

TUCSON YOUTH DEVELOPMENT, INC. ACE/YouthWorks Charter High School

**Administrative Office
1901 N. Stone Ave
Tucson, AZ 85705
(520) 623-5843**



Campus Locations

Ace Charter High School
1929 N. Stone Avenue
Tucson, Arizona 85705
(520) 628-8316

YouthWorks Charter High School
1915 E. 36th Street
Tucson, Arizona 85713
(520) 495-4113

PARENT-STUDENT HANDBOOK

2018 - 2019

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Tucson Youth Development, Inc. ACE Charter High School YouthWorks Charter High School

Dear Parents, Guardians and Students:

Welcome to Tucson Youth Development/ACE/YouthWorks Charter High Schools. On behalf of the school staff, we look forward to another successful year of learning and academic achievement.

We believe that all students should have the opportunity to become life-long learners through successful school experiences that foster self-confidence and promote academic success. Through their experience at ACE Charter High Schools, our future graduates will learn to become more aware of the community they live in and will become responsible citizens. To uphold these ideals, the students, parents, staff, and administration share a commitment to respect and value student learning.

In addition, the Tucson Youth Development/ACE/YouthWorks Charter High School (TYD/ACE/YW) community will strive to provide a positive learning environment with activities designed to foster:

- Acceptance of diversity;
- Creativity;
- Responsibility;
- Critical thinking;
- Problem solving skills; and
- The ability to use technology and access information, resulting in a desire for achieving personal excellence.

At TYD/ACE/YW we hold our students to high attendance, academic, and behavioral standards. Please be sure you read and understand all policies and procedures described in this Parent/Student Handbook.

Best wishes for a successful 2018-2019 school year.

Mr. Jay Slauter

Superintendent/Executive Director
Tucson Youth Development/ACE Charter High Schools



TUCSON YOUTH DEVELOPMENT

Alternative Computerized Education
A.C.E. Charter High School & YouthWorks Charter

WELCOME PARENTS!

Thank you for choosing A.C.E./YW Charter High School to provide your student’s education. We are very aware of the trust you have invested in our school and our school system, and we work every day to continue to earn that trust. Your student is best served when there is a partnership and on-going collaboration between the parents and the school. We believe that well-informed parents are the best resources our schools and students can have. We believe that well-informed parents promote a positive school environment. We ask you to study our “Parent-Student” and “Code of Conduct” handbooks with your child and work with us in order to help your student to have the best possible experience at school every day. These handbooks also include information about academic requirements, choice options in the district, student activities, and regulations necessary to ensure safety and promote a positive environment for learning. If you have any questions, please contact 520-628-8316 for ACE and 520-495-4113 for YouthWorks.

WELCOME STUDENTS!

Welcome to A.C.E./YW Charter High School. We are glad you are here! Your teachers, administration, and other school staff members, as well as your parents, share the responsibility to provide you with opportunities for a great education. You have the responsibility to make positive choices to take advantage of those opportunities, so you can acquire the building blocks for a successful life. You already know that when people live and work together, there is a need for rules to help everyone get along together. We ask that you study the “Parent-Student” and “Code of Conduct” handbooks carefully, and understand and follow the rules. If you have any questions please ask your school’s principal.

All policies in this handbook are subject to change due to the actions of Tucson Youth Development Board of Directors, school Administration, Executive Director, the Arizona Board of Education and state and federal courts. Parents/students will be notified when such changes occur. The changes will also be posted on the district home page – www.tucsonyouth.org and school’s home page <http://www.acehs.org> or <http://www.youthworkshs.org> .

Tucson Youth Development Charter Schools seeks to provide a safe and equal learning opportunity for each of its students, regardless of race, color, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, gender identity, or social and family background. Each school must be free from disruption that would interfere with the teacher’s right to teach and the students’ right to learn.

Have a successful school year.

ACE/YW Administration

INTRODUCTION

Tucson Youth Development, Inc. (TYD) is a non-profit 501(c) (3) community-based organization. The organization was established in 1965 to provide employment, training, and educational services to young people throughout the City of Tucson and Pima County. TYD's services are targeted for the economically and educationally disadvantaged, minority high school dropouts, and at-risk youth. The primary goal of TYD is to assist youth to stay in school, graduate, and prepare for post-secondary education and/or the world of work. TYD has successfully provided services to over 41,000 young people since 1965.

In 1996 TYD sought and was granted a charter from the Arizona Board of Education (ADE) to open Accelerated Computerized Education (ACE) Charter High School. The official name of the organization became Tucson Youth Development/ACE Charter High School (TYD/ACE). In 1999 ACE Charter High School was awarded the prestigious North Central Association (NCA) accreditation. In 2009, TYD/ACE opened a second high school that operates under the name, YouthWorks. Both schools offer a flexible, personalized, and comprehensive path to obtain a high school diploma. TYD/ACE provides a blended learning program that includes 21st century skills through computerized curriculum, individualized instruction and targeted skills recovery. Strong school-to-higher education and school-to-work transition components are integral parts of the academic programs.

TYD/ACE/YW High Schools provides an alternative educational program for students ages fourteen (14) through twenty-one (21), in grades nine (9) through twelve (12). The schools offer a curriculum that is aligned with the Arizona Academic Standards and is individualized to meet the unique learning needs of our students. Work place skills courses are designed to provide our students with the knowledge, skills, and abilities necessary to obtain employment following graduation. Academic courses are designed to provide the content knowledge necessary for those students who want to continue their education after high school to move immediately into post-secondary schools or vocational training programs.

TYD/ACE/YW EXECUTIVE DIRECTOR

Jay Slauter

MISSION STATEMENT

The mission of ACE/YW High School is to provide alternative, rigorous, technology-enhanced instruction for at-risk youth within a safe, supportive environment leading to graduation and preparation for success beyond graduation.

AdvancED (formerly North Central Association) ACCREDITATION

Tucson Youth Development/ACE Charter High School was accredited by North Central Association of Colleges and Schools on April 13, 1999. In April 2006, the North Central Association of Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE) came together to form one strong and unified organization under the name AdvancED. AdvancED is the world's largest education community representing over 23,000 public and private schools in 30 states and 65 countries.

To be accredited, schools must meet high standards, engage in continuous improvement, and demonstrate quality assurance through external review. ACE/YW Charter High School will continue to improve the quality of education through a process of accreditation and school improvement. Accreditation by the North Central Association is a mark of commitment to best educational practices. This means that the credits earned at ACE/YW Charter High School will transfer to any other member high school or college.

ADMISSIONS

Admission is open to all students ages fourteen (14) through twenty-one (21) with documentation that they have completed the eighth (8th) grade. Students unable to provide the eighth grade completion documentation shall be referred to the Administrative Office for review and consideration following a formal evaluation of the student's ability to be successful in our program.

NOTE: A student who has been expelled, is on long-term suspension, or is in the process of being expelled from another institution is not eligible for enrollment at TYD/ACE/YW High Schools until the student would have otherwise been eligible to return to the institution from which he/she was expelled or suspended.

Enrollment Procedures also include the following:

1. Student and parent/guardian contact the school and arrange an Interview.
2. Students bring a copy of their high school transcripts or proof of 8th grade completion to the above interview. All students regardless of age must be accompanied by a parent, guardian, or adult support provider to the interview. An interview is conducted by a school administrator with the potential student and parent/guardian in which attendance and academic progress expectations are discussed. Any questions of administrators or students and parents/guardians are answered.
3. A student enrollment packet must be completed and submitted to the TYD/ACE/YW site at **ACE** 1929 N. Stone Ave., Tucson, AZ 85705 **OR YouthWorks** site 1915 E. 36TH Street, Tucson, AZ 85713. A student WILL NOT be allowed to start school until the COMPLETE ENROLLMENT PACKET has been received and reviewed by the Registrar. As well as a completed enrollment packet, the following documentation must be provided by the student and/or parent/guardian:
 - PROOF OF AGE FROM ONE OF THE FOLLOWING: (a) certified copy of birth certificate; (b) other certifiable proof of the pupil's identity and age, including the pupil's baptismal certificate, or an application for social security number, or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
 - PROOF OF IMMUNIZATION (shot records).
 - A COPY (OFFICIAL) OF THE PUPIL'S TRANSCRIPTS FROM PREVIOUS SCHOOL ATTENDED.
 - WITHDRAWAL FORM FROM PREVIOUS SCHOOL, if the pupil was in attendance during the current school year.
4. After the initial interview, students take ATI-Galileo Pre-Test District Assessment for each core content area prior to starting instruction.
5. A Code of Conduct will be signed by the student, parent, and the TYD/ACE/YW administrator identifying individual responsibilities that must be adhered to for successful participation as a student at TYD/ACE/YW Charter High Schools.
6. If TYD/ACE/YW schools are at capacity at the time new students want to enroll, a waiting list will be developed. The waiting list will be used to fill any vacancies that occur in the order they are listed.
7. **NON-DISCRIMINATION AFFIRMATION:** TYD/ACE/YW is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, sexual orientation, and disability. TYD/ACE/YW complies with all federal and state laws relating to the education of children with disabilities regarding the identification, evaluation, placement and provision of a free appropriate public education for children with disabilities.

ADMISSION OF HOMELESS CHILDREN AND YOUTH

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians.

Arizona Revised Statutes, A.R.S. §15-825(C) states:

The current residence of a homeless pupil, who does not reside with the person having legal custody of the pupil, is considered to be the residence of the homeless pupil if the person having legal custody of the pupil is a resident of the United States. For the purposes of this subsection, "homeless pupil" means a pupil who has a primary residence that is:

1. A supervised publicly or privately operated shelter designed to provide temporary living accommodations.
2. An institution that provides a temporary residence for individuals intended to be institutionalized.
3. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Under this policy, TYD/ACE/YW High Schools will admit students who meet the definition of "homeless" by:

1. Not requiring birth certificate; and
2. Not requiring proof of immunization until the fifth (5th) calendar day of enrollment as defined in A.R.S §15-872(H).

Homeless children are protected under several laws:

Federal Level

McKinney Homeless Assistance Act
Title I
IDEA

State Level

A.R.S. §15-823
A.R.S. §15-824
A.R.S. §15-828
A.R.S. §15-872

For more information or questions about the admission of homeless children and youth, please contact the TYD/ACE/YW Charter High Schools Homeless Liaison at (520) 628-8316. Also refer to the Education of Homeless Children and Youth Policy in Appendix (F) of this handbook. Information regarding the Education of Homeless Children and Youth Dispute Resolution Process is available in Appendix (G) of this document.

ATTENDANCE

Students are expected to attend school on a regular basis. Attendance and progress are both important aspects of this program, as they will be with students' future educational and career endeavors. In order to succeed students must attend class regularly and make sufficient progress towards graduation requirements.

A student who has four (4) unexcused absences in one (1) year may be withdrawn from TYD/ACE/YW Charter High School. A student who has been withdrawn due to lack of attendance may request to be re-enrolled at the start of a new semester, providing space is available. TYD/ACE/YW Charter High School withdraw students, including students with disabilities, who miss ten (10) consecutive school days, on the eleventh (11th) day of absence as required by Arizona statute.

Attendance and timeliness are very important components of the TYD/ACE/YW High School program. Please be aware that attendance is mandatory and students will be dropped from the program if attendance is sporadic. Absences from school are expected to be reported by the parent/guardian or student (if older than 18) within the first two (2) hours of the beginning of the school day.

Tardiness may be counted as unexcused absences. Parents or guardians will be contacted if a student is absent from school without a parent/guardian excuse.

Bell Schedule **2018-2019**

Monday, Tuesday, Thursday and Friday

Period	Time	Total Minutes
Teacher Planning	8:00 - 9:00	60 min.
1	9:00 - 9:57	57 min + 3 min pass
2	10:00 - 10:57	57 min + 3 min pass
3	11:00 - 11:57	57 min
Lunch	11:57 - 12:27	30 min + 3 min pass
4	12:30 - 1:27	57 min + 3 min pass
5	1:30 - 2:27	57 min + 3 min pass
6	2:30 - 3:27	57 min + 3 min pass
7	3:30 - 4:27	57 min + 3 min pass

Wednesday Early Release

Period	Time	Total Minutes
Teacher Planning	8:00 - 8:30	30 min
1	8:30 - 9:10	40 min + 3 min pass
2	9:13 - 9:53	40 min + 3 min pass
3	9:56 - 10:36	40 min + 3 min pass
ECAP	10:39 - 11:09	30 min
Lunch	11:09 - 11:39	30 min
4	11:42 - 12:22	40 min + 3 min pass
5	12:25 - 1:05	40 min + 3 min pass
6	1:08 - 1:48	40 min + 3 min pass
7	1:51 - 2:31	40 min
Professional Development/Collaboration	2:00 - 4:00	120 min

ACADEMIC REQUIREMENTS

Course Enrollment

Full-time students shall be enrolled, according to state law, in at least four subjects leading to graduation, each of which, if taught each school day for the minimum number of days required in a school year, would meet a minimum of one hundred twenty (123) hours a year. Furthermore, Workplace Skills, a TYD/ACE/YW mandatory course, will be assigned in addition to or as one of the four (4) subjects. It is a requirement of TYD/ACE/YW Charter High Schools that students be scheduled for at least four (4) periods a day, five (5) days each week.

Rate of Progress

Students are expected to earn at least four credits per semester. Students failing to make adequate progress in courses may be referred to the Academic Interventionist and/or scheduled into an additional period in order to make up missed work.

Report Cards

The Principal will ensure that report cards are issued at the end of each academic quarter during the school year. Student progress can be viewed through the online PowerSchool Student or Parent Portal. Teachers are expected to have all grades up dated every two weeks based on the progress monitoring calendar. Please visit the school website for more information.

Transfer Credits

Transcripts for students transferring to TYD/ACE/YW Charter High Schools will be evaluated. Equivalent credit will be given in increments of one-quarter (.25) for courses that were completed as quarter credit (.25) and as semester (.50) for courses that were completed as semester credit (.50). Three (3) semester hours of credit, with a grade of "C" or higher, from Arizona community colleges and universities will be generally accepted as equivalent to one-half (.50) high school credit, with the approval of the Principal.

Credits earned at TYD/ACE/YW Charter High Schools shall be accepted if students enroll in other public schools in Arizona in a uniform and consistent manner and according to the same criteria used to accept academic credits from other public schools.

Transfer Credits from Foreign Schools

The Principal will evaluate transcripts from school in foreign countries and will award equivalent TYD/ACE/YW credits based on the student's school experience. Credit from Mexican schools will be limited to six (6) credits per school year, and only for courses graded "6" or above from Tercero de Secundaria, Preparatoria/Technologico, Segundo de Preparatoria/Technologico, and Tecero de Preparatoria/Technologico.

Transfer Credits from Correspondence Schools

Credits earned through correspondence courses, from an accredited institution as defined in R7-2-601, to meet graduation requirements shall be limited to four (4), and only one (1) credit may be earned in each of the following areas: English, Social Studies, Mathematics, and Science.

GRADUATION REQUIREMENTS

<i>Includes ALL students</i>	
English	4 credits
Math ¹	4 credits
Science ²	3 credits
Social Studies ³	3 credits
Health	0.5 credits
Workplace Skills	2.5 credits
Electives	5 credits
Total	22 credits

¹ Math courses shall consist of Algebra I, Geometry, Algebra II (or Applied Algebra II) and an additional course with substantial math content as determined by the TYD/ACE/YW Charter School District, currently Foundations of Math or Consumer Math.

² Science courses shall prepare students for high school science AIMS test. A.R.S. §15-203 prohibits the State Board of Education from adopting changes to these requirements that will impact “capital costs.”

³ Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of Government, and one-half credit of Economics.

State Required Testing: AIMS and AZMERIT

The Arizona Department of Education (ADE) no longer requires students to take or pass the AIMS, in the areas of Reading, Writing or Math in order to receive a diploma. Students are still required to take the AIMS Science during their sophomore year, but a passing score is not required for graduation.

Currently, the Arizona Department of Education (ADE) requires that students who are part of the 2017 and later Cohort pass a state Civics Exams in order to receive a high school diploma.

ADE currently requires all students to take the AZMERIT End of Course Exams as determined by course enrollments in the areas of Reading, Writing and Math. AZMERIT End of Course exams are not a graduation requirement at this time. For more information regarding state mandated standardized testing and state graduation requirements, go to www.azed.org.

Graduation Requirements

For the 2018-2019 school year, all enrolled seniors who have fourteen (14) credits by the end of the first semester of the school year will be placed on a Potential Graduates List. Late enrolling seniors must be enrolled by the start of the final quarter, with at least eighteen (18) credits. Seniors who expect to graduate in the spring are required to finish all course work two weeks prior to the commencement ceremony in order to participate. Each graduating senior’s academic record must be reviewed by the Registrar before the student will be approved for graduation, and any requested forms must be submitted. Finally, the Principal must sign the graduation check list before any student will be considered to have completed all graduation requirements. No student who has not completed all of these requirements will be allowed to “walk” or otherwise participate at the graduation ceremony. As part of the graduation checklist each graduating senior will be responsible for the cost of cap, gown and diploma cover.

ACDEMIC AND GRADE REQUIREMENTS

TYD/ACE/YW uses assessment tools, including state mandated tests, in order to track individual student progress toward earning credit for graduation. Students' educational success is measured through assessment, in class and online assignments, and projects that require regular attendance.

All instructors are required to provide students a syllabus that describes the work required to earn credit, pacing guides, a basic outline of the course, and how a course grade will be calculated. All ACE/YW instructors use the following grading policy to determine student's final grade in a course:

ATI-Galileo District Assessments (Pre & Post-Tests) = 10%
Class Work (per teacher syllabus) = 60%
Bell Work/Daily Participation = 10%
Other Assessments (quizzes, unit tests, projects, etc.) = 20%

** Specific category weightings may be adjusted depending on content area/method of study, instructor, student needs or other factors with approval by the Principal.

When a student has completed all course requirements to a minimum competency level and met the standards as demonstrated by the ATI-Galileo Final Exam/Post-Test, the teacher will post a grade to the Registrar through PowerSchool. Final grades are recorded on the student transcript. *All students are expected to demonstrate competency in the AZCCRS standards through district approved post assessments prior to receiving credit.*

The following are the official letter grades assigned to TYD/ACE/YW students after they have completed credits in a course:

- A** – The student *exceeded* the proficiency required by standards in that subject area.
- B** – The student *demonstrated proficiency* on the standards of that subject area.
- C** – The student *demonstrated partial proficiency* on the standards of the subject area.
- P** – The student *passed* the elective course successfully.
- NC** – (No Credit) the student was enrolled in the course but did not complete requirements needed to earn credit by the end of reporting period and/or was minimally proficient on the standards for that subject area.

COURSE OF STUDY

At TYD/ACE/YW Charter High Schools, all courses are aligned with the Arizona State College and Career Readiness Standards (AZCCRS) and existing Arizona State Standards.

TYD/ACE/YW uses a blended learning environment that includes computerized online curriculum and teacher designed/directed activities. Most courses are taught directly by the teachers, and will include independent practice, computerized learning, homework, projects and other activities. Students must participate in class activities, complete all required assignments and demonstrate academic growth in the subject to receive credit. These “teacher–directed” classes will help student’s use 21st century skills to increase academic achievement and be college and career ready. These classes are typically paced by the instructor and may not be accelerated.

Other classes offered online, and are completed at the students pace. This means the student will be in charge of his/her own learning by following a syllabus to earn credit and pacing themselves through lessons to complete the course successfully within 18 weeks or 1 school semester. Student-directed instruction means that the student must be motivated to learn, complete online work regularly, and seek help from the course instructor as needed. Online courses help a student to recover credits, and may accelerated by the student.

ACE/YW Charter High School will check student progress on meeting standards through standardized assessment that may include pre and posttests in core subject areas. All enrolled students are required to participate effectively in district assessment testing, unless otherwise determined by the Principal. Assessment helps the school and teachers to prepare students to learn English, math, and science curriculum needed to meet the standards. TYD/ACE/YW uses a rigorous blended learning curriculum designed to help students successfully “meet or exceed” the Arizona State Standards and be prepared for future academic or career opportunities.

The following section provides information to help students and parents become familiar with all TYD/ACE/YW courses. Students should use this information to be aware of the courses required to complete the total credits needed for graduation.

DESCRIPTION OF COURSES

ENGLISH LANGUAGE ARTS (ELA)

English 9A/B (.50 credit)

English 9C/D (.50 credit) – Freshman English Language Arts. These courses focus on English grammar, reading comprehension strategies, vocabulary building, and elements of writing. Students will gain literacy skills through exploring short stories, magazines, informational text, poetry and specific targeted reading programs.

English 10A/B (.50 credit)

English 10C/D (.50 credit) – World Literature / Sophomore English Language Arts. This course builds reading and literacy skills through exploring World literature. Students will increase reading and writing skills needed to meet state standards by exploring fiction, non-fiction, short stories, informational text and using specific targeted reading programs. Prerequisite: Must have completed 1.0 credit of English

English 11A/B (.50 credit)

English 11C/D (.50 credit) – American Literature/ Junior English Language Arts. This course is designed to help students expand reading, writing and other literacy skills by exploring American fiction and non-fiction, novels, poetry and informational text. Students will use 21st century skills to analyze research and apply learned skills. Prerequisite: Students must have completed 2.0 credits of English.

English 12A/B (.50 credit)

English 12C/D (.50 credit) – British Literature/ Senior English Language Arts. This course refines students' skills in analyzing and applying elements of literature through exploring British literature. Students will apply their reading and writing skills, examine and analyze literature, write essays, conduct research, utilize 21st century skills to demonstrate skills, and participate in class activities. Prerequisite: Students must have completed at least 2.5 credit of ELA and passed AIMS Reading and Writing to successfully complete this course.

ELA Credit/Skills Recovery (up to 1.0 credits) – Individualized English Language Arts. This course work is designed to remediate skills gaps, increase reading and vocabulary comprehension, increase writing skills, and help students to recover missing credits needed for graduation. Students will work with an ELA teacher to design an individualized course based upon assessments, transcript and specific student needs. Course work often is based upon computerized online curriculum, novels, and requires outside of school /extended learning time work.

MATHEMATICS

Algebra I A/B (.50 credit)

Algebra I C/D (.50 credit) – Students will gain knowledge and insight in problem solving through a focus on solving two step equations, graphing, and algebraic thinking. Algebra helps students to understand change over time, slope, lines, and how to apply math skills to solve real world problems. These courses require students to have strong basic arithmetic skills and will help students to prepare for meeting the Math standards.

Geometry A/B (.50 credit)

Geometry C/D (.50 credit) – Students will learn how to use geometric thinking to understand shapes, sizes, patterns and positions. Geometry includes measurement, and the relationships of points, lines, angles, surfaces, and solids. Successful completion of Algebra and Geometry will prepare students to meet the math standards. *Prerequisite: Students must have completed 1.0 credit of Algebra I.*

Algebra II A/B (.50 credit)

Algebra II C/D (.50 credit) – The content of Algebra II builds on knowledge learned in Algebra and Geometry. Students will learn quadratic equations, logarithmic calculations, exponential functions and applications of matrices to real world problems. This class is required for graduation from high school. *Prerequisite: Students must have completed Algebra I ABCD and preferably Geometry before taking Algebra II.*

Applied Algebra II A/B (0.50 credit)

Applied Algebra II C/D (0.50 credit) - This course meets the state requirement for an alternative course to Algebra II for students who demonstrate a specific need based upon assessment, transcript or other factors. This course has been approved by the TYD/ACE/YW governing board to meet the graduation requirements. Students will review and refine the foundational skills of advanced Algebra, and apply math skills to real world and business problems. *Prerequisite: Students must take the Algebra II Pre-Test and be approved by the Assistant Principal before being scheduled into this class.*

Consumer Math ABCD (up to 1.0 credit) – These courses teach the use of arithmetic and mathematics in practical applications. Students learn to apply mathematic concepts in banking, business, home, and educational environments. Students will learn skills needed to be an informed consumer and make knowledgeable financial decisions needed for success after high school. This class can be used to meet the 4th credit of math needed for graduation.

Foundations of Mathematics AB (up to 0.5 credit) - This is a broad, standards-based course offering a comprehensive coverage of Pre-Algebra topics and prerequisites required for success in Algebra 1. This course is intended to develop mastery of Pre-Algebra concepts to ensure success in high school mathematics. Students will remediate math skills through an individualized math program based on assessment that will focus on math practice, thinking, and application. This class can be used to meet the 4th credit of math needed for graduation. . *Prerequisite: Students must take the Algebra I Pre-Test and be approved by the Assistant Principal before being scheduled into this class.*

Foundations of Mathematics C/D (up to 0.50 credits) – This is a broad, standards-based course offering a comprehensive coverage of Pre-Geometry topics and prerequisites required for success in Geometry. This course is intended to develop mastery of foundational Geometry concepts to ensure success in high school Geometry. Students will remediate math skills through an individualized math program based on assessment that will focus on math practice, thinking, and application. This class can be used to meet the 4th credit of math needed for graduation. *Prerequisite: Students must take the Geometry Pre-Test and be approved by the Assistant Principal before being scheduled into this class.*

SCIENCE

Earth Science A/B (.50 credit) – This course helps students to understand the history of the Earth, the dynamic process that shape and change the surface, plate tectonics and the rock cycle. Students will learn how rocks and minerals form, the geologic time scale, the water cycle, erosion, weathering and other physical geology and atmospheric topics.

Earth Science C/D (.50 credit) – This course focuses on environmental science and astronomy topics. Students will learn about energy resources, pollution, ecosystems, weather and climate. Students will gain an understanding for how life impacts ecosystems and understand sustainability. Students will also learn about the solar system, the sun, moon and celestial motion through studying space and the universe. Students will gain an understanding of other planets, galaxies and space exploration.

Biology A/B (.50 credit) - These courses involve a mastery of fundamental concepts through the understanding of the way in which all living things interact and adapt in the environment. This class focuses on basic science thinking, taxonomy, biochemistry, cells, cell energy and reproduction.

Biology C/D (.50 credit) – This class continues the study of biology by focusing on genetics and heredity, microbiology and biodiversity. Students will learn how traits are passed on, morphology, the complexity of life and how it interacts, plants and ecology. This course uses both online and text book based assignments and projects.

Physical Science A/B (.50 credit) – A basic introduction to chemistry

Physical Science C/D (.50 credit) – A basic introduction to physics

These courses are designed to help students understand the physical laws of nature. Students study the basic structure of matter, how substances are made, and the way in which substances react to each other according to basic physical and chemical laws. *Prerequisite: Students should have already completed Earth Science and Biology and have completed at least 2.0 credits of math.*

Integrated Science ABCD (up to 1.0 credit) – A basic introduction to the scientific method, basic research skills and math needed to be successful in science courses. Students gain an overview of science topics such as earth science, chemistry and physics. *Prerequisite: Approval from the Assistant Principal is required before being scheduled into this class.*

SOCIAL STUDIES

World History A/B (.50 credit)

World History C/D (.50 credit) – These courses help students analyze the human experience through time and to recognize the relationships of events and people. Some geography is covered to provide students with an understanding of the human and physical characteristics of places and regions around the world. In addition, the course helps students to understand how people of different cultural backgrounds interact with their environment.

American History A/B (.50 credit)

American History C/D (.50 credit) – These courses are integral to the analysis of the American national experience through time. They help students recognize relationships of events and people; interpret significant patterns, themes, ideas, and beliefs; and identify turning points in the history of the United States of America.

American Government (.50 credit) – This required course will help students develop the knowledge and skills needed to be an informed, responsible participant in the community through understanding civics. Students will understand the source and history of the Constitution of the United States of America, how the branches of government work, and the role and function of government, and the role and responsibilities of its participants. This class will prepare students for the Civics Exam.

Economics (.50 credit) – This required course will enable students to make reasoned judgments about personal economic questions and understand the role of economics in the world. Students will learn economic roles, the marketplace, competition, macro and micro economics topics.

HEALTH

Health A/B (.50 credit) – The basic elements of human health including wellness, disease, personal care, and hygiene are covered. This is a required course designed to prepare students to be aware of the many factors that influence healthy living including nutrition, fitness and personal choices.

ECAPS

ECAPS ABCD (up to 1.0 credit) – These courses are designed to meet state requirements that all students develop and maintain and Education and Career Action Plan (ECAP). ECAPS curriculum teaches students to conduct their own career interest inventory and consider their individual goals for education and eventual career involvement. Students will maintain their ECAP through a data base provided by the Arizona State Department of Education known as the Arizona Career Information System (AzCIS).

WORKPLACE SKILLS

Workplace Skills AB (.50 credit) – Students will learn workplace standards, skills, and procedures needed to for employment. Students will learn effective communication, create a resume, explore careers, develop interview skills, and learn other essential 21st century skill needed for today’s work place.

Work Experience/Employment (up to 2.0 credits) – Up to two (2.0) credits can be earned through paid employment, volunteer experience, and/or service learning. Course requisites include a report or journal covering the student’s experience and a description of job skills learned. The report should also consider relationships with management and coworkers, and a job satisfaction analysis.

Office/Teacher’s Aide (up to 1.0 credits) – Students learn work place skills through experiential learning by assisting office staff or teachers with various tasks. Students learn the job and behavioral skills needed to be successful in a professional setting. Students who want to be an office/teacher aid should be on track to graduate, need elective credits, and must demonstrate excellent attendance and behavior.

ELECTIVES (based on available staff and need)

Teacher Directed Electives – *These classes are scheduled and require regular in class attendance in order to meet course requirements.*

Community and Culture Class (up to 1.0 credit) – Students learn about our local community, engage in the community through outreach activities, explore different cultures, help to guide school culture and community through organizing school events and activities. Students learn leadership and organization skills essential for today’s youth. Students in this class expected to be leaders, demonstrate positive interactions and attitude, and must have excellent attendance and behavior to participate. *Students must submit an application prior to being scheduled into this class, and go through a peer interview process.*

Student Directed Electives – Most electives are offered through computerized online learning and can be completed during school hours, and outside of regular school hours. Electives are subject to change during the school year due to staff/course availability.

Sociology - up to 0.50 credit

World Geography – up to 0.5 credit

Personal and Family Living – may be taken up to 1.0 credit

Personal Fitness – may be taken up to 1.0 credit

Art History 1 and 2 – may be taken up to 1.0 credit

Civil War - up to 0.50 credit

Music Appreciation - up to 0.50 credit

Keyboarding and Applications - up to 0.50 credit

Career and Technical Education Courses (CTE) (various topics) – up to 1.0 credit

Vietnam Era 1 and 2 – up to 1.0 credit

EQUAL EDUCATIONAL OPPORTUNITIES

Non-Discrimination Affirmation

TYD/ACE/YW Charter High Schools affirm that they do not discriminate on the basis of race, color, national origin, sex, age, or disability, in access or admission to success in educational or employment opportunities.

TYD/ACE/YW is in compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

In addition, a lack of English language skills shall not be a barrier to admission or acceptance into any program, including vocational education.

Admission is open to all students' ages fourteen (14) through twenty-one (21) who have completed the eighth (8th) grade or received permission to enroll from the Administrative Office.

IMMUNIZATION RECORDS

Except for the exemptions provided by law, immunization against measles, rubella (German measles), poliomyelitis, and diphtheria, is required for attendance of any child in any public school. A child's immunization records must be submitted prior to attendance, although a child may be conditionally enrolled provided that necessary immunizations are initiated with five (5) days. A student who fails to comply with the immunization schedule shall be suspended in accordance with policies of TYD/ACE/YW, with the exception that a homeless student shall not be suspended from attendance until the fifth calendar day after enrollment.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

TYD/ACE/YW Charter High Schools will cooperate with county and state health departments in programs of immunization. Parent's permission must be secured before a student may participate in such immunization projects.

Exemptions

In accordance with Arizona Revised Statutes § 15-873 Exemptions, documentary proof is not required for a student to be admitted to school if one of the following occurs:

1. The parent/guardian of the pupil submits a signed statement to the Administrative Office stating that the parent/guardian has received information about immunizations provided by the Department of Health Services. The parent/guardian understands the risks and benefits of immunizations and the potential risks of non-immunization, and due to personal beliefs, the parent/guardian does not consent to the immunization of the pupil.
2. The Administrative Office receives a written certification, signed by the parent/guardian and by a physician that, due to personal beliefs, the parent/guardian does not consent to the immunization of the pupil.
3. The Administrative Office receives written certification, signed by the parent/guardian and by a physician who states that one or more of the required immunizations may be detrimental to the pupil's health, and which indicates the specific nature and probable duration of the medical condition or circumstance which precludes immunization.

An exemption is only valid during the duration of the circumstance or the condition that precludes immunization.

It is the law (Arizona Revised Statutes §15-872, 36-629, 36-629.01, A.A.C.R9-6-501) that students have all vaccines up to date before school entry. Pupils who lack documentary proof of immunization shall not attend school during outbreak period of communicable immunization-preventable diseases, as determined by the Department of Health Services or local health department. The Department of Health Services or local health department shall transmit notice of this determination to the Administrative Office responsible for the exclusion of pupils. Below is a guide for immunization requirements. If there is any doubt about a student’s immunization status, it is recommended that parents and/or guardians go to their medical doctor or one of the Pima County Health Department Clinics nearest you.

IMMUNIZATION	TOTAL DOSES	NOTE
DTP / DTandP	4	School age students required to get Td booster 10 years after last DTP.
OPV Polio	4	Not routinely recommended after age 18.
MMR: Measles, Mumps Rubella	2	Date must show month, day, and year and must be on or after first birthday. One day before first birthday is not acceptable. You will need to have a booster or 2nd dose.
Hep B	3	Students entering 9 th grade Require 3 hepatitis B shots

**PIMA COUNTY HEALTH DEPARTMENTS
WALK-IN IMMUNIZATION CLINICS**

EAST OFFICE	298-3888	1121 N. EL DORADO PL., D-200	MON. 1-4:00PM
SOUTH OFFICE	889-9543	175 W. IRVINGTON	WED. 1-4:00PM
TERESA LEE	624-8328	322 S. FREEWAY	WED. 1-4:00PM
NORTH OFFICE	293-4620	3801 N 1 st AVE, STE. 105	THU. 1-4:00PM

Contact the Pima County Health Department for locations of other clinics (520-740-3755).

COMMUNICABLE DISEASES

The right of each student to receive an education by attending school shall be protected as long as the attendance does not jeopardize the health, safety, or welfare of the particular student, or other students, or the employees.

Any student with, or recovering from, a communicable disease shall be excluded from school to protect his/her own welfare and to protect other students from illness until the period of contagion is passed, or until a physician recommends a return, in accordance with state and county laws.

The district will not exclude an infected student from school solely due to HIV (Acquired Immune Deficiency Syndrome-Human Immunodeficiency Virus)

DISTRICT PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY

It is the policy of TYD/ACE/YW Charter High Schools to involve parents, families, and community members in the planning, development, and implementation of it continuous review and improvement of educational programs, by soliciting and encouraging parent and community participation. TYD/ACE/YW has increased the opportunities for parents to be involved in their students' academics by making the following resources available:

- **Power School** – This web based program provides parents/guardians the ability to monitor their student's attendance, progress and grades from a smart phone, computer or other internet connected device. Parents may view in real time student data and may contact teachers, staff and school administration directly through this web based program. All parent/guardians will be provided with access after the initial enrollment process and probationary period has been completed, or may request from office staff.
- **Online Curriculum Progress Monitoring** – Parents may request access to online curriculum (as available) to monitor student progress in self-directed classes and electives. Parents can view current grades based on work completed, see completion rates, and monitor assignments due dates and completion.
- **Parent Teacher Conferences** – Parents may request a parent/teacher/student conference at any time during the school year by contacting administration or the teacher. Parent Teacher conferences will be recommended by the teacher after each quarter ends for students who have failed to make adequate progress, have had poor attendance or if there are other concerns that require intervention. Conference notices will be mailed and scheduled individually as required.
- **Community and Culture Activities** – The C & C class organizes activities and events and often needs volunteers to help. Community members are welcome to participate in class activities, help organize activities, work in the garden or many other fun ways to be involved. Contact Mrs. Ruddick for more information.

Tucson Youth Development/ACE/YW Charter High School will provide the necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Refer to Appendix (C) Parent Involvement Policy.

SPECIAL EDUCATION

Graduation Requirements for students qualifying for special education services are the same as non-disabled students.

State Board of Education administrative rule on graduation as outlined in R7-2-3-2.02: The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, grades 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file. The Algebra II requirement may be modified using a Personal Curriculum as outlined in R7-2-302.03. For more information on graduation requirements for students with disabilities, please visit the Arizona Department of Education website under Exceptional Student Services > Graduation and Students with Disabilities

(External Link: <http://www.azed.gov/specialeducation/transition/graduation-and-students-with-disabilities/>)

Addressing Complaints & Concerns

Contact School Leadership/Governing Body

ACE and YouthWorks Charter schools are independent public schools and most operational decisions are made on-site. If you have an issue or complaint with either charter school, try to resolve it at the school site or with the principal of the school. To ensure the right people are present and sufficient time has been set aside to consider your concerns, you may want to schedule an appointment.

If school leadership is unresponsive, find out when the governing body of the school meets and bring your concern before the governing body for consideration. Pursuant to state law and the charter contract, the governing body is responsible for the policy decisions of the charter school and is subject to Open Meeting Law. You should be able to obtain upcoming meeting information either through the school's website or by contacting the school office.

Issues Addressed by Other Entities

If your complaint involves one of the issues identified below, you should contact the entity specified which has authority to provide guidance and resolution on that issue.

STUDENT SAFETY

If you believe the safety of a student or students is at risk, contact your local law enforcement agency immediately.

SPECIAL EDUCATION

If your complaint or concern relates to special education services provided at a charter school. To learn more about [submitting a complaint visit www.azed.gov/disputeresolution/understanding-special-education/](http://www.azed.gov/disputeresolution/understanding-special-education/) (link is external). If technology is not available, materials, forms and information about "Dispute Resolution" will be provided.

504 PLANS

Federal law and regulations require a "free appropriate public education" ("FAPE") to each qualified student with a disability, regardless of the nature or severity of the disability. According to the website for the U.S. Department of Education's Office of Civil Rights, "Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met." To learn more about [submitting a complaint visit the U.S. Department of Education's Office of Civil Rights \(link is external\)](#).

STUDENT RECORDS

Student Transcripts

Official transcripts may be requested through the TYD/ACE/YW Charter High School Registrar's Office. For students under eighteen (18), a parent or guardian must request official transcripts.

Official transcripts may be requested by coming in person to the Registrar's Office or by sending a written request or fax to:

TYD/ACE Charter High School
Attn: Registrar Office
1901 N. Stone Av.
Tucson, AZ 85705
Fax: (520) 628-2820

Family Educational Rights to Privacy Act (FERPA)

TYD/ACE/YW Charter High Schools comply with the Family Educational Rights and Privacy Act of 1974 (FERPA). This act protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

A copy of the FERPA notice may be found in Appendix (A) (English) and (B) Spanish of this handbook.

TYD/ACE/YW Charter High Schools hereby designates the following categories of information as directory information that may be disclosed by TYD/ACE/YW Charter High Schools, for any purpose, at their discretion.

Directory Information

TYD/ACE/YW Charter High School designates the following personally identifiable information contained in a student's education records as "directory information" and will disclose that information without prior consent:

During the school year, staff members may compile non-confidential student directory information such as:

- The student's name.
- The student's date and place of birth.
- The student's address and telephone number.
- The student's cohort.
- The student's school(s) of attendance and most recently attended school.
- The student's awards, honors, and diplomas.
- The student's major field of study.

According to state and federal law, this directory information may be publicly released without the permission of parents. However, if parents or guardians do not wish any or all of the above information released about student, they may indicate their request to not release this information by signing the DESIGNATION OF DIRECTORY INFORMATION form included in the enrollment packet. If this notification is not received, TYD/ACE/YW Charter High School will assume that parent/guardian permission is given to use students' directory information as described above.

PARENT'S RIGHTS AND INFORMATION

Section 504

Section 504 is a federal law, which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The law defines a person with a disability as anyone with:

- (a) A mental or physical impairment which substantially limits one or more major life activities (including those such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working).
- (b) A record of such impairment; or who is regarded as having such impairment.

In order to fulfill its obligations under Section 504, TYD/ACE/YW Charter High School recognizes a responsibility to avoid discrimination in policies and practices regarding its students. No discrimination against parents or students with disabilities will knowingly be permitted in any of the programs and practices of the school system.

The district has specific responsibilities under the law, which includes the responsibility to identify, evaluate, and (if the student is determined to be eligible under Section 504), afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the district, the parent and guardian has a right to a hearing with an impartial hearing officer.

Family Educational Rights to Privacy Act (FERPA)

FERPA specifies rights related to educational records. This act gives the parent(s)/guardian(s) the right to:

- (1) Inspect and review his/her student's educational records;
- (2) Receive copies of these records;
- (3) Receive a list of all individuals having access to his/her student's records;
- (4) Ask for an explanation of any items in the records;
- (5) Ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the student's rights, and;
- (6) A hearing on the issue if the district refuses to make the amendment.

Please contact the TYD/ACE/YW Charter High School Administrative Office at ACE (520) 628-8316 OR YouthWorks (520) 495-4113 with questions. TYD/ACE/YW Charter High School guarantees the right of each student to have access to his or her files. The school policy is not to release any information about an individual student or parent without the student's or parent's consent in accordance with the Family Educational Rights to Privacy Act (FERPA).

A copy of the FERPA notice in English and Spanish may be found in Appendix (A) (English) and (B) (Spanish) of the handbook.

PARENTS' RIGHT TO KNOW

The federal law entitled Elementary and Secondary Education Act (ESEA) requires that each school provide certain notifications to all parents.

TYD/ACE/YW Charter High School will provide, on request and in a timely manner, information regarding the professional qualifications of the student's teachers, including, at a minimum, the following:

- State qualifications/licensure requirements for grade levels/subjects being taught;
- Emergency certification or other provisional status;
- College degree major and any other graduate degree held, and the field of certification or degree, and

- Use of instructional aides and the qualifications of such personnel

TYD/ACE/YW Charter High School will also provide to parents, in a timely fashion:

- A notice that the student has been taught for four (4) or more consecutive weeks by a teacher who is not “highly qualified” according to the ESEA requirements.

See Appendix (M), Parents Right to Know, Title I School Wide Programs of this handbook for the current information provided by TYD/ACE/YW Charter High School as it relates to Parents Right to Know.

PUBLIC NOTICE TO PARENTS

Legislation requires the TYD/ACE/YW Charter High School must notify all parents that teacher resumes are on file and available for review at the Administrative Offices located at 1929 N. Stone Ave., Tucson, Arizona.

Parents or guardians wishing to review a teacher’s resume should contact the Administrative Office at (520) 628-8316.

GUIDELINES FOR MANDATORY REPORTING LAW

In 2001, the Legislature enacted a Mandatory Reporting Law that assigns a much broader responsibility to all schools. Arizona Revised Statute § 15-341(A) (33) states:

A. The Governing Board shall...

33. Report any suspected crimes against persons or property and any incident that could potentially threaten the safety or security of pupils, teachers, or administrators to local law enforcement.

TYD/ACE/YW Charter High School and its employees are immune from any liability for any good faith actions taken in furtherance of this paragraph. As a result of this statute, all schools are obligated to report to law enforcement:

- Any suspected crimes against persons or property; and
- Any incidents that could potentially threaten the safety or security of students or staff.

This law places demands on everyone. There is now a reporting duty that is broad enough to include some threats or acts that would have been handled only through disciplinary action at a school level. Virtually any crime is a crime committed against a person or property. Consequently, all incidents involving suspected criminal conduct must be reported.

STUDENT CODE OF CONDUCT

The student behavior expectations are contained in a separate booklet. Please see the **Student – Code of Conduct** document for a description of the TYD/ACE/YW Charter High School statement regarding every student’s right to obtain an education in a safe learning environment and the actions that may be taken when student behavior(s) interfere with the right.

APPENDICES

**TUCSON YOUTH DEVELOPMENT/ACE/YOUTHWORKS
CHARTER HIGH SCHOOL**

Appendix A: Family Educational Rights and Privacy Act (FERPA)

Family Policy Compliance Office (FPCO) Home

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

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. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which 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 or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - 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, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Appendix B: Notificación Anual a los Padres con Respecto a la Confidencialidad de los Expedientes Académicos de los Estudiantes

La Ley de los Derechos y Privacidad Educativos de la Familia (Family Educational Rights and Privacy Act o FERPA) es la ley Federal que protege la privacidad de los expedientes académicos de los estudiantes. FERPA les da a los padres ciertos derechos con respecto a los expedientes académicos de sus hijos. Estos derechos pasan al estudiante cuando éste alcanza la edad de 18 años o asiste a una escuela superior al nivel preparatoria. Estudiantes a quienes los derechos han sido transferidos son “estudiantes elegibles.”

- Los padres o el estudiante elegible tienen derecho a inspeccionar y revisar el expediente académico del estudiante que es mantenido por la escuela dentro de un período de 45 días a partir de la solicitud hecha al administrador de la escuela. No es obligación de las escuelas proporcionar copias a no ser que sea imposible para los padres o el estudiante elegible revisar el expediente académico sin copias. Las escuelas pueden cobrar una cuota por proporcionar copias.
- Los padres o el estudiante elegible tienen el derecho a solicitar por escrito que la escuela corrija el expediente académico que ellos crean sea inexacto o engañoso. Si la escuela decide no corregir el expediente académico, el padre o estudiante elegible tiene derecho a una audiencia formal. Después de la audiencia, si la escuela todavía decide no corregir el expediente, el padre o estudiante elegible tiene derecho de poner una declaración en el expediente que presenta su punto de vista sobre los datos protestados.
- Por lo general, las escuelas deben tener permiso de los padres o del estudiante elegible por escrito para poder revelar cualquier dato del expediente académico del estudiante.
 - Autoridades escolares con interés educacional legítimo
 - Autoridad escolar es una persona empleada o contratada por la escuela para servir como administrador, supervisor, maestro o personal de apoyo (incluyendo personal de salud, personal policial, abogado, auditor u otros con funciones similares); una persona que sirve en la mesa directiva de la escuela; o padre o estudiante que sirve como miembro de un comité autorizado o que asiste a otra autoridad escolar en sus funciones;
 - Un interés educacional legítimo significa que la revisión del expediente es necesaria para cumplir con una responsabilidad profesional para la escuela;
 - Otras escuelas en las que el estudiante está solicitando inscripción;
 - Autoridades especificadas para propósitos de auditoría o evaluación;
 - Partes competentes en relación a asistencia de financiamiento para un estudiante;
 - Organizaciones conduciendo ciertos estudios por o en nombre de la escuela;
 - Organizaciones de acreditación;
 - Para cumplir con una orden judicial o citación emitida de acuerdo con la ley
 - Oficiales competentes en casos de emergencias de salud y seguridad; y
 - Autoridades estatales y locales, dentro del sistema de justicia para menores, de conformidad con la ley estatal específica.

Las escuelas pueden divulgar, sin consentimiento, datos de “directorio” tales como nombre del estudiante, dirección, número de teléfono, fecha y lugar de nacimiento, honores y premios, participación en deportes (incluyendo estatura y peso de los atletas) y fechas de asistencia si no son notificados por los padres o estudiante elegible que la escuela no debe divulgar la información sin consentimiento.

La Ley de la Educación de Personas con Discapacidades (Individuals with Disabilities Education Act or IDEA) es una ley federal que protege los derechos de estudiantes con discapacidades. Además de los expedientes académicos normales, los expedientes académicos para estudiantes con discapacidades podrían incluir materiales sobre evaluación y exámenes, datos médicos y de salud, Programas Educativos Individualizados y notificaciones y autorizaciones relacionadas, reportes de progreso, materiales relacionadas con acciones disciplinarias y acuerdos de mediación. Tal información es reunida de un número de fuentes, incluyendo los padres del estudiante y personal de la escuela donde asiste el estudiante. También, con permiso de los padres, se pueden reunir datos de fuentes pertinentes adicionales, tales como doctores y otros proveedores de servicios de la salud. Estos datos son recogidos para asegurar que el menor es identificado, evaluado y provisto de una Educación Pública Adecuada Gratuita de acuerdo con las leyes estatales y federales sobre educación especial.

Cada una de las agencias participantes bajo la Parte B de IDEA debe asegurarse que, en todas las etapas de la recolección, archivo, retención y divulgación de los expedientes académicos a terceras partes, cumpla con las leyes federales de confidencialidad. Además, la destrucción de cualquier expediente académico de un menor con una discapacidad debe ser de acuerdo con los requisitos reglamentarios de IDEA.

Para información adicional o para presentar una queja, puede llamar al gobierno federal al (202) 260-3887 (voz) o al 1-800-877-8339 (TDD) o al Departamento de Educación de Arizona (ADE/ESS) al (602) 542-4013. O puede usted contactar:

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

Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson , BIN 24
Phoenix, AZ 85007

Este aviso está disponible en inglés y en español en la website del ADE en www.ade.az.gov/ess/resources bajo formas. Para asistencia para obtener este aviso en otros idiomas, contacte al ADE/ESS en el número de teléfono/dirección que se da arriba.

Appendix C: Title I Parent Involvement Policy

It is the intent of the Governing Board of Tucson Youth Development/ACE Charter High School and YouthWorks Charter High School, hereinafter referred to as TYD/ACE, to encourage and support the participation of parents as active partners with the school in enhancing the ability of all students to reach their maximum potential. To achieve this goal TYD/ACE has developed with parents a parent involvement policy. The policy has been incorporated in the school's Consolidated Plan and establishes the criteria for building the school's and parent's capacity for strong parental involvement.

1. TYD/ACE will take the following actions to involve parents in the joint development of its school wide parental involvement plan under section 1112 of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized as the No Child Left Behind Act of 2001 (NCLB Act):
 - Involve parents in Title I decision making and policy development activities;
 - Involve parents in the development of the School-Parent Compact; and
 - Involve parents in the development of the Consolidated Plan and School Wide programs.
2. TYD/ACE will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Involve parents in the development of the on-going school-improvement plans; and
 - Involve parents in program evaluations.
3. TYD/ACE will provide the following necessary coordination, technical assistance, and other support to assist the school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Support planning and implementing parent-involvement activities;
 - Build capacity for strong parent involvement; and
 - Evaluate the parent program annually for participation and quality.
4. TYD/ACE will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the *Parent and Community Teams for School Success (PACT)* program by:
 - Communicating between home and school on a regular, two-way basis;
 - Promoting responsible parenting;
 - Providing clear information regarding course expectations, offerings, school activities and Title I programs;
 - Mailing report cards and regular progress reports to parents and holding teacher/parent/administrator conferences as needed;
 - Ensuring parents are welcome in the school and partners in decisions that affect their children; and
 - Notifying parents in writing on an annual basis of their right to request information on the qualifications of their student's classroom teacher and abiding by Section III(n)(6) Parents Right to Know (NCLB).
5. TYD/ACE will take the following actions to conduct, with the involvement of parents, an annual meeting and an annual evaluation to consider the effectiveness of the school's parental involvement policy and to involve parents in the development and review of the school-parent compact:
 - A. Tucson Youth Development/ACE Charter High School will hold meetings to inform parents about Title I, Part A programs and parental involvement and to explain the rights of parents to be involved in these programs. In order to keep parents informed, the school will invite to these meetings all parents and undertake the actions described below:

- Convene an annual meeting and invite and encourage parents to attend the annual meeting, and
- Offer a flexible number of additional parental involvement meetings, such as in the morning, evening, or weekends so that as many parents as possible are able to attend.

B. An annual evaluation of the school's parent involvement program will be conducted to identify barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies and/or the school-parent compact using the following protocol:

- Administering a survey by mailing the instrument to the parents of all enrolled students early in the fall semester and again near the end of the school year.
- The survey will be developed by a committee including parents, the school's parent involvement coordinator volunteer, and two faculty/staff members.
- Parents and/or guardians will be involved in the development, dissemination, and analysis of the annual evaluation.

C. TYD/ACE will jointly develop, with the parents a school-parent compact. The school-parent compact will be a written agreement between the school and the parents that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. Measures will be taken to involve parents in the development and review of the school-parent compact to inform parents of:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Ways in which parents will be responsible for supporting their children's learning; and
- The importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - ◆ Parent-teacher conferences at least annually, during which the compact will be discussed as it relates to the individual student's achievement;
 - ◆ Frequent reports to parents on their student's progress; and
 - ◆ Reasonable access to staff, opportunities to volunteer and participate in their student's class, and observation of classroom activities.

6. TYD/ACE will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement, through the strategies and activities described below:

A. The school will provide assistance to parents of children served by school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators, by:
 - ◆ providing workshops for parents, teachers, students, and community members,

- ◆ offering flexible meeting times, for example in the morning, evening, or weekends, for the mandatory annual meeting and all other meetings and activities,
 - ◆ identifying conferences that parents may attend and informing parents/guardians of the availability and registration requirements, and
 - ◆ identifying classes available through Pima Community College, the Pima County School Superintendent's office, or other entities and inform parents/guardians of the availability and registration requirements.
- B. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by doing the following:
- Identify adult literacy and bi-lingual literacy programs available in the community and informing parents of the availability and registration requirements of these programs;
 - Apply for grant funding through the 21st Century Community Learning Center program to provide adult literacy and English Language Learner classes to parents of students enrolled in the 21st Century Community Learning Center program; and
 - Offer parents the opportunity to use the school's computers in the Resource Center to access technology and learn to help their children work on courses from home using the Internet computer based curriculum, OdysseyWare.
- C. The school will, with the assistance of parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and schools, by doing the following:
- Provide professional development on site at the school, in which parents and guardians are asked to participate at least 4 hours during the school year, with the express purpose of educating school personnel in the nuances of parent outreach initiatives; and
 - Continue and expand the school's efforts to encourage teachers to contact parents regularly by telephone or email to communicate the teachers' impressions of the academic and social development of students.
- D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Parent and Community Teams for School Success (PACT) Program, a component of the ABC Dropout Prevention and Intervention Series; Parents as Teachers Program; Pima Community College; and the Joint Technical Education District (JTED) programs; and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by doing the following:
- Involve parents in Title I decision making and policy development activities;
 - Offer flexible meeting times, for example, in the morning, evening, or weekends, for the specified annual meeting and all other meetings and activities;
 - Provide opportunities for additional meetings if requested by parents;
 - Inform parents about these programs during pre-enrollment interviews in which all new applicants for enrollment are required to participate with their parents;
 - Ask parents to participate in meetings provided by the school's Transition Counselor at which these programs are discussed; and
 - Offer parents the opportunity to participate in sessions with the school counselor and their children to discuss the student's Educational and Career Action Plan (ECAP).

- E. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Invite parents in written form and by telephone in English and Spanish to attend the annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved;
 - Invite parents in written form and by telephone in English and Spanish to attend regularly scheduled informational meetings; and
 - Implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children's education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards.

This school wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Tucson Youth Development/ACE Charter High School and YouthWorks Charter High School on 6/11/2010 and will be in effect until it is revised. The school will distribute this policy to all parents of participating Title I, Part A children on or before the first day of the student's enrollment at the school.

Appendix D: EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

ACE and YouthWorks Charter High Schools will, per title X, Part C McKinney-Vento Homeless Education Assistance Improvements Act of 2001, minimally remove barriers to immediate enrollment delays caused by lack of documents, information or proof of immunization and medical records, residency requirements birth certificates, school records, guardianship issues or dress code requirements and transportation of homeless students.

All homeless youth will have access to and participate in all instructional and non-instruction services provided to other students at ACE and YouthWorks Charter High Schools without being stigmatized or segregated because of their homeless status.

At the request of the parent, or in the case of an unaccompanied youth, the local agency liaison or designee, transportation will be provided for homeless children to the school of origin, school of attendance area or school requested, for the duration of the school year.

Parents or guardians of homeless youth will be informed of the educational and related opportunities to participate in the education of their children.

Public notice of the educational rights of homeless children will be disseminated where such youth receive service (ACE Charter High School, YouthWorks Charter High School, and Tucson Youth Development).

Appendix E: Education of Homeless Children and Youth **Dispute Resolution Process**

If a dispute arises over school selection or enrollment under the McKinney-Vento Act, Tucson Youth Development/ACE Charter High School (TYD/ACE) and YouthWorks Charter High School, hereinafter referred to as TYD/ACE, will immediately admit the homeless student pending resolution of the dispute. TYD/ACE will provide transportation to the high school for the duration of the dispute resolution process.

The parent, guardian or homeless youth shall be referred to the TYD/ACE Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the TYDACE Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute. TYD/ACE shall provide the parent, guardian, or homeless youth with a written notice of the TYD/ACE decision regarding enrollment and their right to appeal.

The TYD/ACE Educational Liaison shall work through the expedited dispute resolution process. For TYD/ACE that process involves:

- A. *Who* – the TYD/ACE Educational Liaison will work with the administration and the student’s parent or guardian, or in the case of an unaccompanied youth, directly with the homeless youth.
- B. *What* – the TYD/ACE Educational Liaison will meet with the involved parties, review the substance of the dispute, and, if necessary, investigate the merits of the evidence presented.
- C. *When* – within three (3) days of learning of the dispute, the TYD/ACE Educational Liaison will make a decision on enrollment of the homeless youth.

If the parent, guardian, or unaccompanied youth is dissatisfied with the decision, he/she may appeal the decision to the state level. The TYD/ACE Educational Liaison will provide the parent, guardian, or homeless student information necessary to contact the Arizona Department of Education Homeless Education Coordinator. The state level dispute resolution process is available for appeals from district level decisions. Parents, guardians, unaccompanied youths, or charter holders may file appeals.

To initiate the state level dispute resolution process, within seven (7) work days after receiving written notification of the district level decision, the appellant must forward to the Arizona Department of Education Homeless Education Coordinator:

- 1. a copy of the State Level Notice of Appeal; and
- 2. a copy of the TYD/ACE Educational Liaison’s written decision.

Parent and Student Handbook

My parent and/or guardian and I have been provided a copy of the Tucson Youth Development/ACE Charter and YouthWorks High Schools Parent - Student Handbook. I understand that it is my responsibility to read and be familiar with the policies and procedures listed below:

- Admissions
- Attendance
- Academic / Grade Requirements
- Graduation requirements
- Course of Study
- Immunization Record
- Special Education
- Student Records
- Parent's Right and Information
- Title 1 Parent Involvement Policy
- Homeless and Youth Policy

If I or my parent/guardian have any questions or concerns regarding the handbook, I/we understand that it is my/our responsibility and right to consult with a school administrative official including the principal and/or assistant superintendent. If my/our question(s) are not satisfactorily answered at the school level, I/we may take our question(s) and/or concern(s) to the District Office at 1901 N. Stone Avenue, Tucson, AZ 85705.

I have read, understand, and agree to abide by the provisions of the Tucson Youth Development/ACE and YouthWorks Charter High Schools Parent - Student Handbook described above.

Please Print Student Name

Student Signature

Date

Parent/Guardian Signature

Date

Registrar Signature

Date

Please return this page after all signatures have been completed to registrar.