



Providing education for today and hope for tomorrow.

**Parent/Student Handbook
2025-2026**

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WELCOME LETTER

Dear ACP Student,

Welcome to ACP Charter School. We're so glad you're here.

At ACP, we believe every student deserves a fresh start and a place where they are seen, heard, and supported. We know that for many of you, the road to this point hasn't always been smooth, but we want you to know: your past does not define your future. You have the strength, resilience, and potential to succeed, and we're here to walk with you every step of the way.

ACP is a small school by design. We don't just get to know your name—we get to know your story. We operate like a family. We celebrate your wins, we help you through tough times, and we hold each other accountable. You'll find teachers and staff who care deeply, who will push you to meet high expectations, and who will always believe in your ability to grow.

We expect a lot because you deserve a lot. You deserve to be challenged, to be respected, and to be prepared for whatever comes next, whether that's college, a career, or something else you're building toward. At ACP, success is about more than grades. It's about becoming your best self in every way: academically, emotionally, and socially.

This handbook includes important information about how our school works: our expectations, our supports, and the resources available to you. Please take the time to read it carefully. Our structure, routines, and policies are all in place to help you stay focused, safe, and on track to reach your goals.

Remember, you are not alone here. We rise together. At ACP, every student matters. Every effort counts. And every day is a new chance to move forward.

We believe in you, and we're honored to be part of your journey.

With pride and hope,

The ACP Administration Team

Handbook Purpose

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 2025-2026 School Calendar can be found in [Appendix C](#) for your reference to make sure students are in school each day ready to learn.

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MISSION, VISION, AND SCHOOL MODEL

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.

OVERVIEW OF BLOCK SCHEDULE BELL SCHEDULES

Block Schedule Format

ACP Charter School operates on a block scheduling system, with six instructional blocks throughout the school year. Each block is approximately six weeks long.

On-Campus Students

- On-campus students are typically enrolled in two courses per block.
- Exceptions to this expectation require prior administrative approval (e.g., participation in EVIT, work-based learning, or other specialized programs).
- Students in good academic standing may also enroll in additional online "flex" courses as approved by administration. These online courses are:
 - Asynchronous (students work at their own pace),
 - Teacher-supported (assistance is available as needed),
 - Intended for motivated students who are successfully managing their current coursework.

Course Changes (Drop or Add)

To request a course change (drop or add), students must:

1. Complete a Course Drop Form,
2. Obtain parent/guardian approval, and
3. Receive final consent from school administration.

Online Students

- Online students take two courses at a time.
- While students may complete courses early, they are expected to finish both courses within each 6-week block.
- Students who do not complete courses in the expected time frame will be placed on a success plan in collaboration with their Success Coach.

Regular Bell Schedule (Mon–Thu)

Time	Activity
8:00am – 9:30am	AM Class Session 1
9:30am – 9:50am	AM Break
9:50am – 11:00am	AM Class Session 2
11:00am – 12:00pm	Lunch
12:00pm – 1:30pm	PM Class Session 1
1:30pm – 1:50pm	PM Break
1:50pm – 3:00pm	PM Class Session 2
3:00pm – 4:00pm	Optional Tutoring (based on teacher availability)

Final Day Bell Schedule

Time	Activity
8:00am – 9:30am	AM Class Final
9:30am – 9:45am	Break
9:45am – 11:15am	PM Class Final
11:15am	Student Dismissal

ENROLLMENT AND STUDENT STATUS

ADMISSION REQUIREMENTS

Academy with Community Partners (ACP) is a public charter high school serving students in grades 9–12. ACP offers both in-person and online instruction, with the same enrollment process for both learning formats. We welcome students through **open enrollment year-round**.

Who Can Enroll

Students are eligible to enroll at ACP if they:

- Are entering **grades 9–12**
- Reside in the state of **Arizona**
- Have not yet earned a high school diploma

There are no entrance exams or tuition fees, and students may enroll regardless of academic history.

Required Documentation

To enroll, families must submit the following documents:

1. *Birth Certificate*
 - A government-issued document verifying the student's age and identity.
2. *Updated Immunization Records*
 - Documentation of all required immunizations in compliance with Arizona law, or a valid exemption form.
3. *Proof of Residency (within the past 90 days)*
 - Acceptable documents include:
 - Utility bill (electric, gas, water, etc.)
 - Lease or mortgage statement
 - Bank or credit card statement
 - Pay stub with address

- Vehicle registration or insurance policy

Failure to provide valid proof of residency will delay or prevent enrollment.

Enrollment Process

All enrollment must be completed online through the ACP website:

www.acparizona.org

To enroll:

1. Visit the website and select “**Enroll Now.**”
2. Complete the online application form.
3. Upload the required documents.
4. Await a confirmation email from the school with next steps.

Once enrollment is verified, families will receive details about class scheduling, orientation, and student onboarding.

Additional Notes

- Students found to have misrepresented guardianship or residency status will be immediately withdrawn.
- Returning students must re-submit updated documentation if any previously submitted documents have expired or changed.

For questions about the enrollment process or document submission, please contact the ACP front office at (480) 833-0068 or email **info@acparizona.org**.

CUSTODY

In cases involving custody or visitation, the school will follow the most recent court order on file. It is the responsibility of the custodial parent(s) to provide updated legal documents. Only the court can modify or rescind these orders.

ON-CAMPUS ATTENDANCE POLICIES

On-Campus Attendance and Truancy Policies

ACP Charter School adheres to Arizona Department of Education guidelines regarding attendance and absence reporting. All absences fall into one of the following three categories:

1. State Excused Absence
 - To be documented as a state excused absence, a parent/guardian must notify the school office within 24 hours of the absence. Extended absences may require medical verification.
 - Make-up time is required, and make-up work is allowed.
2. Excused Absence
 - An absence reported by a parent/guardian within 24 hours, but that does not meet the criteria for a state excused absence (e.g., travel, personal reasons).
 - Make-up time is required, and make-up work is allowed.
3. Unexcused Absence
 - An absence with no parent/guardian contact within 24 hours.
 - Make-up time is required, and make-up work is not allowed.
 - Administration may provide exceptions for extenuating circumstances.

*Students over 18 would be considered their own responsible guardian.

Unexcused absences (ditching school):

ACP defines ditching as leaving campus during school hours without following proper procedures. To have an early dismissal excused, students must have parental permission and sign out through the office. Leaving without doing so will be considered ditching.

Students who ditch will be marked absent, may not return to campus that day, and will receive zeros for missed classwork, including tests or quizzes. Missed work may not be made up.

Absence Limits and Make-Up Requirements

- Students are allowed up to 2 excused absences per block without needing to make up time.
- No make-up time is allowed after the last day of the block without administrative approval.
- Students who fail to complete the required make-up time will not receive credit for the block.
- Students with more than 2 total absences (excused or unexcused) that are not properly made up will not receive credit for the block regardless of the course grade.

Definition of an Absence

A student is marked absent if they:

- Fail to attend a scheduled class
- Arrive more than 20 minutes late
- Leave more than 20 minutes early
- Leave campus during a scheduled break (students will not be permitted to return to class that day)

TARDY AND EARLY DISMISSAL POLICY

Students with frequent tardies or early dismissals may be subject to disciplinary consequences, including lunch detention, a behavior contract, or short-term suspension. Administration will notify parents of any disciplinary action.

A **tardy** is defined as arriving up to 20 minutes after the start of class. Students arriving **more than 20 minutes late** will be marked **late** and considered **absent** for that class period. This will require **make-up time** or attendance at **Friday School**.

Failure to comply with the assigned consequences will result in a **mandatory 2-hour Friday School session**.

Students leaving early without a parent or guardian present will be required to have a parent or guardian email or write a physical note to the front office giving written permission to leave campus before the end of the school day.

ONLINE ATTENDANCE POLICIES

Attendance Policy for Online Students

As a public charter school, Academy with Community Partners (ACP) follows Arizona Department of Education attendance requirements, including **H.B. 2862**, which mandates a minimum of **720 instructional hours per year** for high school students. This is prorated for those enrolling after the first week of school.

To meet this requirement, students must:

- Average **6.25 hours per day** (Monday–Thursday),
- Or complete **25 hours per week** (Sunday–Saturday),
- Or demonstrate **mastery of required standards**.

Teachers will help students build a schedule to stay on track.

In accordance with A.R.S. §15-808(G), if a student's performance declines in the online program, a meeting with the parent/guardian, teacher, and principal will be required to evaluate the student's continued participation.

Online Truancy Process

Students not meeting academic expectations or required attendance hours will be marked **absent**, unless a valid written excuse (e.g., doctor's note) is submitted. Unexcused absences will trigger the following interventions:

- **3 Unexcused Absences (19 hours):** Warning letter via email
- **5 Unexcused Absences (31 hours):** Phone call and second warning email
- **7 Unexcused Absences (44 hours):** Truancy meeting with family, student, and staff; a Success Plan will be created with support from a Success Coach
- **10 Unexcused Absences (62 hours):** Student placed on **probation**, must log 6.25 hours within 24 hours and meet weekly attendance until hours are recovered. A **truancy hearing** will be held, and the student may be **administratively withdrawn**. Students with **10 consecutive unexcused absences** will be withdrawn per state law.

Families will be notified of truancy concerns and withdrawal status via **phone and email**.

If truancy is linked to homelessness, ACP will follow protections outlined in the **McKinney-Vento Homeless Assistance Act**.

Attendance Logging Guidelines

- **Online time** (Canvas work, virtual sessions, and supplemental platforms) is automatically recorded.
- **Offline activities** (reading, research, etc.) must be **submitted and approved** by a teacher to count toward attendance.

WITHDRAWAL POLICY

Per A.R.S. § 15-901(A)(6)(c)(i), any student with 10 consecutive unexcused absences will be automatically withdrawn from enrollment. Families will be notified of the withdrawal via phone and email.

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 A.M.

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 perfect attendance (no tardies or absences, excused or unexcused) and a final grade of A or higher may be exempt from that course's final exam. To be eligible, the student must be enrolled from the first day of the block. This policy does not apply to blended on-campus courses.

ACADEMIC PROGRAMS AND SUPPORTS

GRADUATION REQUIREMENTS

To graduate from ACP, students must earn a total of 22 credits, including 15 required credits and 7 elective credits. Students must also:

- Pass the Arizona Civics Test
- Complete CPR training (or provide a signed exemption form)

- Be enrolled in a minimum of 1 block following GED completion (if applicable)

Each student will have a personalized graduation plan. Required credits include:

Subject	Credits	Required Courses (examples)
English	4	English 9–12, A & B versions, or equivalent for English 12B
Math	4	Algebra IA & B, Geometry A & B, Algebra IIA & B, or equivalents + 2 additional courses
Social Studies	3	U.S. History, World History, Government, Economics
Science	3	Biology A & B + 4 additional science courses
Fine Arts	1	Any 2 approved fine arts courses
Electives	7	Career, service-learning, or other approved courses
TOTAL	22	

GRADING POLICY

ACP Charter School uses a traditional A–F grading scale aligned with Carnegie credit requirements. Students must earn a passing grade of D or higher to receive course credit. All courses are designed to support college and career readiness.

Grading Scale:

A = 90-100
 B = 80-89
 C = 70-79
 D = 60-69
 F = 0 -59

Progress Reports:

Teachers communicate with parents/guardians each block to provide updates on student progress. However, parents/guardians are encouraged to reach out to teachers or school staff at any time with questions, concerns, or to request additional support.

Grade Reports:

Parents can view their student’s grades at any time via PowerSchool. Report cards are sent by email or mail at the end of each block, and all final grades are recorded on the student’s transcript.

Online Attendance Requirements

To remain in good standing and comply with state requirements:

- Online students must log at least 25 hours of active course time per week.
- Attendance is tracked through the online learning platform.
- Failure to meet this requirement may result in intervention and placement on a success plan.

ACP ONLINE & CREDIT EARNING

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 may earn elective credit by completing a career exploration contract and submitting verified documentation of employment. Every 150 hours of documented work equals ½ elective credit. Students are responsible for submitting all required documentation to administration. A maximum of 2 elective credits may be earned through this program.

General Education Development (GED)

Students who wish to earn a GED and still receive an ACP diploma must pass the GED exam and remain enrolled for at least one additional block. Upon passing, students will be awarded 11 credits toward graduation. To earn a diploma, students must complete all remaining coursework to reach 22 total credits and meet state requirements, including the Civics Test and CPR training (per A.R.S. §15-718.01).

Service-Learning Credit

Students may earn elective credit by completing a service-learning contract and submitting documentation of community service hours at a non-profit organization. 75 hours of documented service is equivalent to ½ credit, with a maximum of 3 credits. It is the student's responsibility to submit the required documentation to the administration.

STATE TESTING

ACP Charter School adheres to all state-mandated standardized testing requirements. These assessments are used to measure student academic progress and to evaluate the effectiveness of the school's instructional programs. Participation in state testing is required for all public-school students. All ACP students, whether on-campus or online, must complete state testing in person at the ACP campus in Mesa or at an approved Arizona testing site proctored by ACP staff. Test results are recorded on students' permanent transcripts.

ACADEMIC INTEGRITY & AI USE

Students are expected to uphold the highest standards of academic integrity by submitting original work that reflects their own ideas and expressions. Any use of another person's work must be properly cited. Academic dishonesty, including plagiarism and cheating, will not be tolerated.

Examples of Academic Dishonesty include:

- Copying answers from outside sources (e.g., Yahoo Answers, Wikipedia, Brainly, etc.)
- Paraphrasing ideas from any source without proper citation
- Submitting work created by another student
- Reusing an assignment written for another class or by another individual
- Allowing others to copy your work or copying someone else's

AI Use Policy:

Students may use AI tools (such as ChatGPT, Grammarly, or others) for learning and support only when allowed by their teacher. Any use of AI-generated content must be properly cited and aligned with assignment guidelines. AI must not be used to complete assignments dishonestly, replace original thinking, or violate academic integrity. Misuse may result in disciplinary action.

Consequences for Academic Dishonesty:

1. First Offense: Teacher conference and parent contact
2. Second Offense: Lunch detention, loss of credit on assignment, parent contact, behavior contract
3. Loss of credit for assignment, parent contact, suspension (up to 5 days), and academic probation

Maintaining academic integrity is essential for student growth and learning.

STUDENT SERVICES

Counseling and Guidance Services

Counseling and guidance services are available to all ACP Charter School students to support their personal, academic, and post-secondary development. Services include:

- Assisting in selecting high school courses
- Providing information and assistance on scholarships, grants, and other sources of financial aid
- Assisting in the 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 academic and personal problems
- Arranging and/or conducting conferences with parents/guardians or other parties involved
- Suggesting referrals for additional or specialized counseling when needed

In addition, all staff members are available to confer with students and assist them in gathering information regarding colleges, careers, and testing resources. Information about the American College Test (ACT) and the Scholastic Assessment Test (SAT) is available from the administration department.

English Language Learners (ELL)

In accordance with Arizona Department of Education requirements, ACP identifies English Learners (ELs) at the time of enrollment using the **Home Language Survey (HLS)**. A language-minority student is one whose home language is other than English.

If any response on the HLS indicates the use of a language other than English, the student must undergo further assessment to determine their English-language proficiency. Note: The presence of a language other than English does not automatically mean the student is not proficient in English.

Assessment timelines:

- Within **14 days** for students enrolling **before** the school year starts
- Within **10 days** for students enrolling **after** the school year starts

Communication with Families

ACP provides parents with limited English proficiency (LEP) with language assistance, including:

- Translated materials
- Qualified language interpreters

These services are:

- Free of charge
- Provided by competent outside professionals

ACP does **not** rely on students, siblings, friends, or unqualified staff to interpret or translate. LEP parents receive information—in a language they understand—about any program, service, or activity that is shared with English-speaking parents.

Special Education Services

ACP Charter School provides free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act (IDEA). Special Education professionals at ACP assist parents in accessing and coordinating services in accordance with a current Individualized Education Plan (IEP).

Parents should indicate whether their child has an IEP as soon as possible.

Eligibility and Services

Special education services are available to students who:

- Have been identified with a disability that adversely impacts academic achievement

- Provide documentation such as a current IEP, eligibility report, and/or psychological evaluation

Students with IEPs who require adapted learning support typically have complex learning needs that affect their academic progress and ability to meet IEP goals in the general education setting.

Services may include:

- Accommodations and/or modifications to the general education curriculum
- Specialized instructional strategies
- Adjustments in pacing or timing
- Support within the regular education classroom, co-taught classes, or a separate classroom setting

More information on student services and special education processes is available on the school website.

Related Services

ACP contracts with certified service providers to deliver related services and conduct special education evaluations. Services may include:

- School psychology
- Speech-language therapy
- Occupational therapy
- Physical therapy

To ensure that students receive the maximum benefit and make progress toward their IEP goals, it is important that students and parents attend all scheduled related services appointments.

Attendance Policy:

- More than **three consecutive absences** from related services will result in an IEP meeting.
- Ongoing absences may be considered a **refusal of services**.

ACP provides services to both in-person and online students. Depending on circumstances, services may be delivered:

- Virtually
- Face-to-face at the nearest office to the family's home

Please note that services may not always be provided in the student's home environment.

Multi-Tiered System of Supports (MTSS)

ACP offers MTSS services for students who have been identified as academically "at-risk." A student may be considered at-risk if they:

- Test significantly below grade-level expectations on assessments
- Struggle with their current curriculum
- Are identified as having a need through the Child Find process

MTSS is grounded in evidence-based instructional and behavioral strategies, delivered by highly qualified intervention teams. These supports are:

- Tailored to student-specific needs
- Monitored frequently and on a regular schedule

All MTSS processes, including screening, progress monitoring, and intervention delivery, are coordinated through the school's **Student Study Team (SST)**.

Child Find

Child Find is a federally mandated process under the Individuals with Disabilities Education Act (IDEA), Part C. Its purpose is to identify, locate, and evaluate individuals with disabilities who may need special education services.

Anyone—a parent, doctor, teacher, relative, or friend—may initiate the Child Find process.

To ensure all ACP students are appropriately identified and served, the parent or guardian will be asked at least twice during the enrollment process whether the student has:

- Ever been evaluated for possible special education services, and
- Ever received special education services in a public or private school.

If so, the parent or guardian will be asked whether the student currently has an active Individualized Education Plan (IEP).

TECHNOLOGY AND INTERNET USE

TECHNOLOGY POLICIES

Students may use school computers only with staff supervision or approval. Installing or copying software or files without permission is prohibited. All internet use must comply with the student code of conduct. Access to staff or teacher computers is prohibited.

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 may 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.

INTERNET AND EMAIL USE

Students are expected to demonstrate appropriate behavior on school computer networks, just as they would in the classroom or on campus. Network communications are often public, and all general school rules for behavior and communication apply.

ELECTRONIC DEVICES POLICY

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

TECHNOLOGY SUPPORT FOR ONLINE STUDENTS

By enrolling in an online school program, students acknowledge that daily internet access is required. While occasional technical issues are understandable, extended outages (longer than one or two days) must be addressed by:

1. Notifying the instructor, and
2. Seeking alternative internet access (e.g., a library or relative's home).

For assistance, visit acparizona.org and click on "Technology Support" to submit a ticket or call 1-833-426-7457.

STUDENT EXPECTATIONS AND CODE OF CONDUCT

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to receive a copy of the school's rules and regulations at the beginning of each school year. These expectations will be clearly defined, reasonable, and related to the educational environment. While this handbook provides an overview of key policies, it is not exhaustive and may not cover every possible situation.

Students are expected to:

- Read and understand this handbook, including all school policies and procedures.
- Stay informed about the school calendar and daily schedule.
- Notify the school of any changes to contact information or other details that could affect graduation eligibility.
- Attend all classes and complete assignments according to teacher expectations.
- Contribute to a positive and respectful learning environment.
- Report any concerns or issues on campus or online to school administration.

CODE OF CONDUCT

To ensure a safe and effective learning environment, ACP promotes appropriate behavior and minimizes disruptions in both in-person and virtual settings. The Board believes that discipline is most effective when self-imposed, and that students should take responsibility for their actions and their consequences.

All students are expected to understand and follow the Student Code of Conduct and comply with school policies and procedures. The Code requires students to:

Demonstrate socially appropriate behavior

Respect the rights and property of others

Maintain an environment conducive to learning

Follow the directions of school staff and administrators

Positive Behavior Interventions and Supports (PBIS) – Online Students

ACP uses a research-based PBIS framework that emphasizes proactive support, teachable moments, and social-emotional learning (SEL) over punitive measures. Behavior is viewed as a form of communication, and staff work to understand and address the needs behind student actions. Interventions are provided using a multi-tiered system of support.

Student Success Plans – Online Students

Student Success Plans are developed collaboratively by the Student Services team, teachers, students, and learning coaches to support both academic and behavioral growth. Each plan outlines specific strategies tailored to the student's needs. A designated Student Services team member oversees implementation and provides regular follow-up.

STUDENT CODE OF CONDUCT AND EXPECTATIONS

School Expectations for Student Behavior

The Parent/Guardian will:

- Support behavior expectations that foster a safe, respectful, and academically focused environment.
- Treat all school staff, students, and community members with respect.
- Ensure consistent and punctual student attendance.
- Encourage excellence in academics, effort, citizenship, and service.
- Reinforce key character and emotional development skills.
- Prioritize student learning and support school programs.
- Participate in school events such as open houses, graduation, committees, and planning meetings.

The Student will:

- Contribute to a safe, respectful, and academically focused environment.
- Show respect to all teachers, staff, and peers.
- Maintain regular, punctual attendance.
- Strive for excellence in academics, citizenship, and service.
- Develop strong character and emotional intelligence skills.
- Abide by the school's Internet Use Policy; report inappropriate use or damage to avoid loss of technology privileges.
- Give full effort in class and complete assignments on time.
- Drive safely on campus, follow staff instructions, obey signage, and park only in the designated student lot.
- Avoid parking on the street or in areas reserved for staff and visitors.

The School will:

- Teach and reinforce core character traits and emotional intelligence, including respect, responsibility, integrity, fairness, and compassion.
- Maintain a safe, positive, and academically focused school climate.
- Treat students, parents, and community members with professionalism and respect.
- Enforce attendance policies to support academic success.
- Acknowledge achievements in attendance, academics, citizenship, and service.
- Model full effort and engagement in all educational activities.
- Use internet supervision tools to ensure safe, appropriate online activity in all classes.

DRESS CODE AND APPEARANCE

Appropriate attire is required during the school day and at all school-sponsored activities. Administration reserves the right to determine what is considered inappropriate. Any clothing that is distracting, disruptive, or inappropriate will not be permitted.

The following clothing is not allowed:

- Exposed undergarments
- Excessively revealing clothing or exposed midriffs
- Gang-affiliated attire or hats
- Excessively soiled, torn, or ragged clothing
- Clothing with vulgar language, sexual references, or profane symbols
- Clothing promoting or smelling of alcohol, tobacco, drugs, or other controlled substances
- Pants, jeans, or shorts that sag or drag on the ground (sagging is defined as visible undergarments)
- Trench coats, oversized clothing, or blankets
- Clothing or jewelry with disrespectful, obscene, or illegal messages
- Short shorts, bathing suits, bare chests, halter tops, tube tops, undershirts, sheer or mesh garments
- Tank tops that expose undergarments or bra straps
- Bandanas, hats, or headwear that obstructs the face or ears
- Sunglasses or gloves worn inside school buildings
- Violations of the dress code may result in disciplinary action. All attire must be in good taste, appropriate for a learning environment, and aligned with school standards.

TATTOOS AND PIERCINGS

Visible tattoos and facial/body piercings are allowed at ACP. However, tattoos must not depict anything offensive, including content of a sexual, violent, or drug-related nature. Any offensive tattoos must be covered. The administration reserves the right to determine what is considered offensive.

Piercings are permitted but must comply with the overall dress code.

Students and parents/guardians are responsible for understanding and adhering to ACP's dress code. If there are questions about whether specific attire or accessories are appropriate, administration should be consulted in advance.

Faculty, staff, and administrators are responsible for interpreting and enforcing the dress code. Final decisions regarding dress code compliance rest with ACP administration.

Electronic Devices

In accordance with Arizona HB2484, ACP follows state guidelines for our cell phone policy to reduce distractions and promote academic focus.

- **All cell phones and electronic devices must be powered off and stored away and out of sight at the beginning of each class.** They must remain off and stored away until class is dismissed.
- Devices may only be used during class time if explicitly permitted by a teacher for educational purposes. Any use outside of this is considered a violation of school policy.
- Students may use phones and other electronic devices before and after school, during breaks, and at lunch, but not during instructional time, including when using the restroom during class hours.

Communication with Parents

- If parents need to contact a student during the school day, they must call the front office.
- Students who need to call home may use the office phone or request administrative approval for cell phone use for extenuating circumstances.

Violations and Consequences

- **First Offense:** The phone is confiscated by a staff member and held until the end of the class. The phone will be secured by a staff member in the student's classroom if the violation occurs in the classroom, or the phone will be secured in the office if the violation occurs in the hall or bathroom during class time. The student can pick up their phone at the end of the class.
- **Second Offense:** The phone is confiscated and given to the front office. The student can pick up their phone at the end of the school day. A parent/guardian is notified.
- **Third Offense:** The phone is confiscated and given to the front office. A parent/guardian is notified and must pick up the phone. A parent meeting is required and may result in loss of phone privileges.

Students may not charge cell phones during class time. Students are required to turn over devices to staff when asked. Failure to do so is considered defiance and will result in disciplinary action.

HB2824

The school shall create policies to limit the use of wireless communication devices by students during the school day. The policies and procedures adopted pursuant to this paragraph shall do all the following:

- Allow students to use wireless communication devices if any of the following applies:
 - For educational purposes, as directed by the student's teacher
 - During an emergency
 - The student needs the wireless communication device because the student has a medical condition

ACP is not responsible for lost, stolen, or damaged personal electronic devices. The school does not investigate or provide restitution for such incidents.

For additional information, refer to the **Student Behavior Matrix**.

DISCIPLINE POLICIES AND PROCEDURES

DISCIPLINE MATRIX

The school strives to provide all students with the opportunity to learn in a safe and nurturing environment. All behavior policies are enforced at the discretion of ACP staff. Failure to comply with these policies may result in detention or suspension. 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	❖ Suspension (Up to 10 days) ❖ Behavior Contract	❖ Expulsion

	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.	❖ Expulsion	
*Extortion	❖ Asking or demanding money or something of value in return for protection or in connection with a threat to inflict harm.	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion
*Gangs	❖ 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.	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion
*Hate Crime	❖ 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.	❖ Suspension (Up to 10 days) ❖ Behavior Contract	❖ Suspension (Up to 45 days) ❖ Expulsion
*Dangerous Item/Destructive Devices (Distribution, Possession, Use)	❖ 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	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion
*Robbery/Theft	❖ Intentional taking of an individual's or organization's property	❖ Suspension (Up to 5 days) ❖ Restitution ❖ Expulsion	❖ Restitution ❖ Expulsion
Sexual Harassment	❖ 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,	❖ Suspension (Up to 10 days) ❖ Behavior Contract ❖ Expulsion	❖ Suspension (Up to 45 days) ❖ Expulsion

	flashing or mooning, spreading sexual rumors, and clothing pulled at, off, or down off in a sexual manner.		
*Vandalism	Deliberately defacing or destroying any school property	❖ Suspension (Up to 5 days) ❖ Restitution	❖ Restitution ❖ Expulsion
*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)	❖ Teacher conference ❖ 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)

(The matrix outlines common infractions and consequences but is not exhaustive.)

(A mandatory parent meeting is required after any third offense before the student may return to campus.)

(Administration reserves the right to modify matrix consequences based on the specific circumstances of an incident.)

SUSPENSION, EXPULSION, AND DISCIPLINARY ACTION POLICY

ACP enforces progressive disciplinary actions to ensure a safe and respectful learning environment. The types of suspensions and disciplinary actions include:

Lunch Detention

Lunch detention will be used for various infractions at the discretion of administration.

In-School Suspension (ISS)

ISS is the temporary removal of a student from regular classes while allowing them to remain on campus under supervised conditions. Students are expected to complete all assigned classwork during ISS. ISS may be assigned for behavioral violations as determined by administration.

Short-Term Suspension (STS)

STS is the temporary removal of a student from ACP and all school-related events for **10 consecutive school days or fewer**.

- Students may not be on campus or attend school-sponsored events during the suspension.
- There is **no right to appeal** a short-term suspension.

Long-Term Suspension (LTS)

LTS is the removal of a student from ACP and all school-related functions for **more than 10 consecutive school days**.

- Students suspended for more than 10 days will be **automatically withdrawn** from ACP.
- Students are not permitted on campus or at school-sponsored events during the suspension period.
- Unauthorized presence on campus during suspension may result in **law enforcement notification**.

Expulsion

Expulsion is the **permanent removal** of a student from ACP and all school functions, unless reinstated by the Governing Board.

Make-Up Work During Suspension

Students are expected to make up time and assignments missed during suspension. Options may include:

- Friday School
- Arranged time with teachers
- Additional time during the next academic block

Grounds for Expulsion

Expulsion may be recommended for the following serious violations:

1. Causing physical injury to another person
2. Possession of a firearm, knife, explosive, or other dangerous object not reasonably used at school
 - **Note:** A minimum of one year's expulsion is required for firearm possession
3. Unlawful sale or use of alcohol or any mind-altering substance
4. Making or assisting in the making of an explosive device

Parental Notification

For discipline incidents resulting in **ISS or LTS**, ACP will notify parents/guardians as follows:

- The student will explain the incident to administration
- The student will be informed of the consequence based on the behavior matrix
- The parent/guardian will be notified by phone and/or written communication (email or letter)

If the student is **18 or older**, parent communication will occur **only with the student's consent**

Due Process

Students involved in disciplinary issues will begin the process at the preliminary investigation stage, where an initial determination of responsibility is made.

Depending on the severity of the offense, students are entitled to the following rights:

- Notice of the charges, the supporting evidence, and possible consequences if found responsible.
- Notice of the right to a hearing to respond to the charges.
- A fair hearing, including the opportunity to present evidence and call witnesses.

A fair and impartial decision.

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.

Bullying Policy

ACP is committed to providing a safe, respectful school environment where all students can learn free from bullying. Students, parents, and staff have both the right and responsibility to report bullying. This can be done through anonymous alerts. Reports must be made within 30 days of the last incident.

Definition:

Bullying is the systematic and chronic infliction of physical harm and/or psychological distress, including but not limited to causing fear, anxiety, or emotional damage. It includes:

- **Physical:** Hitting, kicking, theft, etc.

- **Verbal:** Name-calling, racist remarks, etc.
- **Indirect:** Spreading rumors, social exclusion, etc.

Disciplinary Action:

Students who engage in bullying, knowingly file a false report, or retaliate against individuals involved in an investigation will face disciplinary action, which may include police involvement.

Program Purpose:

The goal of the anti-bullying program is to ensure a supportive, caring, and safe environment. Bullying is anti-social behavior that affects everyone and will not be tolerated.

Identifying Bullying:

Students experiencing bullying may show behavioral changes such as withdrawal, illness, absenteeism, or academic decline. Staff must remain alert to these signs and respond in line with school policy.

Staff Responsibilities:

The principal will lead efforts to prevent bullying through clear procedures, staff training, parent education, curriculum, and assemblies.

Response Procedure:

- Any suspected or reported bullying will be addressed immediately by the staff member who received the report.
- A clear account will be documented and given to the principal.
- The principal (or designee) will interview all parties, record findings, and determine disciplinary action.
- Teachers will take preventive steps and inform the principal of repeat incidents.
- Parents will be informed.
- Appropriate disciplinary action will be taken.

Support for Students Who Are Bullied:

- Immediate opportunity to speak with a trusted staff member or counselor.
- Reassurance and continued support to restore confidence and self-esteem.

Support for Students Who Bully:

- Discussion of the incident(s) and their role.
- Exploration of reasons behind their behavior.
- Acknowledgement of wrongdoing and steps toward behavior change.
- Parental involvement in the correction process.

Harassment Policy

Harassment is defined as intentional disruptive or threatening behavior directed by one student toward another.

This includes, but is not limited to:

- Stalking
- Hazing
- Social exclusion
- Name-calling
- Unwanted physical contact
- Unwelcome verbal or written comments
- Inappropriate photographs or graphics

Harassment can be direct or indirect and may be based on—though not limited to—race, religion, sexual orientation, cultural background, economic status, size, or personal appearance.

Disciplinary Action:

Students found to be engaging in harassment will face significant disciplinary consequences.

Hazing Policy

Hazing is defined as any intentional or reckless act, committed by one or more students—regardless of consent—that poses a substantial risk of physical injury, mental harm, or personal degradation. Hazing is prohibited when connected to initiation into, affiliation with, or ongoing membership in any ACP-affiliated organization.

ACP Policy

ACP is committed to maintaining a learning environment free from hazing. The following are strictly prohibited:

- Hazing by any student
- Aiding or abetting hazing
- Hazing in connection with any ACP-affiliated group

Exclusions

Hazing does *not* include:

- Customary athletic events
- School-sponsored contests or competitions
- Activities tied to a legitimate educational or extracurricular program

Reporting & Responsibility

- **Students** who experience or witness hazing should report it to a teacher or administrator.
- **Staff members** must report incidents in writing to the appropriate school administrator. Failure to report may result in disciplinary action.
- Staff must preserve confidentiality and only share details with the appropriate administrator.
- If hazing involves suspected child abuse or legal violations, staff are required to report it to law enforcement.

Consequences

Students who violate this policy may face suspension or expulsion. Staff who permit, condone, or fail to report hazing may also face disciplinary consequences.

Investigation Process

All reports of hazing will follow ACP's procedures for investigating harassment and discrimination claims.

Intimidation

Intimidation is defined as intentional behavior by a student that places another student in fear of harm to their person or property. This behavior may be emotional or physical, direct or indirect, and may include the use of social media.

Students found to have engaged in intimidation will face significant disciplinary consequences.

GANG AFFILIATION

Gang-related activity poses a serious threat to the safety of students and families and is strictly prohibited.

Gang-related activity is defined as any behavior conducted on behalf of a gang, due to gang membership, or intended to promote or display the existence of a gang.

Prohibited conduct includes:

- Wearing, displaying, distributing, or possessing clothing, jewelry, symbols, or other items intended to show gang affiliation
- Communicating gang affiliation through verbal or non-verbal means (e.g., hand signs, gestures, slogans, drawings)
- Tagging or defacing school or personal property with gang-related symbols or slogans
- Demanding payments, protection, or engaging in threats or intimidation connected to gang activity
- Encouraging or inciting others to intimidate or use violence in connection with gang activity
- Soliciting others for gang membership
- Engaging in any illegal act or school policy violation related to gang activity

Violations of this policy will result in serious disciplinary action.

DRUG-FREE ZONE

The possession, use, distribution, sale, or manufacture of alcohol, illegal drugs, drug paraphernalia, or drug imitations is strictly prohibited:

- On school property or at any school-sponsored event or activity
- Within 300 feet of school grounds
- On any public property within 1,000 feet of school grounds
- During lunch, both on and off campus
- In any vehicle used to transport students
- By parents, guardians, or spectators at school events or on campus

Students are also prohibited from using alcohol or illegal drugs at any time prior to arriving on campus or attending a school-sponsored event if any effects or evidence of use remain.

Violations of this policy will result in disciplinary action in accordance with the school's behavior matrix. School personnel must report all violations immediately to an administrator. Any incident involving non-prescribed drugs will be reported to local law enforcement. Parents or guardians will be notified if a student is found in violation of this policy.

SAFETY AND SCHOOL OPERATIONS

SAFE SCHOOL POLICY

ACP Charter School is committed to maintaining a safe, respectful, and supportive learning environment for all students and staff. A safe school fosters academic success, reduces disciplinary issues, improves school climate and staff morale, and enhances overall safety. ACP promotes a caring school community and supports students through strong academic programs and positive relationships.

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.

Community Volunteers

Community Volunteers are required to have a valid AZ Fingerprint Clearance Card prior to volunteering in our programs if they are at the school on a regular basis. Volunteers for a single event may be allowed without the clearance card as long as they are supervised by a staff member and never alone with students. For more information on becoming a community volunteer, contact the school leader.

CONDUCT OF VISITORS/GENERAL PUBLIC ON SCHOOL PROPERTY

ACP Charter School welcomes visitors who support our educational mission while maintaining a safe, respectful, and disruption-free environment. For the purpose of this policy, the **general public** includes any individual who is not a current student, faculty member, staff member, or employee of the school.

Visitor Procedures

All visitors—including parents, guardians, volunteers, and community members—must:

- Enter through the school’s main entrance.
- Report directly to the front office to sign in, present identification, and obtain a visitor badge.
- Be escorted by a staff member at all times while on campus.

Visitors may not observe classes, attend school activities, or meet with staff without prior approval from the school leader or their authorized designee. Entry through any other campus access point is strictly prohibited to ensure the safety of the school community.

Conduct Expectations for Visitors and the General Public

All individuals on school property—including students and their guests at assemblies or school-sponsored events—are expected to conduct themselves in a manner that supports a safe, respectful, and educational environment in accordance with school behavior policies. The following are **prohibited** on school property or at school-sponsored events:

- Disorderly, disruptive, or abusive behavior, including physical or verbal threats.
- Unauthorized entry into classrooms, buildings, or school grounds.
- Obstruction or interference with teaching, administration, or any school function.
- Possession or use of alcohol, illegal drugs, tobacco, vaping, or contraband.
- Possession or use of **medical marijuana**, regardless of cardholder status.
- Use of offensive or inappropriate language in the school setting.
- Failure to follow the lawful directions of school officials or law enforcement.
- Refusal to identify oneself when lawfully asked by a school official or officer.
- Violation of school rules, policies, or any applicable city, state, tribal, or federal law.
- Carrying or possessing a weapon, unless legally authorized (e.g., peace officer with appropriate clearance).

Legal Enforcement and Removal from School Property

Individuals who violate these policies may be directed to leave the premises by the school leader or designee. Failure to comply may result in criminal prosecution under A.R.S. §13-2911, as well as other applicable state, federal, or tribal laws. Restitution may be required for any damages caused.

Disruption of an Educational Institution

Under A.R.S. §13-2911, a person commits interference with or disruption of an educational institution by:

- Threatening to physically harm a student, employee, or visitor.
- Threatening to damage school property or the personal property of staff or students.
- Knowingly entering or remaining on school grounds to interfere with the lawful use of property.
- Refusing to obey lawful instructions from the school leader or designee.
- Engaging in any act that could reasonably lead to the evacuation, closure, or suspension of school operations or activities (even if such disruption does not actually occur).

These acts **need not be directed at a specific person or property** to constitute a violation. Violators are subject to misdemeanor or felony charges and may be permanently barred from campus.

Note: For information regarding student interviews, searches, and confidentiality protections—including when school staff or outside agencies may be involved—please refer to the **Legal & Compliance** section of this handbook.

MEDIA RELEASE NOTIFICATION

By signing the Parent/Student Handbook:

- **Students** grant Academy with Community Partners permission to use their photo in the school yearbook, video productions, and promotional materials.
- **Parents/guardians** grant media release consent for students under age 18.

If a parent, guardian, or student age 18 or older **does not wish to have their photo used, a written opt-out request** must be submitted to the school.

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.

EXTRACURRICULAR ACTIVITIES AND STUDENT LIFE

Academy with Community Partners (ACP) offers students a variety of opportunities to get involved beyond the classroom. Participation in extracurricular activities fosters connection, leadership, creativity, and school spirit—helping students build a stronger sense of belonging and engagement in their high school experience.

Clubs and Student Organizations

ACP supports a rotating selection of student clubs based on current interests and staff sponsorship. Clubs may focus on leadership, the arts, creative expression, media, service, or hands-on projects. Student-led organizations also provide a platform for students to voice ideas and take an active role in shaping school culture.

Club offerings may include:

- Leadership and planning organizations
- Creative and visual arts groups
- Writing, media, or publication teams
- Interest-based and hands-on activity clubs
- Service or sustainability-oriented projects

New clubs may be proposed by students with the support of a staff sponsor. All students are welcome to join clubs, and meeting schedules vary by club.

Sports and Athletics

ACP offers a selection of sports that may vary from year to year based on student interest and participation levels. Teams are formed when there is enough interest and eligible students to support a full season.

Athletic offerings may include:

- Competitive esports
- Team sports such as basketball, volleyball, flag football, or soccer
- Recreational or seasonal sports activities

To participate in athletics, students must meet academic and behavioral expectations. Additional information about tryouts, practice schedules, and eligibility is shared throughout the year.

School Events and Celebrations

Throughout the year, ACP hosts events designed to build community, celebrate student milestones, and encourage school spirit. Events are coordinated by students and staff and may vary depending on the school calendar.

Typical events may include:

- Seasonal or cultural celebrations
- Formal dances or social gatherings
- Student recognition events
- Spirit weeks and themed dress-up days
- Community meals or service-based events

Student input plays a key role in shaping these events, and all students are encouraged to participate, attend, and help bring them to life.

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. Students may leave between 11:00 AM and 12:00 PM but may not leave during morning or afternoon breaks. 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.

LEGAL AND COMPLIANCE

NON-DISCRIMINATION STATEMENT

ACP Charter School does not discriminate based on sex, sexual orientation, age, race, color, religion, disability, or national origin in any of its programs or activities. This policy allows for the expression of religious, philosophical, or political views, provided such expression does not significantly disrupt the educational environment.

TITLE IX POLICY & PROCEDURES

Non-Discrimination Policy

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

Definitions

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

- Definition of Sex Discrimination and Sexual Harassment (for Students): Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance. Sexual harassment is conduct that: 1) is sexual in nature;

2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

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

Information and Assistance

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

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

- by email at kmarble@acparizona.org
- by phone at 480-229-8567
- 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.

TITLE I

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.

Note: For more information or to request the professional qualifications of your child’s teacher, please see the Teacher Qualification Request Form located in [Appendix B](#) of this handbook.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Annual Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend their child’s or their education record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the schools or school districts annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically 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 or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
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 is:

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

These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

5. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
6. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
7. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
8. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
9. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
10. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
11. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
12. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
13. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
14. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
15. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§99.31(a)(11))
16. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
17. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Annual Notice of Disclosure of Directory Information

Under FERPA, ACP may disclose appropriately designated "directory information" (defined below) without written consent, to the parties and for the purposes described in this Notice unless you have advised the school to

the contrary in accordance with procedure identified below. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

In addition to school and district publications, directory information, which is information that is generally not considered harmful or an invasion of privacy if released, may also be disclosed to ACP parent organizations and/or district-related organizations without a parent's prior written consent. District-related organizations can include, but may not be limited to companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

ACP has designated the following information as directory information: student name*, student school, student grade level, parent/guardian address, email, & telephone number*, student height and weight (if member of athletic team), photos**, honors & awards received, participation in athletics and activities, and most recent educational agency/institution attended.

*does not apply to Department of Child Services

**does not apply to school yearbook; If you do not want your child in the yearbook, please submit your request in writing to school administration

If you do not want to release your address, phone number, and/or email address to parent organizations and/or district-related organizations, or if you do not give permission for your child to be photographed/videotaped by district staff or outside agencies for content including, but not limited to, school district printed and electronic publications, websites, presentations, social media, partner organizations or news media, you must notify your school's registrar in writing at least two weeks prior to your child's first day of school.

PROTECTION OF PUPIL RIGHTS AMENDMENT

Annual Notice 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)–

18. Political affiliations or beliefs of the student or student's parent;
19. Mental or psychological problems of the student or student's family;
20. Sex behavior or attitudes;
21. Illegal, anti-social, self-incriminating, or demeaning behavior;
22. Critical appraisals of others with whom respondents have close family relationships;
23. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
24. Religious practices, affiliations, or beliefs of the student or student's parent; or
25. Income, other than as required by law to determine program eligibility.

· *Receive notice and an opportunity to opt a student out of –*

26. Any other protected information survey, regardless of funding;
27. 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; and

28. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute 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.)

Inspect, upon request and before administration or use –

29. Protected information surveys of students and surveys created by a third party;
30. 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.

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

ACP has developed and adopted 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:

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

STUDENT RECORDS

Student records are maintained at the ACP office. Parents or legal guardians may request copies of these records by contacting the front office directly.

To ensure records remain accurate and up to date, parents/guardians must promptly notify the ACP office of any changes to their address, phone number, email, or place of employment.

CONFIDENTIALITY

Counselors and teachers respect student confidentiality but are required to report to administration if they learn that a student intends to harm themselves or others, or is being physically, emotionally, or sexually abused. In

cases of abuse, police will be notified. If a parent is the alleged abuser, the Department of Child Safety (DCS) will also be contacted.

Student Interviews

School officials may interview students regarding school-related incidents without limitation. Parents will be contacted if a student becomes subject to disciplinary action for a serious offense. If law enforcement is involved, the Superintendent will also be notified.

If law enforcement or DCS requests to interview a student, a school administrator must be notified and will attempt to contact the student's parent(s). If the interview occurs at school, an administrator will be present unless law enforcement specifically requests otherwise.

In some cases, law enforcement or DCS may request that parents not be notified. Otherwise, parents may be present during interviews with law enforcement (with officer permission). However, interviews conducted by DCS in suspected abuse cases (per A.R.S. §§ 8-224 and 8-564.01) do not require parental notification or presence.

Student Searches

Administrators may search and seize property, including school property temporarily assigned to students, when there is reasonable belief that it contains material harmful to student health, safety, or welfare.

Lockers, desks, and other storage provided by the school remain school property and are subject to inspection at any time without notice. Students have no reasonable expectation of privacy for items stored in school property.

COMPLAINT PROCESS

Informal Complaints

Anyone may use informal procedures to report and resolve incidents of harassment, intimidation, or bullying. Anonymous complaints will be appropriately investigated. Informal reports can be made to any staff member, who will refer the complainant to a staff member trained to explain the process and expectations. Staff are required to notify a supervisor or designated staff person upon receiving such complaints.

Informal remedies may include:

- The complainant communicating to the alleged perpetrator that the behavior is unwelcome or inappropriate (in writing or face-to-face).
- A staff member advising the alleged perpetrator that the behavior is unacceptable and could lead to discipline.
- A general public statement by administration (maintaining confidentiality) to address the behavior and reaffirm school expectations.

Formal Complaints

Anyone may initiate a formal complaint. Students may have a parent or trusted adult present during investigatory activities. The Head of School or a designated compliance officer may also initiate an investigation if warranted by the information available.

The formal complaint process includes:

- A. Formal complaints must be in writing and should describe the specific behavior, circumstances, or conditions. If needed, the compliance officer may help draft the complaint.

- B. The compliance officer may proceed with an investigation even without a signed complaint if the situation warrants.
- C. All written complaints or credible reports will be investigated thoroughly.
- D. Upon completion, a full written report will be prepared. If unresolved, the superintendent will review it for further action.
- E. Within 30 days, the Head of School or designee (not the compliance officer) will provide a written response to the complainant and accused, indicating:
 - That corrective action will be taken,
 - That the investigation is ongoing, or
 - That there is insufficient evidence to confirm a violation.
- F. Any necessary corrective measures will be implemented within 30 days of the response, unless delayed by an appeal or legal requirement.
- G. If the complainant is unsatisfied, they may pursue further action under discrimination, nondiscrimination, or program-related complaint procedures.

Education and Confidentiality

Students will receive age-appropriate education on identifying, preventing, and reporting harassment, intimidation, and bullying during orientation and other relevant times. Parents will also receive information and materials on the policy.

While confidentiality cannot be guaranteed at the start of an investigation, every effort will be made to support and protect those involved. Anti-retaliation protections will be strictly enforced for all complainants and witnesses.

Legal References: SB1423 and SB1508

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.

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.

RIGHT TO AMEND

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

Parent/Guardian and Student Acknowledgment Form

Academy with Community Partners (ACP) – 2024–2025 School Year

By signing below, I acknowledge that I have received and reviewed the ACP Parent/Student Handbook for the 2024–2025 school year. I understand that it is my responsibility to read and follow the policies and procedures outlined in the handbook, and I have discussed them with my student.

Please initial each item to confirm acknowledgment:

Policy/Section	Parent Initial	Student Initial (if 18)
Attendance Policy (including make-up, truancy, and online seat time)		
Behavior Expectations and Discipline Matrix		
Technology & Internet Use Policy		
Dress Code and Personal Appearance Guidelines		
Academic Integrity Policy (Cheating/Plagiarism)		
Final Exam Exemption Policy		
Anti-Bullying, Harassment, and Hazing Policy		
Media Release Policy		
Student Services and Counseling Resources		
Parent/Guardian Communication Expectations		

I understand that the school reserves the right to amend the handbook at any time and that I will be notified of any such changes. I also understand that I may contact the Head of School if I have questions regarding these policies.

Student Name (printed): _____

Grade Level: _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ **Date:** _____

APPENDICES

Appendix A: Key Terms Glossary

A comprehensive list of important terms used throughout this handbook, providing definitions to help students and parents understand school policies and procedures.

Appendix B: Common Forms

Includes frequently used forms such as the Teacher Qualification Request Form, Student Devices Checkout Agreement and Form, and other important paperwork.

Appendix C: School Calendar

The official ACP school calendar for the 2025–2026 academic year, including holidays, breaks, and key school events.

APPENDIX A

KEY TERMS GLOSSARY

This section is intended to help parents and students better understand terminology used throughout the ACP Parent/Student Handbook.

Academic Integrity

The ethical code related to honesty in schoolwork. This includes avoiding plagiarism, cheating, and submitting one's own original work.

Alcohol

"Alcohol" refers to the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols.

Asynchronous Instruction

Independent learning that occurs at a student's own pace without real-time interaction. Examples include recorded videos, online assignments, and self-guided modules.

Block Schedule

ACP divides the school year into six learning periods called "blocks." Each block typically lasts 6 weeks, during which students focus intensively on a smaller number of courses.

Ditching

Leaving school or class without permission, including failure to sign out through the office. Considered an unexcused absence and may result in disciplinary action.

Expulsion

Permanent removal from ACP due to serious or repeated violations of school policy. May only be reversed by the Governing Board.

Friday Make-Up School

Designated 2-hour sessions on Friday mornings used to make up missed time due to absences, tardies, or disciplinary consequences.

GoGuardian

An internet filtering and monitoring tool used to ensure student safety and digital responsibility during online instruction.

Illegal Drugs/Substances

"Illegal drugs" are defined in accordance with Arizona Revised Statutes, Title 13, Chapter 34. This includes, but is not limited to:

- Dangerous drugs (e.g., hallucinogens, stimulants, depressants, anabolic steroids)
- Narcotic drugs (e.g., cocaine)
- Opiates (e.g., heroin, morphine)
- Marijuana and peyote
- Vapor-releasing substances containing a toxic substance
- Prescription-only medications not prescribed to the student or not used as directed by a licensed medical provider

In-School Suspension (ISS)

A disciplinary measure where a student attends school but is removed from the regular classroom environment for behavioral reasons.

Lunch Detention

A disciplinary consequence served during lunch. Students may be assigned ½ or full lunch detention depending on the infraction (e.g., multiple tardies or classroom disruption).

Out-of-School Suspension (OSS)

A disciplinary consequence in which a student is temporarily removed from campus due to serious behavior violations. During OSS, the student may not attend classes, participate in school activities, or be on school property.

Seat Time (Online Students)

The number of instructional hours a student is required to complete weekly in order to remain in good standing. ACP requires online students to complete 25 hours per week.

Student Success Plan

A personalized academic and behavioral support plan developed by staff in collaboration with the student and family to address challenges and improve outcomes.

Success Coach

A designated staff member who supports online students by helping them set goals, stay on track, and meet attendance and academic requirements.

Synchronous Instruction

Live, real-time classes or tutoring sessions with teachers or peers via video conferencing platforms.

Truancy

Failure to attend school or log the required number of hours (for online students) without a valid excuse. Consequences escalate with repeated truancy, including administrative withdrawal.

Appendix B
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

Academy with Community Partners

Student Device Checkout Agreement and Responsibility

Here at Academy with Community Partners (ACP) we provide the resources required to be successful off campus while being enrolled in our courses. Our purpose behind loaning out a dedicated laptop (Chromebook) is to ensure that our students have the opportunity to access educational resources online. The device and resources are intended to be the student's personal device for learning. The device is to enable learning and shall not be used for any other purpose. The use of the device and applications is a privilege and may be revoked at any time. The device must be returned to the school **upon request or when the student withdraws or graduates from the school.**

Login information, usernames and passwords are confidential. The student is responsible for keeping login information secure. At no time should anyone log **in** with another individual's username or password

Parent/Student Financial Responsibility

Students/Parents are responsible for any cost involved in the repairing and/or replacement of a damaged device. If a device is damaged, fees must be paid before the device can be sent for repair/replacement or a new/temporary device is issued. If there are repeated incidents of damage in a single school year due to negligence, the repair fee increases according to the following schedule.

Failure to return Academy With Community Partner's equipment

Failure to return loaned equipment to Academy With Community Partners within the timeframe of graduation, or withdrawing will require the school to file a police report and pursue further actions.

FEE SCHEDULE

First damage incident	\$50.00
Second damage incident	\$100.00
Third damage incident	Cost of repair or replacement cost of the device
intentional damage, graffiti, scratching of screen, button removal, and Stickers applied to the device	Cost of repair or replacement cost of the device & possible loss of use privileges. Sticker removal is a \$50.00 fee
Replacement cost of power cord &/or power brick	\$40 replacement fee
Loss or theft of mobile computing device	Police report MUST be immediately filed & a copy of the police report must be provided to the school within 2 school days of alleged theft. Loss or theft of the device does not release the student of the financial responsibility for replacement of the device.

Academy With Community Partners Device Agreement

Serial number _____ Model _____

Charging cable issued _____

Hotspot serial number _____

Start date of loan: _____ End date of loan _____

Student Name Printed: _____ Grade: _____

Parent/Guardian Name Printed: _____

Parent/Guardian phone number _____

Parent/Guardian alternative phone number _____

Parent/Guardian email _____

Parent/Guardian/ Student Driver's license. _____

I have reviewed the Student Device Checkout Agreement and understand the conditions of the program. I also acknowledge and accept the terms of the fee schedule and accept full financial responsibility of device.

Student Signature:

_____ Date: _____

Parent/Guardian Signature: _____ Date: _____

APPENDIX C 2025-2026 ACP Calendar

2025-2026 ACP Calendar Approved

July 2025						
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		

August 2025						
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 2025						
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				

October 2025						
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	

November 2025						
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						

December 2025						
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			

July	
4	Independence day
23-29th	Staff Work days and PD
30th	1st day of school

August	
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September	
1	Labor Day (no school)
11th	End of Block 1 (finals) Early release
15th	Block 2 Begins

October	
6-9th	Fall Break (No School)
30th	End of Block 2 (finals) Early Release

November	
3rd	Block 3 begins
11th	Veterans Day (No School)
20th	Thanksgiving Feast at ACP
24th-27th	Thanksgiving Break (No School)

December	
18th	Block 3 ends (Finals) Early release
22nd-31st	Winter Break (No School)

Semester 1 = 72

January 2026						
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

February 2026						
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

March 2026						
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 2026						
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		

May 2026						
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						

June 2026						
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				

January	
1st	New Year's Day (Winter break)
5th	Block 4 begins
19th	Martin Luther King Jr. Day (No School)

February	
16th	President's Day (Holiday)
19th	End of Block 4 (finals) Early Release
23rd	Block 5 Begins

March	
16-19th	Spring Break

April	
9th	End of Block 5 (finals) Early Release
13th	Block 6 begins
20th	April Break

May	
21st	Last day of school (early release)
25th	Memorial Day holiday (staff)
26-28th	Staff Work days
26th	Summer School begins

June	
18th	Summer School Session (19 days)

Semester 2 = 73