



**THE ACES  
2010-2011  
HANDBOOK**

**FOR**

**STUDENTS AND PARENTS**

**THE AUSTIN CENTERS FOR EXCEPTIONAL STUDENTS, INC.**

PEORIA CAMPUS  
6815 W. CACTUS ROAD  
PEORIA, ARIZONA 85381  
623-937-5090 FAX 623-937-5349

TEMPE CAMPUS  
1515 S. INDIAN BEND ROAD  
TEMPE, ARIZONA 85281  
480-820-5186 FAX 480-820-5187

AVONDALE CAMPUS  
1642 S. 107<sup>TH</sup> AVENUE  
AVONDALE, ARIZONA 85323  
623-478-5840 FAX 623-478-5841

[www.theaces.net](http://www.theaces.net)

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## PEORIA CAMPUS 2010-2011 SCHOOL YEAR

(The ACES School Hours: 8:45 a.m. – 2:45 p.m.)

### **Beginning Dates:**

Returning/ New Teachers	Monday, August 2 <sup>nd</sup> , 2010
New Support Staff	Tuesday, August 3 <sup>rd</sup> , 2010
Returning Support Staff	Thursday, August 5 <sup>th</sup> , 2010
Student's First Day	Monday, August 9 <sup>th</sup> , 2010

### **Ending Dates:**

Teachers:	Friday, May 27 <sup>th</sup> , 2011
Students:	Friday, May 27 <sup>th</sup> , 2011

### **Holidays**

Labor Day	Monday, September 6 <sup>th</sup> , 2010
Professional Development Day	Monday, October 11 <sup>th</sup> , 2010
Veterans Day	Thursday, November 11 <sup>th</sup> , 2010
Thanksgiving	Thurs, November 25 <sup>th</sup> and Fri, 26 <sup>th</sup> , 2010
Winter Recess	Mon, December 20 <sup>th</sup> – December 31 <sup>st</sup> , 2010
Professional Development Day (1/2 day)	Wednesday, January 12 <sup>th</sup> , 2011
Martin Luther King Day	Monday, January 17 <sup>th</sup> , 2011
President's Day	Monday, February 21 <sup>st</sup> , 2011
Professional Development Day (1/2 day)	Thursday, February 24 <sup>th</sup> , 2011
West Campus Spring Break	Mon, March 14 <sup>th</sup> - Fri, 18 <sup>th</sup> , 2011
Spring Holiday	Friday, April 22 <sup>nd</sup> , 2011
Professional Development Day (1/2 day)	Wednesday, May 4 <sup>th</sup> , 2011
Last Day of School (1/2 day)	Friday, May 27 <sup>th</sup> , 2011
Memorial Day	Monday, May 30 <sup>th</sup> , 2011

**ESY 2011:** June 1<sup>st</sup> - July 28<sup>th</sup>, 2011 = 33 days

M-Th 8:30am - 1:30pm (No school on Fridays during ESY, No school July 4<sup>th</sup>)

### **Testing Dates:**

AIMS (High School Reading, Writing, & Math)	Tues, October 26 <sup>th</sup> - Thurs, 28 <sup>th</sup> , 2010
AIMS (High School Writing and Reading)	Tues, March 1 <sup>st</sup> - Wed, 2 <sup>nd</sup> , 2011
AIMS (HS Math and Science, Stanford 10)	Tues, April 5 <sup>th</sup> - Wed, 6 <sup>th</sup> , 2011
AIMS 3 <sup>rd</sup> -8 <sup>th</sup> & Stanford 10 (2 <sup>nd</sup> grade)	Mon, April 11 <sup>th</sup> - Fri, 15 <sup>th</sup> , 2011

### **Progress Reports:**

1 <sup>st</sup> quarter	October 15 <sup>th</sup> , 2010 (48 days)	3 <sup>rd</sup> Quarter	March 25 <sup>th</sup> , 2011 (48 days)
2 <sup>nd</sup> quarter	January 7 <sup>th</sup> , 2011 (47 days)	4 <sup>th</sup> Quarter	May 27 <sup>th</sup> , 2011 (44 days)
	40 <sup>th</sup> day- October 4 <sup>th</sup> , 2010		100 <sup>th</sup> day- January 14 <sup>th</sup> , 2011
Total School Days- 187			

## Calendar of Events – Peoria Campus 2010-2011 School Year

August 9 <sup>th</sup> , Monday.....	First Day of School
September 6 <sup>th</sup> , Monday .....	No School – Labor Day
September 10 <sup>th</sup> , Friday.....	Student Government sponsored Spirit Day
September 16 <sup>th</sup> , Thursday.....	Open House 6:00 p.m. – 7:30 p.m.
October 7 <sup>th</sup> , Thursday.....	Picture Day
October 11 <sup>th</sup> , Monday.....	No School for Students – Professional Dev. Day
October 15 <sup>th</sup> , Friday.....	End of 1 <sup>st</sup> Quarter
October 15 <sup>th</sup> , Friday.....	Student Government sponsored Spirit Day
October 26 <sup>th</sup> , Tuesday.....	AIMS High School – Writing
October 27 <sup>th</sup> , Wednesday.....	AIMS High School – Reading
October 28 <sup>th</sup> , Thursday.....	AIMS High School – Math
November 4 <sup>th</sup> , Thursday.....	Student Appreciation Day
November 11 <sup>th</sup> , Thursday.....	No School – Veteran’s Day
November 18 <sup>th</sup> , Thursday.....	Picture Retake Day
November 25 <sup>th</sup> & 26 <sup>th</sup> .....	No School – Thanksgiving Holiday
December 9 <sup>th</sup> , Thursday.....	Winter Festival 6:30 p.m. – 8:30 p.m.
December 13 <sup>th</sup> -December 17 <sup>th</sup> .....	Student Government sponsored Spirit Day
December 16 <sup>th</sup> , Thursday.....	Graduation Day
December 20 <sup>th</sup> – December 31 <sup>st</sup> .....	Winter Recess
January 7 <sup>th</sup> , Friday.....	End of 2 <sup>nd</sup> Quarter
January 12 <sup>th</sup> , Wednesday.....	Student Early Release, 12:30 p.m.-Professional Dev. Day
January 17 <sup>th</sup> , Monday.....	No School – Martin Luther King Day
January 21 <sup>st</sup> , Friday.....	Student Government sponsored Spirit Day
January 24 <sup>th</sup> – 28 <sup>th</sup> .....	Animal Appreciation Week
February 17 <sup>th</sup> , Thursday.....	Spring Picture Day
February 21 <sup>st</sup> , Monday.....	No School – Presidents Day
February 24 <sup>th</sup> , Thursday.....	Student Early Release, 12:30 p.m. Professional Dev Day
February 25 <sup>th</sup> , Friday.....	Student Government sponsored Spirit Day
March 1 <sup>st</sup> , Tuesday.....	AIMS – High School Writing
March 2 <sup>nd</sup> , Wednesday.....	AIMS – High School Reading
March 3 <sup>rd</sup> , Thursday.....	Spring Open House/Fine Arts Festival 6:00 p.m. – 7:30 p.m.
March 7 <sup>th</sup> - 11 <sup>th</sup> .....	SADD Week (Students Against Destructive Decisions)
March 11 <sup>th</sup> , Friday.....	Student Government sponsored Spirit Day
March 14 <sup>th</sup> - 18 <sup>th</sup> .....	No School – Spring Break
March 25 <sup>th</sup> , Friday.....	Founder’s Day
March 25 <sup>th</sup> , Friday .....	End of 3 <sup>rd</sup> Quarter
April 5 <sup>th</sup> , Tuesday.....	AIMS High School Math & Stanford 10 (9 <sup>th</sup> graders)
April 6 <sup>th</sup> , Wednesday.....	AIMS High School Science & Stanford 10 (9 <sup>th</sup> graders)
April 11 <sup>th</sup> – April 15 <sup>th</sup> .....	AIMS 3 <sup>rd</sup> -8 <sup>th</sup> grade & Stanford 10 (2 <sup>nd</sup> graders)
April 18 <sup>th</sup> -21 <sup>st</sup> .....	Student Field Week
April 22 <sup>nd</sup> , Friday.....	No School – Spring Holiday
April 27 <sup>th</sup> , Wednesday.....	Award Ceremony –Primary and Intermediate Elementary
April 28 <sup>th</sup> , Thursday.....	Award Ceremony – Jumpstart & Rising Stars
April 29 <sup>th</sup> , Friday.....	Award Ceremony – High School & Junior High
May 4 <sup>th</sup> , Wednesday.....	Student Early Release, 12:30 p.m.-Professional Dev Day
May 6 <sup>th</sup> , Friday.....	“Moving Up” Day for 6 <sup>th</sup> & 8 <sup>th</sup> graders
May 7 <sup>th</sup> , Saturday.....	High School Prom
May 13 <sup>th</sup> , Friday.....	Student Government sponsored Spirit Day
May 25 <sup>th</sup> , Wednesday.....	Graduation Day
May 27 <sup>th</sup> , Friday.....	Last Day of School – Early dismissal at 12:30 p.m.
May 30 <sup>th</sup> , Monday .....	No School – Memorial Day

# **The Austin Centers for Exceptional Students**

**6815 West Cactus Road, Peoria, Arizona 85381, (623) 937-5090**

**1515 S. Indian Bend Rd., Tempe, Arizona 85281, (480) 820-5186**

**1642 S. 107<sup>th</sup> Ave., Avondale, Arizona 85323, (623) 478-5840**

**School Hours: 8:45 A.M. - 2:45 P.M.**

**Peoria Campus Office Hours: 7:00 A.M. - 5:00 P.M.**

**Tempe Campus Office Hours: 7:30 A.M. - 4:30 P.M.**

**Avondale Campus Office Hours: 7:30 A.M. – 4:30 P.M.**

**Teacher Hours: 8:00 A.M. - 4:00 P.M.**

**(Teachers are available before and after school hours from 8:00 A.M. - 8:45 A.M. and 3:00 P.M.- 4:00 P.M)**

**[www.theaces.net](http://www.theaces.net)**

## **DESCRIPTION OF THE ACES**

The ACES is a state certified special education school for kindergarten through twelfth grade (K-12) special needs students ranging in age from five to twenty-two. The ACES has been established to provide an environment in which the pursuit of instructional effectiveness and learning is valued for students with emotional disabilities, Autism or pervasive developmental delays, specific learning disabilities, and other categories of special needs students including A, ED, ED-P, MIMR, MOMR, OHI, SLD, SLI, TBI, MD, and MD-SSI. The ACES provides its unique instructional opportunity on three campuses, in Peoria, Avondale and Tempe, Arizona.

The ACES was developed to meet the academic and behavioral needs of students who require more intensive special education services than can be provided within Arizona public school districts, charter schools and state placement agencies. The ACES adheres to the procedures, conditions, and standards set forth by the Arizona Department of Education, Exceptional Student Services Division.

## **HISTORY OF THE ACES**

The ACES is a multifaceted special education program, which has been designed by co-founders, the late Mr. Gene Austin and Mrs. Francie Austin, specifically for students with emotional disabilities, specific learning disabilities and autism or other developmental delays. When they founded The ACES, both Gene and Francie held Bachelors and Masters Degrees in Special Education. They accomplished doctoral work at Arizona State University in Educational Administration. Gene and Francie had 47 years of combined experience in direct administration of programs for special needs students. They had twenty-seven years of experience in public school administration and an additional twenty-five years of experience in administering successful, private educational and behavioral health programs. Their professional careers and commitment to special needs students allowed them to forge a vision of a school in which challenged students had the maximum opportunity to succeed. Gene and Francie opened the doors of The ACES on August 28, 1995 in the West Phoenix Valley (Peoria Campus) and on August 23, 2000 in the East Phoenix Valley (Tempe Campus). August 2010 marked the opening of the third ACES campus in Avondale. The schools accommodate specific educational and behavioral criteria of special needs students referred by the public school districts and charter schools. The ACES opened with twenty-two students and currently serves over six hundred fifty students per year from 50+ districts and charter schools.

A multi-disciplinary team consisting of educators and behavioral health professionals representing a variety of specialties has developed the mission and philosophy upon which the educational principles of The ACES are based. The final product of these planning efforts is a highly organized program that modifies

inappropriate behaviors and develops academic skills through precise structure and individualized educational programming.

By focusing upon the special education and behavioral health needs of the student, The ACES eliminates barriers to success by providing an authentically child-oriented program. The environment at The ACES is highly structured, safe, supportive, and goal oriented. All students are accepted with unconditional love and genuine respect by a staff committed to finding the road to success for each student. Poor choices by students are addressed immediately, fairly, and consistently in order to effect positive changes in behavior.

Staffed by trained, Certified, Highly Qualified Special Education Teachers, Special Subject Area Teachers, Behavior Coaches, Assistant Teachers, Counselors, Speech and Occupational Therapists, Clinicians, and Psychologists, The ACES' instructional programs maximize student learning, comprehension, and retention.

### **GOALS FOR EACH STUDENT**

1. Reduce inappropriate behaviors and replace them with the social skills required to succeed in the public school.
2. Increase academic proficiency in all subject areas so that the student can successfully compete academically in the public schools.
3. Integrate back into the public school program as quickly as possible.

### **STAFF COMMITMENT TO PARENTS**

The staff at The ACES makes the following commitments to the parents of each student:

1. To accept each student unconditionally with the belief that every child is capable of learning and making positive choices regardless of his/her educational or behavioral history.
2. To provide a loving and nurturing educational environment which is highly structured, rewards positive choices, and consistently delivers fair consequences for poor choices.
3. To identify each child's academic deficiencies, if any, and to provide specific instruction in those areas.
4. To academically accelerate each student through instructional material as quickly as possible.
5. To hold each student accountable for his/her behavior and provide each student with strategies to successfully manage his/her behavior.
6. To integrate the student back into the public school setting as quickly as possible.
7. To communicate honestly and effectively with parents regarding their children's successes, challenges, and any behavioral incidents.

### **PARENT COMMITMENT TO STAFF**

It is expected that each parent of a student at The ACES will commit to the following to foster a cohesive and supportive program:

1. To acknowledge that the parents and staff must work as a team in order to change the student's behavior.
2. To handle any issue or concern reported by the student to the parent by immediately calling the teacher before discussing the issue further with any other party. If the teacher is not immediately available, the parent should contact the Program Coordinator, or an administrator of The ACES.
3. To attend a Crisis Prevention Intervention class within three (3) months of enrolling their child in order to gain an understanding of the behavior management system used at The ACES and to attend one advanced CPI training class per year.
4. To support the student by attending the following school functions:
  - Fall Open House
  - Spring Open House/Fine Arts Festival
  - Winter Festival
  - Graduation or Promotional Ceremonies (when applicable)
  - Award Ceremonies
5. To ensure that their student attends school each day. A student should be absent only if he/she is ill, and such absence should be reported to the school office that morning.
6. To contact the teacher immediately if any of the following occur:
  - Change of phone number, address, or other contact information;
  - Change in medication, including dosage changes, and new or discontinued medications;
  - Stress factor in the family, which might affect the student's behavior; or
  - Change in individuals working with the child outside the school environment such as psychologists, therapists, social workers, probation officers or other important adults.

By the staff members and parents honoring these commitments, the student has the maximum opportunity to accomplish his/her goals.

### **CHILD FIND LAW**

The intent of Child Find is that all children from birth through age 21 with delays or disabilities are identified, located and evaluated to receive the supports and services they need.

Public schools and the Arizona Early Intervention Program are responsible for "finding" eligible children and providing services needed for them to reach their developmental milestones or meet their educational needs.

When children are "found", they are referred to a specialist to screen their development. The screening helps identify any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Arizona Early Intervention Program or a public school system will offer early intervention or special education services according to the child's needs.

- Early intervention supports and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzEIP).
- Preschool special education services for children ages 3 to 5 provide special strategies to help children reach their developmental milestones.
- Special education services for school-aged children in kindergarten through the age of 21 provide specialized instruction and services to assist children in the educational environment.

## **ANNUAL NOTIFICATION TO PARENTS REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS**

**The Family Educational Rights and Privacy Act (FERPA)** is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties under the following conditions:
  - School officials with legitimate educational interest
    - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
    - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
  - Other schools to which a student is seeking to enroll;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

**The Individuals with Disabilities Education Act (IDEA)** is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and medication agreements. Such information is gathered from a number of sources, including the student’s parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under part B of IDEA must assure that all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records for a child with a disability

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

<p>Family Policy Compliance Office          U.S. Department of Education          400 Maryland Avenue, SW          Washington, D.C. 20202-5901</p>	<p>Arizona Department of Education          Exceptional Student Services          1535 W. Jefferson, BIN 24          Phoenix, AZ 85007</p>
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**OBSERVATION OF CLASSROOM ACTIVITIES**

The ACES encourages parent’s participation in their child’s educational program; however, the administration will determine the number and length of observations in a particular classroom so that the instructional environment is not disrupted.

**EVENING EVENTS**

The ACES holds evening events throughout the school year such as Open House, Winter Festival and the Fine Arts Festival. These events are a chance for parents and guardians to meet The ACES staff and enjoy seeing their students’ progress. We encourage all students to attend with their parents or guardians.

During these evening events, any student who attends must be accompanied by a parent or guardian and remain with that parent or guardian while on campus. If any student comes to an evening event without a parent or guardian, that student will be denied entrance and asked to leave.

**HONOR ROLL**

The ACES promotes academic excellence through high-level thinking, opportunities to participate, and an individualized curriculum. It is the belief of The ACES’ teaching staff that all students can succeed academically. It is with this belief that an Honor Roll Recognition Program was developed in which The ACES students may achieve the Honor Roll each quarter in one of the following categories:

- a. Platinum Award: A average

To earn this highest academic achievement award, the recipient must earn an A grade average at his/her grade level of curriculum.

- b. Gold Award: A average
- c. Silver Award: B average
- d. Bronze Award: C average

Gold, Silver and Bronze Awards recognize exemplary performance in the appropriate ability level curriculum that meets the student's current educational needs. Students will earn certificates for their levels of achievement. Recipients will also have their names displayed publicly in The ACES Hall of Fame.

### **HOMEWORK POLICY**

The ACES is a very academically oriented school in which all of the school day is devoted to academic achievement and the improvement of behavior. Many of our students have had past difficulties staying on task, completing assignments, and taking responsibility for turning in their assignments. Until students have mastered these behaviors, teachers typically do not give students homework. Due to the highly structured academic program, most students at The ACES who participate actively in the program gain far more than a year's academic growth in a calendar year without emphasis on daily homework.

However, The ACES recognizes that acclimating students to homework can benefit students in preparing them academically for a successful transition to a public school. Homework may be given at the discretion of a teacher when they believe it is in the best interest of your student. The ACES understands that requiring students to complete homework may cause unnecessary frustration at home. Please communicate with you student's teacher regarding homework if you believe adjustments need to be made. The teacher will work with you as a cooperative team to determine the best plan and outcome for your student. Homework may also be provided at a parent's request and at the discretion of the teacher and The ACES administration.

### **THE ACES ATTENDANCE POLICY**

Peoria Campus Attendance Phone Number: 623-937-5090  
Tempe Campus Attendance Phone Number: 480-820-5186  
Avondale Campus Attendance Phone Number: 623-478-5840

Regular school attendance is essential to the successful completion of a child's academic career. There is a direct correlation between the student's attendance patterns and academic, behavioral, vocational, and personal success. Much of the success a student gains from his or her school experience is due to regular attendance, and responsibility for attendance ultimately rests with the student and his or her family. A.R.S. §15-802 mandates that any child between the ages of six and sixteen must attend an educational setting. Failure in consistent school attendance may result in filing documents for truancy. The following attendance policies and regulations have been established to ensure that each student misses as little school as possible. Please study the following attendance guidelines carefully and contact The ACES if you have any questions.

### **CLASSIFICATION OF ABSENCES**

**A. Excused.** The following situations constitute an excused absence from school only if verified by the parent or guardian:

1. Illness

2. Death in the family
3. Emergency
4. Prearranged absence

**B. Unexcused.** Some examples of unexcused absences are:

1. Failure to attend school without proper authorization
2. Leaving school without signing out through the office
3. No parental notification given to the school for the student's absence
4. Unauthorized absence from a class or school (ditching)
5. Missing the school bus

### **AUTOMATIC OFFICE PROCEDURES REGARDING ABSENCES**

**If possible, on or before the day of the absence, a parent/ legal guardian should notify the school.** If there is no telephone in the home, a note from the parent/legal guardian will be accepted.

1. Notes or phone calls to excuse absences must be presented to the teacher **within 24 hours** of the absence. A determination will be made as to whether the absence is excused or unexcused.
2. Phone calls will be made to the parent/guardian of those students who are not present during homeroom at the beginning of each school day.
3. All students will be required to make up any schoolwork missed. High school students will be required to make up work during school; or, in special circumstances, the student will take missed school work home to complete. Absences for which no parent/guardian has contacted the school are considered to be unexcused. It is possible that students with unexcused absences may not receive credit for work that is missed.

### **PRIMARY EDUCATION (K – 8)**

It is not possible for a student to be successful in school if he/she has a poor attendance record. Teachers are responsible for initiating the necessary communications with parents/guardians any time absences or tardies jeopardize the student's progress in class. Parents/guardians shall be notified by a phone call when a student's absences reach 13. The parents/guardians may then be required to meet with the teacher and school administrator to develop a written plan to address the need for regular attendance.

### **SECONDARY EDUCATION (9 – 12)**

Excessive absences, whether excused or unexcused, are detrimental to a student's academic success. If a student accumulates 13 or more excused or unexcused absences in any semester, he or she may be denied credit. A letter will be sent to the parent/guardian if their student reaches 5 absences for the semester as a reminder of the attendance policy. Another letter will be sent to the parent/guardian if their student has obtained 10 absences in a semester. Once the student reaches 13 absences for the semester, the teacher will convene a mandatory meeting, to include the student, parent and the home school district representative. At this time a behavior/attendance contract will be devised to help ensure the student's successful attainment of credit for his/her classes. If the student fails to meet the expectations outlined in his or her contract, he/she may be denied credit for the semester.

## **REGULATIONS PERTINENT TO SECONDARY STUDENTS, GRADES 9-12**

### PEORIA CAMPUS

*Both Traditional High School and Jumpstart programs*

1. TEACHERS WILL PROCESS ALL TARDIES AND DETERMINE IF THEY ARE EXCUSED OR UNEXCUSED.
2. A tardy student is defined as any student who is not inside the classroom when the tardy bell stops ringing.
3. Students carrying a legitimate pass from a school staff member are to be excused.

*Traditional High School program only*

4. In the traditional high school department students who have an unexcused tardy to periods 1-4 will not receive full points for the class and will also have 20 points deducted from their point sheet for that class period. If another unexcused tardy occurs on the same day, the student will serve an automatic lunch detention. If a student is late during periods 5 and/or 6, he/she will receive a 40-point deduction.
5. If a student is habitually late, he/she may be placed on the Constant Staff Supervision program and/or referred to the Intensive Behavioral Instruction program (IBI).

### TEMPE and AVONDALE CAMPUSES

1. TEACHERS WILL PROCESS ALL TARDIES AND DETERMINE IF THEY ARE EXCUSED OR UNEXCUSED.
2. A tardy student is defined as any student who is not inside the classroom at the beginning of the class period.
3. Students carrying a legitimate pass from a school staff member are to be excused.
4. Students who have an unexcused tardy will receive a consequence in accordance with The ACES behavioral plan.

### **TARDY POLICY**

The school day starts at 8:45 a.m. Students are expected to be present in their homerooms at that time. If a student arrives at school after 8:45 a.m., he/she will sign in at the front office and be escorted to class. Please be aware that any student coming to school late will still be subject to search.

### **ABSENCES DUE TO CHRONIC HEALTH CONDITIONS**

The ACES is committed to providing an appropriate education to all students, including those with chronic health conditions resulting from illness, disease, or accident. Instructional provisions will be determined on an individual basis to ensure continuous learning that is integrated with the regular education program. No student who is certified by a licensed medical professional as having chronic health conditions will be penalized for absences as long as the absences are due solely to illness, disease, or accident. Credit will be given for completed course requirements. A student with extended absences may request make-up assignments from his/her homeroom teacher.

## ILLNESSES

Children who are ill should remain at home. Students who have health problems are especially susceptible to germs and viruses. Exposure is unavoidable at times, but The ACES tries to protect the health of each child to the greatest extent possible through good health habits such as frequent hand washing. Students and parents can help the staff protect the health of all students by making certain the student is feeling well physically when he/she comes to school. When attempting to determine if the student is well enough to attend school, the following guidelines should be considered:

Children should not come to school if:

- They have had vomiting, diarrhea, or fever within 24 hours.
- They have an elevated temperature (above 99.8°).
- They have a purulent drainage (yellow/green) from their noses.
- They have redness, pain, swelling, and crustiness about the eye(s). This could indicate conjunctivitis (pink eye).
- They have lice.
- They seem unusually tired or listless. This could be an indication of the onset of illness.
- A physician has prescribed medication, for a contagious illness. The child should not return to school until the medication has been taken for at least 24 hours. A note from the child's physician reflecting the student's ability to return to school is preferred.

In spite of the best efforts to monitor the student carefully, symptoms of illness might appear after arriving at school. Should this happen, The ACES will call a parent or guardian to pick up the student to assure he/she receives appropriate care and attention. Children may remain in the health room until transportation arrives. If the emergency contact telephone numbers change during the year, parents should send a note with the new information to the student's teacher or call the school secretary.

**The accurate listing of emergency numbers where parents or other approved contacts may be reached is required.**

## MEDICATION AT SCHOOL

The teacher must have parent permission (a signed *Request for Giving Medications at School* form) in order to administer medication to students. The medication should be delivered to the school by a parent/guardian in the original prescription bottle. The staff will count the medication and keep a *Medication Log* to track all doses given. When refills are necessary, a classroom staff member will notify the parents.

## STUDENT RESPONSIBILITIES

Each student will be responsible for knowing and upholding the standards listed below, general school rules, and all The ACES Policies listed in "The ACES Handbook for Students and Parents."

1. **Students are subject to the authority of all faculty and staff members during the regular school day and while attending any school function on or off campus.** The regular school day includes the time of travel to and from a student's home residence. Arizona State Law places school staff members in the same legal position as parents while students are enrolled in school.
2. Equipment and property unnecessary to the school program should not be brought on campus or to classes. Items include: radios, C.D. players, iPods, MP3 players, pagers, electronic games, televisions,

personal digital assistants (PDA), lap tops, computers, cameras, video recording devices, cell phones (see #3 below) or any item that is internet accessible. If a student has extenuating circumstance and obtains prior permission to bring such an item, the student must hand it to his/her teacher for lock-up during the day. **The ACES is not responsible for lost, broken or stolen items.**

3. Students are not permitted to bring **cell phones** or communication devices to school. If a student brings any cell phone or communication device it will be confiscated and brought to administration. The ACES accepts no responsibility for the safe return and storing of the device. Parent(s)/Guardian(s) will have the opportunity to pick up the device at the school **by appointment only**.

Exceptions will be considered if the device is utilized as an assistive technology device. Exceptions may only be made by the Principal. The ACES will make every effort to safeguard the device; however, The ACES will not be responsible for replacing or paying for the device if it is lost, broken or stolen. If this occurs the Parent(s)/Guardian(s) may apply in writing for their child to bring the device again, providing the aforementioned expectations are met.

4. There is zero tolerance of guns or ammunition on or near school property, on the bus, or at school activities. This includes guns that shoot pellets, b-b's, paint balls or any other similar material (see prohibited weapons). Accordingly, a student who possesses any type of gun on or near school grounds or at school sponsored activities will be subject to disciplinary action and possible legal action. There is zero tolerance for possession of any other instrument or weapon that may be dangerous or intimidating. A.R.S. §13-3101-13-3110 further prohibits the concealment of weapons and explosive devices.
5. There is zero tolerance for any street drugs or illegal substances on or near school property, on the bus or at school functions. In addition to school discipline, the infraction may result in the filing of criminal charges. As a "Drug Free School Zone," The ACES prosecutes any and all individuals to the fullest extent of the law.
6. Students should not bring more than \$5.00 to school unless it is allocated for a specific school purpose (i.e. lunch money, field trip, book fair, etc.). Other amounts over \$5.00 may be approved by the homeroom teacher. Amounts over \$5.00 may be confiscated and require a parent/guardian to pick up.
7. Gang behavior that initiates, advocates, or promotes activities that threaten the safety or well being of persons or property on school grounds, or has the potential to disrupt the educational environment, is strictly forbidden. Any student who wears, carries or displays gang clothing, symbols, or paraphernalia, or who uses language, gestures or writing that symbolize/indicate gang membership, will be subject to disciplinary action. Likewise, any student who causes and/or participates in activities that intimidate or adversely affect the educational pursuits of another student or the orderly operation of the school will be consequence.
8. A healthy school environment must be free from insults and intimidation. Any behavior intended to intimidate or demean others is in violation of school rules. Behavior that intentionally intimidates or demeans another person or group on the basis of racial or ethnic background has a uniquely destructive effect on the school climate and will not be tolerated in the school environment. A student who intimidates, provokes, threatens, or uses physical force against another person will face disciplinary action such as a referral to IBI. If a student assaults another student or staff member, criminal charges may be filed.

9. Vandalism of The ACES campus or school property will not be tolerated. If any student defaces or destroys property, he or she will be subject to disciplinary action and possible legal action. In such cases, the student and the student's parents will be found financially responsible for repair or replacement of damaged property.
10. Students must respect the public property in the community. Defacing, littering or trespassing on citizen's property is forbidden.
11. No caps or hats are to be worn in classrooms, in interior hallways or anywhere inside the school building. Students are expected to adhere to the dress code.
12. There is to be no loitering on or near the campus at any time. All students are expected to leave the campus when their school day has concluded.
13. Students are responsible for conducting and presenting themselves in a respectable manner at all times. Please refer to The ACES' clothing and personal appearance policy.

**“GOOD NEIGHBOR” POLICY:**  
**STUDENT CONDUCT WITHIN THE SCHOOL COMMUNITY**

School rules and other reasonable expectations for student behavior are extended to include student conduct while traveling to and from school, while off campus during the normal school day, or attending school events on or off campus after the school day ends. These expectations include the responsibility to observe traffic and pedestrian laws and the responsibility to act as a good neighbor, respecting the safety, welfare, and property of others. Failure to act as a good neighbor within the school community may result in disciplinary action (A.R.S. §13-201).

**STUDENT SAFETY**

Staff members at The ACES are dedicated and committed to providing a safe environment for each student. To ensure student safety, The ACES has developed these procedures:

**SEARCHES:**

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

It is the policy of The ACES to use a metal detecting scanning device to ensure the safety, health, and welfare of students. The metal detecting device is used to scan all students when they arrive at school and/or students at random and/or specific students when there is reason to believe that some material or matter is detrimental to the health, safety and welfare of the student(s). If a staff member has reason to believe a student possesses contraband, a weapon, any illegal substance and/or dangerous materials the student is subject to a search at any time.

Items provided by The ACES for storage such as desks and other 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 expectancy of privacy. Desks, storage areas, lockers, etc. may be inspected at any time with or without reason, and with or without notice by school personnel.)

## **INTERROGATIONS:**

The ACES administration and staff have the right to question students about any matter that might be detrimental to that student or any other individual. If a student is suspected of committing an illegal act, The ACES personnel are obligated to notify the proper authorities.

## **ARREST:**

If a student is taken into custody (arrested), The ACES staff member will request that the arresting officer notify the student's parents or guardian. The arresting officer will be asked to complete and sign a "Form of Signature of Arresting Officer." The ACES personnel shall ensure parents have been notified that their student has been taken into custody. The personnel of The ACES shall cooperate fully with the police. When an arrest is formally made, The ACES and its employees no longer exercise jurisdiction over the student.

## **BEHAVIORAL INTERVENTION FOR STUDENTS**

THE ACES staff strives for excellence in providing the highest quality education program for all of our students. We make every effort to provide a healthy, positive, and safe environment promoting academics and positive behavior. To this end, we use a variety of behavioral and crisis intervention techniques to ensure the care, welfare, safety, and security for all students, staff, and the educational environment.

We provide training and continuous support in crisis prevention and intervention techniques. We approach all behavioral interventions in the least intrusive way by giving students the opportunity to refocus their behavior and rejoin their educational environment. If all crisis prevention and intervention techniques have been exhausted, staff may employ nonviolent physical crisis intervention (therapeutic hold) as a last resort. Nonviolent physical crisis intervention is designed to physically manage a student safely until he/she can regain control of his/her behavior. We never use a physical restraint (therapeutic hold) as a form of punishment or consequence for behavior.

It is extremely important to THE ACES that every student and parent/guardian understand that nonviolent crisis intervention techniques are utilized due to our commitment to the care, welfare, safety, and security of all. We believe that behavioral interventions can promote lasting positive changes in student behavior and respect an individual's human dignity and personal privacy promoting a positive, productive relationship between the students and staff.

Student behaviors will be handled by the staff during the school day. Parents will never be called during the day to remove a child due to inappropriate or challenging behavior; however, if a student is suspected of being under the influence of any illegal substance the parent/guardians will be contacted to pick up the student for safety. Additionally, if the student compromises safety and requires a full search the parent/guardian will need to conduct the search assuring the safety of all. The philosophy of The ACES is to intervene as quickly as possible taking advantage of the learning opportunity promoting a positive behavior change. The parent/guardian will not be asked to administer a consequence at home for behavior at school. Likewise, The ACES will not discipline a student at school for behavior at home; however, The ACES encourages parents and teachers to collaborate on ways to promote consistent behavior in all social settings.

Parent Workshop in Crisis Prevention Intervention (CPI) – CPI is a nationally recognized and thoroughly documented program to assist parents and educators in diffusing conflict and assisting students in making

appropriate choices. It is the basis of the crisis management strategy at THE ACES and is highly effective in intervening during inappropriate behaviors in the school and home environment. Within three (3) months of enrollment, parent/guardian are required to attend one introductory informational workshop. Additionally, more advanced parent/guardian informational workshops will be offered to provide education in CPI techniques and strategies creating continuity between The ACES and home.

### **TEACHER/STAFF AUTHORITY**

Teachers and staff have the responsibility and authority to correct the behavior of **ANY STUDENT** (regardless of the program), especially if it is of such a nature as to bring discredit to the individual, the school or the student body.

### **CLOTHING, PERSONAL APPEARANCE AND BACK PACK POLICY**

The ACES strives to ensure an optimal learning environment and a safe campus for all our students. A student's attire, personal appearance and conduct can play a large role in accomplishing this goal. It is imperative that our students do not wear clothing that disrupts or distracts from the educational environment of the classroom and school. Student attire and grooming shall be such that it meets the safety, health, and decency standards in order to not diminish the educational instruction or activity of The ACES.

#### **General Clothing Requirements:**

Students are restricted from wearing or carrying symbols that endorse or imply the use of substances not legally available to minors such as drugs, alcohol, and tobacco.

Clothing, hats, tattoos, jewelry, magazines, music covers, purses, and any other items that have profane, sexual, or violent connotations, contain racial, ethnic, religious or disability slurs or indicate gang affiliation are strictly prohibited.

Trench coats and steel-toed boots will not be permitted. Bandanas, handkerchiefs, skullcaps, hairnets, etc. of any color may not be worn in any manner to school. They will be confiscated. Students may wear hats on the grounds but not in the buildings. Hats being worn backwards or sideways will not be permitted.

Appropriate footwear is required on campus and bare feet are prohibited. Open toed shoes such as flip-flops or beach sandals may cause a hazard and are prohibited. Slippers are also prohibited unless otherwise permitted by Student Government for Spirit Day purposes.

#### **Tops:**

No garment that reveals the sides, cleavage, midriff, or back of the body is permitted. The torso must be completely covered. Garments must not be see-through or worn in such a manner to expose undergarments such as bra straps, boxers, underwear or undershirts. Tops must be long enough to be tucked in.

#### **Bottoms:**

Pants must be worn so that no undergarments or skin is showing. Any style, which exposes part of the stomach in normal wear, is not permitted. Slits in skirts and dress length may not end above the fingertip of the student with arms extended straight down to the side. Shorts may not end above the thumb of the student with arms extended down to the side.

#### **Accessories:**

No apparel may be worn which may be converted to form a weapon, such as, but not limited to, spiked wrist bands, neck bands, chains, large belt buckles, or spiked rings. **No facial piercing accessories will be permitted at any time; a nonvisible plastic stay may be worn to maintain the piercing hole.** Tattoos indicating gang affiliation, drugs, alcohol, tobacco, the occult, or obscenity must be completely covered at all times while on campus. Jewelry displaying illegal substances or other inappropriate connotations will be confiscated at the discretion of The ACES staff. Hats are not to be worn inside the school building. When worn outside for a special event, the hats must follow the guidelines stated above in the general clothing guidelines. "Do-rags", handkerchiefs and/or headphones are not to be worn in the school building.

### **Student Backpacks:**

Backpacks and binders or organizers of any kind are not permitted on campus for students at any grade levels. The ACES will provide any needed educational material. Students are to transport their belongings by hand. If special and unique situations render a backpack necessary for a student, exceptions may be discussed and rendered with the students' teacher and coordinator. Bringing a backpack to school is a privilege and can be revoked at any time the teacher or administration deems necessary.

### **Special Events:**

Occasionally, The ACES staff and/or Student Government plan special events, which allow a variety of dress items to be worn to school. Clothing will still be required to meet the above stated expectations. Notification of specific guidelines for the event will be provided in writing for the parents and students.

### **Note:**

**The administration and faculty of The ACES have the right to evaluate appropriate clothing for health and safety concerns and may determine on a case-by-case basis if clothing presents a potential safety hazard or disruption to the educational environment. These students will be asked to change to clothing provided by The ACES and will be told to not wear the offending clothing again. Refusal to comply with the dress code will result in parent notification and attendance in the Intensive Behavioral Instruction program (IBI) or other designated program site as determined by the teacher or administrator for the remainder of the day.**

## **VISITORS**

Any person not currently enrolled in or employed by The ACES must sign in at the Main Office in the visitor's guest book, obtain a visitor's pass from the Main Office and be escorted by ACES staff at all times while on campus. Anyone who refuses to comply with this regulation may be subject to civil and criminal prosecution as directed under the authority of A.R.S. Title 13, Chapter III.

If a student has any outside services that will be conducted during school hours, the parent must have a signed release form on file stating the name(s) of persons authorized to see the student. Otherwise, outside persons **WILL NOT BE ALLOWED TO SEE STUDENTS.**

Any visitor coming to The ACES must be dressed in an appropriate manner or he or she will not be allowed on campus.

## **TELEPHONE CALLS**

The ACES telephones are needed for school business and for emergencies only. To minimize interruptions to the educational environment, students will not be allowed to use the telephone during the school day, except in the cases of extreme emergency, as determined by the staff member in charge. If the situation allows, a student may ask a staff member to place a call on his or her behalf.

If a parent/guardian or other agency personnel calls a student to relay important information, administrative staff will take the message to the student's teacher or request the teacher's permission for the caller to speak with the student.

This contact will occur at the teacher's discretion only. If the information is likely to cause the student to become upset, the parent should discuss the topic with the administrative staff or the teacher first.

### **MESSAGES AND GIFTS**

Only emergency messages will be delivered. An emergency is an accident, illness or serious family problem.

The ACES cannot accept deliveries for students. Items such as flowers, balloons, stuffed animals, cookie bouquets, etc. should be sent to the student's home, not to the school. Forgotten items delivered by parents will be kept in the student's homeroom until the student picks them up.

### **COMMUNITY SERVICE**

Occasionally, The ACES will be asked by parents or probation officers to provide community service opportunities for students needing to complete court ordered service hours. The ACES will not allow students to complete community service hours on campus due to the staffing it would require for supervision as well as the time outside of the classroom to complete such hours.

### **HALL PASS**

Only students who are designated Teacher Assistants and/or High School Ambassadors may move about the halls and grounds without direct supervision if they have a valid hall pass or gold point sheet in their possession. All other students must be escorted by a staff member at all times.

### **VANDALISM/LOSS OF STUDENT'S PROPERTY**

The ACES shall not assume responsibility for the loss of, or damage to, personal property stored, installed, or used on school premises. (A.R.S. §15-321C)

### **VANDALISM OF SCHOOL PROPERTY**

Any student who cuts, damages, defaces, or otherwise injures any school property will be subject to disciplinary action. The parents/guardians of such students shall be financially liable for such damage. (A.R.S. §15-842)

### **ABUSE OF STAFF MEMBERS**

A person who knowingly insults or abuses a teacher or other school employee on the school grounds or while the teacher is engaged in the performance of his/her duties is guilty of a Class 3 misdemeanor. (A.R.S. §15-507)

## **VULGAR OR OBSCENE LANGUAGE**

Any person who uses vulgar, abusive or offensive language or gestures shall be guilty of disorderly conduct. (A.R.S. §13-2904)

## **CLOSED CAMPUS**

The ACES is a closed campus. Students are not permitted to leave during the school day without following the proper procedure of being signed out at the office. Students are only allowed to be signed out by a parent, legal guardian, transportation services personnel or persons listed on the current information page for the student. Students are not allowed to leave campus for lunch. A parent/legal guardian must excuse all students, even those who are 18 or older. School property shall include all sidewalks, parking lots, athletic fields, animal pens, school vans or bus stops. Students should not be out of class, wandering hallways or be anywhere on school grounds without proper staff supervision. Students found in these areas without staff's supervision will be subject to disciplinary action.

## **SCHOOL BUSES/VANS**

All students who ride a school bus/van should become familiar with the bus/van rules for their safety and the safety of others. The DRIVER AND AIDE(S) are responsible for the actions of students on the bus and HAVE THE SAME AUTHORITY AS ANY TEACHER in the classroom. Violation of these rules will result in a bus referral and could lead to the suspension of bus privileges and/or referral to the Intensive Behavioral Instruction program (IBI).

1. Students must sit in assigned seats, if required by the driver or aide.
2. Fighting, antagonizing, and using profanity will NOT be tolerated.
3. Food and drink are not permitted.
4. Students will remain seated until their stop is reached.
5. Objects will not be passed through or thrown from open windows.
6. Use of any type of tobacco is prohibited.
7. Paraphernalia of any kind is prohibited.
8. Pornography is prohibited.
9. Possession or use of a cell phone is prohibited.
10. Student handbook rules for campus and classroom behavior apply while on the bus.

Students who are deemed unsafe will not be allowed to board the bus/van to go home. Some examples of unsafe behaviors are verbal aggression, physical aggression, argumentative behavior or threats toward anyone. Please note that The ACES staff and bus/van personnel reserve the right to decide when a student is deemed unsafe. A parent or legal guardian will be contacted to pick up the student.

## **CITY BUSES**

Students who routinely use the city bus to attend school must have a permission form signed by his/her parent or legal guardian and approval from the school district. If a child requires this form, the parent should contact his or her teacher.

Students who use the city bus will be escorted off campus by a staff member and will be expected to adhere to all rules cited in this student handbook. If a parent has any questions, he/she should contact the child's teacher.

If a student needs to ride the city bus one day for an appointment etc, he or she **MUST HAVE A PARENT OR LEGAL GUARDIAN CALL THE SCHOOL AND NOTIFY THE TEACHER.** If a teacher does not get confirmation from the parent, the student will be required to ride the school bus home. Please note also, that teachers and staff are in classrooms teaching and CANNOT call throughout the day to try and get confirmation from a parent or legal guardian.

### **ROLLERBLADES, SKATEBOARDS, SCOOTERS, AND BICYCLES**

Roller blades and skateboards must be given to the student's homeroom teacher prior to attending class. Students are not permitted to ride these items on campus. Bicycles and scooters are to be parked in the area designated for that purpose.

### **STUDENTS RIDING BICYCLES TO AND FROM CAMPUS**

Riding a bicycle to school is a privilege. Students who have been granted permission from their guardian, placing school district, teacher, and administrator may ride their bicycles to and from school campus. Students must register the bicycle information with the Principal and must also adhere to the following expectations in order to maintain the privilege of riding a bicycle:

1. Do not ride the bicycle on campus (it must be walked by the student).
2. Enter the campus on the right side of the western driveway onto campus (Peoria campus).
3. Yield to all vehicular and pedestrian traffic.
4. Follow staff directions as the number one priority.
5. Failure to meet these expectations may result in a suspension of the privileges.

### **FIELD TRIPS**

On occasion, classes will take field trips. Students must have a permission slip signed by a parent or legal guardian to attend field trips. Students will be transported with properly insured school vehicles or, when the number of students exceeds the amount deemed safe to utilize school vehicles, a school bus will be rented to insure the safety of the students on the field trip. A student whose behavior is unpredictable may be excluded from the field trip.

Having students attending field trips provides students with an opportunity to practice their social skills in the community. For this reason and due to our large number of staff available to supervise students, parents are typically not invited as chaperones for field trips. Parents that would like to participate in a field trip may make the request to their student's homeroom teacher. Final approval must be obtained by school administration.

### **STUDENT DRIVERS**

School policy restricts all 9<sup>th</sup> and 10<sup>th</sup> grade students from driving to school and parking on campus. Students who wish to drive to school must adhere and agree to the following requirements:

- Must have prior approval from ACES Administration.
- Must be a junior or senior.
- Must have a current Arizona drivers license\* (NOT a permit).
- Must have proof of registration\*.
- Must have proof of insurance\*.

- Must show responsibility by being on time to school and demonstrate responsible driving in the parking lot.
- Must attend school on a regular basis.
- **UNDER NO CIRCUMSTANCES ARE STUDENT DRIVERS ALLOWED TO PICK UP OR TAKE HOME ANY OF THE ACES STUDENTS.** Violation of this requirement will result in a meeting among administration, parents and the student, and may result in loss of driving privileges as well as a referral to the Intensive Behavioral Instruction program (IBI).

\*These items will be copied and kept in the student's main file in the office.

Please remember that driving to school is a **privilege** and can be revoked at any time if deemed an appropriate course of action by school administration.

### **DRIVING AND PARKING REGULATIONS**

In order to insure safe and orderly use of the school parking lot, the following procedures will be observed. **A VIOLATION OF THE REGULATIONS BELOW MAY RESULT IN THE LOSS OF DRIVING AND PARKING PRIVILEGES:**

- Each student will register his or her vehicle following the proper registration procedures with the office administration.
- Students may park in The ACES parking lot **ONLY**.
- Students must display The ACES parking pass in either the front or rear window where it can be seen clearly.
- **NO STUDENT IS ALLOWED TO PARK IN ANY NEIGHBORING PARKING LOT, (IE. THE WALGREENS, CREDIT UNION) OR AT ANY OTHER NEARBY BUSINESS, AND WALK TO SCHOOL. DUE TO THE IMPACT ON LOCAL BUSINESSES, THESE BUSINESSES WILL TOW STUDENTS'VEHICLES. THE ACES WILL NOT BE HELD RESPONSIBLE IF A STUDENT'S VEHICLE IS TOWED.**
- For maximum security, students should park in a parking place upon arrival on campus, lock their vehicle, and proceed to the school grounds without delay. Loitering in the parking lot is prohibited at all times.
- Students are to be in the parking lot **ONLY** when arriving or leaving campus and for no other reason. (Vehicles are not to be used as lockers/storage, etc.)
- Pedestrians on campus have the right of way at all times.
- Students will not be able to drive to any scheduled field trips. They must ride transportation provided by The ACES.
- Any student who abuses the parking rules and regulations may have privileges restricted and/or the vehicle removed at the student's expense.
- Any student who drives recklessly, uses excessive speed, or drives in a manner that is deemed unsafe or hazardous by the staff will have his/her driving privileges on campus restricted or revoked.
- As in any parking lot, vehicles are parked at the owner's risk. The ACES is not responsible for theft or damage. Students are encouraged to lock their vehicles at all times.
- Drivers will not be permitted to allow passengers in the back of a truck.
- Maximum legal speed on campus is **5 MPH**.
- **Under no circumstances are student drivers allowed to pick up or take home any of The ACES students.**

## **DRUG FREE SCHOOL ZONE**

Our commitment to the care, welfare, safety and security of our students is extended to address the use and distribution of illegal substances. We are considered and acting in accordance with the law governing a “Drug Free School Zone.”

The definition of a “Drug Free School Zone” is the area within three hundred feet of a school or its accompanying grounds, any public property within 1000 feet of a school or its accompanying grounds, a school bus stop or a public transportation bus stop within 1000 feet of a school or its accompanying grounds, and ANY school bus or transportation that is contracted to transport pupils to and from any school.

It is unlawful for a person to do any of the following:

1. Intentionally sell or transfer illegal drugs, marijuana, peyote, prescription-only drugs, narcotics or drug paraphernalia in a drug free school zone.
2. Possess or use marijuana, peyote, dangerous drugs, narcotic drugs or drug paraphernalia in a drug free school zone.
3. Manufacture drugs or drug paraphernalia in a drug free school zone.

The ACES supports the “Drug Free School Zone” policies and will prosecute any and all individuals to the fullest extent of the law. Additionally, the Federal Government, State of Arizona and Maricopa County have increased all related sentences for individuals who violate the above-mentioned laws.

## **DRUGS AND ALCOHOL**

Any person who uses drugs or alcohol or has in his/her possession any drugs, alcohol or drug paraphernalia on school property may be guilty of a felony. Affiliation with a group using or possessing may be considered possession. Students will be disciplined in accordance with the laws of Arizona. (A.R.S. §13-3411) Law enforcement officials and parents will be notified. Any student who may need assistance with a drug or alcohol related problem might ask for help from any teacher, counselor, or administrator.

## **THE USE AND/OR POSSESSION OF TOBACCO**

Any student using tobacco in any form or who has in his/her possession cigars, cigarettes, lighters, pipes or other smoking materials or who has in his/her possession chewing tobacco or snuff, on the campus or roads, streets and walkways, in buses or at bus stops, or in business parking lots, and properties immediately adjacent to the campus or while on a field trip will be referred to the Intensive Behavioral Instruction program (IBI) and parents will be notified. (A.R.S. §36-798.03)

## **WEAPONS, EXPLOSIVE DEVICES OR OTHER DANGEROUS INSTRUMENTS**

The possession, handling, transmission or use of weapons by students is detrimental to the welfare of students, school personnel and other citizens, and is, therefore, STRICTLY PROHIBITED. The ACES Weapons Policy and this Weapons Regulation shall apply:

- While a student is going to and from school, including at or near school bus stops, on the bus or in any other District or ACES vehicle.
- While a student is in any school building or on school grounds.
- While a student is off campus during the normal school day, including release periods.

- At any school event, on or off campus; to include field trips.
- In any other context in which The ACES may lawfully assert jurisdiction to discipline a student.

***PROHIBITED WEAPONS INCLUDE, BUT ARE NOT NECESSARILY LIMITED TO:***

- **Any type of firearm, including, but not limited to pistols, revolvers, rifles, shotguns, air guns, spring guns, paint-ball guns, B-B guns or stun guns, whether operable or inoperable.**
- **Sling shots, choke chains, bludgeons, brass knuckles, artificial knuckles of any kind or any type of wallet chains.**
- **Any type of knife or blade.**
- **Any type of explosive device.**
- **Any item used to start fires including lighters, matches, etc.**
- **Any instrument or object that is used, attempted to be used or threatened to be used in a manner that could cause serious physical injury or death.**

A student who is determined to be in violation of The ACES Weapons Policy shall be subject to disciplinary action. Appropriate legal action may also be taken. The appropriate law enforcement agency may be called any time a student is determined to be in violation of The ACES Weapons Policy. Any student who knowingly assists another in possessing, handling, transmitting or using a weapon shall be subject to disciplinary action.

**GANG AFFILIATION**

For disciplinary purposes, The ACES will utilize the State of Arizona's Gang Membership Identification Criteria (GMIC). If an individual meets two of the six criteria, he or she will be considered a gang member.

1. Self-proclamation
2. Witness testimony or official statements
3. Correspondence, written or electronic
4. Paraphernalia, photographs, or nicknames
5. Tattoos
6. Clothing and/or colors

A gang is defined as a group of three or more who (1) have a name, (2) claim a territory, (3) have rivals/enemies, (4) interact together to the exclusion of others, and/or (5) exhibit anti-social behavior, often associated with crime or a threat to the community.

Gang behavior that initiates, advocates, or promotes activities that threaten the safety or well being of persons or property on school grounds, or disrupts the educational environment, is strictly forbidden.

Any student meeting the GMIC criteria, exhibiting behaviors, languages or gestures which symbolize gang membership, causing and/or participating in activities which intimidate or adversely affect the educational pursuits of another student or the orderly operation of the school shall be subject to discipline.

**SEXUAL HARASSMENT**

All individuals associated with The ACES are expected to conduct themselves so as to provide an atmosphere free from sexual harassment. Any person who violates the personal rights of another through sexual harassment is subject to disciplinary action.

## **DETENTION**

Utilized as a minor disciplinary measure, lunch detention may be given to students for one or more of the following:

1. Make-up schoolwork overdue;
2. Assignments missing;
3. Assignments not completed in class;
4. Bus referrals;
5. Gum chewing in class;
6. Any violation of student handbook rules, classroom rules or when deemed necessary by staff.

Any student who is assigned to lunch detention is provided an opportunity to eat lunch.

### *DETENTION IN THE ELEMENTARY PROGRAM (K - 6):*

Teachers will use their discretion as to when, where and how detention will be assigned. For example, a student may sit at a desk in the hallway to complete missing work rather than being assigned to lunch detention. If parents have any questions, they should contact the student's teacher.

### *DETENTION IN THE JUNIOR HIGH AND SECONDARY PROGRAM (7 - 12):*

Students who are assigned detention will serve it during the lunch period. Students who are assigned detention to complete class work and missing assignments due to absences, will be released by staff when work is completed to the teacher's satisfaction. Students who are assigned lunch detention for disciplinary reasons will serve the entire lunch detention and will eat lunch while in lunch detention. If parents have any questions, they should contact the student's teacher.

## **LOST AND FOUND**

Any article found should be turned in to a staff member. Students should consult their homeroom teacher for lost items. **IT IS NOT THE RESPONSIBILITY OF THE HOMEROOM TEACHER OR THE ACES TO NOTIFY STUDENTS OF LOST ARTICLES.**

## **PERSONAL ITEMS AT SCHOOL**

Non-essential items such as **RADIOS, RECORDERS, CAMERAS, WALKMANS, PAGERS, LASER PENS, TELEVISIONS, LAPTOPS, COMPUTERS, PERSONAL DIGITAL ASSISTANTS (PDA)- (OR ANY ITEM THAT IS INTERNET ACCESSIBLE), IPODS, MP3'S AND CELLULAR TELEPHONES SHOULD NOT BE BROUGHT TO SCHOOL.** If a student has an extenuating circumstance and obtains prior teacher permission to bring such an item to school, he or she must give the item(s) to his or her homeroom teacher to be locked up during the school day.

The ACES is not responsible for money or personal items that are lost or stolen. **THE ACES WILL NOT ASSUME RESPONSIBILITY FOR THE LOSS OF, OR DAMAGE TO, PERSONAL PROPERTY STORED, INSTALLED OR USED ON SCHOOL PREMISES.** Students are advised to bring only enough money to school to cover lunch and/or snack bar expenses.

Students should not bring more than \$5.00 to school unless it is allocated for a specific school purpose (i.e. lunch money, field trip, book fair, etc.). Other amounts over \$5.00 may be approved by the homeroom teacher. Amounts over \$5.00 may be confiscated and require a parent/guardian to pick up.

### **FIRE DRILLS/CRISIS DRILLS**

State laws require periodic fire drills. Students are to file out of the building in an orderly manner in the previously determined route and stay in a group with their teachers until authorized to return to the building. The ACES will also run periodic lock down drills. The procedures are discussed with the students prior to each drill.

### **FOOD PROGRAM**

A healthy, state-approved meal is available each day of the regular school year at The ACES. On the Peoria campus meals are catered by Peoria Unified District and on the Tempe Campus by Creighton Elementary District and the Avondale Campus by the Littleton Elementary District. Students may qualify for a free or reduced breakfast or lunch. Parents should contact the child's teacher for an application.

If a student decides to bring his or her own lunch to school, the food must be non-perishable. Students will not be allowed to store lunches in refrigerators or to use microwaves. Due to safety reasons and lack of accommodations, refrigerators and microwaves are for staff use only.

### **SNACK SHACK**

(Peoria campus only)

The Jumpstart program may offer access to its Snack Shack. It is open before school and during lunch. Snack items are available to high school students, junior high students, elementary students and rising stars students if they have eaten their regular lunches.

Use of the Snack Shack is a **privilege**. The availability of purchasing from the Snack Shack is solely up to the individual teacher's discretion and/or program. If parents have any questions, they should contact their student's teacher.

\*\* No food (including gum and candy) or drinks, with the exception of water, will be allowed in classrooms or in the hallways. \*\*

### **GRUB HUB**

(Tempe campus only)

The High school program may offer access to its Grub Hub. It is open before school and during junior high, Rising Stars and high school lunch hours. Snack items are available to high school students, junior high students, elementary students and Rising Stars students if they have eaten their regular lunches. The Grub Hub is also available before school on Fridays and will offer breakfast food items.

Use of the Grub hub is a **privilege**. The availability of purchasing from the Grub Hub is solely up to the individual teacher's discretion and/or program. If parents have any questions, they should contact their student's teacher.

\*\* No food (including gum and candy) or drinks, with the exception of water, will be allowed in classrooms or in the hallways. \*\*

## **CHECKS RETURNED FOR INSUFFICIENT FUNDS**

There will be a \$20.00 fee applied to any returned checks. If more than 2 (two) checks are returned by the bank in one school year, the individual will be required to pay with cash or money order until the end of the school year. If that individual has 1 (one) returned check the following year, he/she will be required to make payments in cash or money order(s).

## **ELEMENTARY PROGRAM**

The mission of the Elementary Program at The ACES is to foster the development of young, eager learners. Each student succeeds through his or her growth of intellectual achievement, social relationships, physical competence and creative skills. By practicing tolerance, responsibility, adaptability and citizenship, each student has the opportunity to grow into a dynamic individual with the motivation to make great strides academically, socially and emotionally.

In pursuit of this mission, the Elementary teachers and support staff form a cooperative effort with related service providers to provide an educational environment that fosters respect and responsibility. The ACES curriculum is aligned with the Arizona State Academic Standards and is structured to meet the academic needs of each student. Demonstrating an understanding of the students' learning styles, the staff provides occasions for each child to learn in a motivational and meaningful way.

Through a supportive and nurturing atmosphere and daily collaboration between teachers and parents, Elementary students learn to treat themselves, as well as others, with respect and dignity. They are encouraged to show responsibility for their actions, be prepared to learn, communicate with honesty, and possess pride of the school campus and the community.

## **JUNIOR HIGH SCHOOL**

The mission of the Junior High School at The ACES is to foster an open minded individual with the adaptability to grow from an elementary frame of mind to a mature high school student. Through a safe, nurturing milieu and a multifaceted environment the students will be challenged to grow both emotionally and academically.

The students have a homeroom class that serves as their base throughout the school day. A three-person team made up of a certified special education teacher, teaching assistant and behavior coach are the core instructional team for the student. This team is responsible for collaborating with home, related services and other professionals to meet the educational and emotional needs of each student.

The Junior High School Program's curriculum is aligned with the Arizona State Academic Standards. Each student receives instruction based on the standards that are tailored to meet his or her specific educational needs as outlined in the IEP. Additionally, students are given the opportunity to change classes for core subjects such as, reading, mathematics and social studies. Transitioning classes provides the chance to develop independence as well as interacting with different staff and students throughout the day.

The students receive direct instruction in social skills to cultivate appropriate manners for various social settings. Behavior is monitored and maintained through the use of a behavioral level system, and a point

sheet that will go home daily, is to be signed by the guardian and returned by the student on the next school day. This is a way for home and school to communicate and recognize the student's ongoing growth and development. It is important for the home and school to maintain the daily communication and monitoring of a student's performance and progress.

### **HIGH SCHOOL PROGRAM**

The mission of The ACES' High School Program is to graduate students as contributing members of society who are empowered to shape their own futures using knowledge and skills gained through educational and emotional support services developed in partnership with the student, family and community.

In pursuit of this mission, the teachers, support staff and administration will create an environment of mutual respect, openness and trust. Staff will model enthusiasm in the areas of thinking, learning and doing. The ACES staff will strive to teach students to enjoy responsibility. The staff at The ACES consistently maintains high expectations and standards for all high school students.

The high school curriculum and the issuing of high school credits are aligned with the Arizona State Academic Standards, and are in compliance with their home school districts requirements for a high school diploma. Every student will receive instruction in the same core subjects offered at their home school, as well as have the opportunity to experience a variety of electives. Instruction is delivered and tailored to meet all the individual needs of the students.

The ACES' high school students will also receive instruction in social skills and behavior management. We believe that student success is achieved through responsible choices in both learning and life. Each student is a valued member of our high school community and will make a difference.

The ACES expects all high school students to treat self and others with respect and dignity. Students need to take responsibility for their actions and communicate honestly. Students need to be prepared to learn and participate in both classroom and community activities.

If your student is enrolled in The ACES High School Program, you will receive additional detailed information specific to the high school program in a separate packet.

### **JUMPSTART PREVOCAIONAL PROGRAM**

(Peoria campus only)

The mission of the Jumpstart program is to successfully educate students and develop marketable job skills for those students with disabilities who are not currently successful in the public education system. The mission includes a commitment to encourage and train students with disabilities so they may be better prepared to enter the job market and become successful citizens.

Jumpstart staff members are highly trained, experienced, and educated. All staff are routinely certified in Crisis Prevention Intervention in order to assure that students with disabilities have a safe educational environment. All Jumpstart staff members have instructional experience in various vocations, in addition to their teaching experience.

The Jumpstart program offers classes in Woodshop, Auto Mechanics, Small Engines, Maintenance, Fine Arts, Animal Care, Computer Applications, Life Skills, and Career Development. The students volunteer each week at a local valley business, compete in Special Olympics, and participate in the Maricopa County

Fair. The focus is to give students a wide variety of choices through “hands on” experiences. The Jumpstart program enhances social skills, workplace performances, independence, and awareness of vocational opportunities in the community.

### **CAREER EXPRESS** (Peoria campus only)

The Career Express program allows student to practice job skills in the community. Career Express students train in a variety of settings and gain work experience such as animal shelter, food bank, local community park, retail store and with Habitat for Humanity. These students also go on a variety of field trips to tour different work sites and settings to help them gain an understanding of the different jobs that will be available for them when they enter the workforce.

### **RISING STARS**

The mission of the Rising Stars Program is to provide K-12 students with Autism or Pervasive Developmental Delays a learning environment that will develop independence and success in the classroom and the community. By addressing individual academic, behavioral, sensory and communication strengths and challenges students are able to change behaviors and increase academic performance to a level that will allow a return to their public school as soon as is beneficial to the student.

Multiple research based strategies are employed by the teachers to assist this unique group of students in developing the skills they need to be successful. Language based curriculum is utilized for academic instruction with a heavy emphasis on kinesthetic experiences. An Occupational Therapist provides group therapy as a part of the regular program and the Speech and Language Pathologist is an integral team member of the Rising Stars program to assure improvement in the language skills of students and enhancement of effective communication. To ensure that therapy techniques are thoroughly integrated into the child’s full academic and therapeutic program, therapists work primarily in the classrooms where they train and supervise assistant teachers and other support staff in implementing those techniques. All the therapists can provide individualized therapy if directed by the IEP team. Students also have access to the sensory room that is included into their daily routine.

Our teachers incorporate instructional principles in the structured teaching model, **Treatment and Education of Autistic and related Communication-Handicapped Children (TEACCH)** and also use a variety of techniques from **Applied Behavior Analysis (ABA)** and **Floortime**. Emphasis, however, is always placed on understanding the individual rather than focusing exclusively on a particular treatment approach.

Students enjoy all the benefits of the extracurricular activities that are available at The ACES, such as animal therapy, school spirit activities, field trips, sports, assemblies, Special Olympics, and participation in the Winter Festival and Fine Arts Festival. As students demonstrate improvement, they will be considered for mainstreaming into the regular ACES program for a partial or full day.

The goals for the Rising Stars Program include the following:

1. Improve social skills and behavior so that the student may be placed in a less restrictive program within the district.
2. Enhance communication and language skills necessary for social and academic improvement.

3. Improve academic skills to assist the student in maximizing his/her learning potential and enhance the probability that the student may ultimately be able to live and work independently.

### **INTENSIVE BEHAVIORAL INSTRUCTION (IBI)**

The IBI Program is designed as a setting to consequence students who have made poor choices. Students are required to sit at their desks, maintain silence, and complete assignments, which have been supplied by their homeroom teachers. Students will not participate in any special subjects or events such as physical education or field trips. Students will not have any recesses. If students need assistance, they are to raise their hands and a staff member will respond promptly. If students violate the rules, they are expected to take a “time-out” until they are compliant and choose to follow the rules.

A teacher in IBI will provide behavioral instruction each day. During this time, students will be required to reflect on their behavioral choices, and determine better alternatives for the future.

#### **Criteria for Referral to IBI:**

(Intensive Behavioral Instruction)

The IBI Program is designed to serve two populations of students:

1. Students referred from outside districts who have been suspended from their regular schools for a period of one or more days. Those students may or may not be enrolled in special education programs within their respective districts. (This is known as Focused Behavioral Intervention, or the FBI Program.)
2. Students from The ACES who have committed serious infractions.

The IBI program can be utilized for elementary, junior high and high school age students. The following infractions are serious enough to warrant teacher consideration of a referral to the IBI program:

1. Verbal aggression toward a staff member.
2. Smoking on campus.
3. Leaving campus without permission.
4. Physical aggression toward a staff member or peer.
5. Possessing illegal substance or contraband on campus.
6. Continuous disruptive and/or aggressive behavior.
7. Any individualized behavioral plan previously negotiated among the parents, students, and teacher designed to reduce behavioral infractions in the moderate range that are chronic, persistent, and have not responded to other interventions. Examples of typical moderate infractions would include excessive bus reports, lying, stealing, etc. For infractions in this moderate range, referrals to IBI should not be undertaken without the teacher’s documentation of various strategies that have been used to alleviate the undesirable behavior.

#### **The Intervention:**

The method for tracking student progress and achievement in IBI is the Daily Assessment Report. The data sheet is used to record the student’s behaviors and completion of work at various intervals during the day. Copies of the Daily Assessment Reports will be sent home with the students. The student will return to his/her homeroom upon successfully completing the required behavioral expectation within the given time period, as established by the student’s homeroom teacher and program supervisor. If it is deemed that the

student has failed to meet the required expectations, the student may be given additional time in the program to meet those expectations.

### **Lunches/Medication in IBI:**

A healthy, state approved meal is available or the student may choose to bring his/her own lunch from home. If the student requires medication, it will be administered by the IBI staff.

## **THE ACES COUNSELING PROGRAM**

The ACES has a counseling staff that provides services to both students and families. Many of these services are directed by a student's Individual Educational Plan (IEP).

### **The ACES Counseling Services:**

- Individual Counseling
- Classroom Intervention/Observation
- Behavior Modification
- Social Skills Training/Education
- Community Information/Referral
- Group Counseling
- Crisis Intervention
- Substance Abuse Education
- Parenting Classes
- Staff Development Training

### **The ACES Community Education Services:**

As part of our family services, The ACES offers multiple community education resources. Counselors will organize periodic events to address social and community topics. These presentations will be directed toward student awareness. Parents are welcome to attend. Counselors will also be available during evening school events and provide mental health education and referrals to families and the community.

For your convenience, supplementary education materials will be sent home periodically regarding various developmental/counseling topics that address both student and family needs. We welcome your comments and suggestions for topics of interest to you. The ACES also provides a series of parenting classes offered for parents of elementary school children and adolescents. These classes provide an excellent way for parents to gain additional skills, guidance and reinforcement for building communication and behavior management techniques with their children. Additionally, the counselors are available as a resource to discuss your family's specific questions or needs whenever necessary.

### **The ACES Social Skills Program:**

A comprehensive social skills program has been developed by our counseling staff and is integrated into the regular classroom curriculum to benefit the entire student body of The ACES. Students will have the opportunity to develop and enhance their social development through weekly skill building activities within their classroom. This program targets four essential skill areas: Belonging, Achievement, Independence, and Generosity.

We hope that through these support services, The ACES students and families will actively participate and benefit with both educational and emotional growth.

## **THE SOARING EAGLES PROGRAM**

(Peoria campus only)

The Soaring Eagles Program provides access to quality care before and after school for all children/families of ACES students in a secure environment where the development of independence, self-esteem, creativity and individuality are fostered. Soaring Eagles is available for students ranging from kindergarten through 6<sup>th</sup> grade. Soaring Eagles is only open on days school is in session. Soaring Eagles will be closed on all holidays and through all breaks and recesses including extended school year (ESY). The hours of operation are Monday through Friday from 7:00 A.M. – 8:00 A.M. and from 3:00 P.M. – 5:00 P.M. The Soaring Eagles payment is based on an hourly rate of \$6.00 per hour and is due in advance. In order to accurately plan for attendance and have the appropriate number of staff members available, we are asking parents to designate what days of the week and times they will be using The Soaring Eagle Program. We will then assure that enough staff and materials are available for each student. Parents will be billed for the hours they indicate that their child will be present, whether or not they attend. If your needs change, please notify Jenell Johnson, the program coordinator in writing.

You may contact Jenell Johnson, the program coordinator, or Garen Austin, the program director for more information at 623-937-5090.

## **ANIMAL THERAPY AND EDUCATION PROGRAM**

The ACES recognizes animal therapy as an important part of the therapeutic curriculum. The positive effects of established relationships between children and animals are well documented. The attributes of gentleness, responsibility, non-verbal communication, unconditional acceptance, and care taking are outgrowths of therapeutic programs with animals and transfer to relationships with people. Students are always under direct staff supervision when interacting with the animals. An animal education specialist brings animals into the classrooms for interactive experiences as well as facilitating relationships between students and animals in a more natural environment.

## **APPROPRIATE USE POLICY FOR STUDENT ACCESS TO THE INTERNET**

The ACES will enforce the following rules. The following are meant as examples and are not an all-inclusive list of inappropriate behaviors. Failure to comply with these administrative procedures shall be deemed grounds for revocation of privileges, potential disciplinary action and/or appropriate legal action for students.

### ***DEFINITIONS***

**Internet:** The “Internet” is defined as any and all computers with access to the Internet.

**User:** The “User” is defined as any student participating in Internet activity. This includes the primary user of a particular keyboard, monitor, and any observers actively involved in Internet activity, along with the primary user.

## ***TERMS AND CONDITIONS***

### **I. ACCEPTABLE USE**

Access to the school's Internet is provided for educational purposes only. Students/parent(s)/legal guardian(s) shall be required to sign the *Internet Agreement Form* regulating student access to the Internet and holding The ACES harmless from any responsibility or liability for inappropriate contact, access to information, or behavior. All students must sign the Student Agreement before access to the computer lab is allowed.

### **II. PRIVILEGES**

The use of the school's Internet is a privilege, not a right. Inappropriate use of the Internet by a user may result in the cancellation of those privileges. An appropriate school staff member will make all decisions regarding whether or not a user has violated any rules and may deny, revoke, or suspend access at any time.

### **III. UNACCEPTABLE**

The user is responsible for all his/her actions and activities involving the Internet. Examples of prohibited conduct include, but are not limited to the following.

A. Accessing, sending, or posting communications that are:

1. Damaging to another's reputation,
2. Abusive,
3. Obscene,
4. Sexually oriented,
5. Threatening,
6. Contrary to the school's policy on harassment,
7. Harassing,
8. Excessively violent
9. Illegal

B. Using the Internet for any illegal activity;

C. Gaining unauthorized access to resources or entities, including information about The ACES and its students;

D. Invading the privacy of individuals;

E. Using another user's account or password;

F. Using the Internet while access privileges are suspended or revoked; and

G. Using the Internet in a fashion inconsistent with directions from teachers and other staff and generally unacceptable Internet etiquette.

#### IV. STAFF SUPERVISION

Staff members will monitor students' activities while in the computer lab and will correct students' behaviors in accordance with The ACES disciplinary policies and procedures.

#### V. SECURITY

Internet security is a high priority. If a user identifies or perceives a security problem or a breach of these responsibilities on the Internet, the user must immediately notify the supervising staff. The Internet user must not show the problem to other students.

#### VII. VANDALISM

Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy the system, equipment, materials, data, the Internet, or agency. This includes, but is not limited to, the uploading or creation of computer viruses.

#### **AGREEMENT FOR STUDENT USE OF THE ACES COMPUTER LAB**

The Austin Centers for Exceptional Students will attempt to enforce all rules concerning student access to the Internet through the computer lab. The school will also make every attempt to keep all students safe from inappropriate information and/or contact while using the computer lab. The ACES has installed Web Sense filtering software, which is utilized by most of the school districts in the state to eliminate student access to objectionable materials, information, and sites. Each student is responsible for his/her own behavior and will be held accountable. Parents will be required to make a decision of whether or not to allow their student access to the Internet. All parties are aware of the consequences for inappropriate behavior or rules violations.

Parents recognize it is impossible for the school to restrict access to all objectionable material, and will not hold The ACES responsible for materials acquired or contacts made on the Internet.

Parents understand that students may have access to inappropriate information and should their child access this information, will not hold The ACES liable for any harm it may cause.

Parents understand that any conduct by their child that is in conflict with these responsibilities is inappropriate, and such behavior may result in the termination of access and possible disciplinary action.

Parents have explained these responsibilities to their student and discussed the possible consequences for inappropriate behavior.

An Agreement for Student Use of the Computer Lab is included in the Intake Packet and will be signed by parents/guardians at the time of intake.

## **COMMITMENT OF PARENT(S)/GUARDIAN(S)**

It is expected that all parents/guardians of a student at The ACES will commit to the following to foster a cohesive and supportive program for their student. I agree to the following:

1. To acknowledge that I and the teacher must work as a team in order to change my child's behavior.
2. To handle any issue or concern reported by my child to me by immediately calling the teacher before discussing the issue further with any other party. If the teacher is not immediately available, I will contact the Program Coordinator or a school administrator.
3. To attend a Crisis Prevention Intervention class within three (3) months of enrolling my child to gain an understanding of the behavior management system used at The ACES and to attend one advanced training class in CPI annually.
4. To support my student by attending the following school functions: • Fall Open House • Winter Festival • Spring Open House/Fine Art Festival • Awards Ceremony • Graduation/promotion ceremony (if applicable).
5. To ensure that my student attends school each day. My student will be absent only if he/she is ill, and such absence will be reported to the school office that morning.
6. To contact the teacher immediately if any of the following occur:
  - Change of phone number, address, or other contact information;
  - Change in medication, including dosage changes, and new or discontinued medications;
  - Stress factors in the family, which might affect my student's behavior; or
  - Any change in individuals working with my student outside the school environment such as psychologist, therapist, social workers, probation officers or other important adults.
7. To read and understand the information in the Parent/Student Handbook and to agree to follow those guidelines.

By honoring these commitments to my student, I will provide him/her the maximum opportunity to accomplish his/her goals:

1. Reduce inappropriate behavior.
2. Become academically proficient.
3. Return successfully to public school.

I, \_\_\_\_\_, have read with my student and understand the information in the Handbook for Students and Parents. If I have any questions, I will contact my student's teacher at the Peoria Campus 623-937-5090, the Tempe Campus 480-820-5186 or The Avondale Campus 623-478-5840.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

### **STUDENT'S COMMITMENT**

I, \_\_\_\_\_, have read and understand the information in the Parent/Student Handbook and I agree to follow those guidelines.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PLEASE SIGN AND RETURN WITHIN TWO DAYS.**

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