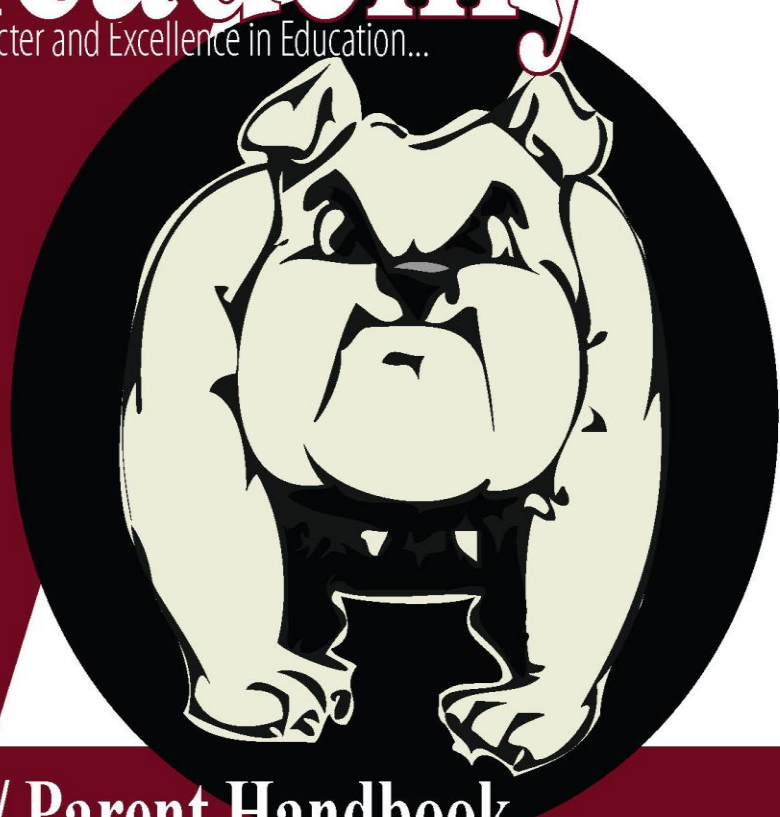


Arizona Charter Academy

Purpose, Character and Excellence in Education...



Student/ Parent Handbook

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MISSION

Arizona Charter Academy's mission is to provide all students with purpose, character, and excellence in education through parental involvement, community collaboration, and career exploration.

PARENT/GUARDIAN/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 parent/guardian and educators work together on behalf of the student.

If you wish to speak to your student's teacher, please arrange an appointment through the front office before or after school. The school office opens at 7:00 a.m. to take calls from parent/guardian, or students who might need to speak with a teacher. However, once the 1st bell rings (7:25), teachers will not be available for phone calls or to meet. If, after talking with the teacher, you believe you need additional support or assistance, please arrange an appointment to speak with the principal. Teachers are also available through email links on our website.

ADMISSION POLICIES

The school shall enroll all eligible students who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building.

- The school shall give enrollment preference to students returning to the school in their second or any subsequent year and to siblings of students already enrolled in the school.
- If capacity is insufficient to enroll all students who submit a timely application, the school shall select students via a lottery as capacity permits. Preference shall be given to siblings of all currently enrolled students when utilizing the lottery system.
- The school may give enrollment preference to and reserve capacity for students who are children of employees of the school, employees of the charter holder, members of the governing body of the school or directors, officers, partners or board members of the charter holder.

The school does not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, and/or athletic ability. The school does, however, limit admission to students within a given age group or grade level, as per classroom/building capacity.

The school may refuse to admit any student who has been expelled/ long term suspended from another educational institution or who is in the process of expulsion/ long term suspension.

ENROLLMENT PROCEDURES/ORIENTATION

A student accepted for enrollment must, upon completion of Part One of the enrollment process, provide all of the following documents:

- A complete/signed Part Two and Part Three of the application
- A copy of birth certificate
- A copy of most updated immunization records
- A withdrawal slip from the prior school of enrollment (summer withdrawal – not required)
- An official transcript or a copy of last report card/progress report (depending on grade level) and/or a copy of 8th grade promotion certificate.
- A copy of all standardized test scores

The following items may also be required if applicable:

- A copy of any Structured English Immersion (SEI) Records and/or an Individualized Language Learner Plan (ILLP), required for all English Language Learners or ELL students
- A copy of the most current Individualized Education Plan (IEP)
- Copies of any other necessary documents pertaining to students education or placement

Upon receipt of the required items listed, the application will be forwarded to the appointed official in order to verify completeness. After verification is completed, the parent/guardian will be contacted to schedule an orientation with an administrator. All students accepted must attend an orientation with their parent/guardian prior to beginning classes.

ENROLLMENT CAPACITY POLICY BY GRADE LEVEL, CLASS, PROGRAM OR BUILDING

For Kindergarten through 6th grade, the school will continue to accept students until 110% capacity is reached or 24 students. Each class may be over booked by 10% (approx. 2 students) in the event of unforeseen no-shows at the discretion of the administration.

An exception to the above statements would be if a particular classroom is not adequate in size to hold a full class, as which time a smaller cap may be placed on that grade level or classroom.

High School classes, taught in direct instruction format, will only be booked to 100% capacity or 30 students per class. The class will be closed after 100% capacity is reached. (When all direct instruction classes are capped, new students will be placed in independent learning courses and will have limited direct instruction.) Parents/guardians will be notified of this during the time of enrollment, orientation, and/or during the scheduling process.

Once capacity is reached for any grade level, class, program or building a waiting list will be formed and students will continue to be selected for enrollment via a lottery, per ARS § 15-184. Additionally, per ARS § 15-184, a charter school may limit admission to students within a given age group or grade level.

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 you immunize your student on a regular schedule in order to protect him/her 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 see page 41 (Homeless Youth Information).

HEALTH SERVICES

Health records will be kept in the front office for each student. It is the responsibility of the parent/guardian 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 turned in 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.

Accidents, Illness, and Medicine

Arizona Charter Academy does NOT have a nurse. First aid will be administered 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 parent/guardian cannot be reached. If the emergency contact persons cannot be reached, the designated official will decide what steps to take. If, in his/her judgment, the student needs immediate medical attention, 911 will be called. The school will not be responsible for any incurred costs.

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 must have a label on the actual inhaler (not on the box). If the child is required to carry their inhaler, the school must be provided with a doctor's prescription/note.

Please refer to the "Zero Tolerance Policy" on page 29 for any misuse of any prescription drug, non-prescription drug, or drug paraphernalia.

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

- Fever with temperature of 100 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
- Contagious viruses/Infections

Do not allow your student to return to school until he/she has been free from symptoms for 24 hours. Reasonable requests for the student to stay in from recess will be honored. If symptoms occur while in school, the parent/guardian will be contacted and asked to arrange for the student to be taken home.

SCHOOL HOURS

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

Elementary (K – 6)	7:30 a.m. – 2:45 p.m.
Junior High (7 – 8)	7:30 a.m. – 2:45 p.m.
High School (9 –12)	7:30 a.m. – 2:45 p.m. **

** High School times may vary depending on class schedule. Please call the High School office with any specific questions.

Students may NOT arrive on campus earlier than 7:00 a.m.

All elementary students (K-6) who are not picked up by their parent/guardian by 3:15 p.m. will be automatically placed in the enrichment program and billed accordingly. CPS will be contacted if student has not been picked up by 6:00 p.m.

Students in grades 7-12 must be off campus by 3:15 p.m. unless participating in an extra-curricular activity.

Parent/guardian 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 student, photo ID may be required for student release.

ATTENDANCE

It is expected that all students will attend classes promptly and on a regular basis to achieve the full educational benefit, according to ARS §§15-802 and §§15-803. **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 defined as a minimum of 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** from school **OR is absent more than ten percent (18 days)** of the required number of school days per year **whether the absence is excused or unexcused.**

When a student has **five** or more unexcused absences or **18** excessive absences (excused OR unexcused), the student can be cited to the CUTS DIRECT-CITE Program through the Juvenile Court. The hearing will be held at the Juvenile Court Facility. Both parent/guardian and the child will be expected to appear at the hearing. Consequences at the hearing may include the following: required attendance of the parent and the child at an education class (to be held on Saturdays), work hours assigned to the child, counseling, etc. The parent will be assessed a \$50 Diversion fee. Failure to complete these consequences may result in the prosecution of the child at the Juvenile Court. If you, as a parent, receive a citation for failure to provide education to your child and are convicted, it is a Class 3 misdemeanor punishable by jail time and/or fine.

ATTENDANCE POLICY

- Arizona State law requires that students attend school from age six through the completion of Grade 10 or until the age of sixteen.
- Arizona Charter Academy requires documented absence reports from parent/guardian as soon as possible, and no later than 48 hours from return to school.
- Student absences shall be excused for the following reasons (proper documentation may be required):
 - Personal illness

- Doctor or dental appointment. (Efforts should be made to 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 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.
- Ditching is considered an unexcused absence.
- The following steps are followed in dealing with daily absences:
 - Student and parent/guardian will be notified of absence.
 - Student and parent/guardian will be given an opportunity to respond.
 - Student and parent/guardian will be informed of consequences of excessive absences/truancy.
- Students with ten (10) consecutive absences will be withdrawn from school and a letter sent home to the parent/guardian informing them of the action taken. Students who re-enroll after being withdrawn due to attendance issues may be subject to loss of credit.

TARDINESS

It is very important for Arizona Charter Academy students to be punctual. Academic subjects will be taught in the first periods of the day; therefore, 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 parent/guardian for a pass to class. Parent/guardian must sign the student in at the front office in order to receive an excused tardy. An unexcused tardy is when a student arrives after school has started without a parent/guardian to sign them in.

LOSS OF CREDIT

A student who is absent from any given class ten (10) or more times, either excused or unexcused, per semester may not receive academic credit for that class. (ARS §§15-802, 15-803)

- A warning letter will be sent when a student accumulates 8 absences. In addition, students will receive a verbal warning.
- A second letter will be sent when a student accumulates 10 absences, informing them of the loss of credit.
- An appeal process is in place for those who may have extenuating circumstances. Please note that official documentation, such as a doctor's note, will be required to file an appeal.

CHRONIC ILLNESS PROCEDURE

ARS §§15-346 provides for adjunct accommodations for students with chronic health problems. This is defined as "...students who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, or accident but who are not homebound."

ARS 15-901 provides for at home instruction for students with chronic health problems. This is defined as "...a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for periods of not less than three school months or a student who is ...unable to attend regular classes for intermittent periods of time totaling three school months during a school year."

Students with existing chronic illness conditions should obtain chronic illness request forms from the front office at the beginning of the school year. When a new chronic condition is medically diagnosed, please notify the front office to obtain a chronic illness request form. The Medical Certification Report form must be completed by a licensed MD, DO or podiatrist 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 in order to contribute in a positive way to instruction and learning. The uniform consists of:

Elementary- Grades K-6th

GIRLS

- Navy or khaki colored pants, capris, jumper, skirt and shorts (**shorts and skirt length must be no shorter than the tip of the child's middle finger when arms are extended down by their sides**). These items must be "uniform" style and can be found in the uniform section of

most retail outlets. They must be neat, clean, and free of holes and tears.

- Maroon uniform shirt with the school's logo ONLY.
- All coats, sweaters, and sweat shirts must be buttoned or zippered. Only hooded sweatshirt (pullover) permitted to be worn is a hooded sweat shirt displaying the school's logo.

BOYS

- Navy or khaki colored uniform-style pants or shorts. They must be neat, clean, free from holes, and tears and fit properly at the waist.
- Maroon uniform shirt with the school's logo ONLY.
- All coats, sweaters, and sweat shirts must be buttoned or zippered. Only hooded sweatshirt (pullover) permitted to be worn is a hooded sweat shirt displaying the school's logo.

Junior High and High School- Grades 7-12

POLOS

- Maroon or black with school logo (purchased from school).
- Polos must fit neatly and not be oversized.
- Shirts worn underneath the polo shirt must be school colors (solid maroon, black or white).
- For boys polo shirts must be tucked in.
- For girls no cleavage may be exposed.

DRESS SHIRTS

- White or black collared shirt (must be a solid color).
- Shirts must fit neatly and not be oversized or undersized.
- Shirts worn underneath the dress shirt must be school colors (solid maroon, black or white). For boys shirts must be tucked in.
- For girls, dress button down shirts do not have to be tucked in, but no cleavage may be exposed.

BOTTOMS- Boys

- Khaki or black dress pants or walking shorts (cotton twill only).
- Pants and shorts must be worn with a belt at the waist.
- Athletic, nylon or knitted type shorts/pants are not permitted.
- Pants and shorts must be worn at the waist.
- Undergarments must not be visible.
- "Dickies" clothing brand is NOT acceptable.

BOTTOMS- Girls

- Khaki or black skirts, plaid skirts, capris, dress pants or walking shorts (cotton twill only).

- Shorts and skirts must be no more than 2 inches above the knee. Skirt slits should not be more than 2 inches long.
- Athletic, nylon or knitted type shorts/pants are not permitted.
- "Dickies" clothing brand is NOT acceptable.

DRESSES- Girls

- Solid black, maroon or white with collar.
- Dresses must be no more than 2 inches above the knee.

OUTERWEAR

- Maroon, black or white sweaters and sweater vest or school sweatshirts or jacket.
- Must be worn over the school uniform (school polo shirts or dress shirts underneath and visible).

FOOTWEAR

- Shoes of choice but no slippers are allowed.
- Socks/shoe laces must be school colors.
- Same color for both socks, only solid color, striped or argyle.

PE/HEALTH & WELLNESS CLOTHING

- Tennis shoes are required.
- Dress out with sweats/shorts and ACA T-shirt or solid school colored shirt.

ACCESSORIES & MISCELLANEOUS

- Boys must wear a solid black or brown dress belt with buckles and no design or embellishments.
- Students will not be permitted to wear the following: spiked jewelry, wallet chains, chain belts and extremely long belts or suspenders.
- Earrings and body piercing – Students are permitted to wear one set of studs or gauges. Studs are defined as round, square, or triangular shaped. Spikes protruding from the back of the ear are not permitted. Hoop earrings are permitted only for female students. One visible body piercing (facial) will be allowed - STUDS ONLY – NO HOOPS.
- Hair should be well-groomed and clean at all times. Hair with extreme styles and colors (i.e.; pink, blue, bright red, purple, orange, etc.) as the visible majority will not be allowed.
- 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.

- The selected uniform or a generic option can be purchased from a variety of sources (except school polo shirts, sweatshirts, jackets and t-shirts), such as other uniform companies, department stores and catalogs.

Recommended brands are: George (Wal-Mart), Mossimo (Target), Merona (Target,) Arizona (JCPenney)

DOLLAR FOR DUDS

Every last day of the week is called Dollar for Duds. On Dollar for Duds days, K-6th grade students have the option to pay a dollar to wear non – uniform clothing. On these 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.
- Clothing must be neat, clean, and free of holes and tears.

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/guardian.

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 be excused for one day and allowed to return to class. The parent/guardian will be called to be notified of the violation.

2nd Violation: Parent/guardian will be contacted, and must bring clothing or proper accessories required for student to be in dress code compliance. The student will be placed in in-school suspension until the violation is resolved.

3rd Violation: Continual abuse of dress code will result in further disciplinary actions for defiance. See page 25

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 who attend Arizona Charter Academy, as well as 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.

- Positive Awards are given to students when they make a good choice.
- Student of the Month (K-6)
- Academic Achievement Awards

PROGRESS REPORTS

Parent/guardian will receive quarterly student progress reports. Please contact teachers for additional progress updates or academic concerns through their school e-mail.

REPORT CARDS

Report cards will be generated every quarter and distributed to parent/guardian by mail or in person at parent/guardian/teacher conferences.

PROMOTION / RETENTION POLICY (K-8)

Education is a shared responsibility that involves administrators, teachers, students, and parent/guardian. Retention of students is a process that is followed when the professional staff, in consultation with the parent/guardian, determines it 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 and adherence to ninety percent (90%) attendance of the required school days.

The school practices early identification of potential retainees in order 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 of time 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 AAC §§ R7-2-301 and §§ R7-2-401.

ARS §§15-341(16), §§15-342(11), §§15-521(3), §§15-701(D), and Attorney General's Opinion I-81-145 state that the teacher shall make the decision to promote or retain a student in a grade in a common school (kindergarten through eighth grade) or to pass or fail a student in a course in high school. If a parent or legal guardian chooses not to accept a decision of the teacher, the parent or legal guardian may request in writing that the Governing Board review the teacher's decision. Nothing shall be construed to release the school from any liability relating to a child's promotion or retention. The final determination whether to accept or reject the teacher's decision is that of the Governing Board.

SPECIAL EDUCATION RETENTION

A student who does not meet regular promotion requirements must meet the course of study and promotion requirements for special education under the guidance of A.A.C. R7-2-401. 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 promotion plan and implemented through individual education programs. 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.

RETENTION PROCEDURES

- **First 9-week grading period:** the teacher/team and principal will have a conference with or verbally contact the parent/guardian of each student who is failing two (2) or more subjects.
 - The first potential retainee notice shall be delivered at this time.
- **Third 9-week period:** the teacher/team and principal will have a conference with or verbally contact the parent/guardian of each student who is failing two (2) or more subjects.

- The second potential retainee notice shall be delivered at this time.
- **During the last two (2) weeks of school:** the teacher/team and principal will have a conference with or verbally contact the Parent/guardian of each student who is failing two (2) or more subjects. During the conference:
 - The parent/guardian will be notified of the possible retention of the student.
 - A final retention decision notice shall be delivered to or sent by mail to the parent/guardian during the last week of school.
- Parent/guardian who wishes to appeal the teacher/team's decision shall notify administration in writing within ten (10) days after the date of the notice.
- Upon receipt of written notification from the parent/guardian, the administration shall schedule a hearing with the Governing Board.

ACCELERATION

When circumstances indicate that acceleration in grade placement is in the best interest of the student, close cooperation between the parent/guardian and all school personnel involved is imperative. Each student will have 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 rests with administration. Parent/guardian(s) involvement in all steps of the process is vital. Parent/guardian(s) consent to the acceleration of a student should be in writing.

If the parent/guardian do not approve of a decision regarding the acceleration of the student, they may appeal the decision to administration. Further appeal, if necessary, may be made to the Governing Board.

High School Graduation Requirements

Students must meet all school and state graduation requirements before they will be permitted to participate in the commencement ceremonies. While the completion of these requirements is necessary for high school graduation and will allow admittance to a college, it does not ensure entrance into all colleges, trade schools, etc. Anyone planning on higher education should determine the entrance requirements of the particular school.

Please note, each high school student must pass all three sections of the Arizona Instrument to Measure Standards (AIMS) test.

For further information pertaining to graduation requirements, please reference the course catalog or speak with the school guidance counselor.

DUAL CREDIT FOR COLLEGE COURSES

Arizona Charter Academy allows juniors and seniors to earn dual credit at local colleges. The courses taken at college will earn high school credit as well as college credit. Please check with the guidance counselor for a list of colleges the school has partnered with.

- The parent/guardian/student will be responsible for paying tuition, fees, and textbook expenses for the college course.
- It is the parent/guardian/student's responsibility to enroll, take any required testing, and pay all tuition and fees for the college classes as required by the college.
- All payments should be dealt with directly through the college.
- All grades and progress reports for the classes taken through the college will come directly from the college. These grades cannot be modified.
- It is the student's responsibility to turn in his/her transcript/report card to the guidance counselor. Credits will be administered as follows:
 - Any course under the 100 level: 3 credit college course = $\frac{1}{2}$ credit high school
 - Any course at the 100 level or above: 3 credit college course = $\frac{1}{2}$ credit high school and be weighted at honor's level for grade point.
- Arizona Charter Academy is not responsible for the loss of money due to the withdrawal from the class.

PHILOSOPHY OF STUDENT CONDUCT

A positive learning environment in our school and a good state of student conduct starts with student, parents and staff having knowledge and understanding of the basic standards of acceptable conduct. In order 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 are in violation of school guidelines will be expected to accept the appropriate consequences. This includes their time at

school as well going to and from school, at sporting event and any school-sponsored events. 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 all students learn through school experiences to recognize the essential worth of each individual. 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.
- Be on time for all classes.
- Come to class with 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.

BULLYING/ HARASSMENT POLICY

Arizona Charter Academy has chosen to use the Olweus Bullying Prevention Program. The program has been recognized as a scientific-research-based program by the Arizona Department of Education. The Olweus Bullying Prevention 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.

The Arizona Charter Academy School is committed to a safe and civil educational environment for all students, employees, volunteer and patrons, free from harassment, intimidation, bullying or cyberbullying.

Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s). Harassment, intimidation or

bullying means any intentional written, verbal, or physical act when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

- Physically, emotionally or mentally harming a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

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 cyberbullying 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 cyberbullying also constitutes violations of this policy.

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 conduct themselves at all times 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 effecting, 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 recommendations 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.

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

REPORTING/ COMPLAINT PROCESS

Students may report harassment, intimidation, bullying, cyberbullying or sexual harassment to any staff member. Staff members must report the incident to school administrators in writing. Staff members are required to report the incident in a timely manner. The staff members shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or as otherwise required by law.

The procedures to be followed are:

- 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 meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the making of such a report.
- The administrator shall prepare a written report of the findings, and a copy of the report shall be provided to the Superintendent.

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, cyberbullying, 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 parent/guardian. Parent/guardian(s) shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, bullying, cyberbullying, and sexual harassment.

SCHOOL- WIDE RULES

- Be Safe
- Be Respectful
- Be Responsible

CELL PHONE AND ELECTRONIC DEVICES USAGE

When a student brings cell phones or other electronic 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 during the entire school day from bell to bell, unless otherwise directed by a staff member for instructional purposes or for use as an educational resource.
- Misuse of electronic devices may result in consequences in addition to confiscation of the device.
- Disciplinary consequences will be assigned to any student who is in violation of the Internet and Email User Agreement.

LOST SCHOOL MATERIALS

If a student loses his/her textbook, packs, or library book, he/she will be responsible for replacing them. Replacement textbooks are \$50.00 each. The cost of the library book is based on the replacement cost of that particular book.

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.

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

ZERO TOLERANCE POLICY

Participation in any of the following behaviors may result in immediate suspension or expulsion from Arizona Charter Academy for up to one calendar year and possible criminal prosecution.

- Possession of a weapon or the use of any object as a weapon while in school or at a school-related activity.
- Possession, use, sale, or distribution of drugs or alcohol while in school or at a school related activity. This includes prescription drugs.

DISCIPLINARY ACTION CHART

This is a progressive discipline policy, which means that each successive offense merits a stronger consequence. Action taken by the school authority will range between the minimum and maximum category identified on the disciplinary action chart. 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.**

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

Type I Infractions	Range	First Offense	Repeated or Flagrant Offense
(1) Transportation Misconduct	Minimum Maximum	A K	F K
(2) Cheating or Plagiarism	Minimum Maximum	A F	C I
(3) Leaving Campus without Permission	Minimum Maximum	F K	F J
(4) Defiance of Authority	Minimum Maximum	B H	C K
(5) Disorderly Conduct*	Minimum Maximum	A H	C K
(6) Forgery**/Dishonesty	Minimum Maximum	C G	C J
(7) Cell Phones – Use of on campus w/o permission	Minimum Maximum	A G	F H
(8) Gambling*	Minimum Maximum	A H	C I
(9) Harassment	Minimum Maximum	A G	E H
(10) Littering**	Minimum Maximum	A E	C G
(11) Parking	Minimum Maximum	A C	C H
(12) Physical Aggression	Minimum Maximum	A G	C H
(13) Profanity	Minimum Maximum	A F	F H
(14) Tardiness	Minimum Maximum	A B	C I
(15) **Theft (under \$10.00)	Minimum Maximum	C F	F H
(16) Trespassing/Loitering	Minimum Maximum	A J	I K
(17) Ditching	Minimum Maximum	F K	F J
Type II Infractions	Range	First Offense	Repeated or Flagrant Offense
(A) *Dangerous Object ~ use or possession	Minimum Maximum	C K	May be subject to expulsion for the first offense
(B) * Weapons – use / possession of firearm	Zero Tolerance	J K	May be subject to expulsion for the first offense

(9C) Gang Association/Activity	Minimum Maximum	A K	May be subject to expulsion for the first offense
Type III Infractions	Range	First Offense	Repeated or Flagrant Offense
(E) Drugs or alcohol ~ possession or distribution	Zero Tolerance	J K	May be subject to expulsion for the first offense
(F) Tobacco ~ use, possession or distribution	Minimum Maximum	F K	May be subject to expulsion for the first offense
(G) Hate Crime/Racial Harassment	Minimum Maximum	B K	May be subject to expulsion for the first offense
(H) Intimidation/Bullying/Cyberbullying	Minimum Maximum	F K	May be subject to expulsion for the first offense
(J) * Fighting ~ with an object	Minimum Maximum	H K	May be subject to expulsion for the first offense
(K) Fighting	Minimum Maximum	F K	May be subject to expulsion for the first offense
(L) *Threats of Physical Attack ~ weapon Bomb Scare	Minimum Maximum	H K	May be subject to expulsion for the first offense
(M) Threats of Physical Attack ~ without weapon	Minimum Maximum	C K	May be subject to expulsion for the first offense
(N) *Robbery ~ with a weapon	Zero Tolerance	J K	May be subject to expulsion for the first offense
(P) *Theft/Larceny ~ over \$10.00	Minimum Maximum	C K	May be subject to expulsion for the first offense
(Q) Sexual Harassment/Sexual Offenses	Minimum Maximum	H K	May be subject to expulsion for the first offense
(R) *Vandalism ~ arson, destruction of property	Minimum Maximum	F K	May be subject to expulsion for the first offense
*In cases of theft and destruction of property, restitution is mandatory.			
Multiple offenses in a combination of categories may result in long-term suspension or expulsion.			

LEGEND OF DISCIPLINARY ACTION 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. Parent/guardian 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
- H. Short-term Suspension
- I. Emergency Removal, Suspension, or Expulsion
- J. Long-term suspension
- K. Expulsion is the permanent removal from Arizona Charter Academy.

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 hours of service and date of completion will be determined by the administration. If a student refuses to complete the community service hours the child may be subject to additional hours of community service or other disciplinary actions. 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.

USE OF PHYSICAL INTERVENTION BY SUPERVISORY PERSONNEL

Any administrator, teacher or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical intervention upon the minor to the extent reasonably necessary and appropriate to maintain order. Use of physical intervention shall not be construed to constitute corporal punishment within the meaning above. Similar physical intervention will be appropriate in self-defense, in the defense of other students and school personnel.

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 as well as being subject to other discipline. If damage is severe to any school property, Parent/guardian will have to pay to have it replaced. Parent/guardian is responsible for his/her student's actions and will be legally held liable for the assessment and replacement cost if necessary. School records and other items may be withheld by the school if payment of assessment has not been made in a timely manner. Parent/guardian shall be responsible for all costs of collection including attorney fees if necessary.

IN- SCHOOL SUSPENSION

Students may receive in-school suspension for attendance-related offenses and minor discipline offenses, disruption of class, dress code violations, and/or "cutting" class. While serving in-school suspension, the student will be responsible for assigned school work for the days served

A student's parent/guardian will be notified of a suspension by telephone or other appropriate means as soon as reasonably possible.

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

A student who has 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 or not he/she feels the student has made the improvement necessary to attend classes.

SHORT- TERM SUSPENSION

If the principal/designee decides that the alleged misconduct warrants a consequence of a suspension for 10 days or less, the principal/designee will give the student an informal due process hearing and will examine all the pertinent facts to determine whether or not a violation did occur. The student shall be afforded due process rights including the opportunity to present to the principal/designee his or her position concerning the alleged violation in written format. If the student is found to have committed a violation, a consequence or short-term suspension may be imposed for a period of time not to exceed 10 days. The principal/designee imposing the suspension shall keep a record of the aforesaid proceedings. A parent may request a review of the discipline data and decision to suspend. Homework can be provided at the request of the parent. **It is the responsibility of the student to turn in homework in the time frame designated by each classroom teacher.** There is no level of appeal higher than the principal for a suspension of 10 days or less. 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.

LONG- TERM SUSPENSION

If the principal/designee decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 10 days or expulsion, the accused student will be afforded his or her due process rights. An investigation will be held to determine if there is sufficient cause to charge the student with an act of misconduct, which may result in a suspension in excess of 10 days or an expulsion. The suspension shall be in accord with Arizona Revised Statutes section 15-840 through 15-844.

If a school administrator believes that a long-term suspension/expulsion may be warranted as a result of alleged misconduct of a student, the administrator/designee will notify the parent/guardian in writing. The school administrator/designee will also notify the school office to schedule a long-term suspension/expulsion hearing.

- The school will deliver, or send by certified mail, notice of the hearing to the student's parent/guardian at least five working days prior to the hearing. The notice shall contain:
- 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 parent/guardian 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 parent/guardian 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. 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 conclusion of the hearing, the hearing officer shall determine whether 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 parent/guardian 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.
- 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 parent/guardian about suspension/expulsion appeal procedures. Absent extenuating circumstances, once a due process hearing has concluded, no new testimony or documents may be presented.

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. The ability to make up work for credit during long-term suspension is at the discretion of the hearing officer or the Governing Board and will only be allowed in exceptional circumstances.

EXPULSION

If the hearing officer recommends that a student is to be expelled from the school, this recommendation will be forwarded to the Governing Board. Parent/guardian 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 parent/guardian, the executive session will be closed. If the parent/guardian 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 parent/guardian, then the board, after consultation with the student's parent/guardian, 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 parent/guardian 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 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.

EMERGENCY REMOVAL, SUSPENSION OR EXPULSION

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

The student or parent/guardian may, within 48 hours, request a written notice of the reason for expulsion if one has not been received. Within five (5) days of the receipt of a written reason for expulsion, the student or parent/guardian must request in writing to the principal or designee for a review of the expulsion by the administration, or his/her designee if the expulsion is intended to be challenged. 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 parent/guardian prior to removing a student from school premises. If the parent/guardian cannot be notified prior to removal, the parent/guardian 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.

DUE PROCESS

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 official 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 the school official or peace officer.

When child abuse is alleged, school personnel will cooperate with child protective services workers or peace officers 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 a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse, the parent/guardian will be contacted and will be asked for their consent for the student to be interviewed, unless directed not to by the peace officer. If the parent does not consent or cannot be reached, the peace officer will be requested to contact the parent and make arrangements to question the student at another time and place.

When a peace officer is present on the campus to interview students at the request of school authorities, parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

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 the presence of other students 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, and/or
- 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.

When the owner of the automobile is other than the person in possession of the automobile, the owner will be notified that a search has taken place.

When the owner of the automobile is other than the person in possession of the automobile, the owner will be notified that a search has taken place.

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 peace officer enters a campus providing a warrant or subpoena or expressing intent to take a student into custody, the office staff shall request the peace officer to show proper identification, and complete and sign a form for signature. 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.

GUIDELINES FOR ACCEPTABLE COMPUTER USE

The purpose of installing Local Area Networks (LAN) and Wide Area Networks (WANs) is to advance and promote instruction and facilitate communication. While computers and the corresponding network structure are powerful tools for education, their use must be carefully supervised. The following is Arizona Charter Academy's policies for acceptable computer use:

1. Students can only use computer equipment if the parent/guardian and student have signed the Internet/Computer Use Policy of the student/parent/guardian Handbook Acknowledgement page and a copy of it is on file in the student's file.
2. All hardware (i.e. cpu, monitor, keyboard, mouse, printer, any and all peripheral devices, etc.) is the property of the school.
3. All files and programs on the computers and networks are the property of the school. Users shall not erase, rename, or make unusable in any fashion any other individual's files or programs.
4. The issuance of logins, passwords, files and network rights are privileges. Users shall bear the responsibility of keeping their accounts secure and shall not authorize anyone other than a faculty or staff member to use their name, login, password, or files.
5. Users shall not exchange passwords or attempt to discover another user's password, whether within a LAN or at a remote location via telecommunications.
6. Users shall not illegally copy software that is provided by the school, an instructor, or any other source. It is generally illegal to copy any copyrighted software unless an exception is noted in the software documentation itself.
7. Users shall not use school computers or networks for any purpose other than legitimate learning purposes. Users must not use a computer for unlawful purposes, including illegal copying or installation of software. All software shall be installed by the school staff only.

8. Users shall not alter, change, or transfer software or files provided by the school, teachers, or other users in any way unless involved in a supervised learning activity designated by school employees.
9. Users shall not copy any software onto a school workstation or network. All authorized software installations are the responsibility of school staff; other installation of software, personal or otherwise, onto hard drives or networks is unauthorized and in violation of school policy.
10. Users shall not intentionally write, produce, generate, copy, propagate or attempt to introduce any computer code (virus) designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software.
11. Users shall not use the computer to annoy or harass others with unacceptable language, images, or threats. Users also shall not access, store, retain, or download any unacceptable, obscene, or objectionable information, language, or images.
12. Users shall not intentionally damage the system, intentionally damage information not belonging to them, intentionally misuse system resources, or allow others to misuse system resources.
13. Users shall not tamper with, remove components from, or otherwise deliberately interfere with the operation of computers, networks, printers, or other associated peripherals. Such actions will be considered acts of vandalism and/or theft.
14. Since user-created programs and files are a form of personal property, users shall respect the personal property rights of others. Unauthorized tampering, copying, or manipulation of information by one user involving another user's property will not be tolerated.
15. The contents of a user's files on a network will be considered private, and users will be expected to respect the same rights of privacy associated with other hard copy forms of personal documents. However, the school reserves the right to inspect user directories for inappropriate materials or executable files and programs that are unauthorized and may affect the operation of the network. Such files are subject to removal when found.
16. Use of remote computer resources through telecommunications shall be governed by the same policies and rules designated for local area use. Users will be held accountable for their conduct when logged on to remote systems accessible through telecommunications channels.

Non-compliance to these policies may result in loss of privileges, notification of authorities, restitution and disciplinary action including suspension or expulsion.

Student Internet Policy

It is the policy of the Governing Board to mandate and expect that students will use the Internet in a responsible manner. Accordingly, the Governing Board has established policies and procedures for the use of the Internet along with rules governing the behavior of students who access the Internet. Students who do not comply with the standards of behavior outlined in the Internet rules below may lose their privilege to use the computer / Internet and/or be subject to other disciplinary action.

PROCEDURES FOR USE

1. The school will allow every student access to the Internet provided if the parent/guardian and student have initialed the Internet/Computer Use Policy of the student/parent/guardian Handbook Acknowledgement page. **No student will be allowed to use Internet without this form on file.**
2. The school will allow every student access to the Internet provided parent/guardian of students do not object, in writing, to a student having such access. If a parent/guardian objects, they shall fill out the objection form, sign it, and have it placed on file at the school the student attends.
3. Each year, prior to use, each student shall receive and discuss information from his/her teacher regarding:
 - A. Internet safety and security, including the importance of understanding what materials are inappropriate to minors
 - B. Responsible use of the Internet, including:
 - abiding by copyright laws
 - understanding that unethical and unlawful activities include unauthorized access to any data or communications equipment without the owner's permission, "hacking," or unauthorized disclosure, use, or dissemination of anyone's personal information
 - C. Measures the school has taken to restrict access to materials harmful to minors, including:
 - implementing Internet filtering
 - requiring adult supervision during student use of the Internet

INTERNET RULES

1. Students shall:

- adhere to same standard of conduct expected and required in a classroom
- follow rules for applying for password
- follow rules for using resources, time limits and printing instructions
- log off the system as soon as finished to provide others with the opportunity to access the system
- report violations of these rules

2. Students shall not:

- give or provide personal information to anyone on the internet
- create chat rooms
- lend their logins and passwords to anyone else
- create a computer virus and place it on the network
- send a message that is inconsistent with the school's code of conduct, written or implied
- send messages that are inappropriate, obscene, sexist, contain obscenities, racial, ethnic, or gender-based slurs, contain inflammatory or abusive language
- circumvent or attempt to circumvent the school's Internet Protection Filter or firewall.
- Use or attempt to use the school's internet to view or distribute obscene material.
- gamble via the Internet
- send any message with someone else's name on it
- read files without the owner's permission
- interfere with the ability of other users to make effective use of school computing and network resources
- give or provide personal information to anyone on the internet
- create chat rooms or personal profiles for the purpose of distribution on the internet with the use of school computers

The Technology Director or appropriate administrator will review alleged violations of School Network Acceptable Use Procedures on a case-by-case basis. Clear violations of procedures, which are not promptly remedied by the

user, may result in referral for disciplinary action, minimum fee of \$25, termination of Internet/network services, suspension, and/or expulsion of the user from school.

BIRTHDAY TREATS AND CLASSROOM PARTY POLICY

Please note the following guidelines:

- Please 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.

FIELD TRIPS

Parent/guardian will be informed by letters about field trips before they occur. Field trips will require a signed permission slip by Parent/guardian and may require a fee. All clubs / sports will require a general permission slip signed by Parent/guardian at the beginning of the season. Parent/guardian will be notified of schedule changes but will not be required to sign a new permission slip. 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 from other classes are not permitted to attend another class's field trip.

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 the volunteer opportunity to ask any questions they may have. These orientations will be held at the beginning of the year and 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. 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.

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 third parties, including law enforcement, requesting access to the security tapes. By accepting this handbook, Parent/guardian 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 and its grounds and the administration's intent to use these video surveillance tapes to maintain the health and safety of the students and staff and to promote the educational program of Arizona Charter Academy.

STUDENT SURVEYS

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

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

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; 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 to 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, such as through U.S. Mail or email, 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:

Gloria Ramos

16011 N Dysart Rd, Phone 623-974-4959 ext. 201, Fax 623-974-4840

Admission

Arizona Charter Academy shall immediately 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

Parent/guardian of students in Title I schools are guaranteed annual notification of their "right to know" about teacher qualifications by their school. That means parent/guardian 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.

TITLE 1

Arizona Charter Academy is a schoolwide Title I school. Title I regulations require that each school served under Title I jointly develop with and distribute

to parent/guardian of participating children, a written parent/guardian involvement policy agreed on by the parent/guardian 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 parent/guardian of participating children shall be invited and encouraged to attend, to inform parent/guardian of their school's participation under this part and to explain the requirements of this part, and the right of the parent/guardians to be involved;
 - Arizona Charter Academy conducts an open house meeting during the month of August each school year which all parent/guardian, 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 parent/guardian to choose from in order to be able to attend these meetings.
3. Involve parent/guardian, 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 parent/guardian involvement policy;
 - Arizona Charter Academy also conducts an annual review meeting with all parent/guardian whose children participate in the Title I program. This meeting allows for parent/guardian feedback, suggestions, complaints and comments as well as an additional opportunity to get involved in the school improvement program.
4. Provide parent/guardian 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 parent/guardian, 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.
 - Parent/guardian is 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 parent/guardian of participating children, submit any parent/guardian 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 parent/guardian involvement policy, each school shall jointly develop with parent/guardian for all children served under this part a school-level parent/guardian compact that outlines how parent/guardian, 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. Parent/guardian, students and teachers may volunteer for this committee. This committee is responsible for creation and updates of the school-level parent/guardian compact as needed on an annual basis.

BUILDING CAPACITY FOR INVOLVEMENT

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

1. Shall provide assistance to the parent/guardian 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 issued
 - AIMS test scores mailed to parent/guardian
 - AIMS workshop to understand the data
 - Parent/guardian / Teacher Conferences
2. Shall provide materials and training to help parent/guardian to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parent/guardian involvement;
 - Parent/guardian Nights
 - Parent/guardian / Teacher Conferences

- Principal Meetings
 - Web-site with links for educational resources
 - AIMS tutoring guides
 - Homework tips
 - Character Education Booklets
 - Handouts on reading/math tips
3. Shall educate teachers, student services personnel, principals, and other staff, with the assistance of parent/guardian, in the value and utility of contributions of parent/guardian, and in how to reach out to, communicate with, and work with parent/guardian as equal partners, implement and coordinate parent/guardian programs, and build ties between parent/guardian and the school;
 - Bi-monthly professional development
 - Require frequent parent/guardian communication via notes, phone logs, and meetings
 - Parent/guardian / Teacher conferences
 - Provide positive notes to mail home to parent/guardian
 4. Shall, to the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the parent/guardian as Teachers Program, and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parent/guardian in more fully participating in the education of their children in grades K-12.
 5. Shall ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the of participating children in a format, and to the extent practicable, in a language parent/guardian can understand;
 - Arizona Charter Academy offers all Title I documents in either an English or Spanish version at the preference of the parent/guardian.
 6. May involve parent/guardian in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
 7. May provide necessary literacy training from funds received under this part if the school has exhausted all other reasonably available sources of funding for such training;

8. May pay reasonable and necessary expenses associated with local parent/guardian involvement activities, including transportation and child care costs, to enable parent/guardian to participate in school-related meetings and training sessions;
9. May train parent/guardian to enhance the involvement of other parent/guardian;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parent/guardian who are unable to attend such conferences at school, in order to maximize parent/guardian involvement and participation;
11. May adopt and implement model approaches to improving parent/guardian involvement;
12. May establish a school parent/guardian advisory council to provide advice on all matters related to parent/guardian involvement in programs supported under this section;
13. May develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities; and
14. Shall provide such other reasonable support for parent/guardian involvement activities under this as parent/guardian may request.
15. Shall conduct, with the involvement of parent/guardian, an annual evaluation of the content and effectiveness of the parent/guardian involvement policy in improving the academic quality of the school's program.

ACCESSIBILITY

In carrying out the parent/guardian involvement requirements of this part, schools and schools, to the extent practicable, shall provide full opportunities for the participation of parent/guardian with children with limited English proficiency, parent/guardian with children with disabilities, and parent/guardian of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such parent/guardian can understand.

- Arizona Charter Academy offers flexible meeting times for parent/guardian to maintain involvement in the schools activities. Many of the staff are bilingual in the Spanish language and are able to provide further assistance to parent/guardian 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 parent/guardian.

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 may ask the school to amend a record that they believe is inaccurate. They 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.
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

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.

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 school's Section 504 coordinator.

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 parent/guardian 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), a manifestation determination conference must be held.

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 parent/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)

Model Notice for Directory Information

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.

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 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.)