



Providing education for today and hope for tomorrow.

**Parent/Student Handbook
2024-2025**

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Board Approved July 12, 2024

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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 2024-2025 School Calendar is below for your reference to make sure students are in school each day ready to learn.

2024-2025 ACP Final Calendar

July 2024							July													
Su	M	Tu	W	Th	F	Sa	29-30	Staff PD/Work Days						Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6	31st	1st Day of School (Block 1 begins)						5	6	7	8	9	10	11
7	8	9	10	11	12	13														
14	15	16	17	18	19	20														
21	22	23	24	25	26	27														
28	29	30	31																	

August 2024							August										
Su	M	Tu	W	Th	F	Sa											
				1	2	3											
4	5	6	7	8	9	10											
11	12	13	14	15	16	17											
18	19	20	21	22	23	24											
25	26	27	28	29	30	31											

September 2024							September													
Su	M	Tu	W	Th	F	Sa	2nd	Labor Day (No School)						Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	8th-10th	Block 1 ends (Finals)						2	3	4	5	6	7	8
8	9	10	11	12	13	14	16th	Block 2 begins						9	10	11	12	13	14	15
15	16	17	18	19	20	21														
22	23	24	25	26	27	28														
29	30																			

October 2024							October													
Su	M	Tu	W	Th	F	Sa	7th-10th	Fall Break (No School)						Su	M	Tu	W	Th	F	Sa
			1	2	3	4	16th	40th day						6	7	8	9	10	11	12
6	7	8	9	10	11	12	31st	Block 2 ends (Finals)						13	14	15	16	17	18	19
13	14	15	16	17	18	19														
20	21	22	23	24	25	26														
27	28	29	30	31																

November 2024							November													
Su	M	Tu	W	Th	F	Sa	4th	Block 3 begins						Su	M	Tu	W	Th	F	Sa
					1	2	11th	Veteran's Day (No School)						4	5	6	7	8	9	10
3	4	5	6	7	8	9	25-28th	Thanksgiving Break (No School)						11	12	13	14	15	16	17
10	11	12	13	14	15	16														
17	18	19	20	21	22	23														
24	25	26	27	28	29	30														

December 2024							December													
Su	M	Tu	W	Th	F	Sa	19	Block 3 ends (Finals)						Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	23-31st	Winter Break (No School)						1	2	3	4	5	6	7
8	9	10	11	12	13	14														
15	16	17	18	19	20	21														
22	23	24	25	26	27	28														
29	30	31																		

January 2025							January													
Su	M	Tu	W	Th	F	Sa	1-2nd	Winter Break (No School)						Su	M	Tu	W	Th	F	Sa
			1	2	3	4	6th	Block 4 begins						5	6	7	8	9	10	11
12	13	14	15	16	17	18	20th	Martin Luther King Jr. Holiday (No School)						12	13	14	15	16	17	18
19	20	21	22	23	24	25														
26	27	28	29	30	31															

February 2025							February													
Su	M	Tu	W	Th	F	Sa	17th	President's Day holiday (No School)						Su	M	Tu	W	Th	F	Sa
						1	20th	Block 4 ends (Finals)						2	3	4	5	6	7	8
2	3	4	5	6	7	8	24th	Block 5 begins						9	10	11	12	13	14	15
9	10	11	12	13	14	15	25th	100th day						16	17	18	19	20	21	22
16	17	18	19	20	21	22														
23	24	25	26	27	28															

March 2025							March													
Su	M	Tu	W	Th	F	Sa	10-13th	Spring Break (No School)						Su	M	Tu	W	Th	F	Sa
						1														
2	3	4	5	6	7	8														
9	10	11	12	13	14	15														
16	17	18	19	20	21	22														
23	24	25	26	27	28	29														
30	31																			

April 2025							April													
Su	M	Tu	W	Th	F	Sa	10th	Block 5 ends (Finals)						Su	M	Tu	W	Th	F	Sa
			1	2	3	4	14th	Block 6 begins						6	7	8	9	10	11	12
6	7	8	9	10	11	12	21st	April break (No School)						13	14	15	16	17	18	19
13	14	15	16	17	18	19														
20	21	22	23	24	25	26														
27	28	29	30																	

May 2025							May													
Su	M	Tu	W	Th	F	Sa														
				1	2	3	Graduation							4	5	6	7	8	9	10
4	5	6	7	8	9	10	22nd	Block 6 ends (Finals)						11	12	13	14	15	16	17
11	12	13	14	15	16	17	26th	Memorial Day Holiday (Staff)						18	19	20	21	22	23	24
18	19	20	21	22	23	24	27-29th	Staff Work Days						25	26	27	28	29	30	31
25	26	27	28	29	30	31														

June 2025							June													
Su	M	Tu	W	Th	F	Sa														
1	2	3	4	5	6	7	Semester 2 = 73							1	2	3	4	5	6	7
8	9	10	11	12	13	14	145 total instructional days							8	9	10	11	12	13	14
15	16	17	18	19	20	21	5 staff work days (Plus Fridays)							15	16	17	18	19	20	21
22	23	24	25	26	27	28														
29	30																			

Calendar Template © 2021 by Vertex42.com. Free to print.

<https://www.vertex42.com/calendars/school-calendar.html>

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 support 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 the 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.

STUDENT'S RIGHTS

Students shall have the right to receive annually, at the opening of school, a publication listing the rules and regulations to which they are expected to comply. Student behavior expectations shall be clearly defined, reasonable and relevant to the educational process. Although an attempt has been made to include all rules and expectations, this handbook should be viewed as a guide since it would be impossible to list all situations.

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.

SCHOOL VOLUNTEERS

Parent/Guardian Volunteers

Since student safety is of utmost concern to us, certain restrictions apply to volunteers and fingerprint clearance may be required in order for you to volunteer. Parents or guardians of a currently enrolled student who wish to volunteer at the school are not required to be fingerprinted.

Community Volunteers

Community Volunteers are required to have a valid AZ Fingerprint Clearance Card prior to volunteering in our programs. For more information on becoming a community volunteer, contact the school leader.

CONDUCT OF VISITORS/GENERAL PUBLIC ON SCHOOL PROPERTY

The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- All visitors, parents, guardians, etc. who visit the school for any reason (i.e. volunteering in the classroom, observation, meeting with school staff, etc.) are required to enter the school through the main/front doors, report to the school office, sign in, present identification, and wear a visitor badge at all

times. In order to ensure the safety of the campus community, entrance to the school through other entrances is not permitted by visitors. All visitors must be escorted by a staff member at all times.

- No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without prior approval by the school leader or the school leader's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the school leader or school leader's authorized representative.
- Any member of the general public considered by the school leader, or a person authorized by the school leader, to be in violation of these rules shall be instructed to leave school property. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the school.
- No person shall possess or engage in the use of medical marijuana on school property or at school-sponsored events.

No person shall engage in conduct that may cause interference with, or disruption of, an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of the school by either:
 - Threatening to cause physical injury to any employee or student of the school or any person on the property of the school.
 - Threatening to cause damage to the school, the property of the school, or the property of any student or employee of the school.
- Intentionally or knowingly entering or remaining on the property of the school for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the school leader or another person designated to maintain order at the school.

The above identified acts need not be directed at a specific individual, the school, or specific property of the school to constitute a violation of this policy. Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.

A person may also interfere with or disrupt the operation of the school by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the school board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the school or at school-sponsored functions.
- Forceful or unauthorized entry to or occupation of school facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on school property or at school-sponsored functions
- Use of speech or language that is offensive or inappropriate to the limited forum of the public-school educational environment.
- Failure to comply with the lawful directions of school officials or of law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.

- Knowing violation of a school rule and/or policy. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy of the school board.
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

CUSTODY

In cases where custody or visitation affects the school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent or parents with joint custody to provide the school with the most recent court order. Restraining orders, court orders and injunctions can only be modified or rescinded by the court.

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 are put on a success plan to 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 electives) and pass the state required civics test to graduate from ACP. Additionally, each student must have completed a CPR course or have a signed exemption form. 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	Biology A	Any 2	Any 14
	English 9B	Algebra IB		Biology B		
	English 10A	Geometry A	World History I	Any 4		
	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. (Please note that there is a limit of 2 credits through this program).

General Education Development (GED)

For students wishing to obtain a GED and still receive a diploma, the student will need to complete the GED exam with a passing score. The student will receive 11 credits towards classes and fulfill all graduation requirements. The student must be enrolled for a minimum of 1 block after passing the exam. Prior to graduation the student must complete any work and/or finish school requirements (22 credits) and the state requirements, ie: Civics test and CPR training (in accordance with ARS 15-718.01)

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 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 always see student's grades 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. All students (both on-campus and 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 make up for 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.
- 2 tardies = ½ of lunch detention or a day of in-school suspension for multiple infractions (will count as makeup for the tardies once complete)
- 4 tardies = 1 full lunch detention or a day of in-school suspension for multiple infractions (will count as makeup for the tardies once complete)

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 720 hours per year. 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 720 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.

Per A.R.S. 15-808 (G), if the academic achievement of a student declines while the student is participating in Arizona online instruction, the students' parents, teachers, and the principal or head of the school shall confer to evaluate whether the student should be allowed to continue to participate in Arizona online instruction.

Online Students Accumulated Unexcused Absences and Truancy Process

Students who do not show adequate progress or fail to log attendance hours 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 (19 of weekly required 25 hours per week). The parent/legal guardian must submit a doctor's note or a written excuse for absences that are deemed as excused.

- **Three Unexcused Absence (19 hours):** Students who accumulate a total of three (3) absences will be sent a warning letter via email.
- **Five Unexcused Absences (31 hours):** Students who accumulate a total of five (5) absences will have a phone call, and a warning letter via email.
- **Seven Unexcused Absences (44 hours):** 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 Success Plan. A success coach will work with the family to support them to getting back on track.
- **Ten Unexcused Absences (62 hours):** Students with 10 or more total absences are accumulated for any reason, will result in placement in probation status. The students will be required to log 6.25 hours within 24 hours and continue to log more than the required 25 hours per week until the time has been made up. The 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 hours for ACP students include:

1. Students working in Canvas on coursework, attending online class sessions, or any online supplemental materials will automatically capture the attendance time in the system.
2. Student offline time must be submitted to the teacher for approval for the minutes to count as attendance. This can include reading, researching, and other activities deemed appropriate for the course.

ON CAMPUS POLICIES

Students who are tardy or have early dismissals on a regular basis may be subject to additional consequences or disciplinary action. These actions could include lunch detention, a behavior contract, or a short-term suspension. Parents will be notified by administration of any disciplinary action. Noncompliance with this detention policy will result in a mandatory 2-hour Friday School Session. Failure to attend the assigned consequence will result in a doubling of the hours owed.

Friday Make-up:

Friday Make-up time and tutoring 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 for their 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. Teachers will be offering tutoring help for any student who falls behind or needs extra help on assignments.

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. This does not apply to on campus blended classes.

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. Students are expected to behave according to the code of conduct during the school day. If situations arise off campus that violate the code of conduct, ACP administrators will investigate and act according to the discipline policies. Students may not utilize any food delivery services during the school day, except during lunch from 11-12. Food needs to be eaten prior to returning to classes at 12pm.

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.

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.

GO GUARDIAN

Go Guardian is a program that filters and monitors activity and flags materials or sites while sending alerts to school administration.

- **First offense.** The school's administration team will communicate with the parent/guardian of the student. A generated report from go guardian that includes terms that were searched and include screenshots will be sent.
- **Second offense.** The school's administration team will communicate with the parent/guardian of the student. A generated report from go guardian that includes terms that were searched and include screenshots will be sent. In addition, the student's account will be placed in the penalty box and the computer will be severely restricted. The student will be placed on a behavioral contract.
- **Third offense.** The school's administration team will communicate with the parent/guardian of the student. A generated report from go guardian that includes terms that were searched and include screenshots will be sent. The third offense will result in suspension from school and could be subjected to expulsion pending a board hearing.

Students will not:

- Bring computers or software from home to use in class without prior approval
- Research or review explicit materials, or websites
- 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. 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 (Online students)

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 (Online Students)

The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student's 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.

STUDENT CODE OF CONDUCT AND EXPECTATIONS

School Expectations for Student Behavior

The parent or guardian will:

- Support the school in requiring behavior from his/her student that creates a safe, positive, academically-centered environment for all learners
- **Treat teachers, administrators, staff, and other students with respect**
- Require consistent, punctual attendance for his/her student
- Encourage excellence in academics, effort, citizenship, and community service
- Learn and reinforce essential character elements and emotional skills
- Put student learning first and support school programs
- Participate in campus activities, such as open houses, graduation, parent committees, and planning meetings

The student will:

- Behave in ways that create a safe, positive, academically-centered environment
- **Treat teachers, administrators, staff, and other students with respect**
- Demonstrate responsible attendance patterns
- Strive for excellence in academics, citizenship, and community service
- Learn and adopt essential character elements and emotional savvy that open school, community, and workplace doors
- Abide by the Internet Use/Policy statement signed before accessing the Internet on campus and respect all hardware and software provided by the school. Users must report inappropriate Internet activity or technology damage to a teacher or administrator. Failure to do so may result in the loss of technology privileges for the entire year.
- Give 100% effort in all class activities and complete tasks in a timely fashion.
- Enter and exit the parking lot in a slow and safe manner that respects instructions given by school staff and officers . . . and obey all posted signage.
- Park in the student parking lot only. Do not park on the street.
- All other parking is reserved for teachers, staff and campus visitors.

The school will:

- Teach and review essential character elements and emotional intelligence through a comprehensive program that will help students lead in schools, workplaces, and communities: Respect, Honesty and Trustworthiness, Citizenship, Responsibility, Integrity, Fairness, Caring and Compassion, Diligence, Tolerance
- Maintain a safe climate with a positive, academically-centered environment that promotes learning for all
- Treat parents, students, and community members with professionalism and regard
- Reinforce the attendance policies to ensure academic progress.
- Recognize perfect attendance, academic excellence, community service, and stellar citizenship.
- Demonstrate 100% effort in all class activities and assignments.
- Utilize Internet supervision software to ensure safe, school appropriate Internet use in all classes.

Dress Code

Appropriate attire is required. School administration has the sole discretion to determine attire that is inappropriate. Students are expected to wear appropriate attire during the school day and at all school sponsored activities. Any attire, which is inappropriate or distracts from the school program, will not be tolerated. These guidelines should be followed:

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, drug, or controlled substances (or has the evidence of such through odor or appearance)
- Jeans, pants and trousers that drag on the ground or sag. Sagging is not allowed. Sagging is defined as pants or shorts that hang down loosely and under garments are showing.
- Trench coats and other oversized clothing
- Profane or disrespectful writing on clothing or jewelry is not acceptable.
- Pictures and/or words on any garment must be in good taste with nothing that is obscene, sexual reference, vulgar, or that promotes anything that is illegal.
- The body shall be adequately covered. Short shorts, bathing suits, bare chests, halter tops, tube tops, undershirts, bare midriffs, mesh or sheer garments, etc. are not considered adequate coverage. Tank tops are allowed if under garments are not exposed and bra straps are covered.
- Bandanas, hats, or anything that does not allow for the ears and face to be visible and allow for line of sight

- Wearing sunglasses or gloves inside buildings and classrooms.
- Violations of the above or other activities considered inappropriate may result in disciplinary action.

Tattoos and Facial/Body Piercings

Visible tattoos and visible facial/body piercings are permitted. Tattoos are permitted as long as they are not offensive (sexual in nature, drugs, violence etc...) in any nature. If the tattoos are offensive, they must be covered up. Administration has the right to deem what is offensive. Piercings are permitted as well. Piercings should not violate the Dress Code of ACP.

Students and their parents/guardians have the responsibility to be aware of the school's specific dress code and to conform to these requirements. If a student or parent has any questions about whether specific attire or accessories are in compliance with this dress code, they should contact the administration prior to wearing such attire or accessories in order to ensure compliance. On campus, the faculty, staff and administration have the responsibility to interpret and enforce the dress code policy. The administration retains the final discretion to determine that the garment or accessory meets the dress code. ACP administration has the final decision whether a garment or accessory meets the dress code.

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.

Enrollment information

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.

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.

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

Drug Free Zone

The possession, use, distribution, sale and/or manufacture of alcohol or illegal drugs is prohibited:

- on School property, or at any school sponsored event or activity,
- within a distance of 300 feet from the grounds of the school,
- on any public property within a distance of 1,000 feet from the grounds of the school,
- while at lunch on and off campus,
- on any vehicle used to transport students,
- This applies to any parent, and or spectators at events or on school campus.

Students are prohibited from using alcohol or illegal drugs within such time prior to coming to a school campus or school-sponsored event or activity that any effect or evidence of such use remains.

The use, possession, distribution, sale or manufacture of drug paraphernalia and of imitations of illegal drugs, narcotics and other noxious substances is also prohibited.

Definition: "Alcohol" means the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols. "Illegal drugs" means all substances prohibited by Arizona Revised Statutes, Title 13, Chapter 34, including: dangerous drugs (including hallucinogenic substances, stimulants, depressants anabolic steroids), narcotic drugs (including cocaine), opiates (including heroin and morphine), marijuana, peyote, vapor-releasing substances containing a toxic substance, and prescription-only drugs, except if used as prescribed by a licensed physician.

Students who are in violation of this policy shall be subject to disciplinary action in accordance with the *handbook matrix* for student behavior established by the board.

Upon discovering any violation of this policy, school personnel shall immediately report the violation to a school administrator. The administrator shall immediately report any violation involving non-prescribed drugs to the appropriate local law enforcement agency.

The school shall contact the parent/guardian of any student who violates this policy.

Lunch Detention

Lunch detention will be used for various infractions at the discretion of administration. Lunch detention will be used first for tardies. A student who has 2 tardies will owe ½ hour of their lunch to make up, and a student who has 4 Tardies will owe 1 full hour lunch detention. Lunch detention is also at teacher discretion for students who are failing or missing time and/or work.

Short-Term Suspension

Definition: Short-term suspension means the temporary withdrawal of the privilege of attending ACP and school-related events in the school for a period of ten consecutive school days or less. There is no right to appeal a short-term suspension.

Long-Term Suspension

Definition: Long-term suspension means the temporary withdrawal of the privilege of attending school and school related functions for a period of 11 consecutive school days or more.

Expulsion

Definition: Expulsion means the permanent withdrawal of the privilege of attending ACP and any function in the organization unless the Governing Board reinstates that privilege.

Terms of Suspensions

- Students suspended for more than 10 consecutive days will automatically be withdrawn from ACP.
- Out of School suspension (OOS): Students are not allowed on the ACP Campus during the entire suspension, including all school sponsored events and activities, including sporting events.
- Violation of the above-mentioned restrictions will result in ACP personnel contacting law enforcement.
- Students are allowed to make up the time missed during suspensions (Friday school, alternative time arranged with teachers, and/or time during the next block)

Grounds for Expulsion

The administration may recommend a student's expulsion for any of the following acts:

1. Causing physical injury to another person.
2. Possession of any firearm, knife, explosive, or any other dangerous object of no reasonable use to the pupil at school or at a school activity. A minimum of one-year's expulsion is required for the possession of firearms.
3. Unlawful sale of any kind of mind-altering substance or use of alcohol.
4. Making or participating in the making of an explosive device.

Parental Notification on Discipline

In the event of a discipline issue that requires parent participation, the following lines of communication will be followed.

- Student will provide a verbal explanation of his/ her experience to administration
- Student will be made aware of consequences per the behavior matrix
- Parent will be notified of consequence verbally by phone and/ or written letter/email
- This only applies to instances in which there are ISS or OSS

- If student is over 18, parents will only be notified with approval from the student

DISCIPLINE MATRIX

The school strives to provide all students the opportunity to learn in a safe and nurturing environment. The following matrices identify, define, and provide consequences to ensure the success of these objectives. Latitude is incorporated in the matrices to allow adaptation according to student’s maturity and the severity of the violation:

Behavior Matrix

*Mandated to report to local law enforcement and ADE

Infraction	Definition	First Occurrence	Repeat Occurrence
*Alcohol (Possession, Distribution or Use)	❖ The violation of laws or ordinances prohibiting the manufacture of, sale, distribution, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school sponsored events and on school-sponsored transportation.	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion
*Arson	❖ Knowingly and unlawfully damaging a structure or personal property by causing a fire or explosion	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion
*Assault/Fighting	❖ A physical attack or fight; includes an actual and intentional touching or striking of another person against his or her will or the intentional causing of physical injury to an individual. This includes situations in which one person or group of persons physically attacks or “bets up on” another person who does not wish to engage in the conflict.	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion
*Drug Use/Under the Influence -Possession -Distribution -Paraphernalia	❖ Includes possession, sale, use, distribution, or being under the influence of drugs; or the unlawful cultivation, manufacture, transportation of drugs; or the possession of equipment or devices used for preparing or taking drugs or at school, school-sponsored transportation. Drugs include but are not limited to all dangerous controlled substances, narcotics, inhalants, and any prescription or over-the-counter drug if abused by the student.	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Expulsion

*Extortion	<ul style="list-style-type: none"> ❖ Asking or demanding money or something of value in return for protection or in connection with a threat to inflict harm. 	<ul style="list-style-type: none"> ❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion 	<ul style="list-style-type: none"> ❖ Suspension (Up to 45 days) ❖ Expulsion
*Gangs	<ul style="list-style-type: none"> ❖ An ongoing loosely or organized association of three or more persons, whether formal or non-formal that has a common name, sign, colors, clandestine purpose or symbols. ❖ This includes persons wearing, carrying, or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership. 	<ul style="list-style-type: none"> ❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion 	<ul style="list-style-type: none"> ❖ Suspension (Up to 45 days) ❖ Expulsion
*Hate Crime	<ul style="list-style-type: none"> ❖ A criminal offense or threat against a person, or property or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation. This includes any crime that manifests evidence of prejudice based on race, religion, sexual orientation, or ethnicity. 	<ul style="list-style-type: none"> ❖ Suspension (Up to 10 days) ❖ Behavior Contract 	<ul style="list-style-type: none"> ❖ Suspension (Up to 45 days) ❖ Expulsion
*Dangerous Item/Destructive Devices (Distribution, Possession, Use)	<ul style="list-style-type: none"> ❖ A dangerous item or destructive device that is used to cause bodily harm or used to intimidate another person including but not limited to: BB, paintball, stun, starter or pellet guns; knives less than 2.5 inches; or Tasers 	<ul style="list-style-type: none"> ❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion 	<ul style="list-style-type: none"> ❖ Suspension (Up to 45 days) ❖ Expulsion
*Robbery/Theft	<ul style="list-style-type: none"> ❖ Intentional taking of an individual's or organization's property 	<ul style="list-style-type: none"> ❖ Suspension (Up to 5 days) ❖ Restitution ❖ Expulsion 	<ul style="list-style-type: none"> ❖ Restitution ❖ Expulsion
Sexual Harassment	<ul style="list-style-type: none"> ❖ Unwelcome sexual advances, request for sexual favors, or the verbal or physical conduct of a sexual nature constitutes sexual harassment when this conduct is offensive and objectionable, causes discomfort or humiliation or interferes with school performance. Includes: sexual comments, gestures, jokes or looks, being touched, grabbed or pinched in a sexual manner, flashing or mooning, spreading sexual rumors, and clothing pulled at, off, or down off in a sexual manner. 	<ul style="list-style-type: none"> ❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion 	<ul style="list-style-type: none"> ❖ Suspension (Up to 45 days) ❖ Expulsion
*Vandalism	Deliberately defacing or destroying any school property	<ul style="list-style-type: none"> ❖ Suspension (Up to 5 days) 	<ul style="list-style-type: none"> ❖ Restitution ❖ Expulsion

		❖ Restitution	
*Weapons (Possession, Sale, or Distribution)	Possession, use, or distribution of any weapon including but not limited to handguns, rifles, shotguns, or knives at least 2.5 inches, electrical weapons, clubs, bombs, grenades, pipe bombs, or poisonous gases or similar devices that explode	❖ Suspension Pending Expulsion	❖ Expulsion

Discipline Matrix

Infraction	1st Offense	2nd Offense	3rd Offense
Absent without Permission	❖ Parent Contact	❖ Parent contact ❖ Behavior contract	❖ Administrative parent contact
Academic (work)	❖ Teacher Intervention	❖ Parent contact	❖ Parent contact
Academic Dishonesty (Cheating, Plagiarism/Forgery)	❖ ½ lunch detention ❖ Loss of credit on assignment ❖ Parent contact	❖ Full lunch detention ❖ Loss on credit on assignment ❖ Parent contact ❖ Behavior contract	❖ Loss of credit for assignment ❖ Parent contact ❖ Suspension (Up to 5 days) ❖ Academic probation
Classroom Disruption, Minor	❖ Teacher consequence ❖ ½ lunch detention	❖ Teacher consequence ❖ Parent contact ❖ Full lunch detention ❖ Behavior contract	❖ Administrator referral ❖ Parent contact ❖ In-School Suspension
Classroom Disruption, Major	❖ Administrator referral ❖ Full lunch detention ❖ Parent contact	❖ Administrator referral ❖ Parent contact ❖ Behavior contract ❖ In-School Suspension	❖ Administrator referral ❖ Parent contact
Computer Infraction	❖ Privileges lost 1 day ❖ ½ lunch detention	❖ Suspension (Up to 5 days) ❖ Full lunch detention ❖ Privileges lost 1 week	❖ Suspension (Up to 10 days) ❖ Complete loss of privileges
Disorderly Conduct	❖ Suspension (Up to 5 days)	❖ Suspension (Up to 5 days) ❖ Behavior Contract	❖ Suspension (Up to 10 days) ❖ Behavior Contract
Disrespect/Defiance/ Insubordination	❖ Suspension (Up to 5 days) ❖ Parent conference	❖ Suspension (Up to 5 days) ❖ Behavior contract	❖ Suspension (Up to 10 days)
Dress Code (Appearance standards)	❖ Change of clothes ❖ ½ lunch detention ❖ Parent contact	❖ Change of Clothes ❖ Full lunch detention ❖ In-School Suspension ❖ Parent contact	❖ Change of Clothes ❖ Suspension
Electronic Devices	❖ Confiscation ❖ ½ lunch detention ❖ In-School Suspension	❖ Confiscation ❖ Full lunch detention ❖ Parent pick-up of device ❖ 2 days of In School Suspension	❖ Confiscation ❖ Parent pick-up of device ❖ Student turns in phone to office each morning

Gambling	❖ Parent conference	❖ Suspension (Up to 5 days)	❖ Suspension (Up to 10 days) ❖ Behavior contract
Leaving campus without authorization/ Ditching	❖ Parent notification ❖ ½ lunch detention ❖ Campus clean up according to hours missed	❖ Behavior contract ❖ Full lunch detention ❖ In-School Suspension	❖ Suspension (Up to 5 days) ❖ Truancy intervention
Physical/ Verbal Aggression or Abuse	❖ Suspension (Up to 5 days) ❖ Parent conference	❖ Suspension (Up to 10 days) ❖ Behavior contract	❖ Suspension (Up to 45 days)
Pornography	❖ Parent notification ❖ Confiscation	❖ Suspension (Up to 5 days) ❖ Behavior contract	❖ Suspension (5-9 days) ❖ Expulsion
Profanity	❖ Verbal/ written warning ❖ ½ lunch detention	❖ Parent contact ❖ Full lunch detention ❖ In-school suspension	❖ Behavior contract ❖ Suspension (up to 5 days)
Public Display of Affection	❖ Verbal/Written warning ❖ ½ lunch detention	❖ Parent contact ❖ Full lunch detention ❖ In-School Suspension	❖ Behavior contract ❖ Suspension (Up to 5 days)
Tobacco/ Tobacco Paraphernalia (Possession and/or use)	❖ Parent contact ❖ Suspension (Up to 5 days or long-term suspension)	❖ Suspension (Up to 5 days or long-term suspension) ❖ Behavior contract	❖ Suspension (Long-term suspension)

(Matrix provides only a portion of infractions and outcomes. It is not limited to these infractions and outcomes.)
(Mandatory Parent Meeting on any 3rd Offense before the student is allowed back on campus)
(Administration has the right to alter any of the above items listed in the Matrix depending on the situation.)

Due Process

- Students involved in any type of disciplinary problem must enter the discipline process at the preliminary investigative point where early guilt or innocence of charges is determined.
- Dependent upon the seriousness of the offense, the student must be accorded the following basic rights:
 - Notice of the charges, nature of the evidence supporting the charges and the consequences if the charges are proven true.
 - Notice of the right to a hearing at which time he or she may respond to the charges.
 - A fair hearing, including the right to present witnesses and evidence.
 - A fair and impartial decision.

Bullying

- ACP is committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying. Reports must be made within 30 days of the last incident. Definition: Bullying is the act of systemically and chronically inflicting physical harm and/or psychological distress on others) to include, but not limited to, fear, anxiety, psychological and emotional harm).
- Any student who has committed an act of bullying, intentionally filed a false report, or retaliated against another who has participated in an investigation, proceeding, or hearing conducted in response to an investigation of bullying, will be subject to disciplinary action including possible police involvement.

Anti-Bullying Program - The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behavior that affects everyone. It is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools. Bullying is defined as deliberately hurtful behavior, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft, etc.)
- Verbal (name calling, racist remarks, etc.)
- Indirect (spreading rumors, excluding someone from social groups, etc.)

Students who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truancy from school.

Students are encouraged to report bullying in schools. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The principal has the responsibility to adopt procedures throughout the whole school to prevent bullying among students and to teach these procedures to all staff, parents and students in curriculum, professional development and assemblies as appropriate.

The following steps will be taken when dealing with bullying allegations or incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the principal
- The principal or appointee will interview all concerned, record the incident and take appropriate disciplinary action
- Teachers will take appropriate preventive actions and advise the principal of repeat incidents so that principal can take further necessary action
- Parents will be kept informed
- Punitive measures will be used as appropriate

Students who have been bullied will be supported in the following ways:

- An immediate opportunity to discuss the experience with a trusted staff member
- Reassurance from the staff
- An offer for continuous support to help restore self-esteem and confidence

Students who have bullied will be supported in the following ways:

- Discuss the incident(s)
- Discover why and how they became involved in the incident(s)
- Acknowledge and take ownership for the wrong doing and the need to change
- Inform their parents or guardians and enlist their help in the process of change

Harassment

Harassment is defined as the intentional disruptive or threatening behavior by a student(s) to another student(s); including but not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs or graphics. Harassment may be direct or indirect. Harassment may be related to but not limited to, race, religion, sexual preference, cultural background,

economic status, size or personal appearance. Students who have been found to be harassing others will face significant disciplinary actions.

Hazing

Hazing is defined as any intentional, reckless act committed by a student, whether individually or in concert with other persons, against another (with or without their consent), which contributes to substantial risk of potential physical injury, mental harm or personal degradation in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with ACP.

It is the policy of ACP to strive for a learning environment for students which is free from Hazing. Hazing, or aiding and abetting another person who is engaged in hazing, is prohibited at ACP and is prohibited in connection with any organization that is affiliated with ACP.

Hazing does not include customary athletic events, contests or competition sponsored by the school, or any activity affiliated with a legitimate educational curriculum or legitimate extracurricular program. Any staff member who knowingly permits, authorizes, condones, or fails to report hazing activity will be subject to disciplinary action. Any student that has engaged in violation of this policy shall be subject to disciplinary action, which may include suspension or expulsion.

If a student believes he or she has been subject to hazing, the student should report the behavior to a teacher or school administrator. Staff members must report the incident to the school administrator or next higher administrative supervisor in writing (including all details provided). A failure by a staff member to timely inform the school of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

The ACP procedure for reporting and investigating harassment/discrimination claims shall apply for all hazing violations.

Intimidation

Intimidation is defined as intentional behavior by a student(s) that places another student(s) in fear of harm of person or property; may be manifested emotionally or physically, directly or indirectly, and by use of social media. Students who have been found to be intimidating others will face significant disciplinary actions.

Electronic Devices

If parents need to contact students, they may do so by calling the front office. Students are welcome to use the office phone if they need to call home. The 21st Century learner is attuned to the technology; therefore, a teacher may ask a student to use a device for educational purposes only. Any use beyond the educational purpose is abuse of the policy. Cell phones and electronic devices may be brought to school, but staff members will ask for all phones to be turned in at the start of class. Cell phones and other electronic devices have the potential to be disruptive, and are **recommended to be kept at home.**

While in class, cell phones and electronic devices are to be turned in at the request of staff members. Cell phones and electronic devices may be used outside of school buildings, before and after school, while on breaks, and during lunch. Cell phones and electronic devices are expected to be turned off during class hours, even if a student is using the restroom. Electronic devices and cell phones that ring, that are visible, or used inappropriately, will be confiscated and In school suspension will be assigned to the student. Students are required to turn electronic devices/phones over to school personnel when requested the first time. If a student has any cell phone or electronic device and it is damaged or stolen, **ACP takes no responsibility.**

Administration will not take academic time to investigate the incident, nor will the school take any financial responsibility for such devices. If any of these items are seen during instructional time, other than for educational purposes allowed by a staff member, they will be confiscated and kept in the office. The student may pick up the confiscated item after the first offense; however, in subsequent incidents, a parent or guardian must pick it up. Please see behavior matrix for information.

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 Interviews

School officials may interview students regarding incidents to school without limitation. Parents will be contacted if a student interviewed is then subject to discipline for a serious offense. If law enforcement is contacted the Superintendent will also be contacted.

If law enforcement/Department of Child Safety (DCS) requests to interview a student, the school administrator shall be notified and an attempt will be made to contact the student's parent(s). If the interview is held at the school, a school administrator shall be present unless law enforcement requests that the administrator not be present.

There may be times when law enforcement/DCS requests that parents are not notified. In all other cases, a parent, with the law enforcement officer's permission, may be present during the interview except when interviews are conducted by a DCS worker (in the case of suspected abuse) pursuant to A.R.S. 8-224 and 8-564.01.

Student Searches

The administration has the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter is detrimental to the health, safety, and welfare of the student(s) exists.

Items provided by the school for storage (i.e. lockers, desks) are the property of the school and are subject to control and supervision. Students have no reasonable expectation of privacy and items may be inspected at any time without notice by school personnel.

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 Head of School 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 Head of School 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 Head of School'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

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.

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. Please go to the school website for more details on student services processes.

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 fourteen (14) 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 Student Study Team (SST).

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** Molly Ryan. She can be reached:

- by email at mryan@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 2024-2025

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)