

ACA

ARIZONA CHARTER ACADEMY

Student/Parent Handbook

2024-2025

16025 N. Dysart Rd.

www.azcharter.com

Table of Contents

| | |
|---|-----------|
| MISSION STATEMENT AND MOTTO | 1 |
| PARENTS/GUARDIANS/TEACHER COMMUNICATION | 2 |
| PARENTS WHO ARE SEPARATED OR DIVORCED POLICY | 3 |
| VISITORS | 4 |
| PHILOSOPHY OF STUDENT CONDUCT | 5 |
| STUDENT RESPONSIBILITIES | 5 |
| SCHOOL HOURS | 6 |
| CLOSED CAMPUS | 6 |
| AFTER-SCHOOL ACTIVITIES | 7 |
| ATTENDANCE | 7 |
| ATTENDANCE POLICY | 7 |
| TARDINESS | 8 |
| SCHOOL SUPPLY POLICY | 9 |
| GRADES | 9 |
| PROMOTION/RETENTION POLICY | 9 |
| SPECIAL EDUCATION RETENTION | 9 |
| GENERAL EDUCATION RETENTION PROCEDURES | 10 |
| ACCELERATION | 10 |
| ACCIDENTS, ILLNESS, AND MEDICINE | 11 |
| CHRONIC ILLNESS PROCEDURE | 12 |
| DRESS CODE | 12 |
| Elementary- Grades K-4..... | 12 |
| Middle School - Grades 5-8..... | 13 |
| DRESS DOWN/DOLLAR FOR DUDS | 14 |
| DRESS CODE VIOLATIONS | 15 |
| STUDENT REWARDS | 15 |
| NOTICE OF NON-DISCRIMINATION | 16 |
| BULLYING/HARASSMENT POLICY | 16 |
| BULLYING POLICY | 16 |
| HARASSMENT | 16 |
| SEXUAL HARASSMENT | 17 |

REPORTING/COMPLAINT PROCESS17

THREAT ASSESSMENTS..... 18

NOTICE OF NON-DISCRIMINATION AND DESIGNATION OF SECTION 504 COORDINATOR AND TITLE IX COORDINATOR 18

SUMMARY OF SECTION 504 GRIEVANCE PROCEDURE FOR FILING A SECTION 504 COMPLAINT 19

LOST SCHOOL AND SPORTS MATERIALS..... 20

BEVERAGES IN SCHOOL..... 20

MICROWAVE POLICY..... 20

CELL PHONE AND ELECTRONIC DEVICES USAGE 20

COUNSELING PROGRAM AND PARTICIPATION..... 21

CPI..... 21

RCD 21

SOLUTIONS ROOM..... 22

DISCIPLINARY ACTION CHART 22

COMMUNITY SERVICE HOURS 32

TUTORING AND SUMMER SCHOOL..... 32

ASSESSMENT FOR DAMAGES 32

IN-SCHOOL SUSPENSION 32

SHORT-TERM SUSPENSION (1-10 DAYS)..... 33

LONG-TERM SUSPENSION (11 OR MORE SCHOOL DAYS) 33

STUDENT DISCIPLINARY RECORDS..... 34

EXPULSION 34

EMERGENCY REMOVAL, SUSPENSION OR EXPULSION..... 35

CONTACT OF LAW ENFORCEMENT AUTHORITIES 36

DUE PROCESS 36

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS 36

TECHNOLOGY USER AND INTERNET SAFETY POLICIES 38

SECURITY CAMERAS..... 42

RULES FOR DISTRIBUTION OF FLYERS AT SCHOOL BY STUDENTS 42

FIELD TRIPS..... 43

FIELD TRIP CANCELLATION AND REFUNDS..... 43

SCHOOL VOLUNTEERS..... 43

STUDENT SURVEYS/PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)..... 44

HOMELESS YOUTH INFORMATION45

PARENT/GUARDIAN RIGHT TO KNOW46

TITLE I46

POLICY INVOLVEMENT46

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT47

BUILDING CAPACITY FOR INVOLVEMENT47

ACCESSIBILITY49

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)49

SECTION 504 OF THE REHABILITATION ACT OF 197350

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPECIAL EDUCATION PROGRAMS51

Procedural Safeguards.....51

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) STUDENT DISCIPLINE.....52

DIRECTORY INFORMATION53

Family Educational Rights and Privacy Act (FERPA)53

MODEL NOTICE FOR DIRECTORY INFORMATION53

MISSION STATEMENT AND MOTTO

Arizona Charter Academy's mission is:

To empower each student to be responsible, productive and global citizens.

ACA Students Will:

- Apply creative and critical thinking to solve problems.
- Display cultural awareness, pride and respect for themselves and others.
- Utilize technology effectively.
- Actively contribute to the community.
- Articulate and support viewpoints through written and verbal expression.

GREAT Schoolwide Values

These values unite us, creating a dynamic environment where everyone is empowered to thrive academically, personally, and socially.

G= GRIT

At our school, everyone demonstrates GRIT by showing determination, tenacity and passion. We all commit to overcoming obstacles and embracing a growth mindset, where challenges are seen as opportunities to learn and grow. Our collective perseverance, whether in classrooms, offices, or community spaces, sets a strong example and motivates us all to pursue our goals relentlessly.

We are determined, persistent, and tenacious.

We embrace a growth mindset.

We set goals and overcome obstacles together.

R

=

RESPECT

Respect is the cornerstone of our interactions. We foster an environment where everyone, regardless of their role, can express their thoughts freely and respectfully. By practicing active listening and engaging in courteous conversations, we ensure that each voice is heard and valued, contributing to a thriving community that appreciates diversity and nurtures positive relationships.

We engage in respectful and kind conversations.

Everyone feels heard and appreciated.

We value diverse viewpoints and learn from each other.

E

=

ENGAGED

Engagement is key in our community. Students, staff, and community members show their commitment through enthusiastic participation, collaboration, and a shared passion for learning and growth. This active involvement builds a strong community spirit that enhances both personal and collective development, enriching our educational experience.

We commit to learning with enthusiasm and active participation.

We collaborate and support each other's educational journey.

We nurture a community focused on growth and learning.

A

=

AWARE

Awareness of self, others, and diverse cultures is integral to our values. We encourage everyone to engage in self-discovery, recognize and appreciate the richness of various cultures, and consider the impact of their actions on others. This awareness fosters empathy, effective communication, and a respectful interaction among all community members.

We appreciate and recognize diverse cultures and perspectives.

We engage in self-reflection, recognizing our strengths and areas for growth.

We are mindful of our impact on others and adjust our behaviors to foster positive interactions

Thoughtfulness permeates our school culture, with acts of kindness and compassion being everyday occurrences. We assume the best in each other's intentions and strive to build strong, trusting relationships. This creates a supportive atmosphere where everyone, including students, staff, and community members, feels valued and cared for.

We regularly practice acts of kindness and support one another.

We assume positive intentions and strive to understand each other.

We build and maintain trusting and healthy relationships.

Purpose of Handbook

The purpose of this Handbook is to inform the parents and students of the policies and procedures and operations of Arizona Charter Academy. For purposes of this handbook, the term parent means the student's caregivers as identified in the student's registration documents as the person or people with whom the student resides. This handbook also has a Student Device Addendum that provides more detailed information on Technology Use, Internet Safety and BYOD policies.

Parent and Student Responsibility

The parent is required to review this Handbook and the Student Device Addendum and share the appropriate information with his/her child. All parents must sign the handbook and Technology Device User Agreement in order to have their student attend Arizona Charter Academy. The signature of the parent indicates that both the student and the parent agree to abide by all school policies and rules.

PARENTS/GUARDIANS/TEACHER COMMUNICATION

We believe that communication is the key to providing a quality education for students. A student's educational experience will be much more rewarding and beneficial when parents/guardians and educators work together on behalf of the student.

If you wish to speak to your student's teacher, please arrange an appointment with the teacher through Class Dojo K-4, Remind 5-8, or school email. The school office opens at 7:30 a.m. to take calls from parents/guardians, or students who might need to speak with a teacher. However, teachers will not be available to accept phone calls at that time. If, after talking with the teacher, you believe you need more support or assistance, please arrange an appointment to speak with the principal. Teachers are also available through email links on our website. Parents and guardians can expect to hear back from ACA staff within 24 hours of the communication being sent during business hours. If communication is sent over the weekend there might be a 48-72 hour response time.

Electronic Communications Policy.

Arizona Charter Academy works to secure and protect its website, including email communication. As we are all aware, however, the use of the internet poses several risks that need to be considered by all users. Arizona Charter Academy cannot guarantee the security and confidentiality of all web-based communication. It will not be liable for improper disclosure of confidential information that is not caused by the intentional misconduct by the school or its employees. The school offers parents the option of using electronic communication. Choosing this option allows the parent to receive all general updates, notifications, announcements, newsletters, and school policies via electronic mail. This is not intended to replace verbal, in-person communication. If you choose not to use the electronic communication option, all written communication will be made available for review in the front office.

Who Has Access to Information

Arizona Charter Academy works under the assumption that both parents have equal rights as guardians. *If this is not the case, and there is a court order limiting custody, communication or visitation, it is the responsibility of the parent to submit a copy of the Court Order to the school office.* The school may not limit any parental rights unless the Court Order is on file with the school. Parents are the only persons who may receive written communication from the school about the student unless there is an appropriate written request to provide information to other parties.

PARENTS WHO ARE SEPARATED OR DIVORCED POLICY

The staff of Arizona Charter Academy are focused on the education of your child(ren) and providing a warm and safe environment where we all come together in the best interest of the child(ren). We understand that separation and/or divorce can be stressful for all parties involved; our purpose is to set guidelines in order to continue a productive relationship with your child(ren) being the priority. As a school our legal responsibility is to follow all court orders. That is why we ask you to read the following:

1. It is both parents' / guardians' responsibility to communicate with each other about the child's education, events and other important information. We will not call the other parent for you.
2. Either parent/legal guardian is allowed to enroll the child or obtain a copy of educational records. Unless there is a court order in our records that restricts a parent's rights, please do not ask us to restrict the other parent's involvement.
3. Both parents/legal guardians are allowed to sign an "Emergency Contact" form. This means other persons (such as nannies, grandparents, etc.) can be authorized to pick up your children. Both parents/legal guardians are allowed to see the names of authorized persons on each other's forms. Unless instructed by the Court, please do not ask us to eliminate any names on the other's form. If you have legal concerns regarding a certain authorized person, please refer these requests to your lawyer.
4. Additionally, we will not:
 - Call to inform the other parent if the other parent picked up their child.
 - Prevent either parent's/legal guardian from making decisions or being involved in your child(ren)'s education, unless required by law.
5. Parent Teacher Conferences can be scheduled jointly or separately, it is up to the parent(s) to schedule accordingly. We cannot guarantee that conferences will not be held back-to-back. ACA will do its best to accommodate all parties.
6. Information relating to your child's education and school activities can be found on the school website, please check frequently. You can always call the front office, use Class Dojo K-4, Remind 5-8, or email the teacher. The expectation is for the parents to take the initiative.
7. Should issues between parents disrupt the educational process, we will ask parents to leave the premises. Parents can reinitiate contact by requesting a meeting with school administration.

***It is the parents' responsibility to provide any pertinent and current custody orders; or provide updates to current orders already on file. If no order(s) is on file both parents will have equal access to their child(ren).**

Please call our office if you have any questions regarding our policies. Most problems can be resolved quickly, and your call will prevent misunderstandings.

VISITORS

Arizona Charter Academy works diligently to ensure that all students at our school have a safe place to learn and grow. Parents and relevant stakeholders shall have reasonable access to observe classes, activities, and functions at the schools upon advance notice to, and authorization by, the building principal or designee. Parents and guardians of ACA students are encouraged to plan to meet with their teacher in person or using video or phone conferencing. If health guidelines deem it unsafe for visitors to come onto campus, ACA will notify parents.

In order to ensure that no unauthorized persons enter buildings and that the educational process or other school operations are not disrupted, all visitors to the schools shall report to the school office when entering and exiting and must receive authorization before visiting other parts of the building. All visitors must display a visitor's badge while on campus. We ask visitors to refrain from wearing clothing that exposes their cleavage or midriffs and clothing with inappropriate wording, pictures, or logos. All campus contact must be initiated through the front office. This requirement does not apply when visitors are attending an athletic event or other school program in areas typically used for large group assembly such as gymnasiums and auditoriums, or when parents are attending activities clearly for the purpose of parent involvement such as an open house or parent-teacher conferences.

Visitors whose purpose is to influence or solicit students shall not be permitted on the school grounds unless the principal or designee has determined that the visit furthers the educational program of the school or the career or educational aspirations of the student.

The school prohibits all registered sex offenders from property owned by the school, as well as any property that is immediately adjacent to property owned by the school, and from attending any school sponsored activity or event. Arizona Charter Academy employees, vendors, and contractors visiting a school site must always wear their badge and register with the office when arriving.

Unauthorized persons shall not loiter on school property at any time. Students may not accept drop-offs of any type on Market Street or areas surrounding the campus. All school employees are expected to help enforce the loitering rule and state law that prohibits loitering and interfering with normal school activities by informing the administration of suspected loitering. Law enforcement will be called if persons violating this policy refuse to comply.

Visitor Code of Conduct

All who use or occupy school property or premises under the school's control are expected to model safe, lawful, respectful, and civil behavior. This includes parents, staff, members of the governing board, contractors, and all visitors to the school district property. Those in violation of the following code of conduct will be asked to leave school premises; or may be subject to action by law enforcement agencies.

The Following Visitor Conduct is Prohibited on School Property:

- physical injury to another person or the threat of such injury
- verbal, physical, or other forms of harassment or coercion of another
- willful damage to, or destruction of property

- disruption of the educational process or of any school program or activity
- unauthorized entry upon school property
- interference with the lawful and authorized activities of others
- using vulgar or abusive language, cursing, or swearing
- Possession, sale or use of alcoholic beverages or illegal drugs; and the possession or use of a weapon of any kind or any other object that reasonably can be considered a weapon
- use of tobacco or vaping products on school property

This visitor code of conduct applies to all interactions (including email, phone, arrival, dismissal areas, etc.) with staff members.

PHILOSOPHY OF STUDENT CONDUCT

Arizona Charter Academy is recognized by the Arizona Department of Education as a Positive Behavior Intervention and Support (PBIS) school. Students and staff demonstrate this by exemplifying GREAT.

A positive learning environment in our school and a good state of student conduct starts with students, parents, and staff having knowledge and understanding of the basic standards of acceptable conduct. To assist everyone in the pursuit of a quality education, the school has established guidelines designed to ensure a safe environment for all students and staff. For these guidelines to be most effective, it is vital for the family, the school and the community to work together.

Students are responsible for their own actions. Students whose actions violate school guidelines and policies will be expected to accept the appropriate consequences. This includes their time at school, going to and from school, at sporting events, and any school-sponsored events. It also includes students' activities on social media and other non-school-related activities that may affect the educational environment. Students are expected to respect the rights and property of others, along with demonstrating high standards of personal integrity. We are proud of our students and strive to see that they learn through school experiences to recognize their essential worth. To meet these goals, we enlist the support of our community.

STUDENT RESPONSIBILITIES

A responsibility is an obligation one has to ensure that the rights of all are protected. All students have the responsibility to:

- Attend school to receive an education – 90% of the school year
- Be on time for all classes.
- Come to class prepared and with all necessary materials.
- Complete all in-class and homework assignments and meet all deadlines.
- Obey school rules and school personnel. No one has the right to interfere with the education of others.
- Respect the person and property of others.
- Treat people and their property with respect.
- Respect public property.
- See that school correspondence to parents reaches home.
- Follow the GREAT values.
- Follow all safety and health guidelines.

- Practice proper hygiene.

SCHOOL HOURS

School starts promptly and is dismissed promptly at the following times:

| | Monday | Tuesday- Friday | Early Release Day |
|----------------------------|-------------|-----------------|-------------------|
| Elementary (K-4) | 9:15 – 2:45 | 8:00 – 2:45 | 8:00 – 11:35 |
| Middle School (5-8) | 9:15 – 3:10 | 8:00 – 3:10 | 8:00 – 11:55 |

Students may NOT arrive on campus earlier than 7:30 a.m. For a weekly fee, ACA will provide an early drop off from 7:00 – 7:10 via the K-4 gate for parents who cannot wait for the 7:30 time. Parents will need to sign up and pay for this in the front office. The gate will close at 7:10 am. Students may not be dropped off in the front office parking lot between 7:30 – 8:00 am. Students may only enter the building through the front doors if they're accompanied by an adult. Students not accompanied by an adult will use the sidewalk to walk to the Middle School arrival gate. This is meant to alleviate traffic in the front office parking lot and prevent this area from being used as an alternative to the arrival procedure in the cueing lane.

Parents/guardians or persons listed as emergency contacts who are picking up a student early are REQUIRED to sign the student out with the front office. No exceptions will be allowed.

*For the safety of students, photo ID may be required for student release.

Parents needing to pick their elementary or middle school child up in the front office for an appointment must do so before 2:15 pm. The front office area is reserved for handicap or other special needs access during general student dismissal.

All students (K-8) who are not picked up by their parents/guardians by 3:35 p.m. will be automatically placed in the enrichment program and billed accordingly. Arizona Department of Child Services (DCS) will be contacted if a student has not been picked up by 5:30 p.m. Middle School students (5-8) not participating in an extra-curricular activity must be off campus by 3:35. Loitering on campus after 3:35 will result in further disciplinary consequences. Students attending sporting or evening events must leave campus and return at the start time of the event; ACA cannot monitor student spectators as they wait for the event to begin. Loitering on neighboring business properties might result in a citation for trespassing.

CLOSED CAMPUS

For the safety of all students, Arizona Charter Academy is a closed campus. Once a student has arrived on the school campus, he/she may not:

- Leave campus for any unexcused reason, including going out for lunch.
- Go to the parking lot or car unsupervised.
- This policy includes students staying for after-school activities.

Arizona Charter Academy is not responsible for students who leave before or after school without parent permission.

AFTER-SCHOOL ACTIVITIES

All students participating in after-school sponsored activities must immediately report to their school designated activities, practices, or study hall. Students who fail to report are subject to removal from the school-sponsored activity. Students attending practices of activities after 4 p.m. are required to leave campus after school and then return no earlier than fifteen minutes before the practice/activity or attend a school sanctioned supervised activity. The school will not be liable for students who leave campus or arrive before the fifteen-minute window. Student spectators need to leave campus and return when the event doors are open to the public.

ATTENDANCE

All students are expected to attend classes promptly and regularly to achieve the full educational benefit. Absences should only occur when unavoidable. While it is recognized that students with serious or contagious illnesses should not be in attendance, it is anticipated that these absences should be minimal.

To improve school attendance, Arizona Charter Academy has implemented a truancy program in partnership with Maricopa County Juvenile Court. This truancy program is called C.U.T.S. (Court Unified Truancy Suppression DIRECT CITE Program.) Attendance will be tracked very closely. Your child is expected to be at school every day, unless there is an excused reason not to be. An absence is at least one missed class period per day. An unexcused absence will count as a truant day as defined by law. A student is “habitually truant” if he/she has five or more unexcused absences or is absent more than ten percent of the required number of school days per year whether the absence is excused or unexcused. *If a student is absent because of chronic illness, then a chronic illness form must be filled out by parent and a medical provider and turned into the school front office.*

When a student has ten percent absences (excused OR unexcused), the student may be cited to the CUTS DIRECT-CITE Program through the Juvenile Court. At that time, a hearing will be held at the Juvenile Court Facility. Both parents/guardians and the student will be expected to appear at the hearing. Consequences at the hearing may include the following: required attendance of the parent and the student at an education class (to be held on Saturdays), work hours assigned to the student, counseling, etc. The parents will be assessed a \$50 Diversion fee. Failure to complete these consequences may result in the prosecution of the child at the Juvenile Court.

ATTENDANCE POLICY

- Arizona Charter Academy requires documented absence reports from parents/ guardians as soon as possible, and no later than 48 hours from return to school.
- Student absences shall be excused at the discretion of the administration for reasons such as, but not limited to:
 - Personal illness
 - Doctor or dental appointment. *If possible, please schedule appointments outside of school hours.*
 - Serious illness of family member
 - Death of family member
 - Required court appearance of student
 - Absences for religious holidays or for religious purposes including participation in religious exercises.

- All students shall be permitted to make up all the work missed as a result of an excused absence. Teachers will allow reasonable access to make up work. For unexcused absences, teachers are not required to allow students to make up work. (Final decision will rest with administration.)
- Ditching is considered an unexcused absence.
- The following steps are followed in dealing with daily absences:
 - Students and parents/guardians will be notified of absence.
 - Students and parents/guardians will be given an opportunity to respond.
 - Students and parents/guardians will be informed of consequences of excessive absences/truancy.
- Because of pandemic safety concerns, administration will determine on a case-by-case basis what will be the administrative action for those students with ten (10) consecutive unexcused absences.

TARDINESS

It is very important for Arizona Charter Academy students to be punctual. It is strongly recommended that all doctor, dentist, or other appointments be made **after school hours**. There are two types of tardies: excused and unexcused. An excused tardy is when a student who arrives after school has started reports to the front office with their parents/guardians for a pass to class. Parents/guardians must sign the student in at the front office to receive an excused tardy. An unexcused tardy is when a student arrives after school has started without parents/guardians to sign them in.

Getting to school on time and into the classroom with all other students significantly contributes to academic and social success and allows students to be part of the group. Teachers' lesson plans even at the beginning of the day or session are carefully constructed to introduce new concepts or routines that are vital to student learning. Late arrivers interrupt precious instructional time and make it difficult for those arriving as well as those already seated to attend and stay focused at the task at hand. Missing even a few minutes can cause children to fall behind or feel left out. Most importantly, however, arriving on time impresses upon your child the importance of school and helps develop valuable habits and responsibilities that in the future will help them succeed both in school and the workplace.

A child is considered late for school if they are not in the classroom by 8:00 a.m. ready to begin the school day. Students arriving late to school must report to the front office with a parent and be signed in.

An EXCUSED TARDY includes:

- Documented illness or injury
- Medical, dental or counseling appointment
- Bereavement/family funeral
- Major religious observances
- Court appearance
- Extraordinary family circumstances (excused at the discretion of the administration)

Tardiness caused by sleeping in, babysitting, accompanying other people to appointments, and non-emergency family situations will not be excused.

Below is a copy of the school's unexcused tardy policy:

- After 5th unexcused tardy – Warning phone call to parent
- After 10th unexcused tardy – Letter to parent

- After 15th unexcused tardy – Meeting with parent and citation to CUTS program

In addition, students who have excessive tardiness may miss the next class activity/ fieldtrip or special event. Excessive tardiness is defined as being tardy more than 10% of the current school session.

SCHOOL SUPPLY POLICY

School supplies are collected and used as community supplies in grades K-4th. Special pencils, notebooks, binders, etc. do remain in the possession of each student. Community supplies are items like Kleenex, general pencils, post its, etc. If a student withdraws from ACA within 10 school days, the school will make a good faith effort to return supplies – in particular if a receipt is provided to help determine what specifically was purchased. After 10 days, supplies will not be returned. Students will keep their individual supplies with them at their desk in designated pencil boxes. Items like Kleenex, extra pencils, lined paper will still be collected as communal items and will be handed out as needed by the teacher.

GRADES

Parents/guardians can access electronically student progress reports on the PowerSchool app. Please contact teachers for additional progress updates or academic concerns through the school e-mail, Class Dojo or Remind.

**Parent paper copies will be provided upon request only.*

PROMOTION/RETENTION POLICY

Education is a shared responsibility that involves administrators, teachers, students, and parents/guardians. Retention of students is a process that is followed when it has been determined to be in the best interest of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level. All students are promoted based upon successful completion of academic achievement levels.

The school practices early identification of potential retainees to implement a plan of intervention designed to decrease the possibility of a final retention decision. When circumstances indicate that retention is in the best interest of the student, individual consideration and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. A decision will be based on sufficient data collected over a period and motivated by a desire to place a student in school programs where he/she will be the most successful.

In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education plan, and in accordance with Arizona Administrative Code AAC§§ R7-2-401 and the IDEA. Final retention/promotion rests with school administration.

SPECIAL EDUCATION RETENTION

A student who does not meet regular promotion requirements must meet the course of study and promotion requirements for special education pursuant of A.A.C. R7-2-401 and the IDEA. The programs for such student may need modifications, which may include but not be limited to:

- Course substitution
- Curriculum method, evaluation, or materials modification
- Additional time to complete requirements

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by a multidisciplinary team

on an individual basis. A student placed in special education will complete the course of study as prescribed in his/her individual education promotion plan. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

GENERAL EDUCATION RETENTION PROCEDURES

- Second parent/teacher conference*: the teacher/team will have a conference* with or verbally contact the parents/guardians of each potential retaineer.
 - A potential retained notice shall be mailed at this time.
- During the last two (2) weeks of school: the teacher/team will have a conference* with the Parents/guardians of each student who is being retained:
 - The parents/guardians will be notified of the retention of the student.
 - A final retention decision notice shall be delivered to or sent by mail to the parents/guardians during the last week of school.

The final decision to retain a student is made

by the school administration.

ACCELERATION

When circumstances indicate that acceleration in grade placement is in the best interest of the student, close cooperation between the parents/guardians and all school personnel involved is imperative. Each student will be given individual consideration, and decisions will be made only after a careful study of facts relating to the student's growth and development. The student's academic achievement level and mental ability are important, but the physical and social characteristics are also determining factors. A decision should be based on sufficient data collected over a period of time and motivated by a desire to place the student in the school program where the greatest success will result.

The final decision to accelerate a student rest with administration. Parents/guardians involvement in all steps of the process is vital. Parents/guardians consent to the acceleration of a student should be in writing.

HEALTH SERVICES

Student health records will be kept in the front office. It is the responsibility of the parents/guardians to provide current and accurate medical and emergency contact information to the front office. The information must be provided in writing on the medical/emergency card and submitted to the front office. This is for the student's protection in the event of an illness or accident that may occur during the school day.

IMMUNIZATIONS

An immunization history is required of ALL students at the time of registration. In compliance with Arizona state law regarding the immunization requirements for school enrollment, it is imperative that students are immunized on a regular schedule in order to protect them from serious communicable diseases. By state law, a student will not be allowed to attend school until either a record of the immunizations or an acceptable exemption statement (available from our school office) is submitted.

*For exemptions, please contact the school's front office.

ACCIDENTS, ILLNESS, AND MEDICINE

Arizona Charter Academy does NOT have a nurse. First aid will be administered by school staff to students involved in minor accidents involving small cuts or scratches. If it is necessary for a student to be sent home because of a serious accident or illness, the person designated as the first or second emergency contact will be notified if the parents/guardians cannot be reached. If the emergency contact persons cannot be reached, the designated official will decide what steps to take. If, in his or her judgment, the student needs immediate medical attention, 911 will be called. The school will not be responsible for any costs incurred.

All medications, including prescriptions and over-the-counter medication (Tylenol, Advil, etc.) must be kept in the front office. The school, by law, cannot provide any type of over the counter (OTC) medication to students. If your student needs access to any OTC medication, it will need to be provided in its **original, sealed package (unopened)**, labeled clearly with the student's name. Any medications sent to school without proper identification will not be given. Proper identification for prescription medication is defined as prescription medication in a signed prescription bottle, not expired, and prescribed for the student. This pertains to inhalers as well. Students who need to take any medication during school hours need to indicate this medicine and dosage on their emergency card. If the dosage and/or medication changes, please send a written verification, with a doctor's note, of this change to the office.

Inhalers/diabetic medical supplies must have a label on the actual inhaler and supplies (not on the box). If the child is required to carry their inhaler/diabetic medical supplies, the school must be provided with a doctor's prescription/note. Please refer to the Discipline Action Chart for any misuse of any prescription drug, nonprescription drug, or drug paraphernalia.

Do not send your student to school if any of the following symptoms are present:

- Fever with temperature of 100.4 degrees or more
- Severe cough, even without a fever
- Sore throat, if white spots can be seen in the back of the throat
- Vomiting or diarrhea during the evening or the night
- Other health related symptoms including fever, chills, cough, shortness of breath or difficulty breathing, fatigue, headache, loss of taste/smell, sore throat, congestion, runny nose, nausea, vomiting, diarrhea, muscle aches and/or body aches
- Contagious viruses/infections including lice/lice eggs

If any sick symptoms occur while in school, the parents/guardians will be contacted and asked to arrange for the student to be taken home. Students need to be 24 hour symptom free of vomiting, fever, and diarrhea prior to returning to school. Symptoms that require prescription medication, the child must be on it for 24 hours before returning to school.

HOME is the first point on the screening continuum. Parents are encouraged to self-report symptoms of illness, which could include fever, new onset of cough, difficulty breathing or shortness of breath, etc. Please monitor your student prior to school arrival for these symptoms.

Reasonable requests for the student to stay in from recess will be honored.

CHRONIC ILLNESS PROCEDURE

Students with chronic illness conditions should obtain Chronic Illness Request Form from the front office at the beginning of the school year, or as needed. When a new chronic condition is medically diagnosed, please notify the front office to obtain a Chronic Illness Request Form. The form must be completed by a licensed health professional as defined in ARS §§15-346 and returned to the front office. Once received, a meeting will be scheduled by the appointed school official to write the Chronic Illness Instructional Plan.

In order for chronic illness status to override the excessive absence rule the parent must report the absences according to the regular attendance reporting procedures. This status allows teachers and the student to work out a manageable method for completing work. A student requesting chronic illness status after nine (9) absences will be considered only after complete medical documentation is received. If your student is absent from school due to chronic illness it would be expected that they would not be able to attend or participate in extracurricular activities and/or athletics on the date of the absence.

DRESS CODE

A uniform dress code was adopted to contribute positively to instruction and learning. Dress code checks will be done on a consistent basis. Please refer to the dress code violation policy below. The uniform consists of:

Elementary- Grades K-4

TOPS

- Maroon, black, or gray with school logo (purchased from school).
- Spirit Shirts may be worn on Late Arrival Days and Early Release Days with proper uniform bottoms.
- Shirts worn underneath the polo shirt must be school colors.

BOTTOMS

- Black-, gray- or khaki-colored bottoms
- Pants, capris, jumper, skirt and shorts
- Shorts, jumper and skirt length must be shorts and skirts must be no more than 2 inches above the knee. Skirt slits should not be more than 2 inches long. No shorter than the tip of the child's middle finger when arms are extended down by their sides. **Students are encouraged to wear biker shorts underneath their skirts**
- Bottom must be "uniform" style (may be found in the uniform section of most retail outlets) or black denim or gray denim. They must be neat, clean, and free of holes and tears.
- Athletic, nylon, leggings or knitted type bottoms are not permitted.
- Tight and/or leggings worn under skirt/dress/shorts must be solid school colors.

OUTERWEAR

- School color jackets will be allowed inside school buildings. Outerwear in non-school colors or with prints are limited to outside only.
- Only ACA logo hoodies are allowed. Shirts worn under sweatshirts must be school colors.

FOOTWEAR

- Proper shoes must be worn at all times. Closed toed shoes only. If wearing crocs please use sports mode only.

Middle School - Grades 5-8

School colors referenced throughout the 5-8 Dress Code refer only to maroon, black, khaki, gray or white.

POLOS

- Maroon, black, or gray with school logo (purchased from school).
- Polos must fit neatly and not be oversized.
- Shirts worn underneath the polo shirt must be school colors.
- No cleavage or midriff may be exposed, shoulder straps should be no less than 2 inches wide.
- Undergarments must not be visible.

DRESS SHIRTS

- Collared shirts, dress shirts, and dress blouses in a school color. Striped shirts are allowed if using school colors only.
- T-shirt material is not allowed.
- Tops must be button up or dressy style, fit neatly, and not be oversized or undersized.
- Tops worn underneath the dress shirt must be school colors.
- No cleavage or midriff may be exposed.
- School color sweaters or sweater vests can be worn.
- Undergarments must not be visible.
- Shoulder straps should be no less than 2 inches wide.

OUTERWEAR

- School color jackets will be allowed inside school buildings. Outerwear in non-school colors or with prints are limited to outside only.
- Only ACA logo hoodies are allowed. Shirts worn under sweatshirts must be school colors.

BOTTOMS

- Solid black, gray or khaki capris, dress pants, or walking shorts (cotton twill and denim only).
- Black pants can include 5 pockets, no embellishments.
- Shorts and skirts must be no more than 2 inches above the knee. Skirt slits should not be more than 2 inches long. ****Students are encouraged to wear biker shorts underneath their skirts or dresses****
- Athletic, nylon, leggings or knitted type bottoms are not permitted.
- Undergarments must not be visible.
- These items must be “uniform” or denim. They must be neat, clean, and free of holes and tears.
- Tight and/or leggings worn under skirt/dress/shorts must be solid school colors.

DRESSES/SKIRTS

- Solid khaki, black, gray, maroon, or white. Striped or print dresses/skirts are allowed for school colors only.
- No athletic jersey knit materials.

- Must fit neatly and not overly tight.
- Dresses must be no more than 2 inches above the knee. No cleavage may be exposed.
- Undergarments must not be visible.
- Shoulder straps should be no less than 2 inches wide.

FOOTWEAR

- Shoes of choice, but no slippers are allowed.
- Socks/shoelaces must be school colors.
- Same color for both socks, only solid color, striped or argyle.
- Shoes must be worn at all times.
- Slippers are not permitted footwear

PE/HEALTH & WELLNESS CLOTHING

- Tennis shoes are required.
- Dress out with sweats/shorts and a T-shirt.
- Shirts may not expose midribs, nor be cut low in the front, back or under the arms, and see-through clothing is not allowed.
- Clothing must cover the entire buttocks and be no shorter than the tip of the child's middle finger when arms are extended down by their sides.
- No cleavage may be exposed.
- Undergarments must not be visible.
- PE clothing cannot be worn under regular school clothes. If a student changes for PE they must change back into their school uniform after their elective.

ACCESSORIES & MISCELLANEOUS (K-8)

- Students will not be permitted to wear the following: spiked jewelry, wallet chains, chain belts and extremely long belts or suspenders.
- Piercings – Spikes protruding from the face or the ear are not permitted. Piercings displaying defamatory writing, obscene language or any symbols are not permitted.
- Only natural eye color contacts may be worn.
- Hats, sunglasses and hoods are permitted to be worn outside only.
- Hats may be worn inside only for religious, medical, or safety purposes.
- Tattoos displaying defamatory writing, obscene language or symbols, or symbols of gangs, drugs, sex or alcohol must be covered.
- Appearance must be clean and neat.

DRESS DOWN/DOLLAR FOR DUDS

Every last day of the week is called Dollar for Duds. On Dollar for Duds days, students have the option to pay a dollar to wear non-uniform clothing. On Dollar for Duds days, students who dress down are under the following dress code guidelines:

- Shoulder straps should be no less than 2 inches wide.

- Shirts may not expose midriffs, nor be cut low in the front, back or under the arms, and see-through clothing is not allowed.
- Halter tops and strapless tops are not acceptable, No visible undergarments.
- Clothing must cover the entire buttocks and be no shorter than the tip of the child's middle finger when arms are extended down by their sides.
- Inappropriate wording, pictures, or logos will not be permitted.
- Sweatpants and pajamas are not allowed.
- Leggings should be covered by a top that covers the entire buttocks.
- Clothing must be neat, clean, and free of holes and tears; ripped jeans are only allowed if leggings are worn underneath.
- No cleavage may be exposed.

Students who choose not to participate in Dollar for Duds must wear a regular school uniform. If a student dresses down and does not pay a dollar, the cost will be billed to the parents/guardians.

The final decision in determining appropriate dress and appearance shall rest with administration.

DRESS CODE VIOLATIONS

1st Violation: If unable to remedy immediately, students will get one grace day and will be allowed to return to class. The parents/guardians will be called to be notified of the violation.

2nd Violation: Parents/guardians will be contacted and must bring clothing or proper accessories required for student to be in dress code compliance. The school may provide appropriate clothing if available.

3rd Violation: Student will no longer be able to dress down for the rest of the school year. Continual abuse of dress code will result in further disciplinary actions for defiance. See Disciplinary Action Chart.

Any student wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.

The dress code applies to all students attending Arizona Charter Academy and school-sponsored functions. It also applies to students who are away from school in a capacity of representing Arizona Charter Academy.

STUDENT REWARDS

Arizona Charter Academy seeks to recognize those students who work hard and apply themselves diligently to their studies. There are several ways in which students can earn recognition, such as:

- Tickets for demonstrating GREAT
- Student of the Month
- Academic Achievement Awards

NOTICE OF NON-DISCRIMINATION

ACA does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability in the admission of, access to, or treatment of students, nor in employment, educational programs, or activities. Inquiries concerning provisions of Title VI, Title IX, Section 504 of the Individuals with Disabilities Education Act (IDE A), and the Americans with Disabilities Act (ADA) may be referred to the Academic Director/Heather Henderson.

BULLYING/HARASSMENT POLICY

BULLYING POLICY

Arizona Charter Academy has chosen to use the Second Step Program and other scientific research-based programs. It has been recognized as a scientific-research-based program by the Arizona Department of Education. The Second Step Program is a comprehensive, school-wide program designed for use in elementary, middle, or junior high schools. Its goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors such as vandalism and truancy.

Arizona Charter Academy is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons, free from harassment, intimidation, bullying, or cyber-bullying.

Bullying occurs when a student or group of students engage in any form of behavior that includes, **but is not limited to**, such acts as intimidation and/or harassment **that form a pattern of such behavior, repeated over time, and that:**

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property.
- is sufficiently severe, persistent, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm.
- occurs when there is a real or perceived imbalance of power or strength.
- may constitute a violation of law.

Cyber-bullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices. This includes telephonic devices, social networking and other internet communications, school computers, networks, forums, and mailing lists, or other District owned property, and by means of an individual's personal electronic media and equipment.

HARASSMENT

Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs, and graphics.

Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size, or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media. Students are prohibited from bullying on school grounds, school property, school buses, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on computers, networks, forums, or mailing lists.

SEXUAL HARASSMENT

All individuals associated with Arizona Charter Academy including, but not necessarily limited to, the school board, the administration, the staff, and the students are expected to always conduct themselves and to provide an atmosphere free from sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member or when made by a student to another student where:

- Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's education; or
- Submission to or rejection of such conduct is used as a basis for education decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's educational performance, or creating an intimidating, hostile, or offensive educational environment.

SEXUAL HARASSMENT MAY INCLUDE, BUT IS NOT LIMITED TO:

- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movements, leering, gestures or display of sexually suggestive objects, pictures or cartoons.
- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- Implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.
- Engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, bullying or cyber-bullying may still be prohibited by other school policies or building, classroom, or program rules.

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

NOTE: ANYONE WHO IS SUBJECT TO BULLYING, CYBER-BULLYING, HARASSMENT, INTIMIDATION, OR SEXUAL HARASSMENT, OR KNOWS OF THE OCCURRENCE OF SUCH CONDUCT, SHOULD NOTIFY THE ADMINISTRATION.

REPORTING/COMPLAINT PROCESS

Students may report harassment, intimidation, bullying, cyber-bullying, or sexual harassment to any staff member. The procedures to be followed are:

- Completion of Bullying, Harassment, Intimidation Report Form.
- At the time a student reports bullying, the Principal or designee shall provide the student who has allegedly been bullied with a written copy of student rights, protections, and support services available to the student and shall notify the parents/guardians of the report.
- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session.
- The administrator shall provide a written notice of the completed investigation to all parties directly involved.

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, bullying, cyber-bullying, or sexual harassment and their rights and responsibilities under this and other school policies and rule at student orientation sessions and on other appropriate occasions, which may include parents/guardians. Parents/guardians shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, bullying, cyber-bullying, and sexual harassment.

False reporting will be subject to disciplinary action.

THREAT ASSESSMENTS

Students may be required to participate in an individual threat assessment to be conducted by a principal designee. Reasons that a student would be required to participate in a threat assessment include, but are not limited to:

- Verbal or written threats
- Intimidation or harassment
- Violent behavior
- Any situation deemed by the administration to be a disruption to the learning environment.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act.

Student threats will be evaluated by a threat assessment team, and in some cases students could be required to participate in a mental health assessment.

NOTICE OF NON-DISCRIMINATION AND DESIGNATION OF SECTION 504 COORDINATOR AND TITLE IX COORDINATOR

NON-DISCRIMINATION POLICY

ACA DOES NOT DISCRIMINATE IN ADMISSION OR ACCESS TO, OR TREATMENT OR EMPLOYMENT IN, ITS PROGRAMS OR ACTIVITIES. ACA has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Education regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of the Academic Director. *ACA, Heather Henderson, has been designated as the **Section 504 Coordinator** to oversee, coordinate, and implement the efforts of ACA to comply with Section 504.*

NOTICE OF DESIGNATION OF SECTION 504 COORDINATOR

Heather Henderson
hhenderson@azcharter.com
623-974-4959

NOTICE OF DESIGNATION OF STUDENT TITLE IX COORDINATOR

Heather Henderson
hhenderson@azcharter.com
623-974-4959

NOTICE OF DESIGNATION OF STAFF TITLE IX COORDINATOR

Melissa Holdaway
mholdaway@azcharter.com
623-974-4959

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. ***It is against the law for ACA to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.***

SUMMARY OF SECTION 504 GRIEVANCE PROCEDURE FOR FILING A SECTION 504 COMPLAINT

The Section 504 procedure is explained in full in the Anti-Discrimination Policy and Procedures which are available online and upon request in hard copy from the Academic Director. Please review the Policy and Procedure carefully. Any questions should be referred to the Academic Director Title IX Procedures are a separate procedure and also available online and upon request from the Academic Director.

- Grievances must be submitted to the Academic Director who is the Section 504 Coordinator within 180 days of the date the person filing the grievance becomes aware of the alleged discriminatory action. Prompt submission allows for better investigation and resolution of complaints.
- A complaint shall be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be an adequate, impartial and reliable investigation. Among other things this means that the investigation must be thorough and unbiased, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of ACA relating to such grievances.

- The Section 504 Coordinator will issue a written decision on the grievance no later than 60 days after its filing or provide a written explanation of the delay.
- Either party may appeal the decision of the Section 504 Coordinator by writing to the Academic Director within 15 business days of receiving the Section 504 Coordinator’s decision.
- The availability and use of this grievance procedure do not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education, Office for Civil Rights.

ACA will make appropriate arrangements to ensure that disabled persons are provided accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped for the blind, or assuring a barrier-free location for the proceedings. Upon notice of the request, the Section 504 Coordinator will be responsible for such arrangements.

LOST SCHOOL AND SPORTS MATERIALS

If a student loses his/her textbook, school resources, book, team sports equipment or sport uniform he/she will be responsible for replacing them. Replacement textbooks are \$75.00 each. The cost of a school assigned book is based on the replacement cost of that book.

BEVERAGES IN SCHOOL

Only water will be allowed to drink in school buildings. Beverages such as coffee, iced tea, sports drinks, soda and juice are not permitted, except during lunch time. Water bottles need a lid and should be able to be closed. For 5-8 water must be in clear containers only.

MICROWAVE POLICY

Microwave use is prohibited for all students in grades K-4. Microwave use allowed for 5th – 8th grade. Popcorn, liquids or foods containing liquid are not allowed.

CELL PHONE AND ELECTRONIC DEVICES USAGE

When a student brings cell phones or other electronic devices (including but not limited to personal gaming devices, smart watches, air pods or wireless earphones, and music player devices) to school, please remember:

- Arizona Charter Academy is NOT responsible for the loss, damage, and/or theft of any of these electronic devices.
- These items must be in the off position and not be displayed for use from school arrival to the last bell, unless otherwise directed by a staff member.
- Cell phones must be stored in students’ backpacks during school hours and only taken out after the dismissal bell rings.
- Misuse of electronic devices may result in consequences and confiscation of the device. Once a device is confiscated, the student’s Parent/Guardian(s) will have to come in to pick up the device. The third time a student violates the cell phone/electronic devices policy the staff will confiscate the device for 2 weeks.

- If cell phone/electronic devices are a continual problem, the student will be banned from being able to have a cell phone/electronic device on campus.
- Disciplinary consequences will be assigned to any student who violates the Technology Use Policy, Internet Safety Policy and/or BYOD Policy.

COUNSELING PROGRAM AND PARTICIPATION

In an effort to meet the social emotional needs of our students ACA is committed to provide all students with opportunities to develop the academic, career, personal and social competencies to become positive, self-directive and responsible contributing members of society. The school counselor's duties may include meeting with students 1:1, conducting small group sessions, presenting social emotional material to students in the classroom setting, supporting threat assessments, and meeting with students as a condition to reduce consequences in accordance with ACA's Behavior Matrix. Parents who do not wish their child to participate in ACA's counseling program will need to submit a written Opt out letter to the school administration. Please note that opting out of counseling can only be done for small group meetings and 1:1 counseling – all other forms of counseling are considered part of ACA's academic programming. If a parent/guardian opts out of counseling as the condition of reduced discipline, the discipline consequence may increase in accordance with the Discipline Matrix.

It is the responsibility of all students to immediately inform a staff member about any possible threat to a student or staff member safety, health, or property. Withholding such information may be considered a Discipline Violation. No student may disrupt another student's learning. Classroom disruptions of any kind may be considered Discipline Violations.

CPI

Crisis Prevention Intervention (CPI) trains staff in how to calm down tough situations. It's known all around the world for teaching these helpful skills. At ACA, we have special team members trained and certified by CPI to help with safety problems at school. Our main goal is to make sure everyone stays safe. If a student is having a hard time and needs help, we make sure they're safe first, then we let the parents know. We always follow our CPI processes to handle these situations.

RCD

At ACA, we believe in fostering positive behavior through our Responsibility Centered Discipline (RCD) program. RCD empowers our staff to support students in understanding and improving their behavior in the classroom. Throughout the school year, our dedicated staff receive ongoing training in RCD techniques.

Through RCD, teachers learn effective strategies to manage challenging situations with students while promoting a positive learning environment. The program emphasizes a "Give 'em Five" approach, which guides educators and parents in constructive conversations with students.

Here are the five key themes of the "Give 'em Five" approach:

1. Support: Offer words of support that highlight the student's strengths and your relationship with them.
2. Expectation: Clearly communicate your expectations for the student.

3. Breakdown: Discuss where the student may be struggling to meet expectations.
4. Benefit: Explain how meeting expectations can benefit the student.
5. Closure: Determine if the issue has been resolved or if further discussion is needed.

By incorporating these themes into conversations, we aim to help students understand and improve their behavior, creating a positive and supportive school community.

SOLUTIONS ROOM

Solutions room is a classroom space utilized primarily in grades 4th –8th for students who after going through the Responsibility Centered Discipline process and are needing additional support at the moment. The Solutions Room is a safe space where students can deescalate and take the time needed to process with support staff the behaviors that were disrupting other students' learning or their own. Once the student can debrief with support staff and develop a plan or solution to prevent future behaviors, they are returned to the classroom. The amount of time a student spends in the solutions room is dependent upon the student being able to accept responsibility and have an acceptable plan. The last phase is when the teacher, student and support staff debrief to go over the plan.

DISCIPLINARY ACTION CHART

The school reserves the right to discipline students for off-campus behavior at school organized events, or for events that occurred before the student is enrolled, and for behavior which has an impact on the educational environment. In such cases, the school may, at its sole discretion, schedule a hearing to determine if the student can enter or continue at the school. The school may also honor the disciplinary consequences imposed by the student's previous school.

Arizona Charter Academy enforces a progressive discipline policy, which means that each successive offense may merit a stronger consequence. Action taken by the school authority will range between the minimum and maximum category identified on the disciplinary action chart. When an offense has a specific impact on a student and/or staff member at Arizona Charter Academy, the student at fault may have to apologize to those affected by the behavior/offense.

Any offense that involves a consequence of in-school suspension or higher will result in the student not being able to participate in any after school activity the day the consequence is issued (including sports, aftercare, etc.) In addition, the student will lose the privilege to participate in the next special event such as field trip, dance, paw party, etc. Any offense if deemed serious enough by the administration may be subject to emergency removal, suspension, or expulsion. Multiple offenses in a combination of categories may result in long-term suspension or expulsion.

Offenses are a violation of local, state, or federal law. School authorities may notify appropriate police authorities. Such consequences are apart and in addition to those taken by the school.

Type 2 and Type 3 offenses are expellable offenses subject to expulsion on the first offense. The Disciplinary Action Chart is not an all-inclusive list of offenses

DISCIPLINARY ACTION - GRADES K-2

| Type 1 Offense | Range | First Offense | Repeated or Flagrant Offense |
|---|--------------|--|--|
| <i>Cheating or plagiarism (loss of credit for assignment)</i> | Min. Max. | School Conf. (A) Parent Contact (C) | Parent Contact (C) ISS (G) |
| <i>Contraband</i> | Min. Max. | School Conf. (A) Comm. Service (F) | Parent Contact (C) LTS (J) |
| <i>Defiance/Disrespect towards authority/Insubordination</i> | Min. Max. | Formal Conf. (B) Perm/Temp Removal (D) | Parent Contact (C) LTS (J) |
| <i>Destruction of school property</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) LTS (J) |
| <i>Disorderly conduct/Disruption</i> | Min. Max. | School Conf. (A) STS (H) | Parent Contact (C) ACA Removal (K) |
| <i>Electronic devices (Subject to additional consequences per CPEDU Policy)</i> | Min. Max. | Parent Contact (C) Detention (E) | Detention (E) ISS (G) |
| <i>Forgery/Falsification</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Parent Contact (C) ISS (G) |
| <i>Horseplay/Roughhousing</i> | Min. Max. | School Conf. (A) Detention (E) | Parent Contact (C) STS (H) |
| <i>Inappropriate language</i> | Min. Max. | School Conf. (A) Detention (E) | Parent Contact (C) STS (H) |
| <i>Indecent exposure</i> | Min. Max. | Parent Contact (C) STS (H) | Perm/Temp Rem. (D) LTS (J) |
| <i>Instigation</i> | Min. Max. | School Conf. (A) Detention (E) | Parent Contact (C) STS (H) |
| <i>Littering</i> | Min. Max. | School Conf. (A) Comm. Service (F) | Parent Contact. (C) Comm. Service (F) |
| <i>Lying</i> | Min. Max. | School Conf. (A) Comm. Service (F) | Parent Contact (C) STS (H) |
| <i>Physical Aggression</i> | Min. Max. | School Conf. (A) Comm. Service (F) | Parent Contact (C) STS (H) |
| <i>Public display of affection</i> | Min. Max. | School Conf. (A) Parent Contact (C) | Parent Contact (C) Detention (E) |
| <i>Public sexual indecency</i> | Min. Max. | Parent Contact (C) STS (H) | Detention (E) LTS (J) |
| <i>Technology Infraction * (subject to loss of network/internet privileges)</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) STS (H) |
| <i>Truancy</i> | Min. Max. | Parent Contact (C) Detention (E) | Detention (E) STS (H) |
| <i>Verbal abuse/profanity to an adult (ARS 15-507)</i> | Min. Max. | STS (H) LTS (J) | LTS (J) |

DISCIPLINARY ACTION - GRADES K-2

| Type 2 Offense | Range | First Offense | Repeated or Flagrant Offense |
|---|--------------|---|--------------------------------------|
| <i>Alcohol -use/share/possession/distribution</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Assault</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Bullying/cyber-bullying</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Burglary/breaking and entering (second or third degree *</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Dangerous object — use/share/sale/ intent to sell/ possession/distribution</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Drug (OTC) — use/share/sale/ intent to sell/ possession/distribution</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Endangerment</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Fighting</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Harassment/intimidation/hazing</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Hate crime/racial harassment</i> | Min. Max. | Parent Contact (C) ISS (G) | STS (H) ACA Removal (K) |
| <i>Interference or disruption of educational institution</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Sexual materials (subject confiscation of materials)</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) ACA Removal (K) |
| <i>Sexual harassment</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | ISS (G) ACA Removal (K) |
| <i>Theft *</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | ISS (G) ACA Removal (K) |
| <i>Tobacco/E-Cigarettes/Vaporizers - use/share/possession/distribution</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Vandalism *</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Verbal Threat</i> | Min. Max. | Comm. Service (F) ISS (G) | STS (H) ACA Removal (K) |

DISCIPLINARY ACTION - GRADES K-2

| Type 3 Offense | Range | First Offense | Repeated or Flagrant Offense |
|--|--------------|-------------------------------|------------------------------|
| <i>Arson of an occupied structure *</i> | Min. Max. | LTS (J) ACA Removal (K) | ACA Removal (K) |
| <i>Arson of structure or property *</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Bomb threat</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Burglary (first degree) *</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Drug (illicit/inhalants/prescribed) — use/sell/share/intent to sell/possession/distribution</i> | Min. Max. | Parent Contact (C) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Fire alarm misuse (subject to potential fine from proper authorities)</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Robbery *</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Threat of physical attack — weapon/chemical (including threats to self)</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Weapons — use or possession</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |

LEGEND OF STUDENT DISCIPLINE CATEGORIES

- A. Conference with school official (teacher, counselor, administrator) who will attempt to reach an agreement with the student as to acceptable behavior.
- B. Formal conference between the student and one or more school officials. A record is kept of the student's commitment to corrective behavior.
- C. Parents/guardians involvement by telephone, letter, or personal conference.
- D. Temporary or permanent removal from class, during which time, the student may be assigned appropriate on campus duties or alternative classes.
- E. Detention; may be assigned before or after school, or during lunch.
- F. Community service
- G. In-school suspension or Alternative Placement (if deemed appropriate by administration)
- H. Short-term suspension
- I. Emergency removal, suspension, or expulsion
- J. Long-term suspension
- K. Expulsion is the permanent removal from Arizona Charter Academy

* In cases of theft and destruction of property restitution is mandatory.

DISCIPLINARY ACTION - GRADES 3-4

| Type 1 Offense | Range | First Offense | Repeated or Flagrant Offense |
|---|--------------|---|-------------------------------|
| <i>Cheating or plagiarism (loss of credit for assignment)</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Parent Contact (C) LTS (J) |
| <i>Contraband</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) LTS (J) |
| <i>Destruction of school property</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) LTS (J) |
| <i>Defiance/Disrespect towards authority/Insubordination</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) LTS (J) |
| <i>Disorderly conduct/Disruption</i> | Min. Max. | Parent Contact (C) ISS (G) | STS (H) LTS (J) |
| <i>Electronic devices (Subject to additional consequences per CPEDU Policy)</i> | Min. Max. | Parent Contact (C) Detention (E) | Comm. Service (F) STS (H) |
| <i>Endangerment</i> | Min. Max. | Detention (E) STS (H) | STS (H) ACA Removal (K) |
| <i>Extortion</i> | Min. Max. | Parent Contact (C) ISS (G) | STS (H) LTS (J) |
| <i>Forgery/Falsification</i> | Min. Max. | Parent Contact (C) ISS (G) | STS (H) LTS (J) |
| <i>Gambling (Subject to restitution)</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | ISS (G) STS (H) |
| <i>Gang association/activity</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | ISS (G) ACA Removal (K) |
| <i>Graffiti or tagging*</i> | Min. Max. | School Conf. (A) Comm. Service (F) | Parent Contact (C) STS (H) |
| <i>Horseplay/Roughhousing</i> | Min. Max. | School Conf. (A) Detention (E) | Parent Contact (C) STS (H) |
| <i>Inappropriate language</i> | Min. Max. | Parent Contact (C) Detention (E) | Comm. Service (F) STS (H) |
| <i>Indecent exposure</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) LTS (J) |
| <i>Instigation</i> | Min. Max. | Detention (E) STS (H) | STS (H) LTS (J) |
| <i>Leaving school without permission/Ditching</i> | Min. Max. | Parent Contact (C) STS (H) | Comm. Service (F) STS (H) |
| <i>Littering</i> | Min. Max. | School Conf. (A) Comm. Service (F) | Parent Contact (C) ISS (G) |
| <i>Lying</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Detention (E) STS (H) |
| <i>Physical aggression</i> | Min. Max. | Detention (E) STS (H) | STS (H) LTS (J) |

DISCIPLINARY ACTION - GRADES 3-4

| Type 1 Offense | Range | First Offense | Repeated or Flagrant Offense |
|---|--------------|---|---|
| <i>Public display of affection</i> | Min. Max. | Parent Contact (C) Detention (E) | Comm. Service (F) STS (H) |
| <i>Public sexual indecency</i> | Min. Max. | Parent Contact (C) STS (H) | ISS (G) LTS (J) |
| <i>Technology Infraction *</i> <i>(subject to loss of network/internet privileges)</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) LTS (J) |
| <i>Truancy</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) STS (H) |
| <i>Trespassing/loitering</i> | Min. Max. | Parent Contact (C) ISS (G) | STS (H) LTS (J) |
| <i>Verbal abuse/profanity to an adult</i> <i>(ARS 15-507)</i> | Min. Max. | STS (H) LTS (J) | LTS (J) |
| <i>Verbal abuse/obscenity/profanity/provocation</i> | Min. Max. | Detention (E) ISS (G) | STS (H) LTS (J) |
| Type 2 Offense | Range | First Offense | Repeated or Flagrant Offense |
| <i>Alcohol -use/share/possession/distribution</i> | Min. Max. | Detention (E) STS (H) | LTS (J) ACA Removal (K) |
| <i>Assault</i> | Min. Max. | ISS (G) STS (H) | LTS (J) ACA Removal (K) |
| <i>Bullying/cyber-bullying</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | LTS (J) ACA Removal (K) |
| <i>Burglary/breaking and entering (second or third degree) *</i> | Min. Max. | ISS (G) STS (H) | LTS (J) ACA Removal (K) |
| <i>Dangerous object — use/share/sale/ intent to sell/ possession/distribution</i> | Min. Max. | Comm. Service (F) STS (H) | LTS (J) ACA Removal (K) |
| <i>Drug (OTC) — use/share/sale/ intent to sell/ possession/distribution</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) LTS (J) |
| <i>Fighting</i> | Min. Max. | ISS (G) STS (H) | LTS (J) ACA Removal (K) |
| <i>Harassment/intimidation/hazing</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | LTS (J) ACA Removal (K) |
| <i>Hate crime/racial harassment</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | LTS (J) ACA Removal (K) |
| <i>Interference or disruption of educational institution</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Sexual Materials</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) ACA Removal (K) |
| <i>Sexual harassment</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |

DISCIPLINARY ACTION - GRADES 3-4

| Type 2 Offense | Range | First Offense | Repeated or Flagrant Offense |
|--|--------------|--------------------------------------|---|
| <i>Theft *</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Tobacco/E-Cigarettes/Vaporizers - use/share/possession/distribution</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Vandalism *</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first |
| Type 3 Offense | Range | First Offense | Repeated or Flagrant Offense |
| <i>Arson of an occupied structure *</i> | Min. Max. | LTS (J) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Arson of structure or property *</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Bomb threat</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Burglary (first degree) *</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Drug (illicit/inhalants/prescribed) — use/sell/share/intent to sell/possession/distribution</i> | Min. Max. | STS (H) LTS (J) | May be subject to expulsion for the first |
| <i>Fighting with an object</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Fire alarm misuse</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Robbery *</i> | Min. Max. | STS (H) LTS (J) | May be subject to expulsion for the first |
| <i>Sexual Misconduct</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) ACA Removal (K) |
| <i>Threat of physical attack — weapon/chemical (including threats to self)</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Weapons — use or possession</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |

LEGEND OF STUDENT DISCIPLINE CATEGORIES

- A. Conference with school official (teacher, counselor, administrator) who will attempt to reach an agreement with the student as to acceptable behavior.
- B. Formal conference between the student and one or more school officials. A record is kept of the student's commitment to corrective behavior.
- C. Parents/guardians involvement by telephone, letter, or personal conference.
- D. Temporary or permanent removal from class, during which time, the student may be assigned appropriate on campus duties or alternative classes.
- E. Detention; may be assigned before or after school, or during lunch.
- F. Community service
- G. In-school suspension or Alternative Placement (if deemed appropriate by administration)
- H. Short-term suspension and/or alternative to suspension program
- I. Emergency removal, suspension, or expulsion
- J. Long-term suspension
- K. Expulsion is the permanent removal from Arizona Charter Academy

* In cases of theft and destruction of property restitution is mandatory.

DISCIPLINARY ACTION - GRADES 5-8

| Type 1 Offense | Range | First Offense | Repeated or Flagrant Offense |
|---|--------------|---|------------------------------|
| <i>Cheating/plagiarism/Use of AI (loss of credit for assignment)</i> | Min. Max. | Parent Contact (C) ISS (G) | ISS (G) LTS (J) |
| <i>Contraband</i> | Min. Max. | Parent Contact (C) ISS (G) | ISS (G) LTS (J) |
| <i>Destruction of school property*</i> | Min. Max. | Parent Contact (C) Comm. Service (F) | Comm. Service (F) LTS (J) |
| <i>Defiance/Disrespect towards authority/Insubordination</i> | Min. Max. | Parent Contact (C) STS (H) | Comm. Service (F) LTS (J) |
| <i>Disorderly conduct/Disruption</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) LTS (J) |
| <i>Electronic devices (Subject to additional consequences per CPEDU Policy)</i> | Min. Max. | Parent Contact (C) ISS (G) | ISS (G) STS (H) |
| <i>Endangerment</i> | Min. Max. | Detention (E) STS (H) | STS (H) ACA Removal (K) |
| <i>Extortion</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| <i>Forgery/Falsification</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| <i>Gambling (Subject to restitution)</i> | Min. Max. | Parent Contact (C) STS (H) | ISS (G) STS (H) |
| <i>Gang association/activity</i> | Min. Max. | ISS (G) STS (H) | STS (H) ACA Removal (K) |
| <i>Graffiti or tagging *</i> | Min. Max. | Comm. Service (F) STS (H) | STS (H) LTS (J) |
| <i>Horseplay/Roughhousing</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| <i>Inappropriate language</i> | Min. Max. | Comm. Service (F) ISS (G) | ISS (G) STS (H) |
| <i>Indecent exposure</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Instigation</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| <i>Leaving school without permission/Ditching</i> | Min. Max. | Comm. Service (F) STS (H) | ISS (G) LTS (J) |
| <i>Littering</i> | Min. Max. | Comm. Service (F) STS (H) | ISS (G) STS (H) |
| <i>Lying</i> | Min. Max. | Parent Contact (C) ISS (G) | Detention (E) STS (H) |
| <i>Physical aggression</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |

DISCIPLINARY ACTION - GRADES 5-8

| Type 1 Offense | Range | First Offense | Repeated or Flagrant Offense |
|---|--------------|--------------------------------------|--|
| <i>Public display of affection</i> | Min. Max. | Parent Contact (C) ISS (G) | Comm. Service (F) STS (H) |
| <i>Public sexual indecency</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| <i>Technology Infraction *</i> <i>(subject to loss of network/internet privileges)</i> | Min. Max. | Parent Contact (C) STS (H) | STS (H) LTS (J) |
| <i>Truancy</i> | Min. Max. | Parent Contact (C) ISS (G) | ISS (G) LTS (J) |
| <i>Trespassing/loitering</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| <i>Verbal abuse/profanity to an adult</i> <i>(ARS 15-507)</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Verbal abuse/obscenity/profanity/provocation</i> | Min. Max. | ISS (G) STS (H) | STS (H) LTS (J) |
| Type 2 Offense | Range | First Offense | Repeated or Flagrant Offense |
| <i>Alcohol -use/share/possession/distribution</i> | Min. Max. | STS (H) LTS (J) | May be subject to expulsion for the first |
| <i>Assault</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Bullying/cyber-bullying</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Burglary/breaking and entering (second or third degree *</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Dangerous object — use/share/sale/ intent to sell/ possession/distribution</i> | Min. Max. | STS (H) LTS (J) | May be subject to expulsion for the first |
| <i>Drug (OTC) — use/share/sale/ intent to sell/ possession/distribution</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first |
| <i>Fighting</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Harassment/intimidation/hazing</i> | Min. Max. | STS (H) LTS (J) | LTS (J) ACA Removal (K) |
| <i>Hate crime/racial harassment</i> | Min. Max. | STS (H) LTS (J) | STS (H) LTS (J) |
| <i>Interference or disruption of educational institution</i> | Min. Max. | ACA Removal (K) | May be subject to expulsion for the first |
| <i>Sexual Materials</i> | Min. Max. | ISS (G) STS (H) | ST (H) ACA Removal (K) |
| <i>Theft *</i> | Min. Max. | Comm. Service (F) ACA Removal (K) | May be subject to expulsion for the first |

DISCIPLINARY ACTION - GRADES 5-8

| Type 2 Offense | Range | First Offense | Repeated or Flagrant Offense |
|--|--------------|----------------------------|---|
| <i>Tobacco/E-Cigarettes/Vaporizers - use/share/possession/distribution</i> | Min. Max. | ISS (G) STS (H) | STS (H) ACA Removal (K) |
| <i>Vandalism *</i> | Min. Max. | ISS (G) STS (H) | ST (H) ACA Removal (K) |
| Type 3 Offense | Range | First Offense | Repeated or Flagrant Offense |
| <i>Arson of an occupied structure *</i> | Min. Max. | ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Arson of structure or property *</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Bomb threat/Death threat</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Burglary (first degree) *</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Drug (illicit/inhalants/prescribed) — use/sell/share/intent to sell/possession/distribution</i> | Min. Max. | LTS (J) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Fighting with an object</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Fire alarm misuse</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Robbery *</i> | Min. Max. | LTS (J) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Sexual Misconduct</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Threat of physical attack — weapon/chemical (including threats to self)</i> | Min. Max. | STS (H) ACA Removal (K) | May be subject to expulsion for the first offense |
| <i>Weapons — use or possession</i> | Min. Max. | LTS (J) ACA Removal (K) | May be subject to expulsion for the first offense |

LEGEND OF STUDENT DISCIPLINE CATEGORIES

- A. Conference with school official (teacher, counselor, administrator) who will attempt to reach an agreement with the student as to acceptable behavior.
- B. Formal conference between the student and one or more school officials. A record is kept of the student's commitment to corrective behavior.
- C. Parents/guardians involvement by telephone, letter, or personal conference.
- D. Temporary or permanent removal from class, during which time, the student may be assigned appropriate on campus duties or alternative classes.
- E. Detention; may be assigned before or after school, or during lunch.
- F. Community service
- G. In-school suspension or Alternative Placement (if deemed appropriate by administration)
- H. Short-term suspension and/or alternative to suspension program
- I. Emergency removal, suspension, or expulsion
- J. Long-term suspension
- K. Expulsion is the permanent removal from Arizona Charter Academy

* In cases of theft and destruction of property restitution is mandatory.

COMMUNITY SERVICE HOURS

A student may be required to conduct community service hours either at the school or an approved community organization as a form of discipline. The type of service, hours of service and date of completion will be determined by the administration. If a student refuses the community service hours, they may be subject to additional community service hours or other disciplinary actions. **Agreeing to the ACA student handbook by both the student and parent is inclusive of understanding community service will occur during, after school, and/or on Saturdays. Refusal to adhere to the community service can lead to long-term suspension from ACA.** In addition, an appropriate individualized assignment and/or loss of privilege associated with the offense may be included with community service hours.

Community Service projects include activities such as picking up trash, vacuuming, working with the janitorial staff, assisting with the after-school program, and other such tasks around the school. Community service hours may be completed at an approved organization through the administration. The organization must be a community-based business such as the West Side Food Bank, local retirement centers, or the public library.

TUTORING AND SUMMER SCHOOL

At the discretion of teachers and administrators, students may be required to attend tutoring or study sessions at any time during the school day or after school.

- To improve academic performance, students are subject to being assigned to mandatory after-school tutoring, Saturday School, and/or Summer School.
- Students who pass their courses and final comprehensive assessments but demonstrate academic skill deficiencies may be required to attend Summer School at the discretion of school administration.
- Students are responsible for transportation home when they are assigned to mandatory after-school tutoring and for transportation to and from Saturday School and/or Summer School.

ASSESSMENT FOR DAMAGES

Students who mark, carve, or do any other damage to school furniture or property will be assessed a minimum repair cost of \$25.00 in addition to other discipline. Note that the repair costs do not include fees stipulated by the student device handbook. If the administration deems the damage to any school property is severe, parents/guardians will have to pay to have it replaced. Parents/guardians are responsible for student's actions and will be liable for the assessment and replacement cost if necessary. School records and other items may be withheld by the school if assessment payment has not been made promptly. Parents/guardians shall be responsible for all costs of collection including attorney fees if necessary.

IN-SCHOOL SUSPENSION

Students may receive in-school suspension for various offenses. While serving in-school suspension, the student will be responsible for assigned schoolwork for the days served. A student's parents/guardians will be notified of a suspension by telephone or other appropriate means as soon as reasonably possible.

Any student with in-school suspension from class shall be prohibited from participating in, or attending, any extracurricular activity including sports or aftercare, performance, or function for the suspension's length. A student who has an in-school suspension must earn his/her entrance back into the class. This may require a

parent/guardian conference prior to return. It is up to the administration's discretion as to whether he/she feels the student has made the improvement necessary to attend classes.

SHORT-TERM SUSPENSION (1-10 DAYS)

School administrators may suspend a student for 10 school days or less. The student will be informed of the alleged violation of school rules and given a chance to respond. There is no right to appeal a short-term suspension to any person, other than the school principal. When the student's behavior causes a danger to self or to others, an out-of-school suspension may be immediate. During any off-campus suspension, a student is not permitted on school property or at school functions/events. Classroom assignments will be provided, upon parent request, during a short-term suspension. Prior to returning to school the student and parent or guardian must participate in the school's Re-entry meeting with one of the school administrators.

LONG-TERM SUSPENSION (11 OR MORE SCHOOL DAYS)

If the principal/designee decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 11 days or expulsion, the accused student will be afforded his or her due process rights pursuant to ARS 15-840-15-844. Prior to any Long-Term Suspension, the student is placed on Short-Term Suspension and the same rules described in the Short-Term Suspension paragraph above are invoked. During this time, the School Principal/Designee will investigate the incident. The student and other witnesses will be interviewed and allowed to provide information. If after the investigation a school administrator believes a long-term suspension/expulsion may be warranted due to alleged student misconduct, the administrator/designee will notify the parents/guardians in writing. The school administrator/designee will also notify the school office to schedule a long-term suspension/expulsion hearing.

- The time, date and place of the hearing. The name of the hearing officer.
- A description of the alleged misconduct, the standard of student conduct allegedly violated and the proposed discipline.
- A copy of the discipline policies and A.R.S. 15-840 through 15-844.
- A statement that the student and his or her parents/guardians are entitled to various procedural rights as described in this policy.
- A statement that notice must be given to the superintendent/designee at least 24 hours before the hearing if the student or parents/guardians will have an attorney present.

The hearing shall be held at the time and place stated in the notice unless all interested parties agree otherwise, and that agreement is confirmed in writing. In the event the school is unable to contact the parents or guardians after taking reasonable steps to do so, the school may proceed to hold a hearing or take other steps regarding the discipline of the student. When proper notice has been given and the student/parent fail to appear at the hearing, the hearing may proceed; the student may be found responsible in absentia.

At the hearing's end, the hearing officer shall determine if discipline will be imposed, and, if deemed appropriate by the hearing officer, a long-term suspension/expulsion may be imposed immediately. Written confirmation of the hearing officer's decision shall be mailed or delivered to the student's parents/guardians within five working days after the hearing. If the decision is to impose a long-term suspension or expulsion, the written decision shall:

- Name the student.

- Describe the behavior that resulted in the long-term suspension or expulsion.
- Explain that absent extenuating circumstances, once a due process hearing has concluded, no new testimony or documents may be presented.
- If a long-term suspension, the beginning and ending dates of the suspension and the restrictions of the student's presence on campus and at school activities.
- Inform the parents/guardians about suspension/expulsion appeal procedures.

Any student who is long term suspended from class shall be prohibited from campus, participation in or attending any extracurricular competition, performance, or function for the length of the suspension. The ability to make up work for credit during long-term suspension is at the discretion of the hearing officer and will only be allowed in exceptional circumstances. The ability to make up work for credit during long-term suspension is at the discretion of the hearing officer and will only be allowed in exceptional circumstances.

To receive credit for assignments missed during a long-term suspension, students are required to complete missed assignments after returning to school. If the student is allowed to make up work while on Long Term Suspension the student must follow the procedure for short-term suspension. The student may be required to come to school after regular hours to take exams and quizzes during his/her Long-Term Suspension. Prior to returning to school the student and parent or guardian must participate in the school's Re-entry meeting with one of the school administrators.

STUDENT DISCIPLINARY RECORDS

The school administration makes every reasonable effort to thoroughly investigate, accurately document, and fairly adjudicate student misconduct. Disciplinary records related to the current school year are maintained by the School in the student's disciplinary file. The student's disciplinary file is made available for inspection by a parent upon request. Before parents inspect the disciplinary file, the file is adjusted to comply with the Family Educational Rights and Privacy Act (FERPA). In compliance with FERPA, all documents with information about other students involved in disciplinary events are removed from the file before such inspection. The student's disciplinary file, including disciplinary information related to the current school year, is available for inspection only if the request is made before the end of the school year during which the Discipline Violation occurred. When responding to requests for student disciplinary records and information from law enforcement agencies or court officials, the school follows procedures mandated by the Family Educational Rights and Privacy Act (FERPA).

EXPULSION

Expulsion is defined as the permanent withdrawal of the privilege of attending any school in the district unless the Governing Board reinstates the privilege. If the hearing officer recommends that a student is to be expelled from the school, this recommendation will be forwarded to the Governing Board. Parents/guardians may appeal the recommendation for expulsion to the Governing Board based on one of the following reasons:

- There was substantial non-compliance with discipline policies.
- The student's legal rights, including the right to receive due process, were violated by the hearing or the hearing officer's decision.
- The discipline imposed by the hearing officer was unreasonable considering the circumstances present.

The Governing Board will review the decision from the hearing officer and will hear evidence from the school and/or school officials and the student's family. No new evidence can be admitted at the appeal hearing.

The Governing Board will conduct the hearing in executive session. Unless requested in writing by the parents/guardians, the executive session will be closed. If the parents/guardians disagree that the hearing, held by the board, should be held in executive session, it shall be held in an open meeting unless:

- If only one student is subject to the proposed action and disagreement exists between that student's parents/guardians, then the board, after consultation with the student's parents/guardians, shall decide in executive session whether the hearing will be in executive session.
- If more than one student is subject to the proposed action and disagreement exists between the parents/guardians of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents/guardians and legal counsel from attending any executive session pertaining to the proposed disciplinary action or from having access to the minutes and testimony of such executive session or from recording such a session at the parent's/legal guardian's expense.

Any student who has been expelled from school may be prohibited from campus, participation in or attending any extracurricular competition, performance, or function.

EMERGENCY REMOVAL, SUSPENSION OR EXPULSION

The principal/designee may order the removal or suspension of a student if the principal/designee believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in class, with the ability of the student's classmates to learn, or with the operation of school or school-sponsored activity.

The principal/designee may order the immediate expulsion of a student if the principal/designee reasonably believes that action is necessary to protect persons or property from imminent harm.

The student and parents/guardians may, within 48 hours, request a written notice of the reason for expulsion if one has not been received. To challenge the expulsion decision, the parent or student must submit a written request within five (5) days of the receipt of a written reason for expulsion. The request to review the expulsion must be in writing and directed to the principal or designee. The administration shall review the expulsion within 30 days of the receipt of the written request by the principal or designee.

NOTICE: The school shall make reasonable efforts to notify the parents/guardians prior to removing a student from school premises. If the parents/guardians cannot be notified prior to removal, the parents/guardians shall be notified as soon as possible of the reasons for removal.

Any student who is suspended from class shall be prohibited from campus, participation in or attending any extracurricular competition, performance, or function for the length of the suspension.

CONTACT OF LAW ENFORCEMENT AUTHORITIES

If the student is considered an IMMEDIATE threat to himself or others or engages in conduct required by law to be reported to law enforcement authorities, the staff-member registering the offense must notify the principal/designee. It is the principal/designee's responsibility to contact local law enforcement.

DUE PROCESS

Arizona Charter Academy is committed to assuring due process rights for students involved in disciplinary actions. Students in the school have certain rights. They also have the responsibility to respect the rights and property of others. If a student fails to do this, disciplinary action will follow. In disciplinary cases, each student is entitled to due process. This means students:

- Must be informed of accusations against them.
- Must have the opportunity to accept or deny the accusations.
- Must have explained to them the factual basis for the accusations.
- Must have a chance to present an alternative factual position if the accusation is denied. Appointed officials may request this to be submitted in writing.

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

Interviews

School officials may question students regarding matters related to school without limitation. The parent will be contacted if a student is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by a law enforcement officer.

When child abuse is alleged, school personnel will cooperate with child protective services workers or law enforcement's requesting to interview a student attending the school. If a student is taken into temporary custody in accordance with A.R.S. 8-821, school personnel may respond to inquiries about the temporary custody of the child.

If law enforcement enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse, school officials will make an attempt to notify and inform the parents/guardians of the law enforcement presence, unless directed not to by the law enforcement. If the parent does not consent or cannot be reached, the law enforcement and parents will need to make contact and arrangements.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety and welfare of the student exists.

Items provided by the school such as lockers, desks, storage areas, etc. or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision.

Students have no reasonable expectation of privacy and the aforementioned may be inspected at any time with or without reason, or with or without notice, by school personnel.

Personal searches may be conducted by a school official when there is reasonable suspicion that a particular student is in possession of contraband, materials or items, which present an immediate danger of physical harm or illness. The searches will be conducted out of other students' presence and in a private room. Searches of the student shall be limited to:

- Searches of the pockets, shoes and socks of the student, jackets, etc.
- Any object in the student's possession such as a purse, backpack or briefcase.

School officials are authorized to conduct a search when on school grounds, in a vehicle owned, leased or otherwise used by the district or school, or at a school activity, when there is reasonable suspicion that the search will result in the discovery of:

- "Contraband" includes all substances or materials prohibited by school policy or state law including, not limited to, drugs, drug paraphernalia, alcoholic beverages, and/or,
- Any material or item which presents an imminent danger of physical harm or illness
- Any materials otherwise not properly in the possession of the student involved.
- Disrobing of a student is overly intrusive for purposes of most student searches and will not be conducted.

Contraband materials as identified in the introduction above may be seized when found in the course of a search. Any such items seized may be:

- Returned to the parent or guardian of the student from whom the items were seized.
- Offered as evidence in any suspension or expulsion proceeding if they are tagged for identification at the time seized.
- Turned over to law enforcement officers or destroyed.

Search Warrants

If a search warrant is served, school officials shall not interfere with searches by law enforcement officers who have duly processed search warrants. Every reasonable effort will be made to cooperate with law enforcement officers.

Arrests

When a law enforcement enters a campus providing a warrant or subpoena or expressing intent to take a student into custody, the school staff shall cooperate with the officer in locating the student within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student.

Police Presence on Campus

Through a partnership with the cities of Surprise and El Mirage, Arizona Charter Academy may employ police officers to provide an added layer of safety on school grounds. Police officers will be equipped with standard issued gear and may use such equipment, when necessary, to maintain the safety of themselves and those they are employed to protect.

TECHNOLOGY USER AND INTERNET SAFETY POLICIES

Technology Use Policy

Arizona Charter Academy (ACA) provides school technology to support the educational mission and to enhance the curriculum and learning opportunities for students. As used in this policy, “school technology” means computers, telecommunication, cellphones, Local Area Network Devices, and Internet access owned, leased, or controlled by the school.

The resources available through the Internet are of significant value in the learning process and in preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient, and appropriate use of this technology. ACA complies with the Federal Children’s Internet Protection Act (CIPA) [P.L. NO. 106-554 and 47 U.S.C. 254 (h)].

The use of school technology by students is a privilege and is subject to all applicable school policies, state and federal laws. Students who violate the policy and its regulations may have their privilege to use school technology revoked and may be subject to further disciplinary and/or legal action.

All school technology remains under the control, custody, and supervision of ACA. The school reserves the right to monitor all uses of school technology. Students have no reasonable expectation of privacy in their use of school technology.

Students and parents will be informed of this policy annually through handbooks and/or other means selected by ACA.

Internet Safety Policy

ACA complies with CIPA by using filtering technology to promote safe and secure online/internet use while protecting our student users.

The school will take appropriate steps to prevent:

- Access to inappropriate material when using school technology.
- Unauthorized access and other unlawful activity when using school technology.
- Unauthorized disclosure, use, or dissemination of education records and personal identification information of students when using school technology.

ACA will monitor online activities of students and provide instruction about appropriate online behavior, including interacting with other people while on social networking websites and cyberbullying awareness and response.

Student Technology and Internet Use Rules

The rules are intended to provide general guidelines and examples of prohibited uses but do not attempt to state all required or prohibited activities by users. Failure to comply with this regulation, and/or other established procedures or rules governing school technology may result in disciplinary action. Illegal uses of school technology will also result in referral to law enforcement authorities.

1. School Technology Use is a Privilege, Not a Right

Student use of school technology is a privilege, not a right. Unacceptable use may result in suspension or cancellation of privileges and additional disciplinary and/or legal action. The principal will have final authority to decide whether a student's privileges will be denied, revoked, and/or reinstated.

2. Acceptable Use

Student access to school technology is provided for educational purposes and research consistent with the school's educational mission, curriculum, and instructional goals. The same rules and expectations that govern student conduct and communications will apply to student use of school technology. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer.

3. Prohibited Uses

The user is responsible for his/her own actions involving school technology, and for his/her files, passwords, and accounts. Unacceptable uses and other activities that are expressly prohibited include the following:

- **Accessing Inappropriate Materials:** Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal.
- **Cyberbullying:** Soliciting or distributing information with the intent to threaten, harass, or bully.
- **Personal Information:** Providing or disclosing, in anyway, personal information on the World Wide Web. The only exception to this is educational applications that require school provided credentials.
- **Photographs, Audio and or Video Recording:** Using student technology to take photographs, video or audio recordings of other persons on school property including locker rooms, restrooms, and other similar private areas – whether a school staff member, student, or visitor.
- **Illegal Activities:** Using school technology for any illegal activity or activity that violates other Board policies, procedures, and/or school rules.
- **Violating Copyrights:** Copying or downloading copyrighted materials, including software, without the permission of the copyright owner or express authorization of the student's teacher or principal.
- **Plagiarism:** Representing as one's own work any materials obtained on the Internet, such as term papers, articles, etc. When Internet sources are used in student work, the author, publisher, and website must be identified.
- **Non-School-Related Uses:** Using school technology for non-school-related purposes.
- **External Drives:** The connection to school technology of items such as thumb drives or any external "storage" devices.
- **Extreme Internet Bandwidth Usage:** Streaming music or videos while at school and not directly related to educational content.
- **Remote Access:** The use of any remote access software on or for the purpose of accessing school technology.
- **Installation and Manipulation of Programs, Apps or Operating System:** The attempt to download, copy, install software or alter any system files and or remove any software or system files.

- School Content Filtering: Circumvent or attempt to circumvent the school's Internet Protection Infrastructure.
- Misuse of Passwords/Unauthorized Access: Sharing passwords, using other users' passwords and or accessing other users' accounts.
- Malware/Vandalism: Any malicious use, disruption, or harm to the school's technology devices, networks, and Internet services, including, but not limited to, hacking activities and creating/uploading viruses and or malware.
- Unauthorized Access to Social Networks: Accessing social networks without specific authorization from the supervising teacher.
- Misuse of School Name or Logo. Misuse of the school's name or logo on a personal website that gives a reader the impression that the website is an official ACA website.

4. No Right of Privacy

This school retains control, custody, and supervision of all school technology. The school reserves the right to monitor use of all school technology by students. Students have no right of privacy in their use of school technology, including e-mail and stored files.

5. Compensation for Losses, Costs and/or Damages

The student and/or the student's parent/guardian will be responsible for compensating the school for any losses, costs, or damages incurred by the school related to violations of policy or these rules, including investigation of violations.

6. School Assumes No Responsibility for Unauthorized Charges, Costs or Illegal Use

The school and its employees assume no responsibility for any unauthorized charges made by students including, but not limited to, credit card charges, personal data plan charges, or for any illegal use of school technology, such as copyright violations.

7. System Security

The security of the school technology is a high priority. Any student who identifies a security problem must notify a supervising teacher. The student will not demonstrate the problem to other students. Any user who attempts or causes a breach of system security will have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

8. Electronic Mail Policy (Email)

The following is ACA's policy regarding access and disclosure of electronic mail messages created, sent or received by students using the school's e-mail system. The school reserves the right to amend or modify this policy at any time as may be required.

Individuals using this system expressly consent to monitoring of their activities. Any student who violates this policy or uses the electronic mail system for improper purposes is subject to disciplinary action.

- The use of the e-mail system is reserved solely for educational purposes. Students may not use the e-mail system to solicit for commercial ventures, religious or political causes, outside organizations, or other non-educational related solicitations.

- The e-mail system shall not be used to create any offensive or disruptive messages. Among those which are considered offensive are any messages which contain profanity, sexual implications, racial slurs, gender-specific slurs, or any other comment that offensively addresses someone's age, sexual orientation, religious or political beliefs, national origin, or disability.
- The school reserves and intends to exercise the right to review, audit, intercept, access and disclose all messages created, received or sent over the e-mail system for any purpose. There should be no expectation of personal privacy or ownership of any e-mail, including attachments, created, sent, or received via, or stored on, the school e-mail system.
- The school will attempt to block/delete with security software any potentially dangerous emails, such as those that are infected with a computer virus or that might have embedded links to corrupt Internet sites. However, there may be some email messages that “slip past” such software. It is important that users NOT open any email from unrecognized senders or if the email looks suspicious. The school’s network security requires everyone’s participation and diligence. Any student who discovers a violation of this policy shall notify their teacher or the Tech Department.
- School policy prohibits the use of school email for use in social media, inclusive of registration, group membership, and communication.

Student Use of Private Technology at ACA – also known as BYOD (Bring Your Own Device)

For the purpose of this rule, “personal technology” or “BYOD” means portable computing devices – such as laptops, netbooks, tablets, and cell/smart phones – owned by students or their parents and brought to school.

Students may bring cellphones but must surrender to staff when requested and will comply with classroom protocol as communicated by the teacher. Students cannot bring any other computing device as ACA’s 1:1 initiative provides a computing device for every student. Alternative procedures and plans exist when students are without assigned school technology.

- Use of personal cellphone is subject to ACA’s Technology Device User Agreement
- Students may connect to the ACA Guest network, which provides the same content filtering, and doing so is an acceptance of the Technology Device User Agreement that carries the same responsibilities as a school technology.
- Using personal cellphone to take photographs, video, or audio recordings of other persons on school property including locker rooms, restrooms, and other similar private areas – whether a school staff member, student, or visitor is strictly prohibited.
- Personal cellphone cannot be connected directly, through a hard wire connection, to any school technology. Doing so is a security risk and is prohibited without direct supervision by the Technology Department.
- Personal cellphone cannot be used to create hotspots or wireless routers for the purpose of connecting school technology and or circumventing ACA’s content filtering.
- Personal cellphone is brought to school at the student’s risk. The school is not responsible for loss, theft, or damage of student technology.
- Students are expected to maintain an updated and patched personal technology device. ACA will block any personal technology deemed a security risk.
- ACA does not provide technical support for personal technology.

- ACA reserves the right to monitor any personal device connected to the school’s network and internet activity should not be considered private.
- The school can and will block any user and or device that abuses this policy or exhibits a security risk.

For more information refer to the ACA Student Device Addendum 2021-2022

SECURITY CAMERAS

Arizona Charter Academy does have security cameras installed in the offices, classrooms, hallways, other common areas, and grounds for the safety and security of the students and staff. The security cameras will be reviewed periodically by the administration of the school. The school will follow all appropriate laws in the event there is a need for a third party, including law enforcement, requesting access to the security tapes. By accepting this handbook, Parents/guardians and students of this school acknowledge their awareness of these cameras and express their understanding and consent of the administration maintaining video surveillance of the school.

BIRTHDAY TREATS AND CLASSROOM PARTY POLICY

All classroom treats must be store bought. No parent or guardian will be allowed to attend classroom celebrations.

Please note the following guidelines:

- Make arrangements with the teacher for celebrations in order to choose the best time to bring treats.
- Treats for the class must be store-bought and in original packaging.
- Please bring enough treats for everyone in the class.
- Invitations for outside school parties must be distributed outside of school hours.

Students will not be permitted to pass out treats to any students or teachers who are not in their classroom.

NO FOOD DELIVERIES ALLOWED

Food cannot be delivered to students during the school day by food delivery establishments, including but not limited to Uber Eats, Door Dash or GrubHub. Please remember that only parents and immediate family members in the student management system can deliver food to students during the school day. This is to better ensure the school's security and minimize disruptions to the school day. Also, students are NOT allowed to leave school to get food. Students found leaving school will face disciplinary consequences. Food delivered to students by outside delivery companies will be confiscated. If a student opens an outside door to allow an outside food delivery, they will face disciplinary consequences as that creates a security risk.

RULES FOR DISTRIBUTION OF FLYERS AT SCHOOL BY STUDENTS

The school district expects the primary focus of each school at all times to be the academic program of the school and the safety of its students. Accordingly, it expects time at school to be devoted to teaching and learning and intends to protect this time from unnecessary disruptions. The district also acknowledges the interests of students to express their opinions and share their beliefs. The purpose of these rules is to emphasize the purpose of school time while also accommodating the First Amendment right of students. Therefore, each school shall allow distribution of flyers by students, subject to the following rules and procedures. These

procedures and rules shall be applied in a uniform and consistent manner without respect to the content of the flyer. Flyers from outside organizations are subject to different procedures.

1. An actual sample of any flyer to be distributed by a student shall be submitted to the school's principal at least two (2) school days prior to the time the student desires to distribute the flyer. No distribution shall occur during the first two weeks or the last two weeks of a school year or during testing/examination times.
2. The availability of any student flyer must be to a group or groups of students (e.g., the entire school, particular grade levels) and may not be to individually named students. A student may not distribute flyers only to an organization's members at school.
3. All flyers distributed by students shall clearly indicate that the flyer is not official school communication and that the school does not endorse the content of any specific flyer.
4. Students may NOT distribute flyers during any classroom time. Flyers may be distributed only between classes, during lunch periods, or before or after school.
5. The school may elect to further limit or identify places for distribution of flyers by students and all such limitations shall be applied equally to all distribution of flyers. All designated places for distribution will be substantially equivalent and no place for distribution shall be located in an area that may imply school endorsement of the communication contained in the flyer.
6. Students receiving flyers shall be voluntary, and all students may freely turn away a flyer. No student shall be coerced, intimidated, or otherwise made to feel obligated to accept any student flyer.
7. Any violation of this policy must be immediately reported to the school administration and shall be addressed consistently with the disciplinary code.

FIELD TRIPS

Parents/guardians will be informed by written communication about field trips before they occur. Field trips will require a signed permission slip by Parents/guardians and may require a fee. All clubs / sports will require a general permission slip signed by Parents/guardians at the beginning of the season, if there is a problem with any financial request, please contact the school office. If you desire that your student not attend a trip, arrangements for on-campus supervision will be made with your child's teacher. Students, siblings and other family members are not permitted to attend another class's field trip. Detailed field trip policies are available upon request.

FIELD TRIP CANCELLATION AND REFUNDS

Arizona Charter Academy may postpone or cancel school trips when necessary, to ensure the safety of students, teachers, and volunteer chaperones and for other appropriate reasons. When the school cancels a trip, the school shall refund trip money to students in accordance with the refund policies of the companies and organizations providing services for the trip. School staff will clearly outline for parents any conditions or deadlines that may apply in cases where trip fees cannot be reimbursed. A refund is not available to a student who pays for a trip but for any reason cannot attend.

SCHOOL VOLUNTEERS

At Arizona Charter Academy, we highly value and appreciate our volunteers. We want our volunteers to have a rewarding and successful time at our school; therefore, we require that all volunteers attend an orientation

class before working with students. The orientation class will go over school policies, regulations, and expectations and will give volunteers opportunity to ask any questions they may have. These orientations will be held as needed and volunteer opportunities will be explained.

Volunteers must follow any and all rules and procedures established by the Governing Board of the school. Volunteers may be required to have background checks. Arizona Statute requires that volunteers who have regular, unsupervised contact with the students must be fingerprinted in accordance with A.R.S. § 15-183(F) and 15-512. For further information, please pick up a volunteer packet at the front office.

Non-essential visitors including volunteers are not allowed access to classrooms, activities and functions unless there's a specific need or request.

STUDENT SURVEYS/PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students is 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)

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

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

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

Arizona Charter Academy will directly notify parents of these policies at the start of each school year and after any substantive changes. Arizona Charter Academy will also directly notify parents of students who are scheduled to participate in the specific activities or surveys and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Currently surveys are administered to students in fall, winter and spring. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys.

HOMELESS YOUTH INFORMATION

This policy is intended to be in direct compliance with the Arizona Revised Statutes, Arizona Administrative Code and McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and should be read as consistent with those documents.

Definitions

The term “homeless students” means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory students who qualify as homeless because the children are living in circumstances described above.
- The term “unaccompanied youth” includes a youth who is not in the physical custody of a parent or legal guardian.

Liaison for Homeless Students

Arizona Charter Academy has designated the following individual to act as the school’s homeless coordinator:

Yesenia Tran
16025 N. Dysart Rd.
Surprise, AZ 85374
Phone 623-974-4959; Fax 623-974-4840

Admission of Homeless Students

Arizona Charter Academy shall immediately, if the class/program is not at capacity, admit the homeless student even if the student is unable to produce records normally required for enrollment such as previous academic records, medical records, proof of residency, or other documentation.

- Arizona Charter Academy shall immediately contact the school last attended by the student to obtain relevant academic and other records.
- If the student needs to obtain immunizations, or immunization or medical records, Arizona Charter Academy shall immediately refer the parent or guardian of the student to the liaison for homeless students who shall assist in obtaining necessary immunizations, or immunization or medical records.
- Homeless children and youths will not be stigmatized or segregated on the basis of their status as homeless.

If a dispute arises over school selection or enrollment in a school the student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. An explanation of the appeals process is available in the school office.

PARENT/GUARDIAN RIGHT TO KNOW

In accordance with the Elementary and Secondary Education Act (ESEA) are guaranteed annual notification of their “right to know” about teacher qualifications by their school. That means parents/guardians may request and receive from the office information regarding the professional qualifications of the student’s classroom teachers, including: (a) whether the teacher is state-certified; (b) whether a teacher is teaching under emergency or other provisional status; and (c) the baccalaureate degree major of the teacher and any other graduate degree major or certification.

If you would like to receive this information, please contact:

ACA Human Resources
16025 N Dysart Rd.
Surprise, AZ 85374
Phone 623-974-4959; Fax 623-974-4840

TITLE I

Arizona Charter Academy is a school wide Title I school. Title I regulations require that each school served under Title I jointly develop with and distribute to parents/guardians of participating children, a written parents/guardians involvement policy agreed on by the parents/guardians that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

POLICY INVOLVEMENT

Each school served under this part shall:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school’s participation under this part and to explain the requirements of this part, and the right of the parents/guardians to be involved;

- Arizona Charter Academy conducts an open house meeting during the month of August each school year which all parents/guardians, students and teachers are encouraged to attend in order to participate in policy changes or updates.
2. Offer a flexible number of meetings, such as meetings in the morning or evening;
 - Arizona Charter Academy offers a minimum of two time slots for parents/guardians to choose from in order to be able to attend these meetings.
 3. Involve parents/guardians, in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parents/guardians involvement policy;
 - Arizona Charter Academy also conducts an annual review meeting with all parents/guardians whose children participate in the Title I program. This meeting allows for parents/guardians' feedback, suggestions, complaints and comments as well as an additional opportunity to get involved in the school improvement program.
 4. Provide parents/guardians of participating children timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - Parents/guardians are informed that Arizona Charter Academy is a Title I School upon enrollment and via the school's website. Students are notified upon receipt of previous test scores and/or completion of diagnostic test data if they qualify.
 5. If the school-wide program plan is not satisfactory to the parents/guardians of participating children, submit any parents/guardians' comments on the plan when the school makes the plan available to the local educational agency.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parents/guardians involvement policy, each school shall jointly develop with parents/guardians for all children served under this part a school-level parents/guardians compact that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement.

An advisory committee is created at the open house meeting held at the beginning of the school year. Parents/guardians, students and teachers may volunteer for this committee. This committee is responsible for creation and updates of the school-level par-ends/guardians compact as needed on an annual basis.

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

1. Shall provide assistance to the parents/guardians of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - Progress reports
 - Report cards
 - State test scores mailed to parents/guardians
 - State testing workshop to understand the data
 - Parents/Guardians/Teacher Conferences
2. Shall provide materials and training to help parents/guardians to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parents/guardians involvement;
 - Parents/Guardians Nights
 - Parents/Guardians/Teacher Conference
 - Principal Meetings
 - Website with links for educational resources
 - State testing tutoring guides
 - Homework tips
 - Character Education Programs
 - Handouts on reading/math tips
3. Shall educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parents/guardians' programs, and build ties between parents/ guardians and the school;
 - Weekly professional development
 - Require frequent parents/guardian's communication via notes, phone logs, and meetings
 - Parents/Guardians/Teacher conferences
 - Provide positive notes to mail home to parents/guardians
4. Shall, to the extent feasible and appropriate, coordinate and integrate parents/guardians involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the parents/guardians as Teachers Program, and public preschool and other programs and conduct other activities, such as parents/guardians resource centers that encourage and support parents/ guardians in more fully participating in the education of their children.
5. Shall ensure that information related to school and parents/guardians' programs, meetings, and other activities is sent to the of participating children in a format, and to the extent practicable, in a language parents/guardians can understand;
6. Shall provide materials and training to help parents/guardians to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parents/guardians involvement;
 - Parents/Guardians Nights
 - Parents/Guardians/Teacher Conference
 - Principal Meetings

- Website with links for educational resources
 - State testing tutoring guides
 - Character Education Programs
 - Handouts on reading/math tips
7. Shall educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parents/guardians' programs, and build ties between parents/ guardians and the school;
 - Provide professional development
 - Require frequent parents/guardian's communication via notes, phone logs, and meetings
 - Parents/Guardians/Teacher conferences
 - Provide positive notes to mail home to parents/guardians.
 8. Shall, to the extent feasible and appropriate, coordinate and integrate parents/guardians involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the parents/guardians as Teachers Program, and public preschool and other programs and conduct other activities, such as parents/guardians resource centers that encourage and support parents/ guardians in more fully participating in the education of their children.
 9. Shall ensure that information related to school and parents/guardians' programs, meetings, and other activities is sent to the of participating children in a format, and to the extent practicable, in a language parents/guardians can understand;

ACCESSIBILITY

In carrying out the parents/guardians' involvement requirements of this part, schools and schools, to the extent practicable, shall provide full opportunities for the participation of parents/guardians with children with limited English proficiency, parents/ guardians with children with disabilities, and parents/guardians of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such parents/guardians can understand. Parents or advocates who require an accommodation must notify the school five (5) days before the scheduled meeting or event, or as soon as possible in cases needing immediate attention.

Arizona Charter Academy offers flexible meeting times for parents/guardians to maintain involvement in the school's activities. Many of the staff are bilingual in the Spanish language and are able to provide further assistance to parents/guardians that are Spanish speaking only. All documents for the Title I program are provided in an English and Spanish version at the preference of the parents/guardians.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("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 of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) 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. Parents or eligible students should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them 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.

Family Policy Compliance Officer
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

3. The right to consent to disclosures of personally identifiable information contained in 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. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

** ACA strives to meet your needs in a timely manner, we require a minimum of 48 business hours' notice for student records. There could a fee associated with copying records.*

SECTION 504 OF THE REHABILITATION ACT OF 1973

Pursuant to Section 504 of the Rehabilitation Act of 1973, Arizona Charter Academy has a duty to identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disabled students (FAPE).

Purpose: The purpose of Section 504 is to assure that disabled students have educational opportunities and benefits equal to those provided non-disabled students. An eligible student under Section 504 is a student who

has a physical or mental impairment that substantially limits a major life activity. Section 504 is not an aspect of special education.

For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the appropriate school's Section 504 coordinator. The Section 504 Coordinators are:

NOTICE OF DESIGNATION OF SECTION 504 COORDINATOR

Christina Figueroa
cfigueroa@azcharter.com
623-974-4959

A formal written request for placement needs to be turned into the school.

Section 504 and Student Discipline: When a student, who is eligible under Section 504, violates the discipline code of the school and is recommended for a suspension of more than 10 days during the school year, a manifestation determination conference must be held.

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPECIAL EDUCATION PROGRAMS

The school will ensure that all children who have suspected disabilities are identified, located and evaluated. The process of identifying, locating and evaluating students with disabilities is important to the provision of educational opportunities for all students. Children, aged birth through three years, and suspected of having a disability will be referred to the Arizona Early Intervention Program for evaluation and, if appropriate, services. Children aged 2.9 years – 5 years are screened by the district public school closest to your residence. This process is guided by a variety of laws and regulations regarding identification, evaluation, development of program, placement, and the provision of services enacted at both the state and federal levels.

Procedural Safeguards

Children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate education. A copy of the procedural safeguards notice shall be given to the parent upon the initial referral for evaluation. If a parent suspects their child of having a disability, birth – age 22, they should contact the administration at the school. If the school and the parents/guardians do not agree on the identification, evaluation, educational placement of a child with a disability, and provision of FAPE (free appropriate public education), either the school or parent/legal guardian may request any of the following through the Arizona Department of Education/Exceptional Student Services:

- Mediation – The Arizona Department of Education (ADE) will provide a facilitator trained in the mediation process to assist both the school and parent/legal guardian in resolving the issues.
- Early Resolution – The Arizona Department of Education will provide trained staff to assist both the school and parent/legal guardian in resolving the issues. This is normally handled by phone and the final resolution provided in writing by ADE.
- State Complaint – The Arizona Department of Education provides trained investigators to review all records when a parent/legal guardian files a state complaint in writing. ADE will determine if the school is or is not in compliance and issue the findings in writing.

- Due Process – A parent/legal guardian or the school may initiate a due process hearing. A due process is overseen by a hearing officer and is the most formal method of resolution.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) STUDENT DISCIPLINE

When a student who is receiving special education services is being considered for special education services, or has received special education services in the past, and violates the discipline code of the school and is recommended for a suspension of more than 10 days during the school year (a possible change in placement), the following procedures must be followed.

A recommended suspension of a special education student for more than 10 consecutive days, or a series of suspensions totaling more than 10 days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability. The parent/legal guardian is notified in writing that a possible suspension and/or expulsion is being considered.

Upon request, the parent/legal guardian will be provided with a copy of the procedures/ safeguards at any time during a disciplinary procedure with the student. For the manifestation conference to occur, a multidisciplinary evaluation team is convened. The multidisciplinary evaluation team is comprised of the school staff that is most knowledgeable about the nature of the student's disability and, if possible, about the student. Prior written notice and procedural safeguards are given to the student and parent/legal guardian per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services). The student and the student's parent/legal guardian are invited. At the conference, the following will occur:

- Student's explanation of the incident.
- Professionals' explanation of the incident (those who were involved in the investigation of the incident).
- Review of the current IEP, if student is receiving special education services.
- Review of the behavior plan; if there is no behavior plan, a functional behavioral analysis must be done.
- Determination of the relationship of the behavior to the disability (manifestation determination).
- Consideration of the necessity for further assessment and/or evaluation is discussed. If further evaluation is necessary, decisions concerning the relationship of the behavior to the disability will be on hold until the completion of the evaluations.
- Need for interim placement is discussed.

After the decision has been made, prior written notice and procedural safeguards are given to the student and parent/legal guardian per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services), the team must develop, review, and/or revise the behavior plan within 10 days of the action. If the behavior is related to the disability, then suspension and/or expulsion may not occur. However, the student's educational program will be reviewed and revised, and the multidisciplinary evaluation team may determine a change of placement/ location of services. (34 C.F.R. 300.519 – 300.526) If the behavior is not related to the disability, suspension and/or expulsion may occur; however, an education program must be delivered to the student who is on an IEP. The IEP team develops this program. The delivery of the educational program may occur through placement on an alternative campus, self-contained public, self-contained private and/or residential setting, as determined by the multidisciplinary evaluation team. In the case of a drug, weapon and/or serious bodily harm infraction, the student may be immediately placed for up to 45 days in an interim alternative educational setting.

If there are any questions, the administrator should contact the Director of Special Education Services. The findings and all conference notes are forwarded to the district’s hearing officer. If necessary, special education staff may be invited to the hearing. If the parents/guardians do not agree with the findings of the IEP conference, they may file due process. If it is deemed that the student is a threat to the educational environment, the school may remove the student from the educational environment until due process has been served. An interim placement will be activated while the due process is taking place. (34 C.F.R. 300.519 – 300.526)

DIRECTORY INFORMATION

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Arizona Charter Academy, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Arizona Charter Academy may disclose appropriately designated “directory information” without written consent, unless you have advised the school in writing. The primary purpose of directory information is to allow Arizona Charter Academy to include this type of 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.

MODEL NOTICE FOR DIRECTORY INFORMATION

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not 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 (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.

If the behavior is not related to the disability, suspension and/or expulsion may occur; however, an education program must be delivered to the student who is on an IEP. The IEP team develops this program. The delivery of the educational program may occur through placement on an alternative campus, self-contained public, self-contained private and/or residential setting, as determined by the multidisciplinary evaluation team. In the case of a drug, weapon and/or serious bodily harm infraction, the student may be immediately placed for up to 45 days in an interim alternative educational setting.

If you do not want Arizona Charter Academy to disclose directory information from your child’s education records without your prior written consent, you must notify the principal in writing. Arizona Charter Academy has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities and sports

- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- The most recent educational agency or institution attended
- Dates of attendance
- Grade level

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)