ARIZONA CULTURAL ACADEMY

"Quality education is an Islamic Mandate."

www.azacademy.org
7810 South 42nd Place, Phoenix, AZ 85042
(602) 454-1222

Parents/Guardians and Students Handbook



Parents/Guardians and Students Handbook

Welcome

Welcome to our school community. This handbook provides important information about school policies, procedures, expectations, and resources to support student success.

Table of Contents

Parents/Guardians and Students Handbook **2**
Welcome 2
1. Welcome to ACA 6
2. Handbook Acknowledgement 6
2.1 Agreement Statement 6
2.2 Key Terms & Acronyms 7
3. Vision and Mission **7**
4. Non-Discrimination Policy **7**
5. FERPA-Family Educational Rights and Privacy Act **8**
6. Admissions **10**
6.1 School Division 10
6.2 Enrollment 10
6.3 Enrollment Requirements 11
7.0 Attendance Policy **12**
7.1 School Hours 12
7.2 Reporting Tardy and Absence 13
8.0 Arrival and Dismissal Procedures **15**
8.1 Arrival Procedure 16
8.2 Dismissal Procedure 17
● Elementary School (Kindergarten–Grade 5) 18
● Middle & High School (Grades 6–12) 18
● Student Drivers & Walking Off Campus 18
8.3 Student Late Pick-up Policy 19
8.4 After-School Campus Supervision Policy 20
8.5 Parking Lot Rules 20
9.0 Dress Code Guidelines **21**

9.1 General Dress Code Guidelines 22
9.2 Elementary Dress Code Guidelines 22
9.3 Middle School Dress Code Guidelines 23
9.4 High School Dress Code Guidelines 23
9.5 Personal Grooming 23
10.0 Forbidden Items **24**
11.0 Electronics Policy **24**
11.1 Cell Phone & Smart Watch Policy 24
11.2 Other electronic devices 25
12.0 Technology Policy **25**
12.1 Chromebook 1:1 Policy 26
12.2 Technology Use Agreement-Terms and Conditions 26
13.0 Cafeterias **29**
13.1 School Lunches 29
13.2 Free & Reduced Lunch Program 30
14.0 Academics **31**
14.1 Curriculum 31
14.2 External Assessments and Student Progress Monitoring 33
14.3 Textbooks and Workbooks 34
14.4 Elementary Class Expectations 35
14.5 Middle School (Grades 6-8) Class Expectations 38
14.6 High School Class Expectations 40
14.7 High School GPA and Credits 43
14.8 Dual Enrollment & High School College Credit 46
14.9 High School Credit Recovery and Transfer Credit Review 47
15.0 Parent-Teacher Conferences **49**
16.0 Graduation and Promotion Ceremonies **49**
16.1 Early Childhood & Kindergarten Ceremonies 49
16.2 Grades 5th & 8th 50
16.3 Senior Privileges 50
16.4 High School Seniors Graduation 51
16.4.1 High School Graduation Requirements 51
16.4.2 High School Graduation Policy 52
17.0 Grading **53**
17.1 Academic Honesty and Artificial Intelligence (AI) Use 53
17.2 Grading Scale 53
17.3 Progress Reports and Report Cards 54
17.4 Test Retake Policy 54

17.5 Retention Policy 55
18.0 Student Support, Organizations and Activities **56**
18.1 Counseling 56
18.2 ACA Support & Awareness Program (A.S.A.P) 56
18.3 National Honor Societies 56
18.4 Student Council 57
18.5 Sports 57
18.6 Field Trips and Events 58
18.7 Academic Accommodations 58
19.0 Publications & Multimedia **59**
19.1 School Pictures 59
19.2 Media Disclosure 59
20.0 Student Conduct **60**
20.1 Anti-Racism & Respect Policy 60
Anti-Racism and Respect Statement 61
20.2 Intimidating, Threatening and/or Bullying 61
20.3 Smoking, Drugs, Substances, Alcohol & Arms Free Campus 62
20.4 Zero-Tolerance Policy **65**
20.5 Student Privacy and Search Policy 66
20.6 Locker Use Conduct 66
21.0 Discipline Protocol & Consequences **67**
21.1 Sunnah Expectations Discipline Protocol 67
21.1 Guidelines for Offenses 69
21.2 Restitution 74
21.3 Detention Policy 74
21.4 Suspensions 74
21.4.1 In-School Suspension (ISS) 75
21.4.2 Out-of-School Suspension (OSS) 75
21.5 Expulsion 76
22.0 Parental Conduct and Involvement **76**
22.1 Parental Conduct, Communication, and Grievance Procedures 76
22.2 Standards of Parental Conduct and Communication 77
22.3 Parental Grievance and Complaint Procedure 77
22.3.1 Aims and Objectives 77
22.3.2 Complaint Resolution Process 78
22.3.3 Appeals and Board Review 78
22.3.4 Definitions and Procedural Standards 78
22.4 Visitor Check-In/Check-Out Policy 79

22.5 Visiting Campus and Classrooms 79
22.6 Parent Teacher Association (PTA) 79
22.7 School Council 80
22.8 Parent Service Program (PSP) 80
22.8.3 Volunteering Guidelines 81
23.0 Health Guidelines **83**
1.1. Immunization 83
1.2. Illness 83
1.3. Medication 83
24.0 Communication **83**
24.1 Orientation Day 84
24.2 Bulletin Boards and Flyers 84
24.3 Email, ClassDojo, Newsletter, and Google Classroom 84
24.4 FACTS 84
24.5 Wolves' Weekly Newsletter 84
Appendix A- Test Retake Policy 86
25.0 Student-Parent Communication During the School Day 84
Appendix B Application Form: Official Extended Leave **87**
Appendix C Course Information **88**
Appendix D: Additional Grading Information **90**
E.1 Grade Weight Distribution 92
E.2 Grades, Attendance and Record Keeping 92
E.3 Homework, Extra Credit, Bonus Questions 92
E.4 Grade Skipping Policy 92
Appendix F Complete Anti-Racism and Respect Policy **94**
Appendix G Complete Student Accountability & PBIS Protocol **101**
Appendix H: AI Writing Detection and Academic Integrity Policy **105**
Appendix I: Parental Communication Guidelines and Policies **106**
I.1 Parental Communication Agreement 106
I.2 Parent's Guide to Solving Problems 106
Appendix I Complete Health Guidelines and Chart for Keeping Students Home **110**
Parent/Student Handbook Acknowledgment Form 113
Student Information 113
Parent/Guardian Information 113

1. Welcome to ACA

We would like to welcome you and your child/children to the ACA community, programs, and campus. We sincerely hope that we will meet and exceed your expectations. ACA was founded with a well-defined mission: "Delivering high standards of youth education." Our motto "Quality education is an Islamic mandate" reflects both our long-term goals and philosophy. Our commitment is to accomplish our goals in a safe environment where learning is maximized.

Your involvement is greatly appreciated and you are encouraged to join our school through the support of teams and associations. This handbook is an outline of ACA policies and procedures. Your understanding and support are essential in ensuring the safety and well-being of your child/children.

We thank you again for your interest in ACA, and for entrusting us with your child's education. Together we can build a bright future for a new generation. We have put our trust in Allah S.W.T to achieve our common goal of quality education.

Sincerely,

ACA Board of Directors' & Staff

2. Handbook Acknowledgement

As a condition of enrollment at Arizona Cultural Academy & College Prep, all parents/guardians and students attending grades K-12, must have read, understood, and explicitly accepted the policies outlined in the Parent-Student handbook and agree to comply with all current and future school regulations. Parents and guardians of younger students should explain the rules if the student is unable to read the Handbook.

2.1 Agreement Statement

Please refer to page (102) to sign the agreement statement acknowledging receipt of the Arizona Cultural Academy Parent and Student Handbook for 2026-2027, either as a hard copy, or online access through the school website at azacademy.org.

- I have been allowed to read it and review it with my child/children. I understand that I may call the school office if I have any questions about the information contained in the handbook.
- I hereby agree to cooperate and abide by all the rules and regulations provided in the Arizona Cultural Academy Parent/Student Handbook. I acknowledge that by enrolling in my child in Arizona Cultural Academy, I acknowledge and agree to the terms, conditions, and regulations
- We hope we have covered all aspects of school life for your child or children in this handbook.

2.2 Key Terms & Acronyms

Throughout this document, you will see Arizona Cultural Academy shortened to ACA. There is no other meaning for this abbreviation.

The Student Information System (SIS) that our school uses is FACTS and is referenced occasionally throughout this document.

3. Vision and Mission

ACA is an Islamic, private, Pre-K to grade 12 school and college prep. Our experienced leadership aspires to build a dream educational and cultural institution. We strive to provide an environment that protects our children from harmful influences that are against Islamic morals and values and nurtures intellectual, emotional, social, and spiritual growth in our students. We aim to produce confident and competent individuals who will contribute positively in our society without compromising their Islamic beliefs, practices, and values.

Our vision is: Empowering our community with knowledge, spirit and service

Our mission is: Raising the next generation of leaders through exceptional education and outstanding character

4. Non-Discrimination Policy

We prohibit discrimination against current or prospective students and employees on the basis of race, color, gender, religion, national origin, age, disability, sexual orientation, or any other legally protected characteristic. ACA does not by this non-discrimination statement disclaim any right it might otherwise have to maintain its commitment to its Islamic identity or the doctrines of the Islamic Faith.

It is our policy to employ and promote personnel regardless of the foregoing characteristics, unless one or more of them are bona fide requirements of a particular position. We are firmly committed to a policy of equal opportunity in all aspects of employee relations, including employment, salary administration, employee development, promotion, and transfer.

5. FERPA-Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA applies to all schools receiving funds under programs administered by the U.S. Department of Education.

FERPA grants parents certain rights regarding their children's education records. These rights transfer to the student when the student reaches 18 years of age or attends a postsecondary institution. At that time, the student becomes an "eligible student."

5.1 Parent & Student Rights Under FERPA

Parents or eligible students have the right to:

- Inspect and review the student's education records maintained by the school.
- Request correction of records believed to be inaccurate or misleading.
- Request a formal hearing if the school declines to amend a record.
- Place a written statement in the student's file regarding contested information if the outcome of the hearing remains unchanged.

Schools are not required to provide copies of records unless circumstances make in-person review impractical. The school may charge a reasonable fee for copies.

5.2 Disclosure of Educational Records

Generally, schools must obtain written consent from the parent or eligible student before releasing information from a student's educational records.

However, FERPA permits disclosure without consent under certain circumstances, including but not limited to:

- School officials with legitimate educational interest
- Schools to which a student is transferring
- Government officials for audit or evaluation purposes
- Financial aid-related purposes
- Organizations conducting approved educational studies
- Accrediting agencies
- Compliance with judicial orders or lawfully issued subpoenas
- Health and safety emergencies
- State and local authorities as permitted by law

5.3 Security Camera Footage & Student Privacy

In accordance with FERPA and to protect the privacy rights of all students, Arizona Cultural Academy & College Prep does not release, distribute, copy, or permit parent viewing of school security camera footage involving students, staff, classrooms, hallways, playgrounds, school events, transportation areas, or other school incidents.

Security camera footage may contain images, audio, or information directly related to multiple students and may therefore constitute an educational record protected under FERPA.

As a result:

- The school is not required to release copies of surveillance footage to parents, guardians, or outside parties.
- The school will not permit viewing of surveillance footage when doing so may violate the privacy rights of other students or staff.
- Security footage may only be released when required by law, subpoena, court order, law enforcement request, or as otherwise permitted under FERPA regulations.

In accordance with guidance issued by the U.S. Department of Education regarding videos and FERPA:

"When a video is an education record of multiple students, in general, FERPA requires the educational agency or institution to allow, upon request, an individual parent of a student to whom the video directly relates to inspect and review, or 'be informed of' the content of the video… FERPA generally does not require the educational agency or institution to release copies of the video to the parent or eligible student."

Accordingly, ACA may fulfill its FERPA obligations by informing parents or eligible students of the findings, content, or conclusions related to a reviewed incident without releasing or displaying the actual footage.

5.4 Directory Information

Schools may disclose certain "directory information" without consent unless parents or eligible students request otherwise in writing. Directory information may include:

- Student name
- Address
- Telephone number
- Date and place of birth
- Honors and awards
- Dates of attendance

Parents and eligible students will be notified annually of their FERPA rights and will be given an opportunity to opt out of directory information disclosure.

For additional information regarding FERPA: **Family Policy Compliance Office**
U.S. Department of Education-Phone: 1-800-USA-LEARN (1-800-872-5327)

6. Admissions

6.1 School Division

Arizona Cultural Academy offers the following academic divisions:

- **Daycare:** Ages 1–2 -*A child must be walking independently to be admitted.*
- **Early Childhood:** Ages 3–5- *(Pre-Kindergarten and Transitional Kindergarten)*
- **Elementary Schoo**l: Kindergarten (Must be five years old by September, 1st) – Grade 5
- **Middle School:** Grades 6–8
- **High School:** Grades 9–12

High school students in Grades 9–12 earn academic credits that translate into a cumulative GPA (Grade Point Average) in accordance with Department of Education standards and graduation requirements.

6.2 Enrollment

A complete copy of the Enrollment Policy can be found in **Appendix A**.

6.2.1 Current Students

Approximately one month prior to the open enrollment period, the Enrollment Committee will review all Kindergarten–11th grade students for re-enrollment eligibility. Arizona Cultural Academy reserves the right to deny re-enrollment based on, but not limited to, the following factors:

- Behavioral infractions and Office Discipline Referrals (ODRs)
- Academic performance
- Attendance compliance
- Tuition non-payment or chronic late payment history
- Teacher and administrative feedback

Students returning to ACA after being withdrawn for one or more academic years will be required to complete all new student enrollment paperwork in addition to the following:

- Re-Enrollment Packet
- Placement Testing
- Applying for Scholarships (Excessive Absences and Tardies affects the scholarships funds immensely)
- Providing Academic Records

6.2.2 New Students

Students applying to ACA for the first time must submit all required enrollment paperwork for review by the Enrollment Committee prior to acceptance and approval of enrollment.

Additional required documents and procedures are outlined in the full Enrollment Policy.

New students entering Grades 9–12 will be selected for random drug testing as part of the school's policy

Enrollment Process

To enroll a student, please visit the ACA Enrollment webpage and follow the instructions through our online enrollment portal. Website: https://www.azacademy.org/admissions/enrollment-registration.cfm

Enrollment Process

1. Create a new account (New students **only**) or log in to your existing FACTS account (Former or Returning students).
2. Complete and submit the online enrollment application.
3. Apply for the recommended scholarships on the school's website (check household income eligibility).
    - Schedule placement testing for students in Grades K–12
    - Contact the Student's Services Office at (602) 454-1222.
4. Submit the student/s' academic records

6.3 Enrollment Requirements

6.3.1 Placement Test

- New students must take the Measurement of Academic Progress (MAP) by Northwest Evaluation Association (NWEA) placement test. Students will be assessed against grade level standards for reading and math.
- New students entering Grade 6 and above will also be assessed for Arabic and Quran leveling.

6.3.2 Enrollment Decision

The admission committee will make the final enrollment decision after reviewing the student's academic records and placement test "MAP" results.A determination is made on whether the student will:

a) Have a second opportunity to take the placement tests.

b) Placed one grade lower.

c) Enrolled in the current grade level with a caveat that the student will be demoted to one grade lower if the student is unable to maintain a "C" letter grade in Math, English, Science, and Social Studies within the first

quarter. The contract will be renewed quarterly for the first year of enrollment and may be extended with a report of adequate progress.

Under ALL circumstances, ACA reserves the right to determine the grade level of the prospective student to be enrolled.

6.3.3 Drug Test

Random Drug rug testing is part of the school's policy for any students entering Grade 9-12 and it will take place during the school year. Please refer to Section 20.3 of our full policy relating to Drugs and Alcohol as well as further information on Drug Testing.

6.3.4 Withdrawals

Parents are required to officially notify the school office by sending an email when withdrawing their children. Tuition charges will be applied until the last day for which notice is given, as the school is committed to reserving the child's spot until parents formally confirm the withdrawal.

7.0 Attendance Policy

We welcome students from all over the Valley and understand that many families have a long commute to school and that being on time takes effort and planning.

The rights and privileges of attending a private school carry certain responsibilities on the part of parents and students. It is important that parents and students recognize the direct relationship between academic success and regular school attendance. Students should remain out of school only when absolutely necessary.

Classroom activities cannot be replicated, and class discussion and participation cannot be repeated when students are absent. ACA is not responsible for the student's under-expected academic achievements due to excessive absences.

ARS 13-3613 requires that parents do not commit any acts contributing to a child's dependency or delinquency. This includes failing to send a child to school. Contributing to the dependency or delinquency of a minor is a criminal offense.

The consequences include:

- A fine of up to $2500 AND
- Two possible jail sentences of up to six months.

7.1 School Hours

The regular school day begins at 7:45 a.m. and concludes at 3:20 p.m. All students are required to attend regularly. On certain days, we may have early release, which typically ends at 12:05 p.m., unless otherwise indicated. Early

release days will occur on specific Wednesdays for staff professional development (please refer to the school calendar for exact dates). Additionally, end-of-semester exams and parent-teacher conferences will also be early release days.

7.2 Reporting Tardy and Absence

Parents/guardians are expected to call the school attendance line or email the school on or before the day(s) of the student's absence. Arizona state law requires schools to document the reason for all student absences.

All attendance messages must include the following information:

- Parent/Guardian Name
- Student Name
- Date of Absence
- Time of Absence or Tardy
- Reason for the Absence or Tardy

The school office is responsible for notifying teachers of student absences promptly.

For students in Grades K–12, attendance is recorded by class period. All teachers are required to record attendance directly in the FACTS system.

Attendance notifications and warnings for the following codes:

- AU (Absent Unexcused)
- A/T (Absent Due to Tardy)

Will automatically generate and be sent to parents/guardians and students at the end of the school day based on FACTS attendance records.

Students arriving 5 or more minutes late to class will be marked using the: **A/T (Absent Due to Tardy)** code.

For attendance purposes:

- **4 absent class periods** constitute a **full-day absence**
- **2 absent class periods** constitute a **half-day absence**

Parents/guardians will receive automated email notifications through FACTS regarding:

- Unexcused absences
- Excessive tardiness
- Attendance concerns

Six (6) consecutive tardies will automatically convert into one (1) unexcused absence.

FACTS will also automatically notify parents/guardians when students reach excessive absence thresholds, including:

- 4.5 days of absences
- 17 days of absences

Accumulating excessive absences may place families at risk of truancy proceedings in accordance with Arizona state attendance laws.

7.2.1 Excused Absences

Excused absences may not exceed 10 school days unless approved by school administration. Proper documentation for all absences must be submitted. Students exceeding 10 excused absences may be placed on an attendance contract. Excessive tardiness may also result in an attendance contract.

Approved Excused Absences

- **Mandatory Civic Duty:** Official documentation or duty notice must be submitted to the office.
- **Personal Illness:** A doctor's note or a maximum of one (1) signed and dated parent note will be accepted as an excused illness absence. Without documentation, the absence will be marked unexcused.
- **School Infirmary Visit:** Students returning to class from the infirmary must present a note from the School Nurse or Secretary. A maximum of one class period may be excused.
- **Hajj:** Students may receive up to seven (7) additional excused school days beyond the Eid holiday listed on the school calendar. Additional time requires written approval from the Principal.
- **School Suspension:** Teachers will provide assignments for suspended students to help them remain current with coursework. Credit will be granted for completed assignments. Failure to serve a suspension may result in additional disciplinary consequences.
- **School-Related Activities:** Absences due to pre-approved school activities will be counted as attendance. Students are responsible for contacting teachers regarding missed assignments, tests, or coursework upon returning to school.

School Attendance Limits

All absences are counted equally regardless of the reason. Absences refer to missed class periods.

- Maximum allowed absences:
    - 10 absences per school year
    - 5 absences per semester
- Students exceeding the maximum allowed absences may receive a grade of "F." Exceptions may be considered for medical emergencies or unforeseen circumstances. Requests must be submitted in writing to the Principal.

7.2.2 Unexcused Absences

All absences other than the above-mentioned are considered unexcused absences. Unexcused absence must not exceed 5 days. It will be reported to the proper authority when the limit is reached.

7.2.3 Tardy

- All students must be in class by 7:59 a.m. Students arriving after 8:00 a.m. or after the second bell will be marked tardy.
- Students arriving after 8:05 a.m., or more than five (5) minutes after the start of any class period, will be marked: A/T (Absent Due to Tardy)
- Please note: Every six (6) tardies are equivalent to one (1) day of unexcused absence.

7.2.4 Extended Leave

Students may take an extended leave from school with prior approval. To apply for extended leave, please find the application form in Appendix B. This form must be submitted at least two weeks in advance.

After completing the form, please print it out and submit it to the front office receptionist or student services. The ACA administration reserves the right to deny any request for extended leave if deemed necessary.

7.2.5 Prayer Attendance

Prayer is part of our school day, where attendance is recorded, and the school's attendance policy applies. Athan is called daily at 1:40 p.m. and all students are expected to respect and obey prayer, the masjid, and school rules. The Prophet (PBUH) said in an authentic Hadith, “Order your kids to pray at 7 years old…”

7.2.6 Early Departure

In the event that students have to leave early, their absence shall be recorded as excused or unexcused in accordance with the standards articulated in this policy. Early departure must be signed out by parents/guardians at the time of departure. Students who drive to school will NOT be allowed to leave without a parent’s note.

Students will not be permitted to be signed out after 2:30pm to allow for the office staff to prepare for dismissal.

8.0 Arrival and Dismissal Procedures

ACA Pick-Up Drop-Off Procedure Video

We support your efforts to get your child to school on time and we want to emphasize the importance of being in class for the beginning of a lesson. The first period in the morning is especially critical because it sets the tone for the school day.

Teachers give the class an overview of the daily lessons and objectives when school begins.

8.1 Arrival Procedure

During drop-off, have your child ready when they get in the car before school (jacket on, lunch and backpack in hand) in order to keep the flow of traffic fast when arriving at school.

It is the responsibility of every student attending grades 6-12 to be prepared and have the correct books from their locker before the start of the 1st period.

TIME	PROTOCOL
7:30 AM	Zero Hour and Early drop-off begin
7:40 AM	• Staff reports for duty • Students in grades K-5 and their siblings enter the school from the front parking lot gate • Students in grades 6-12 and siblings enter the school from the F building • Early Childhood (Daycare and Prek-2) - students are dropped off at the playground in the rear parking lot. • Early Childhood (Prek-1 and TK) enter the school from the front parking lot gate.
7:55 AM	• Warning bell to alert students that the school will start in 5 minutes • Morning Dua'a, Pledge, and other announcements are projected
7:59 AM	• Alert bell that students have 1 minute to be in their classrooms • Arriving at school after 8:00 am must be signed in by the parent/ guardian in the front office.
8:00 AM	• Start of school bell • All gates are locked by security or administrative personnel • Attendance taken

ACA has three designated drop-off areas.

8.1.1 Early Childhood

- **Daycare & Pre-K 2**
  - Early Childhood students in Daycare and Pre-K 2 must be dropped off at the playground located in the middle parking lot.
  - Dedicated parking spaces are available for parents from **7:30 a.m. – 8:15 a.m.**
- **Pre-K 1 & Transitional Kindergarten (TK)**

- Pre-K 1 and TK students must be dropped off directly at their classrooms through the front gate.
- Dedicated parking spaces are available in the front parking lot from **7:30 a.m. – 8:15 a.m.**

Families arriving outside the designated drop-off and pick-up window of **7:30 a.m. – 8:15 a.m.** must use the school's main entrance for student drop-off and pick-up.

8.1.2 Elementary School (Kindergarten–Grade 5) & Siblings

- Elementary students must be dropped off in the front parking lot.
- Middle and high school students with elementary siblings may enter through the front parking lot together with their sibling(s).

8.1.3 Middle & High School (Grades 6–12) & Siblings

- Students in Grades 6–12 must be dropped off in the designated drop-off lanes near Building F by the rear parking lot/soccer field area.

8.2 Dismissal Procedure

Student Safety is ACA's priority, along with the parent's responsibility. Below are the staff and student dismissal procedures. ***Students may not be picked up early past 2:30 PM or 11:30 AM on Early release days, as we will be preparing for dismissal.***

TIME	PROTOCOL
2:55 PM	• Parents or designated pick-up personnel enter school dismissal lanes
3:00 PM //12:05 PM *(Early Release Days)*	• The dismissal window opens on the PikMyKid App • Gates are unlocked and opened. • The dismissal bell alerts students that school has ended. • Students are dismissed through the PikMyKid app, which is displayed in all the classrooms at the end of the last period. • Students in grades K-3 and older siblings depart the school from the front parking lot. • Students in grades 4-12 depart the school from the F building gate towards the back parking lot
3:20 PM	• Gates closed and locked • All staff kids are taken to the designated area based on their grade level • All remaining students are taken to after-school care.

4:00 PM	• School is closed except for after-school programs.

Departments:

ACA has **three designated** pick-up areas. Dedicated parking spaces are available in the front and back parking lot all day for Early Childhood parents

- **Early Childhood**
    - **For Prek-2 and Daycare –** Parents may enter the front gate and may be required to display PikMyKid to show child age/grade. Students may be picked up at the playground by the middle parking lot.
    - Pre-K 1 & Transitional Kindergarten (TK)- students must be dropped off directly at their classrooms through the front gate.

- **Elementary School (Kindergarten–Grade 5)**
    - Elementary students remain in their classrooms with their teachers until dismissed by the on-duty staff supervising the front parking lot pick-up area.
    - Once called, students should proceed immediately to their designated pick-up area and wait with any siblings.
    - Middle and high school students with elementary siblings may accompany their younger sibling(s) to the front parking lot for pick-up.
    -
- **Middle & High School (Grades 6–12)**
    - Students in Grades 6–12 must be picked up at the F-Building gate located near the rear parking lot and soccer field area.
    - Student Drivers & Walking Off Campus

Parents/guardians must complete the required consent form if they wish to allow their high school student to:

- Drive off campus at dismissal, or
- Walk off campus independently at dismissal time only.

This permission applies only to the end of the regular school day and does not permit students to leave campus during school hours.

Parents/guardians may also list siblings on the consent form who are authorized to leave campus with the approved student driver.

Dismissal Non-Compliance Protocol

To ensure that students are picked up from designated areas by authorized individuals, the school will provide color-coded Vehicle Identification Cards to facilitate the pick-up process. The oldest child in each family will receive two color-coded 8" x 11" cards. These cards will display the family name along with the names of all siblings. Each family will be given two cards to accommodate multiple pick-up vehicles. Please display the card prominently on the dashboard of your vehicle for staff visibility.

- The oldest child in the family will receive two color-coded 8"x11" cards. The cards indicate the family name and all of the siblings in the family.
- Each family will be given 2 cards so as to accommodate multiple pick-up vehicles.
- Display the name card on the dashboard of your vehicle for staff visibility.

Charging Policy:

- The cost for replacing pick-up cards is $5.00.
- Each Parent/Family is to be charged $25 for dismissal violation.
- Violation is identified by dismissal staff if parents do not announce students on the PikMyKid application and/or display the card.
- ACA's accountant is responsible for charging identified parents on a monthly basis.
- If you are picking up students from another family, you must display the Pickup-Tag for that family in your window as well. This lets us know that you have permission to pick up that child. You will also need to be designated as the pickup person in the PikMyKid App.
- If you did not announce the student via PikMyKid and do not have a car tag, you will be asked to park and present a government form of identification to safely pick up the student.

8.3 Student Late Pick-up Policy

Student safety is a top ACA priority. It requires full cooperation between the school and parents.

Arizona laws require parents and guardians to pick up their students promptly after school. Failure to do so is considered "child neglect" and can be grounds for parental prosecution. We are not responsible for the safety of students left after school hours, nor guarantees the safety of the ACA neighborhood

There is mandatory paid after-hours supervision for students left in or around 20 minutes after dismissal times.

Policy Summary:

- School Hours: 7:45 AM – 3:20 PM; Half-day pickup time: 12:05 PM – 12:25 PM.
- Early Drop-off: Starts at 7:30 AM; registration required.
- Pick-up: Parents must pick up children from after-school care if 20+ minutes late. Charges apply for after-hours childcare.
- Notification: Parents must call (602) 454-1222, Ext. 115, at least 30 minutes before dismissal if late.

- Missing Parent Policy: If parents/guardians or emergency contacts are not present or do not call 80 minutes post-dismissal, ACA may contact the Phoenix Police.
- Late Pick-ups: Arrangements can be made in advance.
- Post-Dismissal: At 3:40 PM or 12:25 PM, remaining students will be taken to after-school care. The campus will be secured by 4:00 PM if no communication is received.
- ACA is not responsible for unaccounted students or those who leave the premises without consent.

8.4 After-School Campus Supervision Policy

Throughout the school year, there may be occasions when ACA hosts after-school activities, athletic practices, games, performances, tutoring sessions, or special events. Students who wish to remain on campus after school hours without direct adult supervision must have a completed parent consent form on file with the school.

Students may not remain on campus unsupervised without prior parent/guardian authorization and school approval.

Parents/guardians acknowledge that ACA is not responsible for students once the regular school day or scheduled school-sponsored activity has ended. While staff may make reasonable efforts to encourage students to remain in designated areas, the school cannot guarantee continuous supervision after dismissal.

For student safety, families are strongly encouraged to discuss expectations with their child regarding:

1. Remaining on campus
2. Leaving campus without permission
3. Riding with or transporting other students
4. Interacting with unknown individuals

Parents may also consider using a location-sharing application if their child remains on campus without supervision.

The school administration reserves the right to deny or revoke permission at any time if remaining on campus is determined to be unsafe or not in the student's best interest.

8.5 Parking Lot Rules

Student safety is ACA's priority, along with parent's responsibility. Please make sure that your child is safe in the parking lot.

1. **Communication -** Parents should communicate the following to their children:
   a. Make sure each day, students know where they should go after school and where they will be picked up and by whom.
   b. Speak with students about the pick-up procedures and let them know where your will be waiting for them. If it takes your child 5-10 minutes to exit the building, plan accordingly and come later to pick them up.

c. Students are not allowed to wait outside of the school grounds, as there is no supervision.

2. **Beat the Rush:** The last 5 minutes before the morning bell and the first 10 minutes after the dismissal bell are the most crowded. Please plan accordingly.

3. **Be Prepared:** Have your child ready for drop off when they get in the car before school (jacket on, lunch and backpack in hand). These details would greatly speed up the flow of traffic.

4. **Mandatory Legal Parking:** Any driver who wishes to exit the vehicle, whether to drop off or pick up students, or enter the school for business ***must park the vehicle in the designated parking spots*** in the front parking lot, and escort students safely to the gate, using the designated crosswalks.

5. **Tow Away Zone:** No parking is allowed in the express lanes at any time. Vehicles left unattended are subject to towing at the owners' expense.

6. **Keep Traffic Moving:** Drive up towards the main gate and stay in designated lanes. The third lane, furthest to the left, in the front parking lot is a ***through traffic lane only. No* parking, stopping or drop-off/pick-up allowed.**

8.5.1 Designated Parking Areas

There are three designated parking areas at ACA:

- Main/Front parking has 3 spots for visitors and the remaining for staff.
- Middle parking has two spots for early childhood and the remaining for staff/students
- The rear parking lot is designated for staff ONLY.
- Note: Parking on 42nd Place is only permitted on the east curb between the marked fire lane zone up to the designated pick-up zone with the same direction of traffic.

Fines: All violations will be entered into ACA Traffic Citation Form for record keeping and will be subject to fineACA reserves the right to contact and escalate incidents to the authorities, as needed, at any point.

9.0 Dress Code Guidelines

It is the responsibility of parents to ensure that their student(s) leave home appropriately dressed and groomed for school and school-sponsored activities. Students are expected to be neat in their personal grooming, observe the standards of Islamic clothing, exercise moderation, and good taste. This includes before school, lunch break, prayer, after school activities, and at all times when students are on campus.

9.1 General Dress Code Guidelines

- We aim to improve the way our students dress and feel; we believe students will reach higher levels of academic and long-term career success.
- ALL ACA uniforms must now be purchased through the VERONA-UNIFORMS.COM website. The only exceptions are black solid PE pants and khaki pants that are the same shade as Verona pants (Target Cat & Jack brand). Shirts from other stores with the ACA patch sewn on IS NOT PERMITTED. Home-sewn tunics for girls will no longer be permitted (Custom length sizing options are available through the website as well as an abaya option see below for more information). Should you have any questions or concerns you can email verona directly at: info@verona-uniforms.com
- Should you have any financial concerns regarding uniform purchasing through the Verona website, please contact aca.registrar@azacademy.org OR ACASC@azacademy.org with the subject line: "Uniform financial aid". No family will be turned down should financial assistance be needed.
- Islamic dress Fridays for all students, abayas must be closed and any hijab may be worn but must be pinned. It is not a “Free Dress Day". If a student does not participate, he/she must be in uniform.
- Uniform sample sizes are available in the office.Size guides are available on verona-uniforms.com

9.1.1 Physical Education:

- Black activewear pants (without stripes) + ACA PE Gym shirt from Verona + Sneakers
- Students may wear PE gym clothes to school on PE days or may opt to change into PE clothes for class.

9.1.2 Outerwear:

- Navy or green Zip-up ACA crew jacket (from Verona)
- ACA jackets may be worn all day. Winter outerwear such as non-uniform coats may be worn to and from school but not during class.

9.1.3 Shoes:

Any closed-toed and back shoes, non crocs (for safety purposes)

9.2 Elementary Dress Code Guidelines

- Boys K-5: Baby blue shirt or long-sleeve polo with embroidered logo + NAVY blue uniform pants + any closed-toe shoes (excluding crocs)
- Girls K-5: Plaid jumper short or long sleeve + Navy leggings or navy pants + any closed-toe shoes (excluding crocs) + OPTIONAL hijab: white or navy blue (all available on verona website) * Grade 5 girls must wear long sleeves
- Both: Navy outerwear jacket

9.3 Middle School Dress Code Guidelines

- Boys 6-8: Hunter green shirt or long-sleeve polo with embroidered logo + Khaki uniform pants + any closed-toe shoes (excluding crocs)
- Girls 6-8: Hunter green tunic + Khaki uniform pants + any closed-toe shoes (excluding crocs and high heels) + Mandatory hijab 2 optional colors: Hunter green OR Nude/Beige * All to be purchased from Verona
- Both: Green outerwear jacket -*black hoodies are no longer permitted

9.4 High School Dress Code Guidelines

- Boys 9-12: Navy blue shirt or long-sleeve polo with embroidered logo OR navy BUTTON DOWN dress shirt + Khaki uniform pant + any closed-toe shoes (excluding crocs) OR Navy thobe with ACA embroidery may be worn any day of the week, purchased from Verona
- Girls 9-12: Navy blue tunic + Khaki uniform pant + any closed-toe shoes (excluding crocs and high heels) + Mandatory hijab 2 optional colors: Navy blue OR Nude/Beige
- Girls may also choose to wear the NAVY blue ACA abaya option purchased from Verona + Mandatory hijab 2 optional colors: Navy blue OR Nude/Beige any day of the week. All to be purchased from Verona, NO exceptions
- Both: Navy outerwear jacket *black hoodies are no longer permitted

Diagrams for Dress Code Guidelines can be found in Appendix C

9.5 Personal Grooming

- Nails - Nails should be cut or filed and kept short. No nail polish or color allowed. No fake nails of any type are allowed.
- Make-Up - No excessive makeup, including but not limited to foundation, eye color, lipstick, mascara, and eyeliner.
- Jewelry and Accessories (Girls and boys grades 1-12) – Girls may not wear exaggerated jewelry, including but not limited to large chains, rings, bracelets, hijab, and hair accessories. Boys are not allowed to wear hats, caps, headgear, makeup, or jewelry of any kind on campus.
- Body Markings - No body-art or piercings, temporary or otherwise.
- Hair (Girls grades 1-4) - Students should have hair that is neat, clean, moderate, and natural in color. No use of excessive gels and hairsprays. Hair should not be in the child's eyes and must be neat and clean. No exaggerated hairstyles or extensions.
- Hair (Girls' grades 6-12) – Students must wear hijab at all times.
- Hair (Boys Grades 1-12) - Hair should be neat, clean, natural in color, and moderately cut (above the collar in the back and above the eyebrows in front and above the middle of the earlobes on the sides). No use of excessive gels and hairsprays. Hair must be neat and clean. No exaggerated hairstyles or extensions.

- Boys' Facial Hair - No exaggerated or inappropriate beard or sideburn styles.

10.0 Forbidden Items

- School is a place where students come to get an education. We believe that there are certain items which disrupt the educational process and therefore are not permitted. The following is a representative list including, but not limited to items that are not allowed for students to carry on themselves or in their backpack at school:
- Cameras or any recording devices
- Personal laptops/ tablets
- Bluetooth headphones
- Laser pointers or similar devices
- Pets/Animals
- Skateboards/roller-skates/in-line skates/ "heelies"
- Toy guns/aerosol cans
- Pocket knives
- Large dollar bills, ($20 is the highest denomination allowed only during field trips)
- Medications and all kinds of medicine. Any medication must be given to the Infirmary to be administered by the School Nurse.
- Any handheld gaming, media and other personal devices.
- Anything deemed inappropriate for the learning environment.
- Technology devices, including but not limited to tablets and laptops, without a permission slip

Exceptions may be made for special activities or classes that require any of the above. All items considered unacceptable will be confiscated and will not be returned till the end of the school year. ACA is not held liable for loss, cost, replacement or revenue of confiscated items. The administration reserves the right to use discretion in defining unacceptable items.

11.0 Electronics Policy

In an effort to maintain a proper and safe learning environment for our students some electronic devices are not permitted for use on campus during school hours.

11.1 Cell Phone, Meta Glasses, personal laptops, earbuds & Smart Watch Policy

To protect student privacy, maintain an appropriate learning environment, and reduce liability concerns, students may bring personal electronic devices to campus; however, the following rules must be followed:

General Rules

1. Cell phones and all personal electronic devices (including Meta Glasses, personal laptops, tablets, earbuds, and smartwatches) must be turned off or silenced and kept out of sight during school hours (8:00 a.m. – 3:00 p.m.).
2. Unauthorized use or visible possession of any device during school hours may result in confiscation and disciplinary action.
3. Confiscated devices may only be retrieved by a parent or legal guardian during regular school office hours.
4. Smartwatches and all other wireless or technological devices follow the same rules and consequences as cell phones.

Disciplinary Actions

Offense	Consequence
1st Offense	Phone/device confiscated. Parents/guardians must pick up the phone from the office.
2nd Offense	Phone/device confiscated for three (3) school days. Parents/guardians must pick up the phone from the office.
3rd Offense	The student could receive an out-of-school suspension. Additionally, the student will be required to turn in their phone/device daily to Student Services and may retrieve it at the end of each school day, depending on the nature of the infraction. If the student fails to turn in their phone/device, they will face an additional 2 days of out-of-school suspension.

11.2 Other electronic devices

The use of headphones (wired or wireless), laptops, cameras or any recording device, tablets, smart watches, iPads, Meta Glasses, and all other electronic devices is not permitted on campus during school hours. Violations will result in disciplinary action consistent with the cell phone policy.

12.0 Technology Policy

We are pleased to be able to provide access to technology on campus. The goal of providing technology services to students and staff is to promote educational excellence by facilitating resource sharing, innovation, and communication using the available technological resources.

ACA provides the following technology access to students and staff:

- Email - Electronic mail communication with individuals and organizations worldwide.
- 1:1 Chromebooks for grades K-12

As technology becomes more accessible, so does certain content that may not be considered to have educational value. ACA takes reasonable precautions to restrict access to controversial materials, however, it is nearly impossible to control all materials on a global network. Hence, industrious users may discover information that may be deemed controversial or inappropriate in our school setting.

We firmly believe that valuable information and interaction available on the internet far outweigh the possibility that users may procure material that is not consistent with our education goals, school ideologies, and community values.

12.1 Chromebook 1:1 Policy

ACA provides access to Chromebooks to each student in each classroom for grades K-12 through our Chromebook program. The purpose of this program is to provide students with technology equipment to do research, complete assignments, and participate in class activities. Students are responsible for the assigned Chromebook and must sign this agreement below and go through training in class to be allowed to use the Chromebooks.

12.2 Technology Use Agreement-Terms and Conditions

Purpose

ACA recognizes that Artificial Intelligence (AI) can be a valuable tool for teaching, learning, communication, and productivity. AI may be used to support educational practices while protecting student privacy, maintaining academic integrity, and upholding professional responsibility.

Acceptable Uses

Teachers may use approved AI tools to:

- Enhance lesson plans and instructional materials.
- Create differentiated learning activities and resources.
- Draft and/or enhance quizzes, assessments, rubrics, and study guides.
- Improve parent communications and classroom announcements.
- Support translation, accessibility, and language services.

12.2.1 Acceptable Use of Technology

Technology resources at Arizona Cultural Academy & College Prep (ACA) are provided to support education, research, communication, and academic growth. All use of school technology and internet resources must align with the educational mission and objectives of the school.

Any use of technology that violates Islamic values, federal law, state law, or school policy is strictly prohibited. Prohibited activities include, but are not limited to:

- Accessing, transmitting, or sharing inappropriate, obscene, threatening, or offensive material
- Violating copyright or licensing agreements
- Sharing material protected by trade secret or intellectual property laws
- Using school technology for illegal or non-educational purposes

12.2.2 Copyright Compliance

ACA respects all copyright and intellectual property laws. Copyright protection applies to all original works, including printed materials, electronic media, graphics, photographs, music, videos, software, and other digital content.

Students and staff must comply with all copyright laws and software licensing agreements related to:

- Software and applications
- Printed and electronic materials
- Images and photographs
- Multimedia and audio/video content
- Online resources and databases
- All school-purchased or licensed technology resources
- Unauthorized copying, downloading, sharing, or distribution of copyrighted materials is prohibited.

12.2.3 Appropriate Use of Equipment

The use of technology at ACA is a privilege, not a right. Inappropriate use may result in disciplinary consequences and/or loss of technology privileges.

School administrators reserve the right to determine what constitutes inappropriate use and may suspend or revoke technology access at any time if necessary.

Students are expected to:

- Use school technology responsibly and respectfully
- Report any damage or technical issues immediately

- Keep devices free from damage, vandalism, stickers, markings, or unauthorized modifications
- Use only school-approved software and applications

12.2.4 Technology Etiquette & Digital Citizenship

Students and staff are expected to demonstrate respectful, responsible, and ethical behavior while using technology resources.

Users must:

- Use polite and appropriate language in all electronic communication
- Respect the privacy and rights of others
- Avoid sharing personal information online
- Use technology in a manner that does not disrupt learning or interfere with other users
- Treat all online content as copyrighted unless otherwise stated

ACA reserves the right to monitor technology usage, electronic communications, internet activity, and stored data on school devices and networks. Users should not expect privacy while using school technology resources. Illegal or inappropriate activity may be reported to the appropriate authorities.

12.2.5 Damage, Misuse, & Security Violations

Vandalism, misuse, or attempts to damage school technology or networks are strictly prohibited. This includes, but is not limited to:

- Creating, uploading, or spreading viruses or malware
- Attempting to bypass security systems or internet filters
- Modifying device settings or hardware configurations
- Installing unauthorized software or applications
- Using another user's account or password
- Damaging Chromebooks, computers, printers, or network equipment
- Violations may result in disciplinary action, financial responsibility for damages, suspension of technology privileges, and/or additional school consequences.

12.2.6 Inappropriate Use of Internet & Technology

The following activities are prohibited on school devices, networks, and technology resources:

- Accessing, downloading, displaying, or sharing pornographic, racist, violent, or otherwise inappropriate content
- Using obscene, profane, or offensive language
- Harassing, threatening, insulting, or cyberbullying others

- Using technology for cheating or academic dishonesty
- Visiting non-educational websites or social media platforms without permission
- Connecting personal devices to the school network or Wi-Fi without authorization
- Disrupting or interfering with school technology operations

12.2.7 Academic Integrity, Artificial Intelligence (AI), and Internet Use

Students are expected to act honestly and with integrity when using the internet to complete assignments, projects, tests, quizzes, papers, presentations, or other academic work.

Students must follow teacher expectations regarding internet and AI use for assignments. Academic dishonesty, plagiarism, cheating, or misuse of online resources may result in disciplinary and academic consequences. Refer to Appendix H for all details.

12.2.8 Parent Permission Requirement

Parents/guardians must sign and submit the required Technology Use Permission Form before students are permitted to use school computers, Chromebooks, internet resources, or other school technology devices

Students are expected to act honestly and with integrity when using the internet to complete assignments, projects, tests, quizzes, papers, presentations, or other academic work.

Students must follow teacher expectations regarding internet and AI use for assignments. Academic dishonesty, plagiarism, cheating, or misuse of online resources may result in disciplinary and academic consequences. Refer to Appendix H for all details.

13.0 Cafeterias

All food and snacks must be eaten in the cafeterias. Lunch may be either brought from home or purchased at school. The cafeterias has been approved as a “warm-up kitchen”. However, the microwave may not be available for use due to the number of students who need to use it. Therefore, we recommend sending sandwiches or food that does not require reheating if possible.

There are 3 lunch periods to allow boys and girls to eat at lunch at separate times. Students are to follow cafeteria rules and are expected to clean up their eating space and dispose of their own trash. Failure to do so will result in disciplinary action.

13.1 School Lunches

The school cafeteria offers hot lunch for purchase. ACA offers halal food to students, and the menu is posted on FACTS on a monthly basis.

Parents must log in to FACTS and place the lunch order before 5 p.m. for the following day's lunch. Walk-up lunch service will no longer be available. Click on the link below to access the Parent Portal on FACTS: https://aca-az.client.renweb.com/pwr/ The lunch menu is also posted on our school website.

For instructions on how to use FACTS to order lunch, click on this link: https://www.azacademy.org/wp-content/uploads/2023/07/New-Families-How-to-order-Lunch.pdf

13.2 Free & Reduced Lunch Program

To apply for Free & Reduced Meals, parents may apply at any time during the school year. Contact the school office for an application, or visit our website for more information and to download it. https://www.azacademy.org/wp-content/uploads/2026/06/2026-2027-Household-Application.pdf

Qualification:

- All children in households receiving benefits from SNAP, FDPIR (Food Distribution Program on Indian Reservations), or TANF can get free meals regardless of household income.
- Foster children who are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in the school's Head Start Program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.

Children can get free or reduced-price meals if the household's gross income is within the limits on the Federal Income Eligibility Guidelines

13.3 Forgotten Lunch

ACA recognizes that students may occasionally forget to bring or order lunch. If a student arrives at school without a lunch, the school will provide an available school lunch to ensure that the student has an opportunity to eat. The cafeteria administrator will contact the parent/guardian regarding the school-provided lunch, and the parent/guardian will be billed for the cost of the meal.

ACA will always make reasonable efforts to ensure that students have access to lunch during the school day. If a student does not have lunch and does not accept the available school meal, the school will address the situation and communicate with the parent/guardian when appropriate, particularly when the situation becomes recurring or requires additional follow-up.

Parents are encouraged to contact the school if their child has specific dietary needs or concerns regarding the available school meals so that appropriate support can be considered.

14.0 Academics

Arizona Cultural Academy & College Prep is committed to providing a rigorous, well-rounded academic program that supports students in developing the knowledge, skills, character, and Islamic identity needed to succeed in college, career, and life. ACA's academic program is designed to promote excellence in core content areas while nurturing students as confident learners, critical thinkers, and responsible Muslim leaders.

ACA's core academic curriculum is aligned to Arizona Academic Standards and nationally recognized college and career readiness expectations. Instruction in English Language Arts, Mathematics, Science, and Social Studies is supported through approved curriculum resources, research-based instructional practices, ongoing assessment, and data-informed planning. In addition to core academic subjects, ACA provides a comprehensive Arabic, Quran, and Islamic Studies program. These departments follow approved curriculum standards and instructional expectations designed to strengthen Students' language development, Quranic literacy, Islamic knowledge, worship practices, and moral character. Together, the academic and Islamic studies programs reflect ACA's mission to provide quality education in an Islamic environment.

ACA is committed to continuous academic improvement through curriculum review, teacher professional development, student assessment, intervention supports, and collaboration among teachers, instructional leaders, students, and families.

14.1 Curriculum

Elementary

Subject Areas	**Curriculum / Publisher**
Core Knowledge Language Arts *(English Language Arts with Integrated Social Studies)*	Amplify
Math	SAVVAS EnVision Mathematics
Science	Amplify
Arabic	I love and learn the Arabic Language
Quran	ACA-approved standards-aligned resources and teacher-developed instructional materials
Islamic Studies	Safar Islamic Studies
Social Emotional Learning	ACA-approved standards-aligned resources and teacher-developed instructional

	materials
Physical Education	Plat4m
Art	ACA-approved standards-aligned resources and teacher-developed instructional materials

Middle School

Subject Areas	**Curriculum / Publisher**
English Language Arts	Amplify
Math	SAVVAS EnVision Mathematics & SAVVASEnVision Algebra 1
Science	Amplify
Social Studies	SAVVAS World History SAVVAS World Geography: Eastern Hemisphere SAVVAS Civics Interactive
Arabic	Horizons in the Arabic Language Al-ASAS for Teaching Arabic for Non-Native Speakers
Quran	ACA-approved standards-aligned resources and teacher-developed instructional materials
Islamic Studies	Safar Islamic Studies Shama'il of the Prophet Muhammad (Grade 8)
Social Emotional Learning	ACA-approved standards-aligned resources and teacher-developed instructional materials
Physical Education	Plat4m
Art	ACA-approved standards-aligned resources and teacher-developed instructional materials

High School

Subject Areas	Curriculum / Publisher
English Language Arts	SAVVAS My Perspectives 9 SAVVAS My Perspectives 10 SAVVAS My Perspectives 11 SAVVAS My Perspectives 12
Math	***Algebra 1:*** SAVVASEnVision Algebra 1 ***Geometry:*** SAVVASEnvision Geometry ***Algebra 2:*** SAVVASEnVision Algebra 2 ***Pre-calculus:*** Pearson ***Trigonometry:*** Pearson
Science	***Physical Science:*** SAVVAS Physical Science for Realize ***Biology:*** SAVVAS Miller & Levine Biology ***Physics:*** SAVVAS Experience Physics ***Chemistry:*** SAVVAS Experience Chemistry
Social Studies	***World History Early Ages:*** SAVVAS MyWorld World History Early Ages ***World History:*** SAVVAS World History Interactive ***US History:*** SAVVAS US History Interactive ***Government:*** SAVVAS Magruder's American Government ***Economics:*** SAVVAS Economics realize
Arabic	Al-ASAS for Teaching Arabic
Quran	ACA-approved standards-aligned resources and teacher-developed instructional materials
Islamic Studies	Revelation : The Story of Muhammad
Elective Courses	ACA-approved standards-aligned resources and teacher-developed instructional materials

14.2 External Assessments and Student Progress Monitoring

ACA uses a combination of internal classroom assessments and external standardized assessments to monitor student progress, evaluate academic growth, and support data-informed instructional planning. These assessments

help teachers, instructional leaders, students, and families understand student achievement in relation to grade-level expectations, national norms, and college and career readiness benchmarks.

Students in Kindergarten through Grade 12 participate in selected external assessments based on grade level and subject area. These may include NWEA MAP Growth assessments in Reading, Language, Mathematics, and Science, as well as PSAT and SAT assessments for high school readiness and college preparation. Grade 12 students are also required to complete the Civics Test as part of graduation readiness expectations.

Assessment data is reviewed by school leadership and teachers to identify student strengths, areas for growth, instructional trends, and needed academic support. Results may be used to guide classroom instruction, intervention planning, tutoring recommendations, academic advising, and program improvement.

In Sacred Science subjects, including Arabic, Quran, and Islamic Studies, student progress is monitored through internally developed assessments, unit tests, memorization checks, recitation assessments, benchmarks, and department-approved evaluation tools. These assessments are designed to measure student growth in Islamic knowledge, Quranic literacy, Arabic language development, and application of Islamic values.

ACA is committed to using assessment data as one measure of student progress. Assessment results are considered alongside classroom performance, teacher feedback, student work, participation, and overall academic development.

14.3 Textbooks and Workbooks

ACA provides required textbooks and workbooks to students as part of tuition. These materials are essential for daily instruction, class participation, homework, assessments, and academic progress. Students are expected to bring all required textbooks, workbooks, notebooks, and learning materials to school each day as directed by their teachers.

Families are responsible for reviewing the classroom supply lists provided during the summer and ensuring that students have all required school supplies by the first day of school. If a student does not have the necessary learning materials by the end of the first week of school, ACA may provide essential items to support the student’s participation in class. Any materials provided by ACA may be subject to a charge.

Students are responsible for taking proper care of all school-issued textbooks, workbooks, novels, and other instructional materials. Lost, damaged, or excessively worn materials may be subject to a replacement fee. Additional or replacement workbooks may also be subject to a charge, based on availability.

Digital curriculum access, when applicable, is provided according to school and curriculum platform guidelines. Students are expected to use all physical and digital materials responsibly and only for academic purposes.

14.4 Elementary Class Expectations

ACA's elementary academic expectations are designed to help students build strong learning habits, personal responsibility, and foundational academic skills in a supportive classroom environment. Teachers partner with families to help students develop organization, independence, and consistent participation in daily learning.

Materials

Students are expected to be prepared for class each day with required textbooks, workbooks, notebooks, writing materials, and any technology-related materials, such as personal headphones when assigned. Most elementary supplies will be stored in the homeroom classroom for the duration of the school year in a designated cubby or classroom storage area. Materials that move from class to class for specials, or from school to home for homework and review, are expected to be returned promptly.

Students are responsible for taking care of classroom materials, books, workbooks, and supplies. Families may be responsible for replacing lost, damaged, or missing materials.

Technology Use

Technology is used throughout the elementary learning experience to support individualized practice, classroom instruction, assessments, and academic progress monitoring. Technology use in elementary grades is closely monitored by teachers and staff. Students are expected to use school-issued devices, online platforms, headphones, and digital resources responsibly and only for assigned academic purposes.

In-Class Assignments

In-class assignments and activities are an important part of skill development and mastery. Students are expected to fully participate in classroom instruction, discussions, practice activities, centers, written work, projects, and assessments.

Instructional Assistants are assigned to the K–2 grade levels to support student learning, reinforce skill mastery, and assist with classroom routines and instructional activities. If the student is struggling to complete the assignment:

- K-2: The Instructional Assistant will provide support and guidance as directed by the teacher.
- Additional time may be provided during independent work time when appropriate.
- If the assignment is still not completed, it will be sent home and should be returned the following day for full credit.
- The teacher will monitor for recurring patterns of incomplete work.
- If the issue persists, a meeting with the parents will be scheduled to discuss concerns, identify possible causes, and develop strategies to support the student's success.

Please note that, at the teacher's discretion, some in-class assignments may be sent home for corrections or additional practice to reinforce learning, support skill mastery, and promote academic growth. Teachers will communicate these expectations and provide a due date to ensure the assignment is completed and returned on time.

Homework

Homework is generally assigned Monday through Thursday to reinforce skills taught in class, build student responsibility, and support independent practice. Homework is expected to be returned to the teacher at the start of the next school day unless otherwise directed by the teacher.

Late homework may receive partial credit according to the chart below:

Grade Level	1 Day Late	2 Days Late	3+ Days Late
K–1	80% credit	50% credit	25% credit

Grades 2–5	50% credit	25% credit	No credit

Excused Absences

Students who are absent due to illness, a family emergency, or another approved circumstance can complete missed work for full credit if submitted within the approved make-up timeframe. Unless otherwise approved by the teacher or administration, the approved make-up period is five (5) school days from the student's return to school. All missed work must be completed and submitted within this timeframe. Parents are responsible for notifying the school and communicating with the teacher regarding missed work. Extended timelines may be granted for extenuating circumstances and will be reviewed on a case-by-case basis by the teacher and school leadership.

Assessments

Assessments are given throughout the school year to measure student progress, skill mastery, and readiness for future learning. Assessments may include quizzes, tests, projects, performance tasks, oral assessments, written assignments, and standardized assessments. Students who are absent for an assessment are expected to make up the assessment within three school days of returning to school.

The teacher will schedule a reasonable time for students to complete missed assessments due to excused/communicated absences. Parents will be notified of the make-up assessment schedule and any necessary details. After the assessment is completed, the teacher will communicate the results and any needed follow-up support, as appropriate.

Academic Support and Intervention

Students with academic concerns, including repeated missing work, failing grades, incomplete assignments, or repeated lack of preparation, may be nominated for Tier 1, Tier 2, or Tier 3 intervention depending on the severity and recurrence of the concern. Interventions may include classroom support, parent communication, small-group support, tutoring, progress monitoring, or additional academic planning.

14.5 Middle School (Grades 6-8) Class Expectations

ACA's middle school expectations are designed to help students transition from elementary routines to increased independence, accountability, and academic responsibility. Students are expected to come prepared, participate actively, manage assignments, and begin taking greater ownership of their academic progress.

Materials

Textbooks, workbooks, notebooks, writing materials, technology materials, and other teacher-specified learning tools are essential for success in class. Students are expected to bring all required materials to each class period.

Students who attend class without required materials may lose participation or classwork credit for that day, depending on the assignment and teacher expectations. Repeated lack of preparation may result in parent communication, academic intervention, or additional support.

Accountability and Hall Pass Procedures

Students are expected to remain in class and use instructional time responsibly. When students need to leave the classroom, they must follow the school's hall pass procedures and sign in and out as required by the teacher or school policy. Students are responsible for returning promptly and may not miss instruction unnecessarily.

Technology Use

Technology may be used for instruction, assignments, assessments, research, digital curriculum, and academic practice. Students are expected to use all technology responsibly and only for assigned academic purposes. Misuse of technology may result in loss of technology privileges, disciplinary action, or academic consequences when applicable.

Classwork

Classwork, discussions, activities, labs, writing tasks, group work, and skill practice are essential parts of the learning process. Students are expected to participate fully and complete assigned work during class.

Excused Absences and Missed Class Work

Students who are absent due to an excused absence are responsible for communicating with the teacher and completing missed classwork within the timeline provided. Failure to submit missed work by the assigned deadline may result in no credit being awarded.

Teachers may provide alternative assignments at their discretion when appropriate.

Homework and Late Work

Homework is expected to be completed and submitted at the beginning of class on the due date unless otherwise directed by the teacher. Homework and outside assignments are assigned to reinforce learning, develop responsibility, and prepare students for assessments.

Late homework may receive partial credit according to the chart below:

Late Submission	***Maximum Credit Available***
1 day late	50% credit
2 days late	25% credit
3+ days late	No credit

Excused Absences

Students who are absent due to illness, a family emergency, or another approved circumstance can complete missed work for full credit if submitted within the approved make-up timeframe. Unless otherwise approved by the teacher or administration, the approved make-up period is three (3) school days from the student's return to school. All missed work must be completed and submitted within this timeframe. Parents are responsible for notifying the school and communicating with the teacher regarding missed work. Extended timelines may be

granted for extenuating circumstances and will be reviewed on a case-by-case basis by the teacher and school leadership.

Assessments

Assessments are given throughout the school year and may significantly impact a student's final grade. Assessments may include quizzes, tests, exams, projects, presentations, labs, written assignments, and standardized assessments.

Students who are absent on the day of an assessment are expected to complete the assessment during the next available testing session unless otherwise directed by the teacher. Students are responsible for communicating with the teacher and making the necessary arrangements to complete the missed assessment. Middle school assessment make-ups must be completed during assigned testing retake time slots provided by teachers. Missing a scheduled test retake session may result in a grade of zero being issued for the assessment unless an exception is approved by the teacher and school leadership.

Academic Support and Intervention

Students with academic concerns, including missing work, failing grades, repeated lack of preparation, or ongoing difficulty meeting class expectations, may be nominated for Tier 1, Tier 2, or Tier 3 intervention depending on the severity and recurrence of the concern. Interventions may include teacher support, parent communication, progress monitoring, tutoring, small-group support, or additional academic planning.

14.6 High School Class Expectations

ACA's high school expectations are designed to prepare students for graduation, college readiness, career readiness, responsible independence, and leadership. High school students are expected to take ownership of their attendance, academic performance, deadlines, communication, and course completion.

Students enrolled in Dual Enrollment courses must follow all applicable ACA expectations as well as the policies and procedures set forth by South Mountain Community College, SMCC. Dual Enrollment courses may have additional requirements related to attendance, academic performance, prerequisites, grading, and college credit eligibility.

Attendance and Participation

Students are expected to attend class consistently, arrive on time, remain engaged, and participate appropriately. Students must come to class in order to earn credit and successfully complete course requirements.

Students who leave class without approval, miss instruction, or fail to participate may receive academic or disciplinary consequences. Absences do not remove the student's responsibility to complete missed assignments, assessments, or course requirements.

Materials

Textbooks, workbooks, notebooks, writing materials, technology materials, and other teacher-specified resources are essential for success in high school courses. Students are expected to bring all required materials to class each day.

Students who attend class without required materials may receive reduced classwork or participation credit for that day, depending on the assignment and teacher expectations. Repeated lack of preparation may result in parent communication, academic intervention, or referral for additional support.

Technology Use

Technology may be used for instruction, assignments, assessments, research, digital curriculum, college readiness preparation, and Dual Enrollment coursework. High school students are expected to use technology responsibly and only for assigned academic purposes. Misuse of technology, including unauthorized websites, messaging, academic dishonesty, or use of prohibited tools during assignments or assessments, may result in academic or disciplinary consequences.

Homework and Late Work

Homework assignments are expected to be completed and submitted by the assigned deadline. High school deadlines are designed to support course pacing, assessment readiness, credit completion, and college- and career-readiness habits.

Late homework may receive partial credit according to the chart below:

Late Submission	Maximum Credit Available
1 day late	50% credit
2+ days late	No credit

Excused Absences

Students who are absent due to illness, a family emergency, or another approved circumstance can complete missed work for full credit if submitted within the approved make-up timeframe. Unless otherwise approved by the teacher or administration, the approved make-up period is three (3) school days from the student's return to school. All missed work must be completed and submitted within this timeframe. Parents are responsible for notifying the school and communicating with the teacher regarding missed work; **however, students are expected to take ownership of their academic responsibilities.** Extended timelines may be granted for extenuating circumstances and will be reviewed on a case-by-case basis by the teacher and school leadership.

Assessments

Assessments are given throughout the school year and may significantly impact a student's final grade. Assessments may include quizzes, tests, exams, finals, projects, presentations, labs, essays, research assignments, and standardized assessments.

Students who are absent on the day of an assessment are expected to complete the assessment during the next available testing session unless otherwise directed by the teacher. Students are responsible for communicating with the teacher and making the necessary arrangements to complete the missed assessment. High school assessment make-ups must be completed during assigned testing retake time slots provided by teachers. Missing a scheduled test retake session may result in a grade of zero being issued for the assessment unless an exception is approved by the teacher and school leadership.

Dual Enrollment Course Expectations

Students enrolled in Dual Enrollment courses are expected to meet both ACA and SMCC course requirements. A letter grade of C or better may be required for prerequisite courses, course progression, or continued Dual Enrollment eligibility. Students and families are responsible for understanding that Dual Enrollment grades may affect both the student's ACA transcript and college transcript.

Academic Support, Credit Recovery, and Graduation Progress

Students with academic concerns, including missing work, failing grades, repeated lack of preparation, or ongoing difficulty meeting course expectations, may be nominated for Tier 1, Tier 2, or Tier 3 intervention depending on the severity and recurrence of the concern. Interventions may include teacher support, parent communication, tutoring, progress monitoring, academic counseling, or a formal academic support plan.

Course failure will result in the student working directly with the academic counselor to ensure credit recovery is completed in a timely manner in order to avoid delays in graduation progress. Transcripts and diplomas may be withheld while a student works toward completion of required credit recovery. Families should refer to the Credit Recovery Policy in Section 14.7 for additional information.

14.7 High School GPA and Credits

ACA calculates both unweighted and weighted grade point averages, GPA, for high school students. GPA is calculated to two decimal places and is updated at the end of each semester

Unweighted GPA

Unweighted GPA is calculated on a 4.0 scale for all high school courses, including regular high school courses and Dual Enrollment courses. The unweighted GPA reflects the student's academic performance without additional weighting for course rigor.

Letter Grade	***Grade Points***

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Weighted GPA

Dual Enrollment courses are calculated on a 5.0 scale for weighted GPA purposes. ACA does not offer Honors courses for weighted GPA calculation. Weighted GPA provides an additional GPA calculation that reflects the increased rigor of approved Dual Enrollment coursework.

Letter Grade	***Weighted Grade Points***
A	5.0
B	4.0

C	3.0
D	2.0
F	0.0

Regular High School Courses

Regular high school courses are calculated on a 4.0 scale and are not weighted. Credit is awarded by semester when a student earns a passing final semester grade according to ACA's grading scale and completes the required coursework.

Dual Enrollment Courses

All Dual Enrollment courses automatically appear on the ACA transcript. Dual Enrollment credits and grades are included as part of the student's high school academic record and may affect GPA, credit completion, graduation progress, and academic standing.

Students enrolled in Dual Enrollment courses must follow both ACA course expectations and the requirements of the partnering college or institution, including South Mountain Community College, SMCC, when applicable. Students and families should understand that Dual Enrollment grades may also become part of the student's official college record through the issuing institution.

Course Credit

High school credit is awarded on a semester basis. Students earn credit when they successfully complete the semester course requirements and receive a passing final semester grade according to ACA's grading scale. Failed courses may require credit recovery and may affect graduation progress. Families should refer to the Credit Recovery Policy in Section 14.7 for additional information.

GPA Calculation

GPA is calculated using the grade points earned in each course and the credit value of the course. Courses with higher credit value carry greater weight in the GPA calculation than courses with lower credit value. ACA maintains both weighted and unweighted GPA calculations for eligible high school students.

14.8 Dual Enrollment & High School College Credit

ACA students may have the opportunity to earn college credit while completing their high school graduation requirements. Through ACA's partnership with South Mountain Community College (SMCC), eligible high school students may enroll in approved dual enrollment courses that allow them to earn both high school and college credit.

Dual enrollment courses are subject to student eligibility, course availability, instructor approval, SMCC requirements, and ACA scheduling. Students may be required to complete placement testing, such as the SMCC Accuplacer assessment, or meet other college readiness requirements before enrolling in college-level coursework.

Dual enrollment courses offered on ACA's campus are taught by ACA instructors who have been approved or endorsed according to SMCC requirements for the specific college course. Course offerings may vary by academic year and are not guaranteed.

Students interested in pursuing an Associate's degree or additional college credits may need to complete some courses outside of ACA's regular school schedule. These courses may be offered through SMCC, summer programs, weekend programs, online options, or other approved college pathways. Families are responsible for reviewing program requirements, registration deadlines, tuition, fees, textbooks, transportation, and any additional expectations connected to off-campus or non-ACA courses.

Upon completion of high school, eligible students may earn a significant number of college credits through ACA's dual enrollment pathway. The total number of credits available depends on course offerings, student eligibility, successful course completion, and SMCC availability. Dual enrollment provides students with an opportunity to experience college-level expectations, strengthen college readiness, and support a smoother transition from high school to postsecondary education.

For more information, families may visit the ACA website or contact ACA administration for current dual enrollment options and requirements.

For more information, visit our website: https://www.azacademy.org/academics/dual-enrollment.cfm

14.9 High School Credit Recovery and Transfer Credit Review

In an effort to support students in meeting academic progress expectations and graduation requirements, ACA provides credit review, credit recovery, and/or credit replacement options for eligible students in grades 6–12. Credit recovery applies when a student has failed a course, is missing required coursework, or has not earned the credit needed for course progression or graduation.

If a student does not pass a course, the student does not earn the associated credit. Because high school graduation requires the successful completion of a specific number of credits in required subject areas, missing credits may place a student behind schedule and impact promotion, course placement, or graduation eligibility.

Credit recovery provides students with an opportunity to regain lost or missing credits by retaking the course or completing approved equivalent coursework. All credit recovery decisions are made in accordance with ACA graduation requirements, school policy, and applicable Arizona Department of Education guidelines. Credit recovery is not intended for grade improvement, GPA boosting, or elective course substitution unless specifically approved by ACA administration

New Student Transfer Credit Review

For new students entering ACA, official transcripts and academic records will be reviewed once all required enrollment documents have been submitted.

- ACA will evaluate the student's transcript to determine whether the student has met the necessary prerequisite courses and credit requirements for placement in the appropriate grade level and course sequence.
- If missing credits, incomplete records, or course gaps are identified, ACA will notify the parent/guardian and provide a timeframe for completing the required credits.
- ACA may provide families with approved credit recovery or course completion options. However, ACA is not responsible for providing in-house recovery courses for transfer students.
- ACA will accept earned credits and grades from public schools, charter schools, private schools, and accredited institutions when official transcripts are provided.
- Credits earned outside the United States or from nontraditional programs will be reviewed on a case-by-case basis. ACA may require a professional transcript or diploma evaluation from an approved credential evaluation agency.
- ACA reserves the right to determine whether transferred credits meet ACA course requirements, graduation requirements, prerequisite requirements, and grade-level placement expectations.

- A student's enrollment and/or course placement may be considered conditional until all required records, evaluations, missing credits, or placement requirements are completed.
- Final decisions regarding transfer credit acceptance, course placement, and graduation eligibility are made at the discretion of ACA administration.

Existing Student Credit Recovery

This plan applies to current ACA students in grades 8–12 who fail a required course or subject and must recover credit in order to remain on track for promotion, course progression, or graduation.

Students and families will be notified when credit recovery is required. ACA administration will determine the appropriate credit recovery option based on the course failed, graduation requirements, student performance, available programs, and academic timeline.

Students may not independently enroll in an outside credit recovery course for ACA credit without prior written approval from ACA administration.

Outside Accredited Credit Recovery

Students may be permitted to complete credit recovery through an outside accredited institution with prior written approval from ACA administration.

- The course must be approved by ACA administration before the student enrolls.
- The course must come from an accredited institution or approved online program.
- The outside course must align with ACA's course requirements, academic standards, credit value, and graduation requirements.
- Upon completion, the family must submit an official transcript or completion record directly from the accredited institution.
- Once the transcript is received and approved, ACA will grant credit for the completed course.
- The grade earned in an outside credit recovery course may be recorded for credit purposes, but it will not replace the original ACA grade in the student's GPA unless specifically approved by ACA administration.
- ACA is not responsible for outside program registration, tuition, fees, course completion, communication with the outside provider, or transcript submission.

Additional Credit Recovery Conditions

- All credit recovery plans must be approved by ACA administration.

- Credit recovery may be required before a student is allowed to advance to the next course level, participate in certain academic programs, or meet graduation requirements.
- Students may be limited in the number of credits they can recover during a summer or academic year, based on the student's academic standing and the rigor of the courses required.
- Students who fail multiple core courses may be required to meet with ACA administration to develop an academic success plan.
- Credit recovery eligibility may be impacted by attendance, academic integrity violations, incomplete coursework, or failure to meet program deadlines.
- ACA reserves the right to deny credit recovery approval if the proposed course or program does not meet ACA's academic expectations.
- Final decisions regarding credit recovery, transcript updates, GPA impact, course placement, and graduation eligibility are made by ACA administration.

15.0 Parent-Teacher Conferences

Teachers are available at any time during the course of the year to discuss any issues with students with their parents. Parents can make an appointment with the teacher during their office hours via email or phone.

During the morning arrivals, teachers are responsible for checking in students and ensuring that the lesson starts on time. We request that parents refrain from talking to teachers about concerns during this time or at dismissal time. If you have any concerns, please make an appointment to speak to the teacher during their parent office hours. Parent/Teacher Conferences are scheduled twice during the year and are made by appointment. View the latest Academic Calendar for the scheduled times.

16.0 Graduation and Promotion Ceremonies

ACA will hold graduation ceremonies for Kindergarten and Senior students and Promotion Ceremonies will be held for Pre-K, Grade 5, and Grade 8 students at the end of the year.

16.1 Early Childhood & Kindergarten Ceremonies

- **Pre-K -** Students moving up from early years to Pre-K and from Pre-K to Kindergarten will have a promotion ceremony with performances and a certificate presentation.
- **Kindergarten –** Students moving up from kindergarten to Grade 1 will have a promotion ceremony with performances and a certificate presentation. Graduation attire will need to be purchased.

16.2 Grades 5th & 8th

Students moving up from elementary to middle school (5-6) and from middle to high school (8-9) will have promotion ceremonies. Several students and parents will be selected from each grade to deliver speeches and there will be a certificate presentation. Graduation attire will need to be purchased.

16.3 Senior Privileges

ACA is proud of our high school students who have graduated from our school year after year and we intend to make our seniors' last year a memorable experience. Senior privileges are earned based on compliance with the following school rules and requirements. Please be advised that these privileges can be suspended upon the violation of school rules at the administration's discretion.

Below are possible senior privileges:

- **Permission slips:** Senior students may NOT leave campus unless they have a signed permission slip and the school has informed the parent/guardian. Permission slips must be filled out with all fields entered with valid information and signatures match what is on file and must be notarized

  *STUDENTS MAY NOT DRIVE TOGETHER WHEN LEAVING SCHOOL DURING SCHOOL HOURS UNLESS THEY HAVE A SIGNED PERMISSION SLIP FROM BOTH PARENTS.

- **Professional Dress Day:** Seniors who do not conform to the Islamic modesty dress code guidelines will lose this privilege. Parents will be called to bring the student's school uniform to change into or the student will be sent home with an Unexcused Absence.

  Girl's pants need to conform to the "pinch and inch' guidelines for being loose and tops need to cover from neck to wrist and to mid-thigh. No pants or tops may be torn or ripped.

  Boys must be in dress/polo shirts. No offensive logos or labels are allowed. Business casual attire is required and must look neat and professional.
  The School administration has the right to deem any outfit inappropriate, even if it is not explicitly stated in the Parent-Student handbook.

- **Excused College appointments:** All appointments with a College/University Counselor need to be confirmed in writing and the appointment verified with the Counselor's signature on a business card or via email to the Principal. The following are excused: 1 Official campus tour, 1 college Orientation day, 2 visits to a college counselor. All others are Unexcused Absences.

- **Private online courses:** Proof of enrollment and course dates will be required. Students attending private college courses during school periods may have access to the Resource lab or a student classroom computer after they have received written permission from the Principal. These courses might not qualify to be entered as a grade or be considered as part of the student's GPA at ACA. These courses must not interfere with core classes and will need to be approved on a case-by-case basis.

- The privilege of using personal laptops/tablets in class.

16.4 High School Seniors Graduation

High school seniors who meet all graduation requirements will be eligible to participate in the senior graduation ceremony. The ceremony is a formal school event that honors students for their academic achievement, personal growth, and completion of ACA's high school program.

The graduation program may include student and parent speeches, recognition of student accomplishments, and the presentation of graduation certificates or diplomas. Selected speakers will be chosen by school administration based on criteria such as academic standing, leadership, character, school involvement, and alignment with ACA's mission and values.

Participation in the graduation ceremony is a privilege. Seniors are expected to remain in good academic, behavioral, and financial standing in order to participate. Students must also follow all school expectations before, during, and after the ceremony, including attendance at any required rehearsals.

Graduation attire is required and must be purchased by the student's family. Specific information regarding approved graduation attire, ceremony dates, rehearsal expectations, guest limits, fees, and other graduation-related details will be shared with senior students and families in advance.

16.4.1 High School Graduation Requirements

The table below lists the credit requirements that must be fulfilled for graduation.

Subject	State Required	University Required	ACA Required
English	*4*	*4*	*4*
Mathematics	*4*	*4*	*4*
Science	*3*	*3 or 4, depending on major*	*4*

Social Studies	*3*	*3*	*4*
Arabic/ Foreign Language	*N/A*	*2*	*4*
Islamic Studies	*N/A*	*N/A*	*4*
Qur'an	*N/A*	*N/A*	*2*
Locally Prescribed Credits & Electives (including 1 Art)	*7*	*N/A*	*4 Islamic + 2 Quran + Electives 2 (0.5 per year)*

- All ACA full-time students are required to follow ACA's pathway.
- Transfer students will meet with the Academic Counselor for case by case transcript and credit analysis.
- Elective course options are subject to change each academic year by case basis based on student registration and teacher availability.
- High school students with such misconduct will be reported to SMCC.

16.4.2 High School Graduation Policy

In an effort to help our students have a unique and successful graduation event, we are requiring the following items:

A. Senior Package: All seniors are required to purchase a senior's package at the cost of $300.

The senior's package will include the following items:

- Cap, Gown, & Tassel
- Senior Portraits session and digital copy of the photos
- School Yearbook
- Graduation Ceremony

B. Tasks & Deliverables: The senior class will have several deliverables and tasks to prepare for graduation.

- Graduation presentation
- Full rehearsal after school is dismissed.
- Graduation class movie

17.0 Grading

ACA maintains clear grading standards and academic expectations to ensure that student grades accurately reflect learning, mastery of course objectives, and progress toward promotion and graduation requirements. The sections below outline the schoolwide grading guidelines, procedures, and policies used to support consistency, fairness, and academic accountability across grade levels and subject areas.

Teachers are expected to grade student work using established course expectations, approved rubrics, assessment criteria, and schoolwide grading policies. Grades may include a variety of assignments and assessments, such as classwork, homework, projects, quizzes, tests, writing assignments, participation-based tasks, and other measures of student learning.

Students are responsible for completing and submitting work on time, meeting assignment expectations, and demonstrating academic integrity in all coursework. Parents are encouraged to regularly monitor student progress and communicate with teachers regarding academic concerns.

Dual Enrollment courses are subject to additional standards, requirements, grading expectations, and policies as outlined by South Mountain Community College. Students enrolled in Dual Enrollment courses must meet both ACA expectations and the applicable college-level requirements.

17.1 Academic Honesty and Artificial Intelligence (AI) Use

We expect every student to produce his/her original and independent work. Cheating includes but is not limited to the passing of answers on quizzes and tests, seeking, receiving, or transmitting of specific information about questions on a test; the lending and/or copying of homework; use or possession of cheat sheets in the testing room; and acts of plagiarism

Plagiarism or cheating, including the use of AI of any kind, will not be tolerated. All ACA and SMCC academic dishonesty consequences apply. **Disclaimer:** Instructors reserve the right to incorporate other regulations required by SMCC. The final syllabus published by the instructor serves as the guideline for the course. College courses require more independent reading and homework than high school courses. *Refer to Appendix H for the detailed policy.*

17.2 Grading Scale

The summative and formative categories might be further broken down to accommodate each subject's assessment needs. Teachers reserve the right to decide what work belongs to which category. A letter grade will be assigned for grades 4 and up after each quarter, based on the numerical grade earned.

Scale	Letter Grade
100%- 89.5%	A
89.4%-79.5%	B
79.4%-69.5%	C
69.4%-59.5%	D
59.4%-0%	F

17.3 Progress Reports and Report Cards

Mid-quarter Progress Reports will be emailed to parents through FACTS in the middle of each quarter. Report Cards will be emailed through FACTS at the end of each quarter and serve as the official quarterly record of student academic progress. Additional academic reports may be requested at any time by contacting the Registrar for elementary and middle school students, or the Academic Counselor for high school students. Students with outstanding balances will not receive progress reports, report cards, transcripts, or other academic records until the balance has been settled.

17.4 Test Retake Policy

At ACA, assessment is an essential part of the learning process and is aligned to the school's instructional framework outlined in **Appendix A**. Student learning is developed and measured through four stages: **Accessing prior knowledge, Acquiring new knowledge, Applying new knowledge, and Assessing knowledge**. These stages help ensure that students are not only introduced to new content, but are also given opportunities to practice, apply, and demonstrate mastery.

Students may be eligible to retake end-of-chapter and end-of-unit assessments in order to improve mastery and strengthen academic performance. Other assignments, quizzes, projects, classwork, homework, and alternative assessments are not eligible for retakes unless otherwise determined by the teacher and administration. Students who miss a scheduled retake opportunity may not reschedule that retake within the same quarter.

Middle and high school students may complete test corrections at the discretion of the teacher and on a case-by-case basis. Test corrections are intended to support student reflection, error analysis, and academic growth, but do not guarantee additional credit unless approved by the teacher. When a student earns below 70% on a major assessment, parents will be contacted within two school days of the assessment being returned. For additional grading, assessment, and retake guidelines, please refer to **Appendix A**.

17.5 Retention Policy

ACA reviews student retention and credit recovery needs using multiple measures of academic performance, including classroom grades, standardized assessment data, course assessments, daily academic performance, attendance, and teacher/admin recommendations. Retention may be considered when a student does not demonstrate sufficient mastery in core academic subjects or is unable to meet grade-level expectations.

For **Grades 1–5**, a student may be retained if the student fails both **Math** and **Language Arts/English** for the academic year.

For **Grades 6–8**, a student will be required to repeat the grade level if the student fails **both Math** and **English/Language Arts** for the academic year. Students who fail one core subject, or who demonstrate significant academic risk, may be required to complete academic intervention, tutoring, summer work, retake assessments, or other school-approved academic support as determined by administration.

For **Grades 9–12**, students are not typically retained by grade level in the same manner as elementary and middle school students. Instead, high school students who fail a required course will be placed into **credit recovery** in order to maintain progress toward graduation requirements. Credit recovery placement, completion expectations, grading, and deadlines will follow ACA's **Credit Recovery Policy**.

Students may be given an opportunity to complete a school-approved retake exam, summer assignment, intervention program, or credit recovery option, when applicable. If a student successfully completes the assigned requirement, the student's final grade may be updated in accordance with ACA grading and credit recovery guidelines.

A student may only be retained once during their enrollment at ACA. If a previously retained student is again at risk of not meeting grade-level requirements, a parent conference will be held with school administration to review academic progress, intervention history, and possible next steps.

Students earning a **D or below** in Math or/and English may be required to participate in mandatory tutoring, academic intervention, or credit recovery support. Students earning a **C** may be recommended for additional academic support. Failure to attend required academic support programs, complete assigned interventions, or demonstrate academic progress may impact continued enrollment or re-admission to ACA.

18.0 Student Support, Organizations and Activities

This section lists all the available resources to support students' academic, development and social growth at Arizona Cultural Academy.

18.1 Counseling

Students face unique and diverse challenges, both personally and developmentally, that impact academic achievement. To ensure that students are prepared to become the next generation of workers, leaders, and citizens, every student needs support, guidance, and opportunities. ACA has academic and behavioral counselors to help students through academic and personal challenges.

Our counselor provides confidential crisis counseling and consultation to students. Through the help of the counselor, students are able to recognize self-defeating behaviors, develop positive coping skills, and are able to deal with conflict resolution/mediation effectively. We also provide individual counseling sessions to help students with educational and personal concerns. The counselor may also participate in conferences with students, teachers, parents, and other relevant individuals concerning grades or/and behavior concerns to provide guidance and advice for improvement.

18.2 ACA Support & Awareness Program (A.S.A.P)

The A.S.A.P Program is offered to middle and high school students to help them make positive life choices by educating, empowering, and supporting them in dealing with life-changing matters and decisions.

Subjects to be discussed will include but are not limited to:

- Substance abuse
- Bullying
- Internet safety
- Depression and Self-Injury
- Eating Disorder

This program is led by a team of educators and professionals which include the school's principal, counselor, law enforcement, and outside guests.

18.3 National Honor Societies

ACA is part of the National Honor Society, National Junior Honor Society, and National Elementary Honor Society. The purpose of the 3 Honor Society chapters is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership and citizenship, and to encourage the development of character in students at ACA.

Students are selected annually according to a criterion decided by the National Honor Society by laws and the Faculty Council. This selection is based on and shall be based on the criteria of scholarship, service, leadership, citizenship, and character. Academic qualifications apply.

18.4 Student Council

The Students Council is established and run according to the constitution set forth by the National Association of Student Councils. Students are elected annually to different offices within the council. The student council promotes leadership, self-confidence, self-reliance and Islamic morals. It is a privilege, not a right, and teaches students important lessons regarding the proper balance of religion, freedom, privilege, and responsibility. Students must meet the selection criteria.

18.5 Sports

Students are encouraged to participate in school sports programs based on their interest. In order to be eligible to participate in sports, students must not only obey general school rules but also exemplify positive behavior while representing the school. The following policy pertains to all sports and related areas. Coaches may set further standards for their respective sport or activity.

- No athlete may be under the influence of alcohol or drugs in school, at practice, at a contest or at any other school functions. The penalty for an infraction of this rule is immediate dismissal from the sport.
- Any athlete who, before, during, or after a contest, enters a physical confrontation with an official, coach, team member or spectator is immediately suspended from the sport, pending the outcome of a conference held by the athlete, his parent/guardian, the coach, athletic director, and school administrator.
- Insubordination by an athlete to his coach or athletic director will result in immediate suspension from the sport, pending the outcome of a conference held by the athlete, his parent/guardian, the coach, the athletic director, and the school administrator.
- All athletes are expected to attend every practice as his/her absence affects the entire team's performance, and a missed practice may necessitate a reshuffling of the line-up. In the event an athlete must miss a practice, prior notification to the coach is expected. Absences can result in dismissal from the team at the coach's discretion.
- An athlete must maintain a GPA of 2.5 or a grade average of C and above to participate in the program.
- Athletes who are on suspension from school are also suspended from participating in practice and/or a contest until he/she is allowed to return to school. If this suspension occurs for a Friday, then the athlete is not eligible during that weekend or the following Monday if it is a school vacation.

18.6 Field Trips and Events

Participation in field trips/events or a school-sponsored trip is a privilege. Students will go off campus for a visit to an educational facility or event/show suitable for the grade level.

Below are the participation requirements:

- Students may not be allowed to participate in a school-sponsored trip or field trip/event if they are serving a suspension, expulsion or other form of exclusion from school due to violations of the policies and procedures given in ACA's Parent-Student Handbook.
- Student's behavioral performance and health may be taken into account in order to ensure the health, safety and welfare of other students participating in the field trip/event.
- While on a field trip/event or school-sponsored trip, all school-based rules and all rules outlined in the ACA Parent/Student Handbook apply.
- No student will be permitted to participate in a field trip/event or school-sponsored trip unless the signed Parent Permission Slip has been received.
- Students are expected to take part in all planned group activities unless excused by the teacher-chaperone(s).
- All students must leave and return with the group on all field trips/events or school-sponsored trips unless the student is leaving or returning with his/her parent/guardian or the student's parent/guardian has signed a written waiver granting permission for the student to leave or return from the field trip/event or school-sponsored trip by himself/herself.
- If a student is involved in any criminal activity while on a trip, whether as a victim or as an alleged perpetrator, the student's parents/guardians will be notified immediately by the Principal.
- If a student requires medical attention while on a trip, the student's parents/guardians will be notified immediately.
- Students should wear their school uniform on all field trips.
- No family members or friends of the chaperone will be allowed on the field trip.

18.7 Academic Accommodations

ACA collaborates with parents and local school districts to support students with identified academic, behavioral, social-emotional, or other educational needs. 504 Plans and IEPs are developed in partnership with the student's resident school district to provide appropriate accommodations and access to learning.

ACA works with local districts, including the Tempe Elementary School District for elementary students, to facilitate evaluations and support services. Students suspected of needing accommodations or specialized services may be referred to their resident school district for formal evaluation and eligibility determination. Parents may also initiate an evaluation request through their resident school district by contacting the school's counselor.

Parents of newly enrolled or transferring students who have an existing IEP, 504 Plan, evaluation report, or identified special educational needs must provide all relevant documentation to ACA during the enrollment

process. This information will be reviewed to determine whether ACA can reasonably provide and implement the accommodations, services, and supports required for the student's success.

Accommodations and support services are provided based on each student's individual needs and ACA's ability to implement them. While ACA is committed to supporting diverse learners, there may be instances where the school is unable to provide certain services or accommodations due to program, staffing, or resource limitations. In such cases, ACA will work collaboratively with families to identify the educational setting that best supports the student's academic and social-emotional success.

Throughout the evaluation and accommodation process, the School Counselor and Vice Principal will work closely with families, communicate concerns and recommendations, and provide guidance regarding available supports and services.

19.0 Publications & Multimedia

This section lists all publications and marketing multimedia that students may be part of throughout the school year.

19.1 School Pictures

School pictures are taken annually. There will be pictures taken by our vendors for the entire school, class, and individual student pictures. Colored photos will be offered for sale to parents/guardians. Please ensure that students are dressed in full uniform and submit order forms on time for purchase from our vendors.

19.2 Media Disclosure

Throughout the school year, ACA may post multimedia related to activities and news on campus. Parents who do not intend to have photos or work of their child displayed on the school website, social media, or marketing materials can opt out during the enrollment process at the beginning of the year. The selection will be in effect until the child leaves ACA or until a new form is submitted indicating any changes.

Parents must sign the agreements during the registration process.

19.2.1 **Website**

ACA will have student and faculty pictures on our web site containing information about ACA and its community. ACA has prepared guidelines for the use of school pictures on our school website:

- Pictures of students included on ACA web pages will NOT include student names.
- When using pictures of persons on the school website, ACA is required to obtain written permission on the media disclosure form.
- ACA website content will NOT provide the means for people to contact any student directly. Communication to the school must be directed to the appropriate staff member.

- ACA may wish to display a photograph or a sample of your child's work on the ACA website.

19.2.2 Social Media

ACA subscribes to several social media websites. We post media about activities and news about ACA which may include pictures of students or their work. We are mindful about media that is shared on our social media sites and make every effort to keep it safe and appropriate.

19.2.3 Marketing Materials

As part of the school's marketing efforts, ACA may use students' pictures in our marketing materials. Marketing materials may include brochures, flyers, handouts, posters, and banners.

20.0 Student Conduct

ACA establishes regulations governing the conduct of students in school and at school events. In addition to compliance with these regulations, students are expected to obey all rules and regulations adopted by ACA's Principal and staff and to obey instructions given by any member of the faculty related to school activities. Please refer to ACA's Code of Conduct.

Students at ACA and at school events shall not engage in:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, administrative, or disciplinary functions, or any activities sponsored by ACA.
- Physical abuse or threat to harm any person(s) on campus, at school activities, and events.
- Damage or threat of damage to ACA property.
- Forceful or unauthorized entry to ACA grounds and facilities.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on ACA property or at school sponsored events.
- Conduct or speech that violates Islamically accepted standards and has no redeeming social value.
- Failure to comply with lawful direction of ACA Principal and staff while performing their duties.
- Knowing violation of ACA rules and regulations. Students enrollment in the school, whether signatures are on the Parent-Student handbook, will be considered as knowingly committing violations.
- In addition to the general rules set forth above, students shall be expected to obey all policies and regulations for student conduct adopted by ACA Principal and staff. Any student who violates these policies and regulations may be subject to disciplinary action which may range from a formal conference to suspension or expulsion from the school, depending on the severity of the violation, in addition to other civil and/or criminal prosecution.

20.1 Anti-Racism & Respect Policy

Here is a shortened handbook version that keeps the key message while directing readers to the appendix for details:

Anti-Racism and Respect Statement

Arizona Cultural Academy (ACA) is committed to maintaining a safe, respectful, and inclusive learning environment rooted in Islamic values. ACA does not tolerate racism, discrimination, harassment, or the use of derogatory language based on race, ethnicity, nationality, culture, or any other protected characteristic.

Islam teaches the dignity and equality of all people. Students, staff, and families are expected to treat one another with respect, kindness, and compassion, reflecting the values of our faith and school community.

Any behavior that demeans, excludes, intimidates, or harms others through racist actions, discriminatory conduct, or derogatory language is contrary to ACA's mission and values and may result in disciplinary action.

Examples of prohibited conduct include, but are not limited to:

- Racist comments, stereotypes, or discriminatory behavior.
- Racial, ethnic, or cultural slurs.
- Mocking or insulting a person's accent, appearance, culture, nationality, or background.
- Any language or conduct that creates a hostile, intimidating, or disrespectful environment.

ACA takes all reports of racism and derogatory language seriously and is committed to addressing concerns promptly and appropriately.

Details for reporting mechanism, investigation process and consequences can be reviewed in Appendix F.

20.2 Intimidating, Threatening and/or Bullying

We strive to provide a learning environment for students that are free from intimidation, threats and/or bullying. Therefore, intimidating, threatening, and/or bullying of students are prohibited on school property, at school sponsored events, and activities. ACA will take appropriate and effective action to achieve this goal.

Intimidating, threatening, and/or bullying behaviors are defined as follows:

- Intimidating: The use of language or conduct to frighten, attempt to frighten or coerce another person into submission or obedience
- Threatening: The use of language or conduct to make or attempt to make another person fearful of physical injury
- Bullying: The use of language or conduct that is threatening and/or intimidating, that involves an imbalance of power or strength, and that is repeated over time
- The above-mentioned behaviors may also include:
- Hitting or punching (physical).

- Demeaning teasing, name calling, taunting, derogatory nicknames, innuendos, and/or remarks (verbal).
- Gestures or social exclusion (nonverbal and emotional).
- Sending insulting, threatening, taunting messages electronically (cyber).

Students involved in intimidating, threatening, and/or bullying activities will be subject to disciplinary consequences that may range from informal conference, suspension or expulsion from the school depending on the severity of each case. Students who knowingly submit false complaints shall be subject to the same disciplinary consequences as described above.

Any ACA staff member who has reasonable grounds to believe, either through personal observation or receipt of complaint, that certain conduct by a student constitutes intimidating, threatening, and/or bullying activities has a responsibility to report the behavior or complaint and any action taken to the Principal. The staff member might be subject to disciplinary measures for failure to report such activities.

Students may confidentially report within 2 weeks the incidents of intimidation, threats, and/or bullying by reporting to the Principal indicating that the student is making a "confidential" report. The report will be kept confidential to the extent possible under the circumstances.

If a student believes that they have been subject to intimidation, threats, and/or bullying, the student must report the behavior to a teacher, counselor, or school administrator within 2 weeks.

20.3 Smoking, Drugs, Substances, Alcohol & Arms Free Campus

20.3.1 **Definitions:**

Drugs: any substance made of, mixed with, or derived from cannabis; a dangerous drug as defined under Ariz. R. Stat. § 13-3401; marijuana as defined under Ariz. R. Stat. § 13-3401; narcotic drug as defined under Ariz. R. Stat. § 13-3401.

Paraphernalia: all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug as defined above or tobacco.

Vaping Paraphernalia: all equipment, products, and materials of any kind which are used, intended for use or designed for use in ingesting, inhaling, or otherwise introducing into the human body a liquid that is used in a vaporizer, or a liquid made of propylene glycol or vegetable glycerin or a combination thereof.

To protect students, employees, and the integrity of our institution, ACA has a zero-tolerance policy towards tobacco, drugs, illegal substances, and weapons. ACA's zero-tolerance policy towards tobacco, drugs, illegal substances, and weapons includes, but is not limited to, the following conduct:

- Smoking, vaping, or inhaling of any substance;
- The use or possession of drugs or drug paraphernalia;
- The use or possession of any prescription drug without the requisite medical prescription;
- The misuse of any over-the-counter medication;
- The use or possession of tobacco products or tobacco paraphernalia;
- The use or possession of vaping paraphernalia;
- The use or possession of electronic smoking devices;
- The use or possession of alcohol/liquor;
- The use or possession of firearms and/or weapons on campus or within 1000 feet from ACA's perimeter (except for law enforcement and contracted security personnel)

20.3.2 Self-Referral

It is important to encourage students who believe they need help with alcohol, tobacco, or other drug use to seek assistance from the school. A student who has developed a substance abuse problem needs professional help. A student who seeks help from a school counselor, administrator or teacher should not be disciplined as long as the referral occurs prior to a drug or alcohol violation.

Any student who takes the responsibility to seek help for his/her or another's use of alcohol, tobacco or other drugs will be supported by the administration, faculty, and staff. ACA encourages all students and family members to seek appropriate help for the student's use, abuse, and/or dependence on alcohol, tobacco or other drugs. The school has in place names and numbers of several substance abuse professionals. ACA will observe strict confidentiality and do all that is possible to enable the student and families to get the help that they need and are seeking.

In the case of self-referral, the policy below will apply:

- The student must have a professional evaluation related to substance abuse issues and dependency by an agency or a person acceptable to the school.
- The cost of the evaluation and counseling shall be paid by the parent(s). A written confidential report must be prepared by the agency and given to the school and the parent(s).
- The student must participate in alcohol/drug education and counseling sessions.
- The student and guardian must meet with the Head of the School and Dean before the student is allowed to re-enter the school.
- The Student will be required to undergo monthly drug testing at the expense of the student's parent(s).

20.3.3 Drug Education

Ethos: Drug education at ACA aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use, and developing and practicing decision-making skills. ACA will follow national and local guidelines for good practice that are appropriate to the age and experience of our pupils.

Context: We will provide all student with drug education as an integral part of our Character Education and Health Education programs.

Content and delivery through the counselors: Teaching will be based on the understanding that a variety of approaches should be used to meet the differing needs and learning styles of pupils. It is recognized that active or participatory learning styles can be particularly helpful in developing skills, knowledge, and values.

Use of visitors and outside speakers during the ASAP program: We use visitors to support our plan and help our school to educate our students and parents. We are careful and selective in the process of inviting visitors, in order to ensure that their contribution fits our needs and that they are clear on how their input fits into our school environment. The Administration and faculty will always be present when visitors are working with our pupils.

For more information about our policy, visit our website:

https://www.azacademy.org/academics/policies.cfm

20.3.4 Drug Testing

ACA reserves the right to drug and alcohol test students randomly, at any time, for any reason, and via different practices (school administrators or a third party). All parents or legal guardians of students will be required to sign the Chemical Screening Consent Form before any drug or alcohol test as a condition of enrollment and as part of the contract with the school. Signing the Chemical Screening Consent Form deems the parent or legal guardian's consent valid for the entire school year. All students will be given an opportunity to self-refer, as stated above in the self-referral policy, prior to a drug test. In the event of a self-referral, the self-referral policy will be adhered to.

In the event of a positive drug test, a Medical Review Officer (MRO) will review all positive results. The student and/or legal guardian will receive written notice of a positive test result within five days of ACA's receipt of the results. The student and/or legal guardian have five days to contest or explain the positive test result to the MRO from the date that they receive the test results. If the explanation to the MRO is unsatisfactory, the school policy will apply.

20.4 Zero-Tolerance Policy

ACA's zero tolerance policy towards tobacco, drugs, illegal substances, and weapons devices from ACA's respect for the law and from ACA's concern for the physical, psychological, and emotional well-being of its students. The following rules shall be used by the ACA administration if a student has violated the above policy. Students found in violation of the above policy will be immediately suspended or dismissed from the school until further notice. Any student found to be in the presence of another person engaging in any prohibited activities may also be subject to disciplinary action. Distribution or any attempt to distribute tobacco, drugs, illegal substances, or weapons will result in the student's automatic expulsion and reporting to law enforcement.

The ACA administration is fully authorized to carry out the school discipline policy, including the decision to expel students who violate the "Zero-Tolerance Policy".

The Administration shall follow due process by interviewing the accused and other witnesses, weighing the evidence, and allowing the accused to defend and explain their behavior before reaching a decision.

In the case of a decision to expel, the Administration shall promptly notify the Board, which will also review the case and ensure that the Administration's decision was founded.

20.4.1 **Off-Campus Behavior**

Regardless of whether or not a student is on campus or involved in a school-sponsored activity, students enrolled in ACA are not to engage in the use, possession, or distribution of drugs or alcohol and are not to abuse over-the-counter or prescription drugs. Regardless of age, students are not allowed to use any form of tobacco on school grounds or at any school function.

20.4.2 **Consequences**

ACA's zero tolerance policy towards tobacco, drugs, illegal substances, and weapons devices from ACA's respect for the law and from ACA's concern for the physical, psychological, and emotional well-being of its students. The following rules shall be used by the ACA administration in the event that a student has violated the above policy. Students found in violation of the above policy will be immediately suspended or dismissed from the school until further notice. Any student found to be in the presence of another person engaging in any prohibited activities may also be subject to disciplinary action. Distribution or any attempt to distribute tobacco, drugs, illegal substances, or weapons will result in the student's automatic expulsion and reporting to law enforcement.

In addition to the application of the policy on ACA campus, ACA's zero-tolerance policy towards tobacco, drugs, illegal substances, and weapons applies to all off-campus school activities. The administration reserves the right to take appropriate action which includes, but is not limited to, contacting law enforcement and/or conducting an immediate drug test of any employee or student suspected of a violation of ACA's zero tolerance policy towards tobacco, drugs, illegal substances, and weapons.

The administration reserves the right to take appropriate action at its discretion including, but not limited to:

- Contacting authorities or conducting an immediate drug test of any employee or student without notice.
- Any student or staff found to be in violation of this policy shall be expelled and dismissed from ACA until further notice.
- Any student who chooses to remain in the presence of someone engaging in any prohibited activities may also be subject to disciplinary action.
- Distribution or attempt to distribute illegal drugs or any paraphernalia will automatically render the student liable for expulsion.

20.5 Student Privacy and Search Policy

Searches of students and personal property are a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches. A search is required when there are reasonable grounds to suspect a student has any harmful or prohibited items on school grounds, transportation or at school events. This includes but not limited to materials or substances, the possession of which is prohibited by law or school policy such as drugs, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.

In the case of any suspected case, the policy will apply:

- Staff shall take particular care to respect students' privacy.
- School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband.
- The principal and other designated staff shall have the authority to conduct reasonable searches on school property as provided by the school policy.
- Prior to searching, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects.
- If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker.
- School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if there is evidence of criminal activity

20.6 Locker Use Conduct

Items provided by ACA for storage (desk, lockers) of 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 lockers, desks, storage areas, etc., may be inspected at any time with or without reason or notice by school personnel. Students are responsible for buying their own combination locks in order to use the locker.

ACA is not responsible for materials lost or stolen from lockers. Entering or attempting to enter or break in a student's locker can be interpreted as an attempted theft and is subject to disciplinary action. Infractions of locker rules will result in disciplinary action.

Key rules are:

- Every assigned locker must have a lock attached to it and locked at all times.
- Any items left outside the lockers will be discarded.
- Marking/labeling lockers is prohibited.
- ACA is not responsible for materials lost or stolen from lockers.
- Lockers are to be kept neat, clean, and free of stickers, decals, and food items.

20.6.1 **Locker Searches**

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school, and they are subject to search at any time.

- No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the individuals or the school building itself.
- All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.
- Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules.

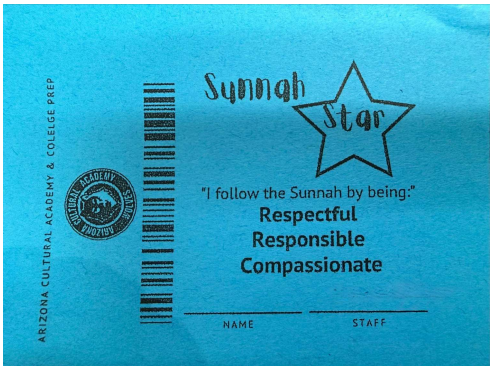
21.0 Discipline Protocol & Consequences

21.1 Sunnah Expectations Discipline Protocol

The PBIS system is designed to improve student behavior and is implemented for all students from Kindergarten to 12th grade in various areas of the school, including classrooms, the cafeteria, restrooms, the gym/field, the masjid, and common areas.

At ACA, we're committed to teaching, reinforcing, and acknowledging appropriate student behaviors to create a safe and effective learning environment. Every day, students receive reminders about the school's expectations through in-class lessons, Schoolwide Morning Announcements, and prominently displayed posters across the campus.

Both staff and students are always expected to adhere to "Sunnah Expectations" by demonstrating "Respect, Responsibility, and Compassion." When students display these behaviors, staff members reward them with a Sunnah Star (see attached sample). Students then sign their stars and place them in their homeroom Star box to enter a weekly draw for prizes and awards.



The Positive Behavior Skills that we continually focus on at ACA are:

ACA BEHAVIOR EXPECTATIONS

	CLASSROOM	MASJID	COMMON AREAS	GYM/FIELD	CAFETERIA	RESTROOM
RESPECT	• Honor others' boundaries • Use school appropriate language • Use your manners • Listening when a peer or adult is speaking	• Honor the prayer environment • Use school appropriate language • Entering and exiting the masjid properly	• Honor others' boundaries • Use school appropriate language • Walk on the right side and let others pass • Voice level 2 (e.g. small discussions)	• Honor others' boundaries • Use school appropriate language • Practice positive sportsmanship	• Honor others' boundaries • Use school appropriate language • Appreciate food	• Honor the privacy of others • Use school appropriate language • Use bathroom as intended • Wait for your turn patiently
RESPONSIBILITY	• Follow staff directions • Be on time and prepared • Use materials appropriately	• Follow staff directions • Dhikr or Fikr • Remain quiet • Come ready to pray	• Follow staff directions • Walk with purpose • Keep campus clean	• Follow staff directions • Be aware of your surroundings • Use school equipment appropriately	• Follow staff directions • Leave the cafeteria better than you found it	• Maintain purity (tahārah) • Maintain clean walls and stalls
COMPASSION	• Be inclusive of others • Show appreciation to classmates and teachers • Offer to help others	• Make space for others • Make dua'a for others	• Greet others graciously • Practice acts of kindness • Offer to help others	• Be inclusive of others • Celebrate others' success	• Be inclusive of others • Appreciate all types of food	Use the bathroom in a timely manner

For the complete PBIS and Discipline Protocol, refer to Appendix G

21.1 Guidelines for Offenses

Listed in the table below are the infractions and consequences that will be taken by the school administration.

Infraction	**Definition**	**Minimum Consequence/ 1st offense**	**Maximum Consequence/ or repeated offence**
Bullying, intimidating, threatening	Repeated acts over time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form, verbal, or psychological. Cyber-bullying includes bullying through the misuse of technology.	Detention	Short Term Suspension Expulsion
Cheating or Plagiarism	Knowingly using information or other property of another, or knowingly sharing academic information to gain an unfair advantage.	Loss of Credit	Short Term Suspension/ Loss of Credit
Defamation	Wrongfully injuring another person's reputation through a written, spoken or electronic communication that is not otherwise privileged under the law.	Short Term Suspension	Long Term Suspension
Disrespect/ Defiance/ Non-Compliance	Treating personnel or any others with contempt or rudeness. Intentionally resisting or disregarding the authority of school personnel.	Short Term Suspension	Long Term Suspension

Infraction	**Definition**	**Minimum Consequence/ 1st offense**	**Maximum Consequence/ or repeated offence**
Uniform infractions	Uniform infractions will consist of a series of warnings and then a series of consequences.	Detention, contact with parents for explanation.	School uniforms will be supplied and charged to the parent's account.
Disruption	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	Short Term Suspension	Long Term Suspension
Ditching/ truancy	The failure of a student to attend his or her scheduled class at the prescribed time and place, or leaving class before the prescribed ending time without authorization.	Short Term Suspension	Expulsion *Report to the proper authority Stay in school- It's the law.
Electronic Devices	Having cell phones, pagers, media players or other electronic items, whether operational or non-operational in the classroom.	Confiscation	Short Term Suspension
Fighting	When 2 or more persons engage in Any violence toward each other in an angry or quarrelsome manner.	Detention Short Term Suspension	Long Term Suspension Expulsion

Infraction	**Definition**	**Minimum Consequence/ 1st offense**	**Maximum Consequence/ or repeated offence**
Fire Alarm Misuse and tampering with Cameras	Intentionally ringing a fire alarm when there is no fire or touching safety cameras.	Short Term Suspension	Long Term Suspension Expulsion in certain cases.
Forgery/ Falsification	The act of falsely or fraudulently marking or altering a document or verbal, written or electronic communication, any verbal or written communication that is knowingly false or fraudulent (dishonesty or lying).	Short Term Suspension	Long Term Suspension
Physical Aggression	Tussles, minor confrontations, pushing and/or shoving.	Detention	Short Term Suspension
Theft	Taking or attempting to take, any property of another from his personal or Immediate presence and against his will. Such person threatens or uses force against any person with intent either to coerce surrender of property, or to prevent resistance to such person taking or retaining property.	Detention Short Term Suspension	Long Term Suspension Expulsion

Infraction	**Definition**	**Minimum Consequence/ 1st offense**	**Maximum Consequence/ or repeated offence**
Technology Misuse/ Computer Tampering	Failure to use hardware, software, electronic devices, web pages and networks for the intended educational use or in a manner that causes disruption at a campus. This includes the unauthorized access of any computer, computer system, or network, including cameras.	Detention Short Term Suspension	Short Term Suspension Long Term Suspension
Verbal Abuse/ Profanity/Racial Slur	The use of profanity or any derogatory language stated publicly.	Detention Short Term Suspension	Short Term Suspension Long Term Suspension
Verbal Abuse/ Profanity to Adult	The use of profanity or any derogatory language stated publicly to an adult staff member.	Short Term Suspension. Long Term Suspension.	Long Term Suspension Expulsion
Vandalism/ unauthorized Entry	Willful destruction or defacement of school, or personal property, or breaking into any area of the school unauthorized.	Short Term Suspension	Long Term Suspension Expulsion
Energy Drinks	Bringing to school any drink with a high level of caffeine.	Confiscation of the drink.	Short Term Suspension

Infraction	Definition	Minimum Consequence/ 1st offense	Maximum Consequence/ or repeated offence
		Detention	
Endangerment I	Recklessly or intentionally creating a risk of injury to another. Consequence depends on the potential severity of harm. This includes provoking or antagonizing a fight.	Short Term Suspension	Long Term Suspension Expulsion
Endangerment II	Intentionally creating a risk of injury to another.	Zero Tolerance	Zero Tolerance
Alcohol (use, possession, under the influence) Tobacco including vaping devices	The possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	Zero Tolerance	Zero Tolerance
Weapons	Possession of weapons or anything intended to be. Includes but is not limited to pocket knives, iron bar, and chain.	Zero Tolerance	Zero Tolerance

Some incidents may violate Arizona revised statutes. The police will be called to investigate serious violations. If this occurs, school officials will notify parents/guardians. Any action taken by law enforcement officials will be in addition to the action taken by the school.

21.2 Restitution

Under Arizona law, parents/guardians are liable for damage done by their children. If damages occur to school property, the student or parents/guardians are required to pay for the damages. If restitution is made in the designated time frame, additional consequences will result.

21.3 Detention Policy

The purpose of the Detention Policy is to encourage appropriate behavior. It is designed as a means to address issues that are disruptive to the teaching and learning environment. It provides an alternative measure for corrective behavior and emphasizes understanding the effects of one's actions and how behavior impacts the entire ACA community. It aims to guide students in setting goals for behavioral improvement and developing greater self-awareness and responsibility.

Detention is intended to be a structured, corrective, and restorative consequence that supports student growth and accountability.

For students in **Grades K–3**, detention will include **structured reflection-based activities** that are age-appropriate and focused on helping students understand expectations, recognize appropriate behaviors, and develop positive decision-making skills. These may include guided reflection sheets, teacher-supported discussions, and restorative conversations.

For students in **Grades 4–12**, detention will include **campus beautification and school support activities** appropriate to the age and developmental level of the student. These may involve assisting with school cleanliness, organization, maintenance support, or other supervised tasks that contribute positively to the school environment.

In some cases, depending on the nature or severity of the infraction, **community service hours** may be assigned as an additional restorative consequence. These assignments are intended to reinforce accountability, responsibility, and positive contribution to the school and broader community.

For a list of behaviors that may result in a detention please refer to Section 12.6 Guidelines for Offenses.

21.4 Suspensions

ACA may assign either In-School Suspension (ISS) or Out-of-School Suspension (OSS) depending on the severity and nature of the infraction.

Types of Suspension

- Short-Term Suspension (STS): A suspension of up to three (3) school days.
- Long-Term Suspension (LTS): A suspension ranging from four (4) to ten (10) school days.

21.4.1 In-School Suspension (ISS)

During In-School Suspension, the student will not attend classes in person but will remain responsible for completing all assigned classwork, assessments, and assignments.

Teachers are expected to post all assignments, instructions, and materials on Google Classroom to ensure the student remains academically on track. Students assigned ISS are expected to complete all work by the same deadlines as their peers.

- The student will be marked with the attendance code: ISS
- ISS does not count as an absence from school attendance records.

21.4.2 Out-of-School Suspension (OSS)

During Out-of-School Suspension, the student is not permitted on campus and must remain at home for the duration of the suspension.

- OSS is considered an unexcused absence
- Students assigned OSS may not be permitted to make up missed work, assignments, quizzes, tests, or class activities completed during the suspension period.
- Missed assignments and assessments may result in a grade of zero unless otherwise determined by school administration.
- The student will be marked with the attendance code: OSS

Suspension Procedures

If a short-term or long-term suspension is recommended, the following procedures will be followed:

Step 1: Incident Reporting

Any major misconduct must be reported immediately to the Principal or Vice Principal.

Step 2: Investigation

The administrator designated by the Principal will investigate and evaluate the incident. Consequences will be determined based on the school discipline code and handbook policies.

Step 3: Due Process

The student and parent/guardian will be provided the opportunity to respond to the allegations and present their perspective unless that right is waived.

A parent conference will be conducted prior to the implementation of suspension whenever reasonably possible.

Step 4: Appeal Process

If parents/guardians disagree with the disciplinary decision, they may appeal the matter to the Principal for review.

Immediate Suspension Authority

The Principal or Vice Principal may immediately suspend a student when the student's presence poses a threat to the safety or well-being of students, staff, or school operations.

Once the immediate threat has subsided, due process procedures will be completed and the suspension formally reviewed.

If the administration determines that a student acted in reasonable or justifiable self-defense, disciplinary consequences may be reduced or waived at the discretion of the Principal or Vice Principal.

21.5 Expulsion

An expulsion is the permanent withdrawal of the privilege of attending ACA. The student and the parents/guardians will be informed when a student is subject to expulsion from school. Expulsion requires official endorsement from the School Board. A formal letter will be sent to parents/guardians, and a copy will be kept in the student's conduct file. Expelled students may not return to ACA under any circumstances.

Due Process: Each student is entitled to due process, as outlined above. A parent/guardian has the right to appeal a decision of permanent suspension (expulsion) to the School Board of Directors. Due process includes the following:

- The Administration will verify that the student has actually committed the infraction.
- The Administration will allow the student to defend him/herself with ample chance to provide an explanation for their action/behavior and defend the charges against them.
- If the student is found to be in violation of a Zero-Tolerance policy, the student will be expelled by the Administration.

22.0 Parental Conduct and Involvement

22.1 Parental Conduct, Communication, and Grievance Procedures

Arizona Cultural Academy (ACA) recognizes that meaningful parental engagement is essential to student success and institutional effectiveness. The school encourages constructive and appropriate interaction with parents and the broader community and affirms that students benefit when the relationship between home and school is positive, respectful, and collaborative.

Parent and guardian involvement is encouraged in educational activities both on and off campus, and ACA acknowledges the value of family partnership, service, and contribution to the school community.

ACA is committed to maintaining a safe, respectful, professional, and Islamic educational environment for all students, staff, volunteers, and stakeholders. All communication and interaction with ACA personnel must comply with the standards and procedures set forth in this section and in **Appendix I: Parental Communication Guidelines and Policies**.

22.2 Standards of Parental Conduct and Communication

All parents, guardians, visitors, and members of the school community are required to conduct themselves in a manner that reflects mutual respect, professionalism, courtesy, and good character when interacting with ACA staff and representatives.

Conduct that includes, but is not limited to, intimidation, threats, harassment, abusive language, yelling, profanity, hostile behavior, or disparaging remarks directed toward ACA employees, volunteers, representatives, students, or other members of the school community is strictly prohibited. Such conduct is inconsistent with ACA's values and expectations and may result in administrative action as deemed necessary by the school.

Parents and guardians are required to address concerns in a timely manner through established communication channels and to comply with all procedures outlined in **Appendix I: Parental Communication Guidelines and Policies**, including the **Guide for Parent Problem Solving (Section I.2)**. Compliance with the established communication process is mandatory to ensure that concerns are addressed in a fair, structured, and efficient manner by the appropriate personnel.

All parents and guardians shall review, acknowledge, and sign the **Parental Communication Agreement in Appendix I**, which establishes binding expectations regarding respectful communication, collaboration, and structured problem-solving within the ACA community. Failure to comply with these expectations, or engagement in inappropriate conduct toward staff, may result in administrative measures including, but not limited to, restrictions on campus access, limitations on communication privileges, or other actions deemed necessary by ACA administration to maintain a safe, orderly, and respectful educational environment.

22.3 Parental Grievance and Complaint Procedure

ACA maintains a formal grievance procedure to ensure that concerns are received, reviewed, and addressed in a fair, consistent, and procedurally sound manner. The purpose of this process is to promote accountability, support resolution of concerns, and enable continuous institutional improvement.

22.3.1 Aims and Objectives

- To provide a formal mechanism for complainants to express dissatisfaction.
- To ensure that all complainants are treated fairly, respectfully, and courteously.
- To ensure that all complaints are taken seriously and subject to appropriate, fair, and thorough review.
- To ensure that identified issues are addressed appropriately where warranted.
- To ensure complaints are handled in a consistent, equitable, and procedurally fair manner.
- To support continuous improvement in school practices, policies, and procedures.

The ACA Board and Administration prohibits retaliation for the filing of any complaint, reporting of instances of any improper activity, or for participation in the complaint process. Administrators responsible for conducting the investigation of a complaint may, at their discretion, keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. Participants in a complaint or investigation process are required to maintain appropriate confidentiality and to abide by specific directives from administrators regarding confidentiality. ACA will not investigate anonymous complaints unless the Board of Directors or a designee deems such an investigation to be necessary and appropriate. Our goal is to resolve issues quickly for the best interest of the students and staff at Arizona Cultural Academy. For guidance on problem solving, please visit Appendix F for further guidelines.

The objective of ACA is to resolve concerns in a timely manner and in the best interest of students, staff, and the school community.

22.3.2 Complaint Resolution Process

- **Direct Resolution:** Where appropriate, concerns should first be addressed directly with the staff member involved. This level is intended to resolve issues at the earliest and most efficient stage.
- **Administrative Review:** If unresolved, the matter shall be escalated to school administration for review and resolution.
- **Principal Decision:** The decision of the Principal or designated administrator shall be considered final at the school level.

Complainants are expected to accept the decision of the Principal or designee as final at the school level. Preventative, corrective, or instructional actions may be implemented where appropriate.

ACA shall only engage in matters directly related to students, staff, curriculum, or school operations. The school shall not intervene in disputes between parents, guardians, or students that are unrelated to school functions.

22.3.3 Appeals and Board Review

- If resolution is not achieved following review by the Principal, the parent or guardian may submit a written appeal to the Board of Directors.
- The Board shall review appeals at its next regularly scheduled monthly meeting. All appeals must be submitted in writing to ensure accurate documentation and presentation of the matter under review.
- Upon receipt of an appeal, the Board shall determine, at its sole discretion, whether to review the matter. If the Board elects not to review the complaint, or if no appeal is submitted, the decision of the Principal or final designated administrator shall remain final.
- Any decision rendered by the Board of Directors shall be final and binding. The Board of Directors constitutes the final level of appeal within ACA's grievance process, and this structure is formally supported by both the Board and Administration.

22.3.4 Definitions and Procedural Standards

- **Vexatious Complaints:** Vexatious complaints are defined as complaints that are frivolous, repetitive, malicious, or intended to harass, disrupt, or unduly burden the school or its personnel. These may include overlapping or shifting allegations that prevent resolution or obstruct a reasonable conclusion. Such complaints may reflect intent to achieve outcomes outside the scope of this policy, including demands not supported by procedure, policy, or due process.
- **Confidentiality:** All parties are required to maintain confidentiality throughout all stages of the complaint process. Information shall not be shared with individuals not directly involved in the process. Limited disclosure may occur where necessary for investigation and resolution.
- **Anonymous Complaints:** Anonymous complaints shall not be processed through standard procedures. The Principal may review such complaints to determine whether further inquiry is warranted.
- **Direct Discussion:** Concerns should, where appropriate, first be addressed directly with the involved staff member as the preferred initial resolution method.
- **Administrative Meetings:** If unresolved, a meeting may be scheduled with administration. ACA will only intervene in matters related to school operations, students, staff, or curriculum, and will not mediate private disputes unrelated to school functions.

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22.4 Visitor Check-In/Check-Out Policy

All visitors entering the school property must enter through the front office. Visitors are required to sign in, state the purpose of their visit, and proceed only to the approved area. Upon completion, visitors must sign out and exit the campus promptly.

22.5 Visiting Campus and Classrooms

Parents are welcome to be on campus while school is in session with a scheduled appointment or for school events. Please call and make an appointment to secure permission from the Administration.

During the visit, parents are expected to:

- Respect the teacher's classroom rules and the teacher's authority in the classroom.
- Do not talk to the teacher or students while class is in session.
- Birthdays are not celebrated at ACA. Please do not bring party items to school.
- Never take any materials from the classroom without the teacher's/administrator's permission.
- Non-ACA students wishing to visit the school and observe classes should have their parents contact the school at least a day in advance and secure approval from the Principal. Should the visitor be a disruption to the class for any reason, he/she will be sent to the Administration and the parents will be contacted to pick him/her up.

22.6 Parent Teacher Association (PTA)

The assembly of ACA parents and teachers makes up ACA's PTA. For inquiries, PTA can be reached at aca.pta@azacademy.org.

22.7 School Council

ACA School Council is the organization that represents all stakeholders in ACA. All schools in Arizona are legally required to have a school council. Its function is to field concerns from any stakeholder (student, parent, employee, administration, board, or community at large), and resolve any conflict in a fair, balanced, and democratic manner. The council meets on a monthly basis or as needed. All concerns, suggestions, or other matters should be submitted in writing to the President or the Secretary. For more information email acasc@azacademy.org.

22.8 Parent Service Program (PSP)

In an effort to increase stakeholders' involvement in our school and meet the cognia™ requirement, ACA has a Parent Service Program.

22.8.1 Concept

- Each ACA family must volunteer a minimum of 5 hours OR pay $75 per academic year as a "Volunteer Fee" to support the program.
- Volunteers shall help with general school tasks such as assisting in the office, the cafeteria, school events, chaperoning on field trips, and other duties as assigned.
- Parents who volunteer in specialized areas outside of general school tasks in accordance with their expertise are welcome.
- There is no maximum limit for volunteer hours per family.
- Active participation in and attending school committee meetings counts towards the 5-hour requirement.
- The Administration will maintain its record-keeping through the use of a Google Form that parents can fill in during the school year.

22.8.2 Procedures

A. Define the Need – The ACA Principal and Administration specify periodic help areas where volunteers are most needed for the upcoming year:

- Voluntary tasks needed.
- Time and day of the week.
- Number of volunteers in each task.
- Events will be posted on our calendars and communicated via the Wolves Weekly newsletter.
- Contact the Administration should there be a specific area of interest that parents would like to offer support with other than school-related events and activities.

B. Monitoring

- The Administration assigns an employee to monitor the volunteer attendance in each task and report the completion of the task to the volunteer subcommittee.

- Parents who do not honor the scheduled volunteering commitment twice will pay $125 volunteer fee before the end of the academic year.
- All volunteers are subject to background screening.
- ACA reserves the right to decline, reassign, or dismiss any volunteer at its discretion.

22.8.3 Volunteering Guidelines

Here is a more **concise, structured, and policy-clean version** with reduced repetition and clearer grouping while preserving all requirements:

22.8.3 Volunteering Guidelines

Students may participate in volunteer service opportunities on or off campus in accordance with ACA policies, the Student Code of Conduct, and Islamic ethical guidelines. All services must align with the expectations outlined in this handbook.

Volunteer hours may be earned through approved activities that provide service to the school or the broader community, provided they meet the criteria below.

Eligible Volunteer Service

- Service supporting ACA events, including setup, logistics, and teacher assistance.
- Assisting at school events or performances, including those with admission fees or donations, provided the student is not part of the benefiting organization.
- Service-learning hours from approved workshops, programs, or conferences (non-credit bearing).
- Volunteer work with recognized nonprofit or charitable organizations, including fundraising for registered charities (e.g., Helping Hand Relief & Development, Islamic Relief).
- Service with government agencies or approved community organizations addressing public needs.
- Volunteering at approved community organizations such as daycare centers, retirement homes, animal shelters, and similar service institutions.
- Pro bono assistance with professionals (e.g., doctors, lawyers, dentists).
- Approved after-school tutoring (not during the student's scheduled academic classes).
- Volunteer service at local masjid.
- Participation in political or civic campaigns, provided the student is unpaid and not involved in school board-related elections or activities during school hours or on campus.
- Blood donation at an approved off-campus facility (after school hours).
- Service on ACA athletic or event staffing roles (non-playing participation such as home game support).

Ineligible Volunteer Service

- Activities receiving financial compensation or substantial benefit, including indirect revenue (e.g., ticket sales or fundraising for the student's own organization).
- Exception: if proceeds (minus expenses) are donated to a verified nonprofit charity.
- Service for for-profit businesses, including for-profit camps or organizations.
- Service to family members or family-owned businesses.
- Babysitting or private family care services, including on campus.
- Service completed as a result of disciplinary consequences.
- Participation in athletics, performances, competitions, or similar extracurricular activities.
- Academic requirement-based service hours.
- Political activity involving school board employees, school board elections, or activities conducted during school hours or on campus.
- Duplicate or inflated hour reporting by any agency or school. Agencies found to violate this rule will be removed from approval lists.
- Hours certified by family members or fellow students.

Additional Requirements

- Volunteer hours cannot be duplicated, increased, or artificially inflated by any organization or program.
- Service directly to for-profit entities does not qualify. Nonprofit status must align with recognized 501(c)(3) designation or equivalent.
- All volunteer hours must be properly documented and verified by an approved supervisor or organization representative.

On-Campus Volunteering Opportunities

Approved on-campus service may include:

- Donation drive organization
- Administrative support (non-grading tasks such as filing)
- Campus beautification
- Parking lot duty (Grades 11–12)
- Friday prayer setup assistance
- Library support, including storytelling for younger students
- Assisting elementary teachers with classroom organization or materials
- Classroom supervision support under staff direction

Students may sign up for on-campus volunteer opportunities through the designated registration link provided by ACA.

23.0 Health Guidelines

ACA takes students safety and health into high consideration for that, all teachers and staff members have a current first aid and CPR training and will administer in case of emergency.

- ACA provides basic infirmary services through our school nurse.
- Students will be sent to the nurse's office for first aid needs.
- Parents will be called to make the decision to pick up the child or authorize the administration of over-the-counter medication.
- For safety precautions, please do not send your child to school if they have a fever or contagious disease.

1.1. Immunization

Immunization records must be current and submitted before a student can be enrolled or attend school. Students must submit documentation during the enrollment process.

1.2. Illness

If a student is sick, they must be kept at home. Students who leave class because they are unwell must be picked up from school within 45 minutes of the parent being notified. Students with excused absence due to illness shall remain home for the entire school day. Students who are requested to provide a doctor's clearance for their illness shall provide a doctor's note prior to being allowed back in class.

1.3. Medication

If students require medications during the school day, parents need to inform the school and provide written permission and any prescription from the physician. If it is necessary for a student to carry and self-administer an inhaler, a written recommendation from a physician is required and attached to a signed medical permission form. It is the parent’s responsibility to ensure that all medications are current and provide instructions to the Administration on how to administer prescriptions. The medical permissions and all related information must be reviewed and updated each quarter.

Visit Appendix I for complete health guidelines as well as a chart for keeping students home and when they are able to return to school.

24.0 Communication

Throughout the school year parents and students will receive communication about important information, events, and activities related to school. ACA has various channels used to send out communication.

24.1 Orientation Day

All parents are invited to attend the parent-and-student orientation day held before the start of the school year. The orientation is mandatory for all parents. The purpose of the orientation day is to allow parents to meet with the staff, teachers, tour the facility, pick up relevant handbooks, and sign any agreements related to the school and students.

24.2 Bulletin Boards and Flyers

Parents are encouraged to read announcements and information posted on the bulletin boards located on the front parking lot wall and the administration office. Flyers or letters are sometimes sent home with students.

24.3 Email, ClassDojo, Newsletter, and Google Classroom

Parents' email addresses must be provided and updated with the Administration in order to keep our distribution list current. We send communication relating to the school or student through email.

24.4 FACTS

Parents will occasionally get notifications from FACTS for absences, tardies, and grade reports.

24.5 Wolves' Weekly Newsletter

In order to help streamline communication, ACA families will now receive one weekly email with all school updates, titled "Wolves Weekly Newsletter". It will serve as a one-stop reference for news and updates around campus as well as upcoming events and family resources.

25. Student-Parent Communication During the School Day

Students may request to contact a parent or guardian during the school day and will be heard and supported. Staff will determine the appropriate timing and method of communication based on the student's age, the nature and seriousness of the concern, safety considerations, and the need to minimize disruption to instruction. The goal of this procedure is to ensure that students feel safe and supported while maintaining appropriate communication with families and protecting valuable instructional time.

- **How to Request Contact:**
  Students who need to contact a parent or guardian should inform their teacher or another staff member. The staff member will listen to the student's concern and, when appropriate, assist the student in contacting the parent/guardian or refer the student to the appropriate school personnel, such as the office, nurse, counselor, or administration.
- **Urgent or Significant Concerns:**
  Parent or guardian contact will be facilitated promptly when the matter involves:
    - Illness or a medical concern

    - Safety concerns
    - Significant emotional distress
    - Transportation or dismissal concerns
    - A family emergency
    - Another situation that reasonably requires parental involvement
- Students should immediately report to a staff member if they feel unsafe, unwell, or seriously distressed.

- **Medical Concerns and Early Pickup:**
  Students should not use personal devices to contact parents/guardians to request pickup or report medical concerns. When a student needs to leave school due to illness or another medical concern, the school nurse will assess the situation and contact the parent/guardian when pickup is necessary, following school procedures.
- **Routine or Non-Urgent Matters:**
  For routine or non-urgent matters, staff may address the concern at school or arrange parent/guardian communication during an appropriate transition, lunch, recess, or other designated time to minimize disruption to instruction.
  School telephones should not ordinarily be used for matters such as forgotten homework or supplies, social arrangements, or other situations that can reasonably wait until dismissal.
- **Use of Personal Devices:**
  Communication with parents/guardians during the school day should generally take place through an authorized school telephone or school-approved communication method, rather than through a student's personal device. Exceptions may be made for approved medical, disability-related, or emergency circumstances.
- **Student Support and Non-Punitive Request:**
  Students will not be disciplined simply for requesting to contact a parent or guardian. However, the timing and method of communication will be determined by school staff based on the student's age, circumstances, safety, emotional well-being, and instructional needs.

Appendix A- Test Retake Policy

At ACA, assessments are given as part of the learning cycle. The 4-part model of learning that ACA follows is 1. Accessing prior knowledge, 2. Acquiring new knowledge, 3. Applying new knowledge and finally 4. Assessing the knowledge. In order to assess students' knowledge and ensure a complete cycle of learning, new knowledge assessments are given at both the formative and summative levels.

All students have the opportunity to improve their assessment scores and retest. Retake policies vary between elementary, middle, and high schools. Our policy allows for end-of-chapter and end-of-unit tests to be retaken; the policy excludes all other types of assessments, both formative and summative. Students who miss a scheduled retake will not be able to reschedule or retake another test during the class for the remainder of the quarter.

All Assessments with scores below 70% will require parental contact within 2 days of the assessment being passed back to the student.

Elementary School	Middle School	High School
Test Corrections	Middle & High School students will consult with their teachers, and teachers will use their discretion to determine if retakes or corrections are needed. Teachers will make a class-wide decision on a test-by-test basis.	

Elementary School (Grades K - 5): Test Corrections

All tests in all classes (i.e., chapter and unit tests) with less than 100% can be resubmitted to the teacher with corrections for ½ points. Students scoring below 70% will be required to complete test corrections; corrections are optional for students who score between 71-99%. Accommodations will be made for students to make corrections during school hours.

Middle School (Grades 6-8): Test Retake

- Two tests (i.e., chapter and unit tests) are retaken per class each quarter. The new assessment grade will replace the existing grade. Test retake accommodations will be made 2x's per week, and students will work with their teacher to review content & schedule a retake within 2 weeks of when the assessment was originally taken.
- **Grade 8 courses with high school credit are subject to high school-to-high school policies.*

High School (Grades 9-12): Test Retake One test (i.e., chapter and unit tests) retake per class each quarter. The new assessment grade will replace the existing grade. Test retake accommodations will be made 2x's per week, and students will work with their teacher to review content & schedule a retake within 2 weeks of when the assessment was originally taken.

Appendix B Application Form: Official Extended Leave

Application Form: Official Extended Leave

Student Name: _____ Grade: _____

Date of absence: from _____ to: _____

Reason for absence: _____

_____

1. *This form must be completed, signed and returned to the administration office at least two weeks prior to the start of the leave. Failure to do so will result in an unexcused absence. (AU)*

2. *If the student fails to return to class by the above-stated date without any communication from the parents, ACA reserves the right to call families on the waiting list to inform them about an open spot in the class.*

3. *The student will be responsible for all learning activities, assignments and assessments missed during extended leave.*

4. *Midterm exams will be administered only on the scheduled date and time. They will not be offered early and are not eligible for retakes. Students who do not report for their scheduled midterm will receive a score of 0.*

5. *Final exams will be administered only on the scheduled date and time. They will not be offered early and are not eligible for retakes. Students who do not report for their scheduled final will receive a score of 0.*

I have read this form, understand the consequences herein and hereby request an official extended leave for my child for the dates stated above. I also understand that ACA reserves the right to deny my request. I understand that my child has to complete all his/her assignments during the leave period and submit them upon his/her return. Failure to do so may result in no grade or a failing grade.

Parent Name: _____ Signature: _____ Date: _____

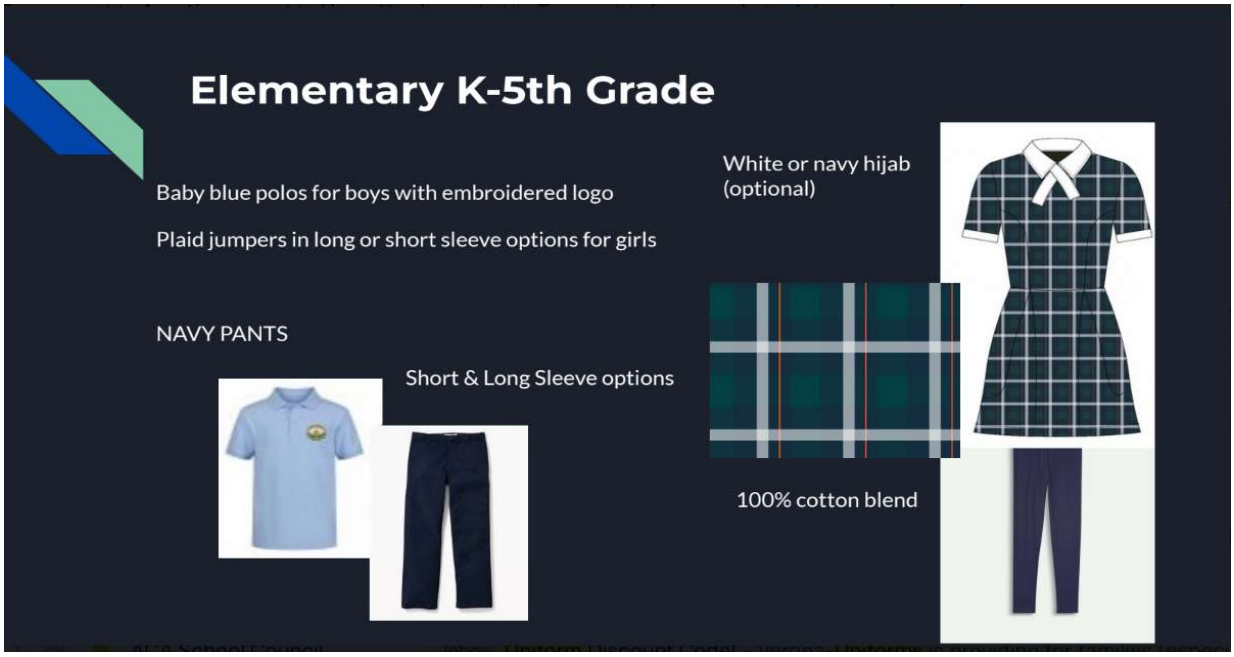
For ACA Administration Only:

☐ Approved ☐ Approved with reservations ☐ Denied

Remarks: _____

Administrator's Name: _____ Signature: _____
Date: _____

Appendix C Additional Dress Code Information





High School

Boys: Navy Blue polos with embroidered logo OR Button down navy dress shirt + Khaki pant

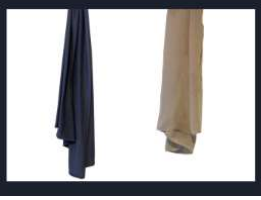
Girls: Navy blue tunics OR Navy blue Abaya option with logo + Khaki pant (Fabric is yoga type cotton/spandex blend with comfortable stretch and waist)

*Tunics now have triple enforced buttons and pockets





Jersey material
Navy blue & Beige/Nude



PE & Outerwear

*Optional







ACA LOGO

New gym shirts are made with pre-shrunk material so they will not shrink in the dryer as did last year shirts.

Appendix D Course Information

High school students must complete the courses listed below in order to graduate, Courses highlighted in yellow may be available for Dual Enrollment Credit via South Mountain Community College.

Subject	9th grade	10th grade	11th grade	12th grade
English	9th English	10th English	11th English	12th English
Math	Geometry	Algebra 2	Pre-Calculus	Trigonometry
Social studies	World History Early Ages	World History	US History	US Government & Economics
Science	Physical Science	Biology	Physics	Chemistry
Arabic	9th Arabic	10th Arabic	11th Arabic	12th Arabic
Quran	Leveled Quran	Leveled Quran	Leveled Quran	Leveled Quran
Islamic Studies	9th Islamic Studies	10th Islamic studies	11th Islamic studies	12th Islamic studies
Art	9th Art			

High School Electives		Students in Grades 10, 11, and 12 can select from the following electives per academic year. 1. Fine Art 2. Home Economics 3. Computer Science 4. Multimedia Communication 5. Creative Writing 6. Financial Math 7. Speech and Debate 8. Sports & Injury Prevention *Electives are only offered when the class size exceeds 7 at the time of elective enrollment; electives may be canceled if student interest is below 7 students.

Appendix E: Additional Grading Information

E.1 Grade Weight Distribution

Log into the grade book system on FACTS to access information about how grades are weighted per class and subject.

E.2 Grades, Attendance and Record Keeping

Student grades, calendars, homework assignments, and comments will be regularly posted and updated on The FACTS . See the link on www.azacademy.org. Parents and students will be provided with an ID number. Please check the student(s) grades and other information on a regular basis. It is the parent's responsibility to contact the teacher if there are concerns about grades.

E.3 Homework, Extra Credit, Bonus Questions

Homework is an essential part of the total education of your child. ACA assigns homework to students in all grades. It is the sole responsibility of the student to have any required assignments completed by the deadlines provided by their teachers. Printing problems, loss of data, inability to access data, loss or misplacement of the textbook or other problems are not to be considered acceptable excuses for late assignments, absence, or tardies.

The purpose of extra credit is to provide additional academic work in order to enhance the learning of course standards. Extra credit should encourage learning as opposed to a last-minute effort to raise a quarterly grade. No more than 5% of the total academic practice grade (not the quarter grade) category can come from extra credit. It is at the teacher's discretion on whether extra credit assignments are offered.

Based on the teacher's discretion, bonus points may be included in a specific assessment grade (tests, quizzes, projects, etc.) and should be related to the academic content standards being evaluated in a given class. Bonus points cannot affect more than 5% of the grade on a given assessment. These rigorous questions shall be related to the standards of a course.

E.4 Grade Skipping Policy

ACA administration discourages grade skipping. However, under special circumstances this might be allowed if the parents submit a written request for the child to skip the grade. The student needs to meet ALL of the following to be eligible to skip a grade:

- **The student** must show proficiency at 95%ile or higher in achievement on Math, Reading, Language Usage, and Science NWEA MAP testing results at the end of year testing session.
- **The student** has maintained all A's in all core subjects for 2 consecutive academic years.
- **The student** must demonstrate social, emotional, and behavioral readiness for acceleration, including maturity, independence, self-advocacy, and the ability to work successfully with older peers.

- **The student** must have no significant attendance concerns, chronic tardiness, unresolved behavior concerns, or repeated disciplinary referrals during the current academic year.

Additional requirements:

- Two recommendation letters from current academic year teachers.
- ACA may require a parent conference, student interview, teacher input meeting, and/or counselor review before making a final decision.

Requesting Process:

- **The parents** must submit a written request for the child to skip the grade no later than the last Friday of May.
- The Leadership team will review all documentation and make a final decision to approve or deny the grade skipping request no later than 1 week prior to the new academic year starting.

Appendix F Complete Anti-Racism and Respect Policy

Arizona Cultural Academy Commitment Statement on Anti-Racism and Respect

In the spirit of our foundational Islamic values and guided by our enduring motto, "Quality Education is an Islamic Mandate," Arizona Cultural Academy (ACA) steadfastly commits to fostering a nurturing and inclusive environment. We believe that every individual, regardless of their race, color, or background, is a vital member of our community, deserving of respect, dignity, and protection from racism and derogatory language.

We recognize the richness that diversity brings to our educational community and the importance of providing a safe space where all students and staff feel valued, heard, and respected. It is our solemn duty, underpinned by the principles of our faith and the teachings of the Quran, to cultivate an atmosphere where the virtues of understanding, compassion, and mutual respect thrive.

ACA is dedicated to upholding these values through actionable policies, continuous education, and open dialogue. We are committed to not only addressing incidents of racism and derogatory language swiftly and justly but also to preventing such incidents through proactive education and awareness.

Our commitment extends beyond the confines of our school, aiming to empower our students and staff with the knowledge, spirit, and service necessary to champion respect and inclusivity in the wider community. We pledge to work tirelessly to ensure our academy remains a beacon of Islamic values and a fortress against intolerance and discrimination.

This commitment is a sacred trust that ACA holds with all its students, staff, parents, and the broader community. Together, we will strive to embody the principles of equality, justice, and respect for all, as we journey towards excellence in education, character, and service.

We are ACA. We empower our community with knowledge, spirit, and service. "My Lord, increase me in my knowledge."

Definitions and Examples

Racism can be defined as the belief in the superiority of one race over another, which often results in discrimination and prejudice towards people based on their race or ethnicity. In the Islamic tradition, racism is unequivocally condemned. The Quran states, "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah

is Knowing and Acquainted." (Quran 49:13). This verse emphasizes the equality of all humans and asserts that the only distinction among individuals in the eyes of God is their piety and righteousness, not their race or ethnicity.

Derogatory Language refers to words or expressions that are disrespectful or offensive, often used to belittle or demean someone. In Islamic teachings, the use of such language is considered harmful not just to the individual but to the fabric of society as a whole. The Prophet Muhammad (peace be upon him) said, "The Muslim is the one from whose tongue and hand the people are safe." This hadith underscores the importance of respectful speech and behavior towards all individuals, reflecting the core Islamic values of kindness, respect, and community harmony.

Examples

Racism: Making assumptions about someone's abilities, traits, or behavior based solely on their racial or ethnic background. For instance, excluding a student from a group project based on stereotypes associated with their race.

Derogatory Language: Using slurs or mocking someone's accent, cultural practices, or way of dressing that is tied to their ethnic background. An example would be calling someone derogatory names that reference their skin color or national origin.

Islamic Principles Against Racism and Derogatory Language

Islam promotes the unity of humanity, acknowledging the diversity of peoples and cultures as a sign of God's creation. Any form of racism or use of derogatory language not only violates school policy but also stands in direct opposition to Islamic principles. Islam teaches respect for all human beings, emphasizing that the true measure of an individual's worth is their faith and character, not their race, color, or language.

In implementing policies against racism and derogatory language, ACA aligns itself with these profound Islamic teachings. The school's stance is not merely about adhering to

policy but is deeply rooted in fulfilling the Islamic mandate to honor the dignity of every person, reflecting the divine wisdom that cherishes diversity and commands respect for all.

REPORTING

1. **Multiple Reporting Channels**
   - Dedicated Email Address: Create an email address specifically for reporting incidents. This address should be monitored by a designated, trained staff member committed to confidentiality and sensitivity.

- Online Reporting Form: Develop a secure, anonymous reporting form on the school's website. The form should allow individuals to describe the incident in detail, including the time, location, and individuals involved, with the option to leave contact information if they wish.

- Physical Suggestion Boxes: Install secure suggestion boxes in discreet but accessible locations around the campus. These boxes should be checked regularly by a responsible staff member.

2. **Clear Reporting Guidelines**
- Provide clear instructions on what constitutes racism and derogatory language, including examples, and encourage reporting of all incidents, no matter how small they may seem. Guidelines should be easily accessible on the school's website, handbooks, and displayed prominently around the school.

3. **Assurance of Confidentiality and Non-Retaliation**
- Clearly communicate that all reports will be treated with the utmost confidentiality. Only those directly involved in resolving the issue will be privy to the details of the report. Implement a strict non-retaliation policy to protect those who report incidents from any form of retaliation or adverse action. This policy should be well-publicized and strictly enforced.

4. **Islamic Principles of Justice and Fairness**
- Emphasize that the reporting and resolution process is grounded in Islamic principles of justice, fairness, and compassion. This could include references to Quranic verses and Hadiths that promote peace, justice, and the importance of protecting the dignity of every individual. Ensure that the individuals responsible for handling reports are trained in Islamic principles and understand the

  importance of applying these values in investigating and resolving reported incidents.

5. **Feedback and Follow-Up**
- Provide a mechanism for feedback to the reporting individual, if they have chosen to provide their contact details, regarding the actions taken in response to their report. This should be done with care to maintain confidentiality and respect for all parties involved. Offer support services, such as counseling or mediation, to those affected by the incident, emphasizing the school's commitment to healing and community well-being.

6. **Awareness and Training**
- Conduct regular awareness campaigns and training sessions for students and staff to familiarize them with the reporting system and encourage its use. These sessions can also serve to educate the school community about the harms of racism and derogatory language and the importance of maintaining a respectful and inclusive environment.

Investigation Process

1. **Initial Assessment**
- Upon receiving a report, a preliminary assessment will be conducted by a designated staff member to determine the severity and credibility of the complaint. This step ensures that all reports are taken seriously and assessed on their

individual merits. For incidents initiated by students, it should be handled by Vice Principal of Climate and Culture. For incidents initiated by staff, it should be handled by HR and the Principal.

- Feedback should be given to the person reporting the incident within 48 hours.

2. **Formation of the Investigation Committee**

- For reports that require further investigation, ACA will form an Investigation Committee. This committee will include members of the school's governing board, a member of the school's administration familiar with Islamic principles and school policies, and, if deemed necessary, an external Muslim community leader or scholar to provide additional perspective and ensure fairness.

3. **Confidentiality**

- All members of the Investigation Committee will be required to sign confidentiality agreements, acknowledging that details of the investigation must remain confidential to protect the dignity and privacy of all involved parties.

4. **Neutrality**

- The Investigation Committee will approach each case with neutrality, ensuring that no preconceived notions or biases influence the investigation. The principles of Islamic justice, which emphasize fairness and the importance of evidence, will guide the process.

5. **Investigation Process**

- The Investigation Committee will collect all relevant information, which may include interviewing the complainant, the respondent, and any witnesses. Interviews will be conducted with sensitivity, respecting the cultural and religious backgrounds of all parties.

- Documentary evidence, such as emails, messages, or any other relevant material, will also be reviewed.

- The committee may also consult with experts in Islamic law and ethics if the situation requires clarification on Islamic principles.

6. **Deliberation and Findings**

- Once the investigation is complete, the committee will deliberate on the findings. The deliberation process will involve a thorough review of all evidence in light of Islamic teachings and the school's policies.

- The committee will strive to reach a consensus on the findings and recommend appropriate actions based on the severity of the misconduct, the impact on the affected parties, and the principles of Islamic justice, which may include forgiveness, restitution, and corrective actions to prevent future incidents.

7. **Communication of Decision**

- The final decision, along with any disciplinary actions or recommendations, will be communicated to the involved parties in a manner that maintains confidentiality and respect. This communication will emphasize the Islamic principles of forgiveness, reconciliation, and community harmony.

- The complainant will be informed about the conclusion of the investigation and any steps taken to address the issue, within the bounds of privacy laws and policies.

8. **Appeal Process**

- An appeal process will be established for cases where any party involved feels that the investigation was not conducted fairly or that the outcome is unjust. This process will also be guided by principles of Islamic justice and the school's commitment to fairness and transparency.
- The reporter can appeal to the ACA admin leadership team and if not resolved, can be escalated to a Board member.

9. **Follow-Up and Support**

- After the investigation, ACA will provide support to all parties involved, including counseling and mediation services, to promote healing and reconciliation within the school community.

- The school will also review and, if necessary, update policies and training programs to prevent future incidents, reflecting a commitment to continuous improvement and the well-being of the ACA community.

Consequences for Racist and Derogatory Behavior

In addressing incidents of racism and derogatory language at Arizona Cultural Academy (ACA), it is crucial to establish a set of consequences that not only deter such behavior but also foster understanding, healing, and personal growth, in alignment with both educational best practices and Islamic teachings on correction, forgiveness, and restorative justice. ACA's approach to disciplinary actions reflects our zero-tolerance policy towards racism, while also embodying the Islamic values of mercy, compassion, and the opportunity for redemption.

- **Verbal Warning and Reflection:** The first instance of minor racist or derogatory behavior will result in a verbal warning. The individual will engage in a reflection session with a counselor or a designated staff member to discuss the impact of their actions, emphasizing the Islamic principles of empathy, brotherhood, and respect for all humanity.
- **Written Warning and Educational Task**: For a repeated offense or more serious first offense, the individual will receive a written warning. Additionally,

they will be assigned an educational task, such as writing an essay on the importance of diversity and respect in Islam, or completing a project that contributes positively to the school’s multicultural environment. This step aims to educate rather than solely punish, fostering personal growth and understanding.

- **Restorative Justice Circle:** Involvement in a restorative justice circle will be required, where the offending party, the victim, and a mediator (such as a teacher or counselor trained in restorative practices)

come together. This circle allows for direct communication about the harm caused, mutual understanding, and collective decision-making on how to repair the damage. This process is deeply rooted in Islamic principles of reconciliation and forgiveness.

- **Temporary Suspension:** For severe or repeated offenses, a temporary suspension may be necessary. During this time, the individual will be required to engage in specific educational programs or community service focused on anti-racism and inclusivity. The suspension period is also a time for reflection and repentance, in line with Islamic teachings on correcting one's behavior.
- **Community Service:** Depending on the nature of the offense participation in community service may be deemed appropriate. These activities will be designed to provide direct benefits to the affected party or the broader community, reinforcing the Islamic value of serving others as a form of atonement.
- **Expulsion:** As a last resort, and only in the most extreme cases where there is no indication of remorse or change in behavior, expulsion may be considered. This action reflects the school's zero-tolerance stance on racism but is taken with heavy hearts and after thorough consultation with school administrators, Islamic scholars, and the student's family.

Principles Guiding the Consequences

- **Zero Tolerance with Compassion:** While ACA maintains a zero-tolerance policy towards racism and derogatory language, all disciplinary actions are taken with a spirit of compassion and the aim of guiding the individual back to the right path, as encouraged in Islam.
- **Opportunity for Redemption:** Consistent with Islamic teachings, individuals are always provided with the opportunity to learn from their mistakes, make amends, and reintegrate positively into the school community.
- **Educational Focus**: Emphasis is placed on education and personal growth, with the understanding that true change comes from enlightenment and a sincere desire to improve.
- **Community Engagement:** Encouraging the involvement of the broader community, including parents, in the corrective process, highlights the collective responsibility in combating racism and promoting a culture of inclusivity and respect.

By aligning consequences with both educational best practices and Islamic teachings, ACA aims to create a nurturing environment that not only deters racist and derogatory behavior but also promotes understanding, healing, and unity within the school community.

Support and Resources

For persons affected by the event:

ACA will make available to and encourages persons affected by the event to take advantage of resources made available by ACA, including the following:

- The ACA Imam or equivalent ACA spiritual leader is available to talk to and guide the affected person using our islamic principles and beliefs.
- The ACA Guidance Counselor will be available to talk through the event and, where appropriate, offer journaling sessions to help the person process the event.
- ACA may coordinate with Boris Lawrence Henson Foundation (https://borislhensonfoundation.org/) to facilitate free therapy sessions for the affected person.

For persons who caused the event:

Persons who caused the event must meet with the ACA Imam or equivalent ACA spiritual leader as mandated by ACA for guidance regarding islamic anti-racism principles and teachings and to talk through the incident. The person will also be required to attend counseling sessions with the ACA Guidance Counselor as mandated by ACA to talk through the event and to receive education about preventing the incident from occurring again. If a person fails to abide by these requirements, the person will not be allowed back onto the ACA campus whether during or out of traditional school hours.

Prevention and Education

ACA is a zero-tolerance community with respect to racism and discrimination. We are committed to preventing and eliminating injustice, prejudice, racism, and discrimination within our communities. As part of this effort, ACA will provide education regarding these topics, including:

- Special khutba sermons on racism and related topics
- Quarterly programs and/or workshops with external guests that are experts on racism and related topics
- Incorporating racism and related topics into morning announcements, school assemblies, the classroom, and community events
- Offering professional development sessions regarding racism and related topics using internal and external resources

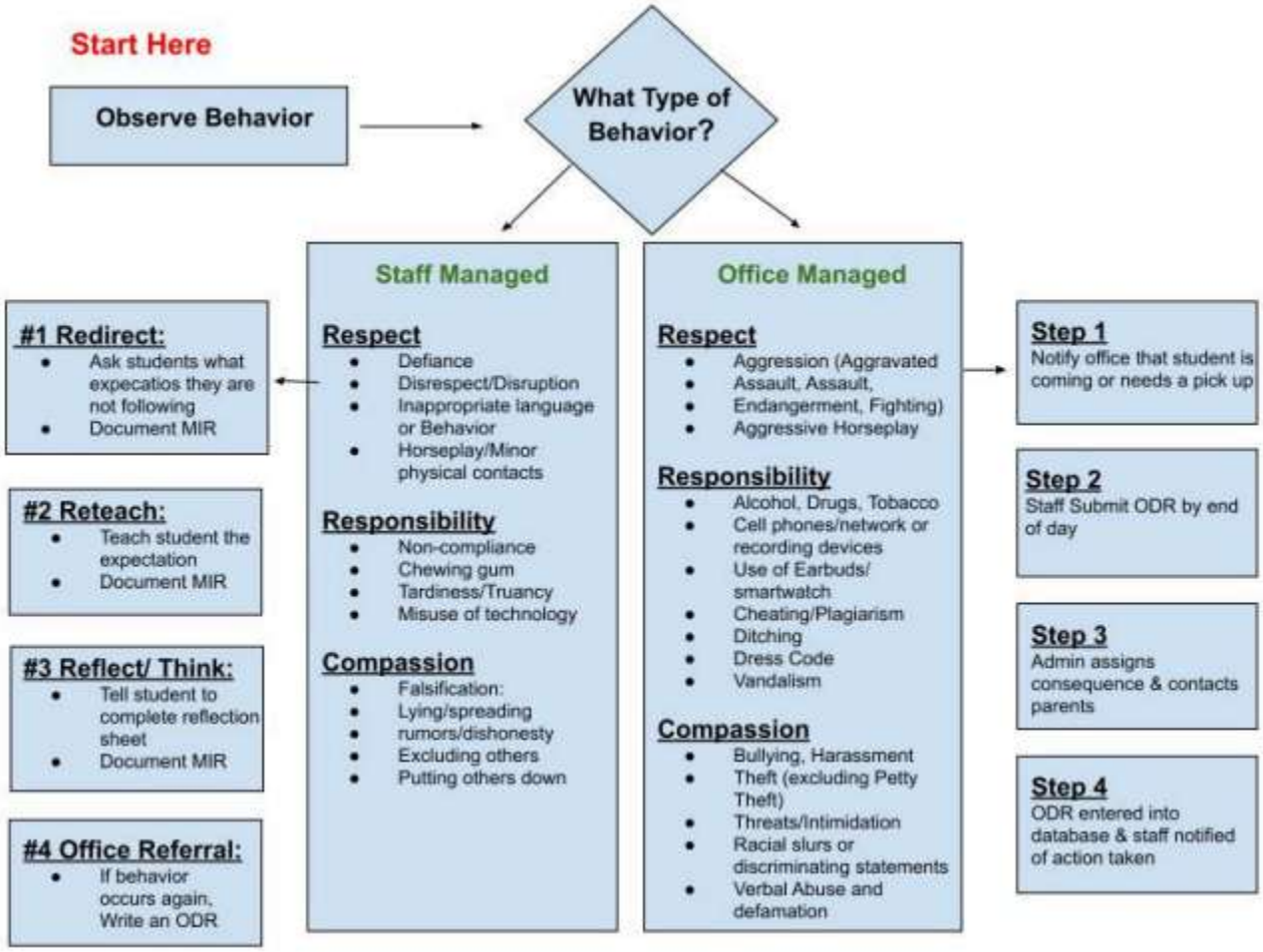
Monitoring and Review

In addition to reviewing suggestions and feedback received from the ACA community, ACA will conduct regular surveys and/or audits regarding the effectiveness of this Anti-Racism Policy, and will use the results of such surveys and audits to improve its anti-racism efforts.

ACA will use information gathered through its assessment and monitoring activities to review and update this Anti-Racism Policy during the second quarter of every school year.

Appendix G Complete Student Accountability & PBIS Protocol

ACA Students' Accountability System



For Minor Infractions

By consistently following these steps for recording minor behaviors, we aim to address and correct student behavior while reinforcing positive expectations.

Step	When	Action	Documentation
Step 1 Redirect	The First instance of not meeting the same expectation (Respect, Responsibility, or Compassion) in a week/month	Ask the student which expectation he/she needs to follow.	Document the incident on the MIR sheet with short notes/details of the behavior
Step 2 Reteach	The second instance of not meeting the same expectation in a week/month	Teach or review the expectations not met with the student. Refer to the classroom poster.	Document the incident on the MIR sheet with short notes/details of the behavior
Step 3 Think/Reflect	The third instance of not meeting the same expectation in a week/month	Instruct the student to complete a reflection sheet	Document the incident on the MIR sheet and attach the completed reflection sheet.
Step 4 Office Referral	The fourth instance of not meeting the same expectation in a week/month	Inform the student that this is now an office referral.	Documentation: Write and submit the ODR form. with detailed notes on the previous steps taken (Redirect, Reteach, Think/Reflect). Attach the reflection sheet and a copy of the student's MIR records.

For Major Infractions

Step	Action	Documentation
Step 1: Immediate Intervention	• Ensure the safety of all students and staff. • Remove the student from the situation if necessary.	Document the incident with a detailed description of the behavior on the ODR form
Step 2: Contact Administration	• Notify the administration immediately via Slack or intercom. • Send the student to the office if necessary. If not urgent, do not send it during class time.	Document the time and details of the behavior on the ODR form and submit it to the administration by the end of the day.
Step 3: Administrative Response	• The administration assesses the situation and decides on consequences or interventions according to the Parents/Students Handbook. • Consequences range from detention to suspensions or other disciplinary measures.	Administration documents their response and any follow-up actions required with the teacher/staff. Behavior is logged in the SWIS and FACTS systems.
Step 4: Follow-up Support	Provide ongoing support and monitoring for the student, including counseling, Sunnah Expectations Tier 2 or 3 interventions, behavior contracts, or additional interventions as needed.	Document all follow-up actions and progress, ensuring continuous communication with the student, parents/guardians, and staff.

Steps for Gradual Consequences for Office Referrals (ODR)

# of Office Referrals	Consequences
1-2 Office Referral (ODRs)	• Contact with parent/guardian. • Detention- Suspension (depending on the level of the infraction) • Detentions can be served during lunch/recess or after school for 40 minutes with campus cleanup
3-4 Office Referrals (ODRs)	• Mandatory meeting with parent/guardian • One day of In-School Suspension (ISS). • Mandatory weekly counseling sessions with the school counselor.
5-6 Office Referrals (ODRs)	• Mandatory meeting with parent/guardian • Out-of-School Suspension (OSS), a minimum of 1 day and a maximum of 8 days depending on the level of the infraction • The student will receive Tier 2 intervention (Check-In/Check-Out - CICO) when reaching 6 ODRs
7 Office Referrals	• Mandatory meeting with parent/guardian • Out-of-School Suspension (OSS), a minimum of 1 day and a maximum of 8 days depending on the level of the infraction • The student will be placed on a Behavior Contract.
Reaching: • 8-9 Office Referrals (ODRs) • 2 Out-Of-School Suspensions	• The student will be subject to expulsion • Denial of enrollment the next school year

Minor Infraction Sheets:

1. Monthly recording grades 6-12

2. Weekly recording -grades K-5

Office Disciplinary Referral (ODR)

Arizona Cultural Academy & College Prep

Student Name: _____
Date: _____
Time: _____
Referring Staff: _____
Grade: EC K 1 2 3 4 5 6 7 8 9 10 11 12

Location
- ☐ Classroom
- ☐ Masjid
- ☐ Common Areas
- ☐ Gym/Field
- ☐ Cafeteria
- ☐ Restroom
- ☐ Other _____

Possible Motivation: ☐ Peer attention ☐ Adult Attention ☐ Obtain items/activities ☐ Avoid peers ☐ Avoid activity/task ☐ Don't know ☐ Other:

Repeated Minor Infraction(s) **(ODR ONLY when repeated)**	**Major Infraction** **(MUST be referred to the office at 1st occurrence)**
• **Respect** ○ Defiance ○ Disrespect/Disruption ○ Inappropriate language or Behavior ○ Horseplay/Minor physical contacts • **Responsibility** ○ Non-compliance ○ Chewing gum ○ Tardiness/Truancy ○ Misuse of technology • **Compassion** ○ Falsification: Lying/spreading rumors/dishonesty ○ Excluding others ○ Putting others down • **Other:**.....	• **Respect** ○ Aggression (Aggravated Assault, Assault, Endangerment, Fighting) ○ Aggressive Horseplay • **Responsibility** ○ Alcohol, Drugs, Tobacco ○ Cell phones/network or recording devices ○ Use of Earbuds/ smartwatch ○ Cheating/Plagiarism ○ Ditching ○ Dress Code ○ Vandalism • **Compassion** ○ Bullying, Harassment ○ Theft (excluding Petty Theft) ○ Threats/Intimidation ○ Racial slurs or discriminatory statements ○ Verbal Abuse and Defamation

What happened?:

-For Office Use Only **Action Taken by Administration**

Date:---------- Signature:----------

Appendix H: AI Writing Detection and Academic Integrity Policy

To support academic integrity while recognizing the limitations of AI detection tools, AI detection scores will be used as an indicator for teacher review. Teachers will consider the AI detection report alongside student writing history, assignment requirements, draft evidence, revision history, in-class writing samples, and student explanation.

Each assignment or assessment will include detailed AI-use expectations and academic integrity requirements within the assignment rubric, including whether AI assistance is permitted, limited, or prohibited.

AI Detection Review Levels

0–20% AI Detection: No Concern

Scores within this range will generally be considered low concern. No academic penalty or additional action is required unless the teacher identifies other significant concerns, such as fabricated sources, inconsistent writing quality, or failure to follow assignment expectations.

21–49% AI Detection: Rewrite, Teacher Conference, and Maximum 50% Credit

Scores within this range will require a teacher conference with the student. During the conference, the student may be asked to explain their writing process, argument, evidence, vocabulary choices, and use of sources.

The student will be required to revise and resubmit the assignment according to the teacher's directions. The rewrite may include one or more of the following:

- Submission of an outline, draft, or planning document
- Review of Google Doc version history
- Completion of part or all of the rewrite in class or during a designated make-up period
- Explanation of sources, quotes, and reasoning used in the assignment

The rewritten assignment may receive a maximum score of 50%. Credit awarded will be based on the quality of the supervised or teacher-directed rewrite, the student’s ability to demonstrate understanding, and the teacher’s review of the original submission.

50% or Higher AI Detection: Grade of Zero

Scores of 50% or higher will be considered a serious academic integrity concern. The assignment will receive a grade of 0 and will not be eligible for a rewrite or resubmission.

The student will be required to attend a teacher conference to review the concern, discuss the assignment, and document the academic integrity violation. Additional consequences may apply according to the school’s academic integrity policy.

Students found to have an academic integrity violation, including plagiarism, of 50% or higher will also be disqualified from test retakes for the affected assessment. Retake opportunities are intended to support learning recovery and may not be used to replace grades earned through academic integrity violations.

Important Note

AI detection tools are not considered final proof of misconduct. However, detection scores will be used as part of the school’s academic integrity review process. The goal of this policy is to protect academic honesty while providing students with appropriate opportunities to explain, revise, and demonstrate their own learning when applicable.

Appendix I: Parental Communication Guidelines and Policies

I.1 Parental Communication Agreement

The administration and faculty of Arizona Cultural Academy (ACA) understand the importance of parental interest, involvement, and communication. Communication between home and school is an essential component of our school community. Parents are encouraged to contact teachers when they have concerns or questions. It is our goal to foster and promote positive, open communication between parents and teachers. However, it is the parent's responsibility to collaborate with the school in this partnership.

As a parent/guardian, I understand that I am expected to follow the policies and protocols set forth by Arizona Cultural Academy stated in section 22.0 Parental Conduct and Involvement, including ensuring that my child follows the expectations and procedures set forth by their educators and the Arizona Cultural Academy Code of Conduct.

- I further understand and agree that:
- I will use only educators' official ACA (Azacademy) email accounts when communication is needed.
- I will schedule an appointment when meeting with an educator is necessary.
- I will be a positive role model for my child and the ACA community by respecting school policies and procedures.
- I understand that my suggestions and feedback are valued and will be considered; however, final decisions will be made by the educator and/or school administration in accordance with policies and procedures.

By signing below, I confirm that I have read, understood, and agree to abide by these guidelines and expectations.

_____ _____

Parent Signature Date

I.2 Parent's Guide to Solving Problems

ACA has procedures in place to efficiently address questions and suggestions from parents and community members. This guide helps identify the staff best equipped to answer concerns. Please feel free to contact us with any questions about the school or your child's progress.
Our goal is to resolve issues at the lowest level possible, only elevating concerns when necessary.

K-12 Curriculum Questions

- Step 1: Classroom teacher; if not resolved...
- Step 2 Vice Principal of Academics; if not resolved...
- Step 3 School Principal or call the principal's assistant; if not resolved…
- Step 4 Human Resources; if not resolved...

- Step 5 Contact the school's board of directors

Medical Questions and Concerns

- Step 1 School Nurse; if not resolved...
- Step 2 Operational Manager; if not resolved...
- Step 3 Vice Principal of Climate & Culture; if not resolved...
- School Principal via email or call the principal's assistant; if not resolved…

Students Services

- After-School Activities (Clubs, etc.)
- PikMyKid
- Uniform
- Attendance
- Chromebooks
- Gifted and Special Education inquiries
- Transportation.

K-12 Student Behavior

- Step 1 Classroom teacher; if not resolved...
- Step 2 Vice Principal of Climate & Culture; if not resolved...
- Step 3 School Principal via email or call the principal's assistant; if not resolved…
- Step 4 Human Resources

Budget and Finance Questions Step 1: School accountant; if not resolved... Step 2 School Principal via email or call the principal's assistant; if not resolved…

Athletics

- Step 1 Coach; if not resolved...
- Step 2 Athletic Coordinator; if not resolved...
- Step 3 Vice Principal of Climate & Culture; if not resolved...
- Step 4 School Principal via email or call the principal's assistant.

Facility Usage

- Step 1 Facility Manager; if not resolved...
- Step 2 Operational Manager; if not resolved...
- Step 3 School Principal via email or call the principal's assistant..

Early Childhood

- Step 1 Classroom teacher via HiMama, in person, or via email; if not resolved…
- Step 2 Early Childhood Coordinator; if not resolved…
- Step 3 Registrar's Office; if not resolved…
- Step 4 Operational Manager; if not resolved...
- Step 5 School Principal via email or call the principal's assistant.; if not resolved….
- Step 6 Human Resources; if not resolved….
- Step 7 Contact the school's board of directors.

The question is not in any of the other categories.

- Step 1 Classroom teacher via email; if not resolved…
- Step 2 Registrar's Office; if not resolved…
- Step 3 Operational Manager; if not resolved...
- Step 4 Vice Principal of Climate & Culture; if not resolved...
- Step 5 School Principal via email or call the principal's assistant; if not resolved….
- Step 6 Human Resources; if not resolved….
- Step 7 Contact the school's board of directors

How to Contact Us

Position	Name	Phone Ext.	Email
School's board of directors	Board members	N/A	aca.board@azacademy.org
Principal		N/A	aca.principal@azacademy.org
Vice Principal- Climate & Culture	Lama Zaino	105	lama.zaino@azacademy.org
Vice Principal- Academics	Lynda Dekkiche	111	Lynda.dekkiche@azacademy.org
Registrar Office	Doaa Ismail	102	aca.registrar@azacademy.org
Human Resources	Sahba Sadat	103	sahba.sadat@azacademy.org
School Nurse	Khadija Maouche	104	aca.nurse@azacademy.org
Principal Assistant	Alaa Alian	107	alaa.alian@azacademy.org
Vice Principal- Operations	Julia Hammond	110	julia.hammond@azacademy.org
Early Childhood Coordinator	Abir Hassn	109	abir.hassn@azacademy.org
Facility Manager	Sekar Cortes	113	sekar.cortes@azacademy.org
Campus Receptionist	Safa Elhassan	114	Safa.elhassan@azacademy.org
Students Services	Afshan Sheikh	115	afshan.sheikh@azacademy.org

The following procedures shall govern the resolution of complaints. Every effort will be made to resolve a complaint at the earliest possible stage.

Informal Stage: Expression of dissatisfaction to a member of ACA staff. Most difficulties can be resolved by treating the complainant courteously, by handling the complaint seriously, and by responding quickly. It is essential to give time and be patient with the complainant, in order to allow them to be properly heard.

- Complaints can be written or made by phone or in person.
- Staff who receive the complaint will guide the complainant to the appropriate channels or personnel for direct discussion with the Administration. ACA is not responsible for any staff member who acts on his/her own to resolve any informal complaint which may not be satisfactory to the complaint.
- Attempts should be made to resolve the complaint quickly and informally if possible (within 5 school days), and ideally on the spot.
- Whenever possible, full details of the complaint and any action taken should be documented in order to be taken to the next level if necessary.
- Complainant's desired outcomes and possibilities of readdress should be discussed (this is not an admission of liability).
- Complainants should be provided with information on how to proceed to the formal complaint stage if the complaint remains unresolved within the expected timeframe. Typically, complaints will not be investigated if more than 60 days have passed since the incident or event took place.
- Preventative or lessons learned will be noted for future reference.
- If the complaint centers on a student, the student should also be interviewed. Students would normally be interviewed with their parents/guardians present. In some situations, circumstances may prevent the inclusion of the parent/guardian as it may delay the investigation of a serious or urgent complaint, or where particular circumstances mean that a student has specifically said she/he would prefer that parents/guardians are not involved. In this instance, another staff member with whom the student feels comfortable will be asked to attend. Consideration will always be given to the necessity of obtaining parental consent for such an interview.

Formal stage: If the complaint is not able to be resolved during the informal stage, the complainant may submit a written complaint. All complaints shall be submitted in writing to the Principal. If the complainant is unable to prepare the complaint in writing, Administrative staff will aid him/her to do so. Complaints related to the Principal will be filed in writing with Human Resources. Complaints related to a Board Member will be filed in writing with the Chairman of the Board.

A written complaint must include, but is not limited to the following information:
- The name of the person and any other persons involved.
- A brief but specific summary of the complaint and the facts surrounding it.
- A specific description of any prior attempts to resolve the matter.
- The remedy requested or desired.
- The signature of the complainant attesting that all information is true and correct to the best of the complainant's personal knowledge.
- The date of the complaint is filed.

The person against whom the written complaint was filed may request a copy of the written complaint. In specific situations, the Principal may provide a copy of the written complaint to the complainant with names and identifying information removed or a summary of the complaint.

The Principal/designee (an appointed administrator) will acknowledge receipt of written complaints and will appoint an administrator to be responsible for investigating complaints. The administrator will attempt to resolve the complaint in a timely manner to the satisfaction of the person(s) involved within a reasonable period of time.

Appendix I Complete Health Guidelines and Chart for Keeping Students Home

Medical History:

Your child medical information MUST be renewed every year or we will assume past concerns/illness were resolved. Any Health problem shared with the Health Office is extremely confidential.

Immunizations Requirements:

All students must meet Arizona State Immunization requirements in order to attend school. Please make sure your child is up to date on all immunizations. Your child's healthcare provider can help you determine if he/she needs further immunizations.

Students entering the 6th grade must have completed their required immunizations. From age 11 years and up, some immunizations are required by the Arizona Department of Health. These vaccines, or any that are missing, must be received before 1st day of school or students will be excluded unexcused until completed.

Student Health History and Life-Threatening Conditions:

Please let the School Health Office know if your child has significant health problems, life-threatening allergies or special medication concerns. If your child has any medical condition that requires medication or treatment during the school day. This includes asthma, diabetes, seizures, and allergies with EpiPen or other medical conditions. You must provide us with a note or care plan from your child's healthcare provider.

Medication at school:

If your child needs to take medication during the school day a Consent Form for Medication Administration must be signed. Forms are available at the school office.

Important:

- For all medications, you must bring the medication to the school yourself in the original pharmacy-labeled bottle with a valid expiration date; do not send it with your child.
- All prescription medication must be properly labeled with the child's full name, type of medication, and prescriber instructions specifying: dosage, route of administration, frequency, and ending date of treatment. Ask your pharmacy to supply you with an extra bottle for school use.
- The first dose of any new medication cannot be given at school. Any potential side effect must be monitored at home.
- Medication is found in the possession of a student without permission. The School disciplinary procedures will be followed by the Vice Principal.
- If your child is feeling sick during the school day. He/ She must be assessed in order to be dismissed. Students are not allowed to call or text parents that they are sick and need to go home.

- Diabetics: We must have a School Diabetic Care Plan on file from your physician. This will help us in case of an emergency to assist and give proper care to the student.
- Students with severe and life threatening allergies need to have Epi-Pen in school for any emergency reaction.
- Students with asthma need to have an inhaler available as a back-up when is needed and a Care Plan on file from your doctor.
- If a student is permitted by parent/guardian to self-carry or self-administer medication, a Medication Administration Form for this situation is requested to be completed.
- All medication must be picked up by parent/guardian at the end of the school year. In case medication is not retrieved will be dispensed at the end of the year.

Please always make sure the school has current phone numbers for you and other emergency contacts.

When to keep your child home:

Children are in close contact with one another at school. If parents keep their children home at the first signs of illness, it will help us prevent the spread of that illness to other children in the classroom. It's better to plan ahead of time and have a list of close people who may care for your sick child while you are at work.

These are the guidelines and symptoms we look for at school to determine when to send children home.

- Sore throat
- Persistent cough
- Runny nose if the discharge is yellow or green
- Oral temperature over 100 degrees temperature should remain normal for 24 hours before returning to school)
- Headache or stomach ache in combination with other symptoms(cough or sore throat)
- Nausea, vomiting, or diarrhea
- Unidentified rash or communicable skin rash. (child may return to school following proper treatment)
- Pinkeye (conjunctivitis) in one or both eyes. The whites of the eyes will appear pink or red, and feel painful and itchy. There may be yellow or green crystals around the eye or lashes.
- Earache and ear drainage.

It's important to know that when school calls you to pick up your child due to illness. Your child is not allowed to stay on campus more than 1 hour. Otherwise, you will be charged fees for a late pick up.

A few tips for your children to learn better:

You`re the first person to teach your child`s healthy habits. Here are a few tips to boost your child's immune system:

- Make sure they get plenty of rest each night.
- Encourage Healthy food: offer lots of fruits, vegetables, and whole grains. Limit junk food such as sweets and chips.
- Encourage water for thirst instead of soda or juice
- Teach your child to keep body and hair clean, to brush teeth twice a day, and to wash hands OFTEN
- Make sure your child gets daily exercise out in the fresh air whenever possible.

Save this chart on your refrigerator; this will help you to determine what to do:

I need to stay home if...

I have a fever	I am vomiting	I have diarrhea	I have a rash	I have head lice	I have an eye infection	I have been in the hospital
						
Temperature of 100 or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, Itching, and/or "crusty" drainage from eye	Hospital stay and/or ER visit
I am ready to go back to school when I am...						
Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash itching, fever, or I have been evaluated by my doctor if needed	Treated with appropriate lice treatment at home and examined by nurse	Evaluated by my doctor and have a note to return to school	Released by my medical provider to return to school with a note
Please call your school with any questions or concerns						

Arizona Cultural Academy

Parent/Student Handbook Acknowledgment Form

2026–2027 School Year

I acknowledge that I have received access to the Arizona Cultural Academy Parent/Student Handbook for the 2026–2027 school year, either in hard copy form or online through the school website at azacademy.org.

I understand that the handbook contains important information regarding school policies, procedures, expectations, recent updates, and changes for the 2026–2027 school year. I have been given the opportunity to read and review the handbook with my child(ren), and I understand that I may contact the school office if I have any questions regarding the information contained in the handbook.

By signing below, I agree to cooperate with and abide by all rules, regulations, policies, and expectations outlined in the Arizona Cultural Academy Parent/Student Handbook. I understand that enrollment at Arizona Cultural Academy signifies acknowledgment and acceptance of the terms, conditions, and regulations stated in the handbook.

We hope this handbook provides clarity regarding all aspects of school life for your child(ren). Insha'Allah, we pray that this school year will be beneficial, successful, and rewarding for all of our students and families.

Thank you for your continued support of Arizona Cultural Academy.

Student Information

Student Name(s): _____

Grade(s): _____

Parent/Guardian Information

Parent/Guardian Name: _____

Signature: _____ Date: _____