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products is prohibited in these locations: A. School grounds. B. School buildings. C. School parking lots. D. School playing fields. E. School buses and other District vehicles. F. Off-campus school-sponsored events.

Weapons

No firearms or other weapons, including knives, darts, archery equipment, paint guns, or any “look-alikes”, etc., are to be brought to the campus or parking lot area. Police will be notified immediately, in accordance with A.R.S statutes (Title 15 A.R.S § 13-3102-12).

Language and Defiance

Students may not swear or use profanity, obscene terminology, or gestures in class or on campus. Insubordination or disrespect to staff/others will not be tolerated. Students may not show disrespect, defiance, or threaten a peer, a faculty member, or an administrator.

ACP’s vape detection devices not only picks up substances, but while it does not actively record, it picks up key violent words. In response, the detector immediately sends warnings to Administration, and/or the local police, when necessary. Students are subject to consequences for an alarm due to violent key words, which is up to the discretion of Administration.

Theft and Vandalism

Theft of student property or school property and vandalism of student or school property will not be tolerated. Vandalism is punishable by law pursuant to **A.R.S § 13-604**.

SUSPENSIONS

If a student breaks any Behavior or Zero Tolerance Policies, they may be subject to suspension. Suspension refers to a period during which a student is not allowed to attend school or school related functions for a designated time period as determined by administration. Suspensions may be short-term, or the student’s offense may lead to a dismissal from the program, dependent upon the severity of the offense. Suspension shall be imposed only after other means of correction fail to bring about proper conduct or compliance with Zero Tolerance Policies.

The following are considered severe or serious infractions of school rules and policies at ACP and will result in an automatic school suspension:

- Willful disobedience or disrespect
- Stealing or extortion
- Destroying, damaging, or defacing school property
- Smoking, Vaping, Alcohol or Drugs
- Possession of drugs, alcohol, or associated smoking/ vape paraphernalia
- Fighting
- Weapons
- Harassment or bullying, either in person or on some form of electronic/ social media.
- Profanity and/or obscene gestures
- Cheating/plagiarism

Note: ACP School Administration and ACP's Board reserve the right to enforce a suspension at their discretion and to enforce long term suspension on students for gross violations of student policies.

In-School Suspension

The purpose of **In-School Suspension** (ISS) is to allow a safe, healthy environment for students. Students will be able to learn and serve their suspensions, while having time to reflect on their choices. Students will be required to complete assignments and courses to help them manage their choices and behaviors.

While in ISS students will be required to turn in all belongings and electronic devices (Ears buds, Headphones, Smart Watches, Phones, etc.). Students will be allowed two 5 min bathroom breaks. There are no other breaks. Lunch should be brought by the student. Students will have 20 mins to eat lunch. Students will not be allowed to have any personal belongings or electronic devices during the ISS Lunch break. Students will also not be able to make calls home unless approved by administration. Students will not participate in school lunch, breaks, or any other ACP school activities or events while in ISS.

Students may be required to complete community service. [Community Service may include cleaning desks, sweeping, yard work, or approved outside community service, etc.]

Behavior Tiers

- Behavior tiers are effective during school hours and extracurricular activities on and off campus.
- Admin can skip Behavior tiers per administrator's discretion.
- Students can be subject to ***multiple*** behavior tier consequences at once.
- Dress code includes but is not limited to.
 - Backpacks, socks, sagging, underwear, shoes, blankets, pins, patches, hats, outerwear, etc.
- Drug screening may be added in addition to any behavior tier consequence regardless of tier.
- **Any discipline in ISS will result in immediate Tier III penalties and out of school suspension will be assigned and parent/guardian will be notified immediately.**

ISS Schedule

- ½ Day of ISS

AM-8am to 11am

PM-12pm to 3pm.

There is no lunch break.

You are permitted to have one 5min bathroom break.

- Full Day ISS

- 8am to 3pm

You will be allowed two 5 min bathroom breaks.

Lunch will **NOT** be provided. You should bring your own lunch. Students will have 20 min to eat lunch.

Behavior Tier Consequences

- Tiers are suggestions that can be changed and added with other tiers.
- Tier consequences are subject to change by the administration.
- Tiers may have the same listed behaviors.
- Tiers are differentiated according to the severity and repetition of behavior/s.

Tier I

- Dress Code
- Tardies
- Phones
- Vape detector
- PDA
- Behavior (Language, Disrespect of Student/Staff, Etc.)
- Referral
- Vandalism/Graffiti/Destruction of Property
- Bullying/Hazing/Hate Language/Social Media Issues
- Cheating/ plagiarism

Tiers may have the same listed behaviors.

Tiers are differentiated according to the severity and repetition of behavior/s.

Tier II

- Dress Code
- Tardies
- Phones
- Vape detector
- PDA
- Behavior (Language, Disrespect of Student/Staff, Etc.)
- Referral
- Vandalism/Graffiti/Destruction of Property
- Bullying/Hazing/Hate Language/Social Media Issues
- Cheating/ plagiarism

Tiers may have the same listed behaviors.

Tiers are differentiated according to the severity and repetition of behavior/s.

Tier III

- Fighting
- Drugs/Vape/Alcohol
- Weapons
- Intoxication/possession of illicit materials on your person/bag or in your vehicle.
- Dress Code
- Phones
- Vape detector
- PDA

- Behavior (Language, Disrespect of Student/Staff, Etc.)
- Referral
- Vandalism/Graffiti/Destruction of Property
- Bullying/Hazing/Hate Language/Social Media Issues
- Cheating/ plagiarism

Tier Consequences

Friday School penalties do not count toward your class hours. Friday school is given as a consequence for behavior tier violations.

Tier I Consequences

- **½ Day Friday School**
 - AM - 8am to 9:50am
 - Or
 - PM - 10am to 12pm
- **½ Day ISS**
 - AM - 8am to 11am
 - Or
 - PM - 12pm to 3pm

Tier II Consequences

- **1 Day of Friday School**
 - 8am to 12pm
- **1 to 2+ Days of ISS**
 - 8am to 3pm

Tier III Consequences

- **Out of School Suspension**
 - 3-5+ Days
 - Missing Hours will not be allowed to be made up. (Students will not be able to make up class hours missed during suspensions.)
 - Students may be required to provide drug screening from authorized drug testing facilities.

CONFIDENTIALITY

The counselor and teachers respect confidentiality, however, must inform the administration when they receive information that a student plans to hurt themselves or others; or that student is being physically, emotionally, or sexually abused. If someone is abusing a student, the police will be informed. If parents are the alleged perpetrators of abuse, the Department of Child Safety will also be notified.

STUDENT INTERROGATIONS BY LAW ENFORCEMENT OFFICERS

A law enforcement officer's access to a student is dependent on the purpose of the interview. If the law enforcement officer is making an arrest or serving a subpoena or search warrant, then the officer has the right to immediate access to a student. Otherwise, the officer shall follow regular school procedures when seeking access to a student.

If an officer is questioning a student about possible child abuse or neglect or other criminal activity by a parent or guardian, then the administrator will not notify the student's parent or guardian. If the student is suspected of criminal activity, then the school administrator will notify the student's parent or guardian prior to the commencement of the interview, unless parental notification would cause a delay that would create a significant risk to public safety.

COMPLAINT PROCESS

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. Anonymous complaints will be appropriately investigated. Informal reports may be made to any staff member. Staff will direct potential complaints to an appropriate staff member who can explain the complaint process and what a complainant can expect. Staff will inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, and bullying.

Informal remedies include:

- an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face
- a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated
- a public statement from an administrator informing students and staff of the alleged incident will be made while maintaining confidentiality

Formal Complaint Process: Anyone may initiate a formal complaint of harassment, intimidation or bullying. Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

- A. All formal complaints shall be in writing and should explain the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying. The compliance officer may draft a formal complaint, for the complainant to review and sign.
- B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that a formal complaint must be filed based on the information in the officer's possession.
- C. The compliance officer shall investigate all formal, written complaints of harassment, intimidation, or bullying, and other information in the compliance officer's possession that the officer determines requires further investigation.
- D. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
- E. The superintendent or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:
 - That the district intends to take corrective action
 - That the investigation is incomplete to date and will be continuing
 - That the district does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.
- F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

G. If a student remains aggrieved by the superintendent's designee's response, the student may pursue the complaint as one of discrimination, nondiscrimination, or a complaint concerning staff or programs.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying.

Complainant(s) cannot be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. The district will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(s). **Legal Reference: HB2368**

STUDENT SERVICES

Child Find

Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all ACP students are properly identified and served, the parent or guardian will be asked at least twice if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student has an active Individual Education Plan (IEP).

Special Education Services

ACP is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). ACP Special Education professionals assist parents in accessing and coordinating services pursuant to a current Individualized Education Plan. Parents should indicate that their child has an Individualized Education Plan as soon as possible.

Special education services are available to students who have been identified with a disability which adversely impacts their academic achievement. Documentation of the disability must be provided, such as a previous Individualized Education Plan (IEP), eligibility report, and/or a psychological evaluation. Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting.

Services offered may include accommodations and/or modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing or timing. Services may be done in the regular education classroom, with coteaching, or in a separate classroom environment.

Related Services

ACP provides related services and special education evaluations through contracts with service providers (school psychologists, speech language therapy, occupational therapy, physical therapy, etc.). **It is important for students and parents to attend all related services appointments in order for the student to receive maximum benefit and achieve IEP goals.** More than 3 absences will result in an IEP meeting and subsequent absences may constitute a refusal of services. We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because ACP has both an in person and online school options, it is understood that speech and related services may be provided either virtually or face to face; however, not always in the home environment. Services will be offered at the nearest office to the family's home.

English Language Learners (ELL)

According to the Arizona Department of Education, English Learners must be identified at the point of enrollment. ACP uses the Home Language Survey (HLS) to help identify language minority students. A language-minority student is one whose home language is other than English. Information obtained from the survey is helpful when considering appropriate placement for the student. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

Language minority students identified through the HLS during registration before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

ACP will provide limited English proficient (LEP) parents with access to language assistance through translated materials or a language interpreter. Language assistance is free and provided by appropriate and competent outside resources. ALDCA will distribute information to LEP parents in a language they can understand about any program, service, or activity that is addressed to native English-speaking parents. ACP provides the translation or interpretation services and does not rely on students, siblings, friends, or school staff to translate or interpret for parents.

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) Services at ACP are available for students who have been identified as academically "at-risk". A student that is defined as "at-risk" has tested significantly below grade level expectations on his/her assessments has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need on the Child Find screening.

MTSS is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified intervention teams that are matched to the student's needs, and those needs are monitored on a frequent scheduled basis. This monitoring and identification are carried out via the schools Problem Solving Team (PST).

TITLE 1

Academy with Community Partners is a Title I School. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging academic achievement standards and assessments.

Parents Right to Know

Teacher Qualifications—ESSA, Section 1112 (c)(6)

- (A) QUALIFICATIONS- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- i. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - ii. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - iii. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - iv. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

- (B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—
 - i. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
 - ii. timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- (C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

English Learners—ESSA, Section 1112 (3)(A)

Language Instruction-

- (A) **NOTICE**—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—
 - i. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program.
 - ii. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - iii. the methods of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - iv. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - v. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - vi. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - vii. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 - viii. information pertaining to parental rights that includes written guidance—
 - I. detailing the right that parents must have their child immediately removed from such program upon their request;
 - II. detailing the options that parents must enroll their child in such program or to choose another program or method of instruction, if available; and
 - III. assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.
- (B) **SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.** —For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).
- (C) **PARENTAL PARTICIPATION.** —
 - i. **IN GENERAL.** —Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—
 - I. be involved in the education of their children; and

- II. be active participants in assisting their children to—
 - aa. attain English proficiency;
 - bb. achieve at high levels within a well-rounded education; and
 - cc. meet the challenging State academic standards expected of all students.
- ii. REGULAR MEETINGS. —Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.
- (D) BASIS FOR ADMISSION OR EXCLUSION. —A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.
- (E) NOTICE AND FORMAT. —The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Academy with Community Partners
Parents Right-To-Know • Request Teacher Qualifications

Title I, Part A, Section 1112(c)(6), *Every Student Succeeds Act*, Public Law 114-95

I am requesting the professional qualifications of _____
Teacher/Paraprofessional Name (Please Print)

who teaches my child, _____ at _____
Child's Name (Please Print) School (Please Print)

My mailing address is _____
Street (Please Print) City State Zip

My telephone number is _____.

My name is _____.
Name (Please Print)

Signature Date

This Section to be Completed by School

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? Yes No

Is the teacher teaching under emergency or other provisional status?
 Yes No

Undergraduate Degree _____ (University/College)
Major /Discipline _____

Graduate Degree _____ (University/College)
Major/ Discipline _____

Does a paraprofessional provide instructional services to the student?
 Yes No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)
Major/Discipline _____

College/University Credit _____ (Hours)
Major/Discipline _____

Signature of Person Completing Form

Date Returned to Parent/Guardian

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) provide parents and students over 18 years of age (“eligible students”) certain rights regarding students’ education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. To request an inspection and review, the parent or eligible student should submit a written request to the Academic Administrator that identifies the record (s) they wish to inspect. The Academic Administrator makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student’s education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Academic Administrator; clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the school notifies the parent or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent. One exception that permits the School to disclose information without consent is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
 - Family Policy Compliance Office
 - U.S. Department of Education
 - 400 Maryland Ave., S.W.
 - Washington, D.C. 20202-4605
5. FERPA requires that the School, with certain exceptions, obtain a parent’s or eligible student’s written consent prior to the disclosure of personally identifiable information from a child’s education records. However, the School may disclose “directory information” without written consent, the parent or eligible student, have advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:
 - Shipment of computer and school materials to and from student’s home
 - Entry of student enrollment information into a computer database for use by school officials
 - Sports activity sheets, such as for wrestling, showing weight and height of team members

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

. *Receive notice* and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

i. *Inspect*, upon request and before administration or use:

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

ACP has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ACP will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ACP will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. ACP will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.

- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202

ADMISSION OF HOMELESS CHILDREN AND YOUTH

This federal law ensures that the educational needs of homeless children and youth are met through immediate enrollment, comparable services, and supplemental services. All homeless children and youth must have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths and afforded the opportunity to meet the same challenging state student academic achievement standards to which all students are held.

Authority: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.

SCHOOL PROPERTY

ACP provides materials, computer (if applicable), printer, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

STUDENT RECORDS

Student records are maintained at the ACP office. Parents/legal guardians may contact the ACP office to obtain a copy of student records. If parents change their address, telephone, e-mail address, or place of employment, they are asked to notify the office immediately.

TITLE IX POLICY & PROCEDURES

Non-Discrimination Policy

Academy with Community Partners is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. ACP reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

Definitions

In order to properly identify issues that may comply under Title IX, specific definitions need to be provided for the Coordinator to use for determinations. Listed below are definitions for both sex discrimination and sexual harassment that pertain to both students and employees.

- Definition of Sex Discrimination and Sexual Harassment (for Students): Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or

activity that receives federal financial assistance. Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

- Definition of Sex Discrimination and Sexual Harassment (for Employees): Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Information and Assistance

Information regarding Title IX is presented to all families during a Federal Programs Parent Meeting that is held at the beginning of each school year.

Any individual who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from the **Title IX Coordinator** Dr. Kayleen Marble. She can be reached:

- by email at kmarble@acparizona.org
- by phone at 480-833-0068
- by U.S. Mail or in-person at ACP in Mesa, AZ

Grievance Procedure

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary. The grievance procedures will be as follows:

1. It is the express policy of ACP to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with ACP's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the ACP shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee

shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with ACP's Title IX principles and goals.

6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board (for Students) or ACCEL HR (for Staff) within thirty (30) working days from receipt of the complaint.
7. The School Board (for Students) or ACCEL HR (for Staff) shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and ACP will take actions necessary to prevent such retaliation.

Dissemination of Information

ACP shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, e/employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

QUESTIONS OR CONCERNS

ACP staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. ACP staff also realizes that parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

- Step 1: All concerns and issues should first be directed to the student's teacher or success coach via phone or email. If an ACP teacher cannot resolve the issue, he/she directs the parent to the appropriate contact for assistance.
- Step 2. If the concern is not resolved at this level, parents are advised to contact an administrator at the ACP office.

RIGHT TO AMEND

ACP reserves the right to amend this handbook or any of the policies contained herein at any time with no notice.

ACADEMY WITH COMMUNITY PARTNERS, INC.
PARENT/STUDENT HANDBOOK
SIGNATURE PAGE 2022-2023

By signing this handbook, I am stating that I agree to abide by all ACP rules, policies, and procedures.

_____ / _____ Date: _____
Student Name (Print) Student Name (Signed)

_____ / _____ Date: _____
Parent/Guardian Name (Printed) Parent/Guardian Name (Signed)