GRAND CANYON
PRIVATE ACADEMY
POWERED BY STRIDE K12

Student and Parent Handbook

GCPA Mission Statement

Our mission is to cultivate a community of critical thinkers and future leaders through a student centric instructional approach, empowering students to shape their own path, while pursuing their passion.

GCPA Vision Statement

With GCPA, learn Your Way to Excellence - Are you Ready to Commit?

GCPA Address

Arizona Office
1255 W Rio Salado Pkwy,
Suite 201
Tempe, AZ 85281

Texas Office
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602-726-6130

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602-833-6557

K12 Customer Care

(866) 512-2273

School Office Hours

7am-3pm Pacific

8am-4pm Mountain

9am-5pm Central

10am-6pm Eastern

Policies and procedures listed in this handbook may be changed without prior notice at the discretion of Grand Canyon Private Academy hereinafter referred to as GCPA in this handbook. Any alterations to this document will be communicated to affected parties by e-mail.

Commented [AK1]:

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Welcome And School Overview

Welcome to Grand Canyon Private Academy!

Welcome to Grand Canyon Private Academy, an independent private school intentionally designed to equip each student with the knowledge, skills, and confidence needed to become successful global citizens. Serving students in kindergarten through 12th grade, we provide a flexible, student-centered learning experience that promotes academic achievement, personal growth, and future readiness.

As a school accredited by both Cognia and the Western Association of Schools and Colleges (WASC), Grand Canyon Private Academy is committed to maintaining the highest standards of educational excellence. Our accreditation reflects our dedication to continuous improvement, quality instruction, and meaningful student outcomes.

At Grand Canyon Private Academy, we believe learning should be engaging, relevant, and inspiring. Our curriculum and instructional practices are designed to foster inquiry, critical thinking, creativity, collaboration, and problem-solving skills that prepare students to succeed in college, careers, and an ever-changing world. We encourage students to ask questions, explore new ideas, and take ownership of their learning in a supportive and academically rigorous environment.

Our school is founded on the belief that academic excellence and a strong sense of community are equally important. We value meaningful relationships between students, families, and educators, and we strive to create a culture where every student feels known, supported, and empowered to reach their full potential.

All students are taught and supported by state-certified teachers who provide personalized instruction and guidance. To meet the diverse needs of our families, we offer flexible learning options, allowing students to choose the pathway that best supports their goals and lifestyle. Students may participate in live, teacher-led classes that foster engagement and collaboration or pursue a self-guided pathway that provides greater flexibility while maintaining access to teacher support and academic resources.

At Grand Canyon Private Academy, we are honored to partner with families in their children's educational journey. Together, we create opportunities for students to develop the knowledge, character, and confidence needed to make a positive impact in their communities and beyond.

On behalf of our entire school community, thank you for entrusting us with your child's education. We look forward to supporting your family and celebrating the growth, achievements, and successes that lie ahead.

Warm regards,

Meghan Griffin

Head of School

Grand Canyon Private Academy

Student Matrix of Support (Who to go to for help)

Issue	Who To Contact
Report an Absence	Click Here to Report an Absence
Update Address, LC, Phone or Email	Click Here to Change Information
Course Change or Missing Course	Homeroom Teacher
Live Class Session (Engageli) Technical Issue	Customer Support: k12.com/support / 866- 512- 2273
Course Content Questions & Errors	Course Teacher
Course Materials Shipping, Missing & Damaged	Customer Support: k12.com/support / 866- 512- 2273
Grades and Scores for Online Assessments	Course Teacher
K[12] Computer Requests	Homeroom teacher
K12 Computer Software Updates	Customer Support: k12.com/support / 866- 512- 2273
Online School Account Set- Up & Login	Customer Support: k12.com/support / 866- 512- 2273
Online School Error Messages	Customer Support: k12.com/support / 866- 512- 2273
Online School Navigation	Teacher or Customer Support: k12.com/support / 866- 512- 2273
PDF Links	Customer Support: k12.com/support / 866- 512- 2273
Return Course Materials	https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels
Report Cards and Transcripts	Registrar
Withdraw	Homeroom teacher

2026-2027 School Calendar

Academic Year Calendar 2026-2027

Important Dates at a Glance

Date	Event
Jul 31	First Day for New Teachers
Aug 3	First Day for Returning Teachers
Aug 10	First Day of School for Students
Sep 7	Labor Day - No School
Oct 12-16	Fall Break - No School
Nov 23-27	Thanksgiving Break
Dec 18	Teacher Grading Day / Semester 1 Ends
Dec 21-Jan 1	Winter Break
Jan 4	Semester 2 Begins
Jan 18	MLK Day - No School
Feb 15	Presidents Day - No School
Feb 26	Staff PD / Asynchronous Learning
Mar 29-Apr 2	Spring Break
May 27	Last Day of School
Jun 2	Last Day for Teachers

Testing Windows: BOY Testing (August), MOY Testing (January), EOY Testing (May).

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Students have access to their online courses 24/7, even during official school holidays. The dates listed above represent days that school is not officially "in session, and there is limited availability by teachers and support staff. These dates provide opportunities for students to take a break but are also opportunities for students to catch up or get ahead as they desire. Students and families may also observe additional holidays. Students needing to take an extended break during normal school operating dates should communicate the need with their homeroom teacher.

Admissions Process and Enrollment Information

Admissions Process

Enrollment is open to all students in grades K–12, and we currently do not have an enrollment cap, allowing eligible students to apply at any time. GCPA is a tuition-based school that accepts both private pay students and students participating in state scholarship programs. We offer rolling enrollment throughout the school year, providing families with the flexibility to begin the enrollment process when it best meets their needs. All applications can be submitted online through our website at https://gcpa.k12.com/, where families can complete the enrollment application, upload required documentation and track their enrollment status. Our admissions team is available to assist families throughout the process and help ensure a smooth transition into our school community.

Students entering kindergarten must have reached their 5th birthday on or before September 1st.

Students may travel within the United States and internationally while enrolled at Grand Canyon Private Academy, provided their travel does not involve destinations subject to U.S. government restrictions or other prohibited locations. Families planning extended travel should ensure students maintain consistent access to coursework, internet connectivity, and required school communications. For questions regarding travel eligibility, enrollment requirements, or restricted countries, please contact our Enrollment Department at **855-869-9963**.

Re-Registration Process

Each spring, families are contacted and invited to re-register their students for the upcoming school year. To ensure accurate enrollment planning and staffing, students are not automatically re-enrolled from one year to the next. Families must actively indicate their intent to return by completing the annual re-registration process and submitting any required documentation by the designated deadlines. Re-registration information and instructions are provided directly to families, and timely completion helps ensure a smooth transition into the new school year. Families who choose not to re-register may reapply later through the standard enrollment process, subject to available enrollment procedures.

School Operations

Technology Requirements

To complete your courses successfully, you will need to make sure that you have a desktop or laptop computer that has reliable broadband internet access. Computers are not provided by K12. It is the family's responsibility to make sure that students have a reliable computer to work on. In special circumstances, we will approve school issued laptops on a case-by-case basis. These requests must go through the school operations manager. Devices running the latest iOS, iPadOS, and AndroidOS can be used as supplemental devices in some cases, but the experience may vary between different courses and different devices. You can read specific information about technology requirements for our courses on the customer support site here: https://www.help.k12.com/s/article/K12-Computer-Technical-Requirements. Make sure to view the other articles about how to set up your Office 365 school email, keep your computer virus free, and other helpful tips.

Online School Accounts

The Online School (OLS) is the website that manages your student's live classes, lesson plans, assessments, progress, and attendance. Once enrollment is approved for your student(s) you will receive an email from registration@k12.com directing you to "Set up your account" for the student and learning coach so you can access the Online School (OLS) login.k12.com Record the usernames and passwords you create in this process for both student and Learning Coach.

GCPA requires separate logins for each student and Learning Coach. Learning coaches must ensure that their student(s) use the student username and password for the OLS, attend and participate in daily Live classes with the webcam enabled and complete all assignments on the daily plan.

For login assistance or technical issues, please go to https://www.help.k12.com/s/ or call K12 Virtual Schools LLC (Stride K12) Customer Service at 1 (866) 512-2273.

Learning Coach Expectations

Role of the Learning Coach

At our online private school, the Learning Coach plays a vital role in supporting student success by providing consistent supervision, structure, and encouragement throughout the school day. Learning Coaches are expected to be available during school hours to ensure students log in on time, attend classes daily, remain engaged in lessons, and stay focused without distractions from phones, social media, gaming, or other outside sources. They help create and maintain a productive learning environment at home, establish daily routines and schedules, monitor academic progress, and ensure that assignments, projects, quizzes, and tests are completed with integrity and without unauthorized assistance. Learning Coaches also serve as a communication bridge between students and teachers, encouraging students to advocate for themselves while ensuring questions and concerns are addressed promptly. Additional responsibilities include providing basic technology support, maintaining reliable high-speed internet access, monitoring attendance and course completion, motivating students through challenges, reinforcing accountability, and celebrating achievements. By actively partnering with the school and remaining engaged in their child's daily educational experience, Learning Coaches help foster responsibility, independence, academic honesty, and long-term student success in the online learning environment.

Family Communication and Engagement Policy

Purpose

As an online school, strong communication and partnership between the school and families are essential to student success. Learning coaches, parents, and legal guardians play a critical role in supporting student attendance, engagement, and academic progress. Timely communication ensures that students receive the support they need and that concerns are addressed promptly.

Communication Expectations

The school communicates with families through a variety of methods, including:

- Email
- Phone calls
- Text messages
- School messaging platforms
- Virtual meetings and conferences

Families are expected to maintain current contact information and regularly monitor email, phone messages, and text messages for school communications.

Routine Communication

School-wide announcements, reminders, and updates will primarily be shared through email and text message.

Student Concerns and Support

When concerns arise regarding a student's academic progress, attendance, engagement, behavior, safety, or program compliance, school staff will make reasonable efforts to contact the learning coach, parent, or legal guardian by phone and/or email.
Families are expected to respond within a reasonable timeframe, typically within **three (3) school days**, unless the situation requires a more urgent response.

Emergency Contacts

If school staff are unable to reach the learning coach, parent, or legal guardian after multiple documented attempts, the school may contact the student's emergency contact.
To protect student privacy, the school will not share detailed student information with the emergency contact. Staff will only communicate that the school is attempting to reach the student's parent, guardian, or learning coach and request assistance in making contact.

Required Family Meetings

In certain situations, a meeting with the learning coach, parent, or legal guardian may be required before a student may continue full participation in school activities. Situations may include, but are not limited to:

- Excessive absences
- Lack of academic progress
- Academic integrity concerns
- Student safety concerns
- Failure to meet program expectations
- Ongoing communication concerns

If a required meeting is not completed after multiple outreach attempts, the school may take intervention measures, including:

- Restricting access to live instructional classes

- Locking curriculum access
- Requiring a conference before access is restored

These measures are intended to support student success and ensure necessary family engagement.

Failure to Maintain Communication

Consistent communication with the school is a condition of enrollment in an online learning environment. Repeated failure to respond to school communications or participate in required meetings may result in:

- Attendance interventions
- Administrative review of enrollment status
- Withdraw from our school

Family Partnership Commitment

We believe student success is strongest when the school and family work together as partners. Families are expected to:

- Maintain accurate contact information.
- Read and respond to school communications.
- Participate in conferences and meetings when requested.
- Support regular student attendance and engagement.
- Collaborate with school staff to address concerns and develop solutions.

By enrolling in our school, families acknowledge their responsibility to maintain regular communication with school staff and participate in reasonable efforts to support their student's educational success.

Attendance Requirements

Attendance Requirements

Consistent school attendance is essential for students to monitor their education—to benefit from teacher-led and school activities, build a solid academic foundation, and grow as an individual.

To maintain enrollment at GCPA, students must follow the attendance policies outlined here. Absences from class may seriously disrupt a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Please note: GCPA requires computer and internet access. If your internet connection temporarily goes out, your computer is being worked on, there is a power outage, or you are waiting to see if you qualify for a loaner computer, you must still go to school. We recommend using a local library, a local business that provides WIFI, or a friend's house to use their computer and internet while resolving your technology issues. If your outage is prolonged, notify your homeroom teacher immediately.

Compulsory Attendance

State law requires that students between the ages of 6 and 18 attend school and any applicable accelerated instruction program, extended-year program, or tutorial session unless the student is otherwise excused from attendance or legally exempt.

How GCPA Attendance is Logged

Students enrolled at GCPA must attend school on each instructional day as determined by the GCPA academic calendar. This attendance is calculated through several measures within the Learning Management System (LMS).

Attendance for GCPA students is accounted for in the following ways:

- Completing daily/weekly lessons and assignments via the student's account in Online School (OLS) and other sites/resources provided.
    - The principal may assign additional work to students that complete all coursework before the end of any semester.
- Student participation in assigned virtual online sessions (Class Connect sessions) with state- certified teachers and/or counselor
- Student review of recorded lessons published by state-certified teachers and/or counselors.

- Completing all additional required online assessments including, but not limited to:
    - i-Ready

Class Connect Session Requirements

Daily, live Class Connect (CC) sessions are a requirement of our program. Successful GCPA students make every attempt to attend these sessions live; however, recordings are made available should the student be unable to attend live for any reason.

- Teachers will hold daily Class Connect sessions throughout the week in all courses.
    - Student assessment data and overall grades are considered when building CC schedules.
    - Teachers may assign additional sessions outside of the regular CC schedule based on individual student needs.
- Students are expected to attend all CC sessions listed as REQUIRED and should make every effort to participate in all CC sessions marked as OPTIONAL.
- Students and Learning Coaches should be prepared to see changes to the Class Connect periodically throughout the school year to personalize the learning experience for each student.

Excused and Unexcused Absences

Excused Absences

When a legal guardian (LG) knows that their student will be absent, it is requested that the LG provide prior, written notice of the upcoming absence through the Report a Student Absence form. If the LG cannot provide prior notice of a student's absence, notice must be provided as soon as possible. The Truancy Officer processes the Absence Docusign form. **Please note a student's absence is classified as unexcused until GCPA has received documentation from the legal guardian.**

GCPA considers the following factors to be a "reasonable" excuse and will result in an "excused absence" for time missed from school:

- Religious holidays
- Maternity/Paternity Leave
- Bereavement Leave (immediate family)
- Required court appearances
- Activities related to obtaining United States citizenship
- Documented health-care appointments for the student or a child of the student - including absences for recognized services for students diagnosed with autism spectrum disorders.
    - A note from the healthcare provider must be submitted upon the student's arrival or return to campus
- For students in the conservatorship (custody) of the state:
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty or is on leave from or immediately returned from specific deployments.

In addition, absences will be considered for excusal by GCPA administration for the following reasons:

- **Personal Illness:** When a student's absence for personal illness exceeds three consecutive days, the student shall present a physician or health clinic statement verifying the disease or condition that caused the student's extended absence from school.
    - Suppose the student has established a questionable pattern of absences. In that case, GCPA administration may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.
- **Absences for Serving as an Election Clerk:** Up to two absences in a school year may be exempt from compulsory attendance requirements if the student presents written approval from the parent, obtains written permission from the principal before the absences, provides written documentation of the service performed from a governmental office, and completes all make- up work.
- **Absences for a Military Honors Funeral:** An absence of a student in grades 6-12 to sound "Taps" at a military honors funeral for a deceased veteran also will be excused.

*Natural Disaster Disclaimer: In the event of a natural disaster that impacts specific regions of the state, there will be consideration of needs on a case-by-case basis. Notification to your homeroom teacher will be needed for consideration of excused absences.

Illness/Extended Inability to Participate

If a student is going to be unable to log in for a period of 3 or more days their Homeroom Teacher must be contacted in advance to report the expected absence. It is the responsibility of the student and Learning Coach to plan with the teacher(s) regarding missed assignments. Students should, whenever possible, work ahead before a planned absence rather than falling behind and having to catch up. Scheduled schoolwork will not be waived.

Hourly Requirements

K12 curriculum allows students flexibility in the amount of time spent on coursework. Lesson mastery requires consistent and substantial attendance. The following chart represents typical attendance hours required to achieve lesson mastery in a full six-course load:

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Grades K–2	720	20	4
Grades 3–5	900	25	5
Grades 6-8	900	25	5
Grades 9-12*	1,080	30	6

*Honors and AP® courses take significantly more time to complete. Students should expect to spend additional time daily to maintain pacing in these courses. Part-time students should expect to spend approximately five hours per week completing each course within the semester time frame.

Accumulated Unexcused Absences & Truancy Process

Students will be considered absent for the following reasons:

- Students who do not attend GCPA each instructional day without a valid written excuse.
- Students who do not log in on each instructional day, as determined by the GCPA academic calendar.
- Absences not identified as "reasonable" per the list above will be considered "unexcused."

Attendance Matters: Truancy Prevention Program:

GCPA teachers, administrators, and staff work collaboratively to ensure that students are on target to achieve one year of academic growth. We understand that attendance matters and that it is a key component to the success of our students.

Research shows that increased attendance will improve test scores, graduation rates and overall student achievement. Be sure that your student has excellent attendance habits by logging in daily, attending Class Connect sessions, and completing course assignments. Rewards and certificates will be provided to students for their commitment to attendance.

Truancy

If a student is absent from GCPA, it is important that the learning coach or legal guardian communicate with GCPA staff about the absence, so the student does not become truant. Absences can be reported here or by contacting the school office.

- Students are expected to be logged into the Online School by 8:30am mountain time. If a student hasn't logged in on time, an automated message will be sent with a reminder to start schooling for the day.
- Students are expected to attend all Class Connect sessions for the duration of each session. If a student attends less than 90% of their Class Connect sessions or has habitual tardies, they may be required to meet with the school administration and be put on an Attendance Success Plan. Improvement must be seen within the first week of the back on track plan or the student will be at risk of withdrawal.

- If a student misses three school consecutive school days, GCPA will send an email, text, and auto-dialer to notify the Learning coach/legal guardian of the absences.
- If a student misses five consecutive school days or accumulates five unexcused absences, GCPA will call the legal guardian to determine the nature of the absence.
- If the absences are excused the student may be placed on an Attendance Success Plan as deemed necessary or no further action may be taken.
- If the absence is unexcused and / or GCPA is unable to make contact, a Truancy Notification will be sent via email requesting an administrative conference with the parent/legal guardian. The goal of the meeting will be to develop an Attendance Success Plan to get the student back on track.
- If unexcused absences continue and the back on track plan is not successful. The Learning coach/legal guardian will be sent a withdraw notification. The Learning coach/legal guardian will have 24 hours to appeal the withdrawal.
- If a student misses seven consecutive school days, GCPA administration will email a truancy withdrawal warning with a reminder to respond to the written meeting request.
- If a student misses nine consecutive school days, GCPA administration will email a final truancy withdrawal notification.
- If a student misses 10 consecutive school days, the student will be withdrawn from GCPA due to truancy.
- If a student is withdrawn for truancy and wishes to re-enroll at GCPA, the administration may consider a re-enrollment on a case-by-case basis following a conference with the legal guardian. If the student is withdrawn for truancy a second time, at any point during the second enrollment, the student will not be eligible to re-enroll at GCPA.

Locked Curriculum

GCPA may lock a student's curriculum, inhibiting the student's ability to complete required daily/weekly assignments. A student's curriculum may be locked until the following situations/issues are resolved:

- Missing or incomplete required assessments
- Missed required meetings such as meetings or scheduled teacher conferences
- Missing tuition or ESA payment

Students and Legal Guardians will receive a warning from the appropriate department before their curriculum is locked. LGs must communicate with that appropriate department to unlock their student's curriculum.

Removal from GCPA

Students may be removed from GCPA for any of the following reasons:

- Missing registration paperwork
- Disciplinary action
- Lack of attendance
- Multiple core-course failures
- Missing required assessments
- Persistent disengagement
- Learning Coach or Legal Guardian failure to adhere to school policies

Students are provided with all necessary due process rights before removal.

1. GCPA administration will contact the LG
2. LG has 24 hours to respond
3. No response will result in immediate withdrawal from the program

Learning Pathways Policy

Live Instruction Program & Self-Guided/FLEX Program

Grand Canyon Private Academy (GCPA) is committed to providing flexible learning opportunities that meet the diverse needs of students and families while maintaining high expectations for academic achievement, engagement, communication, and student success.

GCPA offers two learning pathway options:

GCPA Live Instruction Program
The Live Instruction Program provides a teacher-guided learning experience that combines live instruction, direct teaching, seminar-based learning, collaboration, and real-time feedback. This pathway is recommended for students who benefit from daily structure, teacher interaction, and a collaborative virtual classroom environment.

GCPA Self-Guided/FLEX Program
The Self-Guided/FLEX Program provides an asynchronous learning experience designed for students who demonstrate independence, self-motivation, organization, and the ability to successfully complete coursework with support from a Learning Coach.

Both programs require students and families to maintain consistent engagement, communicate regularly with teachers, follow academic integrity expectations, and demonstrate commitment to academic success.

Section I: GCPA Live Instruction Program

Purpose

The Live Instruction Program is recommended for optimal student success at GCPA. This program is designed to enrich the K12 curriculum through a balanced blend of seminar-based teaching and direct instruction to foster student-centered exploration, inquiry, collaboration, and academic growth.

Students in the Live Instruction Program benefit from meaningful relationships with teachers and peers, in-depth discussions, collaborative activities, and real-time instructional feedback.

This pathway is similar to attending a traditional school setting where students are expected to attend classes daily, actively participate, and complete assignments according to established deadlines.

Eligibility and Enrollment

Students may participate in the Live Instruction Program based on:

- Family interest
- Student learning needs
- Teacher recommendation when appropriate

Families must participate in a required program orientation to review expectations, responsibilities, and success criteria.

Program Features

Live Class Expectations

Students enrolled in the Live Instruction Program are expected to:

- Attend and participate in live classes daily
- Maintain 90% or higher attendance in live classes
- Log in on time, prepared, and ready to learn
- Participate actively in classroom discussions and activities
- Have a working camera and microphone available during instruction
- Remain in a quiet learning environment free from distractions
- Use a designated learning space such as a desk or table with access to school materials and supplies
- Dress appropriately for the school day
- Participate respectfully with teachers and peers
- Complete work assigned during live instruction

Students are expected to give their full attention during live instruction. No multitasking is permitted.

Students should not:

- Use cell phones during instruction
- Use unrelated devices or applications
- Open additional tabs unrelated to class activities
- Watch television
- Participate in side conversations
- Babysit siblings or complete other responsibilities during class time

Learning Coaches must notify the homeroom teacher regarding planned absences.

Academic Expectations

Live Instruction students are expected to:

- Attend daily live classes
- Complete daily coursework in Canvas and i-Ready
- Submit assignments and assessments according to established deadlines
- Communicate with teachers regarding late submissions or barriers impacting completion
- Submit original work that reflects the student's own understanding

Students must follow GCPA's Academic Integrity Policy. Students may not use unauthorized assistance, including AI tools, Google searches, answer websites, or other resources that prevent teachers from accurately measuring student learning.

Learning Coaches are responsible for monitoring student progress, reviewing assignments, and ensuring grades remain satisfactory.

Assessment Expectations (iReady, IXL)

Students participating in the Live Instruction Program will complete required assessment opportunities throughout the school year.

Required assessments include:

- Beginning-of-year assessments
- Middle-of-year assessments
- End-of-year assessments

Assessments will include required proctored assessment sessions.

Students must:

- Complete assessments independently
- Provide their best effort
- Complete assessments without outside assistance

Accurate assessment results allow teachers to identify learning gaps, provide targeted support, and determine appropriate opportunities for academic advancement.

Students in grades K–12 will receive individualized i-Ready or IXL learning pathways based on assessment results. These pathways are designed to provide targeted instruction, remediation, and enrichment.

Support and Intervention

Students who do not demonstrate grade-level proficiency in reading and mathematics will receive additional support.

Interventions may include:

- Individualized i-Ready learning pathways

- IXL learning support
- Additional teacher support
- Small-group instruction
- Foundational skill development
- Targeted academic interventions

Student progress will be monitored regularly to ensure appropriate support is provided.

Program Compliance

Students and Learning Coaches must:

- Maintain regular communication with teachers
- Respond to teacher emails or phone communications within 24 hours
- Maintain 90% or higher live attendance
- Complete daily coursework
- Participate in required assessments
- Follow academic integrity expectations
- Participate in program orientations

Accountability and Learning Coach Partnership

Success in the Live Instruction Program requires commitment from students, families, and teachers.

Students must:

- Attend classes consistently
- Participate fully in learning activities
- Complete assignments on time
- Take ownership of academic progress

Learning Coaches should:

- Establish a consistent daily schedule
- Support student organization and time management
- Assist with technology needs
- Encourage independence
- Monitor assignments, grades, and progress
- Communicate concerns with teachers

Teachers and classmates depend on student attendance and participation to create meaningful collaborative learning experiences.

Program Continuation

Quarterly reviews (October, January, March, May) will be conducted to determine continued success and placement within the Live Instruction Program.

Reviews may include:

- Attendance data
- Course completion

- Assignment completion
- Academic progress
- Student engagement
- Communication records

Students who do not meet Live Instruction expectations may receive additional interventions, academic probation, or a review of their learning pathway.

Section II: GCPA Self-Guided/FLEX Program

Purpose

The Self-Guided/FLEX Program is an asynchronous learning program designed to foster student autonomy while maintaining strong academic performance.

This program is best suited for students who demonstrate independence, self-motivation, organization, and time-management skills. It may support advanced learners, traveling families, or students with unique learning needs.

The Self-Guided/FLEX pathway requires strong academic support at home, consistent Learning Coach involvement, and student commitment to completing coursework independently.

Eligibility and Enrollment

Students may participate in the Self-Guided/FLEX Program based on:

- Family interest
- Student readiness for an asynchronous learning environment
- Teacher recommendation
- Ability of the family to provide Learning Coach support

Families must participate in a required Self-Guided/FLEX orientation prior to enrollment.

Self-Guided/FLEX Program Enrollment Process

Step 1: Operations Manager Welcome Call

The Operations Manager will:

- Discuss Live Instruction versus Self-Guided/FLEX options
- Review program guidelines and expectations
- Ensure families understand requirements before selecting a pathway

Step 2: Teacher Communication and Student Identification

The Operations Manager will:

- Provide teachers with a list of Self-Guided/FLEX students
- Identify students on the new student cohort sheet
- Add specific notes for teacher awareness and support

Step 3: Classroom Placement

The Operations Manager will:

- Place Self-Guided/FLEX students into appropriate classrooms
- Review expectations and guidelines with families

Step 4: New Student Orientation

Students and families will:

- Review Self-Guided/FLEX expectations
- Learn program requirements
- Review successful learning strategies

Step 5: Teacher Assessment

Teachers will:

- Administer/proctor required i-Ready assessments in reading and mathematics as applicable
- Review assessment information to support student placement and learning needs

Step 6: Teacher Welcome Outreach

Teachers will:

- Provide family guidance for successful course completion
- Share contact information
- Provide office hour availability
- Explaining available academic support opportunities

Self-Guided/FLEX Student Expectations

Students enrolled in Self-Guided/FLEX are expected to:

- Log into assigned learning platforms daily
- Maintain consistent engagement in lessons and assignments
- Complete coursework according to pacing expectations
- Submit assignments and assessments by established deadlines
- Maintain passing grades in all courses
- Communicate regularly with teachers
- Request support when needed
- Demonstrate academic integrity

Academic Expectations

Self-Guided/FLEX students must:

- Complete daily coursework
- Maintain appropriate course pacing
- Submit original work

- Complete required assignments and tests
- Communicate with teachers regarding concerns or late work

Students must follow GCPA's Academic Integrity Policy. Unauthorized assistance, including AI tools, Google searches, answer websites, or outside resources that prevent accurate measurement of student learning, is prohibited.

Assessment Expectations

Students will participate in required assessment opportunities.

Assessments may include:

- Beginning-of-year assessments
- Middle-of-year assessments
- End-of-year assessments
- i-Ready assessments
- IXL assessments

Students must:

- Complete assessments independently
- Provide best effort
- Avoid outside assistance

Students in grades K–12 will receive individualized learning pathways based on assessment results.

Support and Intervention

Students who do not meet grade-level standards in reading and mathematics may receive additional support.

Support may include:

- Individualized i-Ready pathways
- Individualized IXL pathways
- Teacher office hours
- Individual student support meetings
- Additional academic resources
- Progress monitoring

Self-Guided/FLEX Program Compliance

Students and Learning Coaches must:

- Maintain regular communication with teachers
- Respond to teacher communication within 24 hours
- Complete daily coursework
- Maintain academic progress
- Follow academic integrity expectations
- Participate in required orientations

Accountability and Learning Coach Partnership

The Self-Guided/FLEX Program requires strong partnership between students, families, and teachers.

Students must:

- Manage their learning schedule
- Complete assigned coursework
- Maintain progress toward course completion
- Communicate when support is needed

Learning Coaches should:

- Establish a consistent daily schedule
- Plan approximately one hour per subject per day as appropriate
- Monitor grades and assignments
- Support technology needs
- Provide encouragement and academic support

Program Continuation

Quarterly reviews (October, January, March, May) will be conducted to determine continued eligibility for the Self-Guided/FLEX Program.

Reviews may include:

- Academic performance
- Course completion
- Engagement data
- Communication records
- Student independence and readiness

Failure to meet program expectations may result in academic probation, additional interventions, or removal from the Self-Guided/FLEX Program.

Commitment to Student Success

Grand Canyon Private Academy is committed to providing flexible learning pathways while maintaining high expectations for academic excellence.

Whether students participate in the Live Instruction Program or the Self-Guided/FLEX Program, GCPA partners with students, families, and Learning Coaches to provide the structure, support, and accountability necessary for student success.

Live Class Communication Policy

Purpose

Live instructional sessions are designed to provide students with direct access to teaching, learning, academic support, and engagement with their teachers and peers. To ensure that instructional time remains focused on student learning, all participants are expected to follow the communication guidelines outlined below.

Parent and Learning Coach Expectations

Parents, legal guardians, and learning coaches play an important role in supporting student success. During live classes, they are expected to:

- Assist students with technology issues, logging into class, and navigating online learning platforms when needed.
- Encourage student participation and engagement in learning activities.
- Allow students to communicate directly with the teacher during instructional sessions whenever possible.

Parents, legal guardians, and learning coaches should not use live class time to communicate with teachers regarding student concerns, academic questions, scheduling issues, or other matters unrelated to immediate technology assistance. Live classes are reserved for teacher-to-student instruction and learning.

Teacher-Student Instructional Time

Live classes are considered dedicated instructional time between teachers and students. Teachers are responsible for maintaining a learning environment that supports student participation, engagement, and academic progress.

To protect instructional time for all students:

- Teachers are not expected to engage in conferences or extended conversations with parents during live classes.
- Parents should not interrupt instruction to discuss concerns or request meetings.
- Teachers may redirect communication requests to email, phone, or scheduled conferences.

Parent Communication Procedures

Parents, legal guardians, and learning coaches who wish to communicate with a teacher should:

1. Contact the teacher directly through approved school communication channels (email, phone message, or other designated platform).
2. Allow up to 24 business hours for a teacher response.
3. If a discussion is needed, the teacher and parent/legal guardian will mutually agree upon an appropriate time during regular school hours for a phone call, conference, or virtual meeting.

Compliance

Failure to follow these expectations may result in the school restricting live instructional sessions to ensure a productive learning environment for all students.

STUDENT CODE OF CONDUCT

Expected Student Behavior

GCPA has high expectations of our students' academic and behavioral achievements. Such expectations will only be achieved through combined efforts and cooperation of students, teachers, parents, and learning coaches. GCPA's goals are:

- Keep students safe
- Maximize student learning

These goals will only be achieved as each party understands the expected code of conduct.

The Three Expectations

Although behavior expectations will vary with time, location, and situation, the following three general expectations will always apply:

- Be Respectful
- Be Responsible
- Be Safe

Students should learn these well. These three things will always be expected and will be instrumental in achieving GCPA's goals of safety and student learning.

Because these three expectations address *general* behaviors alone, the following section addresses some specifics of the three expectations:

STUDENT BEHAVIOR EXPECTATIONS

GCPA is a place of learning. We believe teachers have the right to teach and students have the right to learn, and no one has the right to be disruptive.

What Happens When You Follow the School Rules?

GCPA promotes positive, school-wide behavior, effort, and achievement. Students are continuously recognized for their accomplishments, effort, and appropriate behavior. Within our positive school-wide framework, there are several opportunities for students to be recognized.

What Happens When You Don't Follow the School Rules?

The goal of GCPA school-wide management plan is to teach students appropriate behavior for school. Likewise, the intent of the following consequences is to redirect students toward that appropriate behavior.

Safe School Policy

Students and their parents/guardians need to be aware of the zero tolerance violations, which include:

- Any threat or act of violence
- Any racial or sexual harassment
- Any weapon (real, pretend, or look alike)
- Chronic bullying or retaliation for bullying

Student Behavior Support Levels

The following is a general guideline on how infractions are addressed at school, however, all infractions are addressed on an individual basis and the consequences may be adjusted based on the severity of the infraction, the age, level of understanding, and specific needs of the student.

Level 1 Behaviors Handled by Teacher (Discuss behavior with student & re-direct. Document as incident in SIS)	**Level 2 Behaviors** Handled by Teacher (Contact Parents, Document as incident in SIS)	**Level 3 Behaviors** Refer to Principal (Contact Parents, Document as a major incident in SIS) Grounds for withdraw from GCPA
Be Respectful • Teasing others • Negative interaction with peers • Interrupting • Inappropriate Language	Be Respectful • Name Calling • Defiance toward an adult • Swearing • Lying	• Bullying • Sexual harassment • Racist harassment • Physical or specific threat • Using obscenities • Showing severe defiance or assaulting an adult • Fighting • Aggressive throwing • Bring weapons, using items as weapons • Bringing or using illegal substances • Stealing
Be Responsible • Off task • Breaking dress code • Missing Class Connect sessions or assignments • Side comments in the	Be Responsible • Cheating • Plagiarism • Stealing • Chronic Absenteeism • Cameras off in Class	

chat or mic • Misuse of cell phones or laptops • Cameras off in Class		• Vandalizing • Cameras off in Class **Chronic Level 2 Behaviors-**Demonstrating level 2 behaviors 3 times a week/Consider Behavior Plan
<u>Be Safe</u> • Misuse of school property • Not keeping hands/feet to self at school events • Unsafe running or playing at school events	<u>Be Safe</u> • Misuse of school property • Inappropriate use of technology • Aggressive Behavior **Chronic Level 1 Behavior-** Demonstrating Level 1 behaviors 3 times a week	

Level 3: Administrator will contact parents to discuss behavior and consequences:

- Parent Conference-The principal contacts the parents for a parent conference to design a behavioral intervention plan. Teacher(s), the principal, the student, and the parents/guardians attend the meeting.
- Out of School Suspension-The principal may suspend a student from attending school for up to three days for serious violations of school policies
- Chronic and extreme behaviors are at risk of being withdrawn from school

As a GCPA student, you are expected to follow the rules outlined by the school.

<u>Electronic Devices</u>

GCPA recognizes the value of computers and other electronic resources used to facilitate instruction, but the same devices can disrupt the orderly operations of a school. Consequently, schools have the authority to maintain acceptable use policies regarding electronic devices on school premises, during classes, and at all school-sponsored activities.

Using electronic devices to bully, harass, humiliate, or intimidate students, employees, or staff will not be tolerated. Prohibited uses include but are not limited to the following: illegal activities, threats of any kind, discriminatory, abusive, or disparaging communication, any form of pornography or indecent content, solicitations, or other inappropriate communications regarding sex or sexuality, and grooming.

<u>Student Internet Safety</u>

- Do not reveal personal information about yourself or other people. For example, you should not reveal your name, home address, telephone number, gaming handles, photographs of yourself or others to persons outside of the GCPA.
- Do not agree to meet in person with anyone you have met only on the Internet and who is not affiliated with the GCPA.
- Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using GCPA computer resources. This includes copyrighted graphics of cartoon characters or other materials that you found may appear to be non-copyright protected.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.

<u>Do</u>

- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions and never reveal other people's email addresses.

The following conduct is considered "dangerous or disruptive conduct" and is always prohibited and places associated with the school. These behaviors and any activity that violates federal state, or local law or regulation not included on this list is subject to school consequences and involvement of local law enforcement. Students with knowledge of dangerous or disruptive conduct have the responsibility to report such behavior to school administration. Failure to do so will subject a student to appropriate disciplinary sanctions.

Aggression/Assault/Battery

Unlawful physical or verbal attack on another student or staff member. This includes verbal provocation, minor aggressive acts, and placing another person in fear of a harmful attack.

Arson, Burglary, Theft, or Criminal Mischief

Willful and malicious destruction or property; entering and remaining on a property that is not open to students; and/or taking or concealing property that belongs to the school or others without permission.

Bullying/Harassment/Intimidation

GCPA is committed to a safe educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Behaviors/Expressions Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, hazing, threats or other written, oral, physical or electronically transmitted messages or images.

Disorderly Conduct/ Defiance of Authority

Failure to comply with a reasonable request by school staff to abide by rules or follow a direction. Conduct that disrupts the educational environment including profanity, arguing, obscene gestures, or leaving classroom/site without permission.

Gang-related Activity

Dangerous or disruptive activity including, but not limited to wearing, displaying, or possessing evidence of gang membership; using a name associated with gang membership; or designating an area for gang activity or ownership.

Sexual Harassment or Offenses

Unwelcome sexual contact or conduct, whether it be verbal or physical. This includes possession or transmission of sexually explicit content and fabrication of sexual harassment changes with malicious intent to defame character.

Technology Use Violation

Inappropriate use of cell phone, computer, camera, internet, or email that violates school policy; federal, state, and local laws; or the privacy of others. Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain e- mail, viruses, or other intentionally destructive content.

Threats

Threatening to cause physical injury to an employee or student, or damage to an educational institution. This includes violations of A.R.S. §13-2911.

Tobacco, Alcohol and Illegal Drugs

Use, possession, sale, purchase or distribution of alcohol, tobacco, and other drugs is prohibited. Use of prescription drugs is not allowed onsite unless approved through medicine administration guidelines listed within this document.

Sabotage

Damaging or defacing school property or personal possessions of others.

Weapons/Dangerous Instruments

Possession, use, sale, or display of any functional or non-functional weapon or instrument capable of causing death or serious physical injury. This includes fireworks and noxious or flammable material.

Search and Seizure Policy

School staff understand a student's right to privacy and freedom from unreasonable search and seizure of property as guaranteed under the Fourth Amendment. However, school staff reserve the right to search and seize property when there is a reasonable suspicion that students may possess an item detrimental to the health, safety, and welfare of the student and/or others. This includes personal property such as backpacks, clothing, electronic devices, and other items, as well as school property.

Restraint and Seclusion Policy

School staff may only use restraint or seclusion techniques in accordance with A.R.S §15-105 if a student presents an imminent danger of bodily harm to self or others and less restrictive interventions appear insufficient to remove the danger. Any use of restraint or seclusion will be documented and reported to the parent in written or oral form.

Due Process and Consequences

School administration shall adhere to the following when investigating a violation of the Student Code of Conduct, including Dangerous and Disruptive Conduct:

- Student may be immediately removed from scene of violation and/or lose access to GCPA instructional computing resources, which could result in his/her inability to complete learning activities.
- A prompt investigation (within 5 school days) will be completed by school administration.
- Results of the investigation will be shared with the parent along with disciplinary decision which may include:
    - Suspension or restriction from live classes.
    - Suspension or expulsion from GCPA.
    - Involvement with law enforcement agencies and possible legal action.

Students and families who seek to appeal the school's decision may do so, in writing, to the Head of School.

GCPA administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to school instructional computing resources. GCPA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by GCPA.

GCPA reserves the right to review any material transmitted using GCPA instructional computing resources or posted to a GCPA instructional computing resource to determine the appropriateness of such material. GCPA may review this material at any time, with or without notice. Email transmitted via GCPA instructional computing resources is not private and may be monitored.

GCPA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. GCPA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources.

GCPA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of GCPA, its affiliates, or its employees. GCPA assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and Learning Coach have to use the instructional computing recourses as required in the Use of Instructional Property Agreement ("Agreement") the Learning Coach or guardian signed as part of the student's enrollment packet. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Reporting Bullying

Any student who believes they have been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

If a staff member receives notice of bullying from a student or family, she/he will provide written notice, through email, to the Head of School within 24 hours. The Head of School will review the provided information and determine if further investigation is necessary.

False Reporting

Any student who falsely reports instances of harassment, intimidation or bullying may be subject to disciplinary action.

Provision for communication to students

Every year, GCPA will provide students and families a copy of this policy. All reported incidents of bullying will be investigated by school administrators and staff.

Investigation of alleged bullying

The investigation will include, at a minimum:

- An interview with the complainant.
- An interview with the alleged aggressor;
- A review of any previous complaints involving either the complainant or the alleged aggressor; and
- Interviews with the other students or staff members who may have knowledge of the alleged incident.

The administration or designee may determine that other steps must be taken before the investigation is complete. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parent/guardian and/or the student with weekly updates.

No later than two (2) school days after the investigation has been completed and submitted to the Head of School, the administration or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

- The results of the investigation;
- Whether the allegations were found to be factual;
- Whether there was a violation of policy; and
- The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the administration or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

Consequences for students who are found guilty of bullying, or for falsely accusing another of bullying, will be disciplined in one of the following ways, as determined by the Head of School: Staff/student conference, referral to administration, parent notification, parent/guardian meeting, suspension, referral to law enforcement, or recommendation for expulsion.

Discrimination Policy

GCPA is committed to providing a safe, respectful, and inclusive learning environment for all students and families. GCPA prohibits discrimination, harassment, or retaliation based on race, color, national origin, religion, creed, sex, gender, sexual orientation, gender identity, disability, or any other protected status under applicable law.

Students, parents, or guardians who believe they have experienced discrimination are encouraged to report their concerns promptly. GCPA will review and investigate complaints in a timely and fair manner and take appropriate action when necessary.

GCPA is dedicated to ensuring all students and families are treated with dignity, respect, and equal opportunity.

Crisis Plan

In the event of a schoolwide GCPA emergency, you will be notified via email. If the emergency directly relates to a specific student, the legal guardian and Learning Coach will be contacted via phone.

In the event of an Online School outage, please complete offline activities and log the completion and attendance when all systems are functional again. Please check back into the online school throughout the day to determine when the system is working again.

Monitoring

Grand Canyon Private Academy reserves the right to review any material transmitted using GCPA instructional computing resources or posted to a GCPA instructional computing resource to determine the appropriateness of such material. GCPA may review this material at any time, with or without notice. E-mail transmitted via GCPA instructional computing resources is not private and may be monitored.

GCPA Indemnification Provision

GCPA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. GCPA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. GCPA also denies any responsibility for the accuracy or quality of the information obtained through user access.

Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of GCPA, its affiliates, or its employees. GCPA assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and parent must use the instructional computing recourses as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Complaint Response Procedure

GCPA is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. GCPA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, sexual orientation, or religion.

The student and parent(s), custodian(s) or legal guardian(s), must address in writing any concern or grievance to the executive director. The Executive director shall respond within ten (10) working days. If the concern or grievance is not resolved by the executive director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the executive director's response, request in writing a meeting (via phone or in person) with the executive director to discuss the concern or grievance. He/she shall investigate and respond within ten (10) days.

Assessment Requirements

i-Ready Online Assessment

All students in K-12th grade will take the required I-READY assessments in math and reading. I-READY Assessments are online, comprehensive, standards-based, and research supported tests to be administered by teachers through a secure website. The Learning Coach and student will receive test dates and directions via Student Email. This is proctored in an online live class session. The purpose of these tests is to provide teachers and the Learning Coach with information on the student's strengths as well as areas which need additional focus this school year. Students will receive a participation score of 100% for completion of these assessments, which will be a part of their participation grade. For more information on I-READY testing.

Assessments and Testing Dates

- Beginning of the year Benchmark: Mid-August to September
- Middle of the year Benchmark: Mid to late January
- End of the year Benchmark: Mid to late May
- HS Proctored finals: Mid December & Late May

Parent Opt-Out of i-Ready Assessments

Grand Canyon Private Academy strongly recommends that all students participate in the i-Ready assessment program. i-Ready provides valuable diagnostic information that helps teachers identify student strengths, learning gaps, and instructional needs. Assessment results are used to personalize instruction, develop targeted intervention and enrichment opportunities, monitor academic growth, and support student success throughout the school year.

While participation is highly encouraged, parents or legal guardians may choose to opt their student out of i-Ready assessments by submitting a written request to the Head of School, Meghan Griffin, mgriffin@gcpaaz.org

Parents who choose to opt their student out of i-Ready assessments understand that the school may have limited assessment data available to inform instructional decisions and academic support. As a condition of opting out, parents are responsible for providing an alternative nationally norm-referenced assessment or other approved academic growth measure that demonstrates the student's academic performance and progress. The alternative assessment must be submitted to the school according to timelines established by GCPA administration and may be reviewed to determine academic support needs and placement decisions.

GCPA reserves the right to request additional academic information if needed to ensure appropriate educational planning and student support. While families have the right to opt out, the school believes that participation in i-Ready provides meaningful information that benefits students, families, and teachers and is therefore strongly recommended.

Final Exams

Students must take final exams at the end of both fall and spring semesters. Excused absences are not allowed for these exams. To protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester. Further information is posted in course announcements and emailed to families throughout the semester. Final Exams in the core High School courses; Math, English, Science, and History, will be proctored in an online live class session.

Lockdown Browser and Turnitin

For assignments where Lockdown Browser and/or Turnitin are utilized, the use of these programs is required.

Grading

Graded work at GCPA falls into two categories for most courses – Computer Graded Assignments (CGAs) and Teacher Graded Assignments (TGAs).

- **Computer Graded Assignments (CGAs):** Include all lessons and assessments completed as part of the Canvas course. These grades are automatically transferred into the student's gradebook upon completion.
- **Teacher Graded Assignments (TGAs): I**nclude all lessons and assignments completed *outside* of the OLS course (i.e.i-Ready, IXL, writing assignments, assessment participation, etc). These grades are entered by the teacher each week and may not be immediately available until they are entered.

Teachers update all grades in the online grade book weekly, including grades for missing assignments. All missing grades are automatically calculated as zeros (0s) in the gradebook.

Students, LCs, and LGs have access to student gradebooks at any time. It is recommended that students and LCs check the gradebook at least once a week to ensure additional support is provided as soon as possible.

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Late Work Policy

Students should submit all work by the assigned due date. Overdue assignments due to attendance or other matters may be discussed on a case-by-case basis with the homeroom teacher.

Kindergarten-5th Grade

Computer Graded Assignments are available all year for students to complete, however any assignment not completed by the due date will be listed as "Missing" in the student's gradebook and calculated as a zero (0) until is it completed.

6th-12th Grade

Computer Graded Assignments will be locked at the end of each semester. Once the assignments are locked, students will no longer have access to the content and will not be able to submit work. Any assignment not completed by the due date will be listed as "Missing" in the student's gradebook and calculated as a zero (0) until is it completed.

Progress Reporting & Report Cards

Kindergarten-5th Grade

At GCPA, each academic semester builds on the previous grading period (cumulative). As such, there will not be semester grades for kindergarten through 5th grades. The second semester grade will be considered the final grade as it incorporates *all* student work assigned throughout the year. The final report card will be issued in June.

The final grade in each subject, including electives, is determined by online school performance and participation in all required school assignments and assessments, as well as applicable teacher-graded assignments and work samples.

Course Snapshots for all courses will be sent weekly to families. These are not used to calculate final grades and

are not included in your student's official academic record.

6th-8th Grade

At GCPA, courses in grades 6 and above are cumulative for each Semester. As such, there is a final grade for Semester 1, a final grade for Semester 2.

The final report card for students will be issued in June and will include grades for the entire year. The final grade in each subject, including electives, is determined by online school performance and participation in all required school assignments and assessments, as well as applicable teacher-graded assignments and work samples.

Course Snapshots for all courses will be sent weekly to families. These are not used to calculate final grades and

are not included in your student's official academic record.

Grade Appeal Process

Grades issued by a classroom teacher are final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the GCPA grading policy. If you have a question regarding your student's final grade, please contact the teacher to request a conference.

Promotion & Retention

Student Promotion

A student may be promoted based on academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

In determining promotion, the GCPA shall consider:

- The recommendation of the student's teacher;
- The student's grade in each subject or course;
- The student's score on an assessment instrument administered
- Any other necessary academic information, as determined by GCPA.

Grade Retention Policy

Purpose

The purpose of this policy is to establish a consistent process for considering grade retention when a student demonstrates significant academic, social-emotional, developmental, or medical concerns that may impede successful progress to the next grade level.

Consideration

Grade retention is an educational intervention that shall be considered only after careful review of academic achievement, developmental readiness, social-emotional factors, and relevant medical information. The decision to retain a student shall be made through a collaborative conference involving the parents or legal guardian, teacher, and school administrator, with the student's best educational interests serving as the primary consideration.

Grounds for Retention Consideration

A student may be considered for retention if one or more of the following factors are present:

1. **Failing Grades** – The student demonstrates persistent academic failure or is unable to meet minimum grade-level expectations.
2. **Lack of Grade-Level Skill Mastery** – The student has not demonstrated proficiency in essential grade-level standards, skills, or competencies despite receiving interventions and support.
3. **Social-Emotional Concerns** – The student exhibits social, emotional, behavioral, or developmental concerns that significantly affect academic performance or school success.

4. **Medical Considerations** – Documented medical, physical, developmental, or mental health concerns indicate that retention may be in the student's best educational interest.

Request for Retention

A retention review may be initiated by any of the following parties:

- Parent or legal guardian
- Teacher
- School administrator

When any of the above parties' request that a student be considered for retention, the requesting party shall submit the request to the school administration.

Retention Conference

Upon receipt of a retention request, a retention conference shall be scheduled by the school administration.

The following individuals must be present at the conference:

- At least one parent or legal guardian
- The student's teacher
- A school administrator

Additional participants may be invited as appropriate, including intervention specialists, counselors, special education staff, school psychologists, or medical professionals.

During the conference, the team shall review relevant information, including but not limited to:

- Academic performance and report card grades
- Assessment results and progress monitoring data
- Intervention records
- Attendance records
- Social-emotional and behavioral information
- Medical documentation, when applicable
- Parent and teacher input

Retention Decision

The final determination regarding grade retention shall be made collaboratively during the retention conference.

A student may be retained only when the following parties are present and have participated in the decision-making process:

- Parent or legal guardian
- Teacher
- School administrator

The team shall determine whether retention is in the student's best educational interest based on the review of all available information and evidence.

Documentation

The final decision and rationale shall be documented in writing and maintained in the student's educational record. Any academic, behavioral, or intervention plans associated with the decision shall also be documented.

Grade-Level Advancement & Acceleration K-8 Policy

Purpose

Grand Canyon Private Academy is committed to providing academic opportunities that match the abilities and learning needs of all students. In cases where a student demonstrates exceptional academic achievement, maturity, and readiness, advancement to higher-level coursework or skipping a grade may be considered. This policy outlines the requirements and process for requesting and approving advancement.

Eligibility Requirements

Students seeking to skip a grade level or advance in coursework must meet the following criteria:

Administrative Approval

- Requests must be initiated by a parent/guardian and submitted in writing to the school executive director.
- Final decisions will be made by an administrative review team, which may include the principal, executive director, school counselor, and relevant teaching staff.

Academic Evidence

- Students must provide strong evidence of academic excellence in the relevant subject area(s), including:
  - Two previous standardized state test scores and/or nationally recognized growth assessments showing a **percentile rank of 90% or higher** in the subject area(s) requested for advancement.
  - A final **course grade of "A"** in the applicable subject area(s) on the two most recent report cards or transcripts.

Maturity and Social-Emotional Readiness

- Families must acknowledge that accelerated placement may place the student in courses with older peers.
- The student must demonstrate appropriate maturity, self-motivation, and the ability to interact socially and emotionally with older students.
- A teacher and/or counselor recommendation may be required to assess the student's readiness for the social aspects of acceleration.

Family Acknowledgment and Agreement

- Parents/guardians must sign an acknowledgment form confirming their understanding of academic and social expectations and accepting the potential challenges of acceleration.

Additional Considerations The administrative review team may also consider:

- Work habits, behavior, attendance, academic integrity and classroom engagement history.
- Prior instances of successful independent work or self-paced learning.
- Long-term academic and developmental implications for the student.

Trial Period

- Students approved for advancement may be placed on a trial period of up to one semester during which academic performance, engagement, and social adjustment will be closely monitored.
- If concerns arise during the trial period, the administrative team may recommend alternative placement or additional support.

Process for Academic Concerns

- Administration will email the parents/guardians and student when a failing grade is identified to include details about the grade, areas of concern, and a request to schedule a virtual meeting.
- A virtual meeting will be held to discuss academic performance, identify challenges, and collaboratively develop an action plan.
- A plan will be documented and shared with the student and parents/guardians to include specific goals, deadlines, and resources.
- Bi-weekly check-ins will be held to review progress and make necessary adjustments.
- A final review will take place at the end of the semester to assess progress and determine the next steps.

Process for Requesting Advancement

- Parent/guardian submits a written request for acceleration to the executive director.
- The school will gather academic records, standardized testing data, and teacher feedback.
- An administrative review meeting will be scheduled to evaluate the request.
- Parents and students will be informed of the decision in writing.
- If approved, the acceleration plan will be documented and monitored.

Curriculum Information

Curriculum

Students will have access to our robust K12 curriculum which includes interactive and engaging online content complimented with textbooks and workbooks to enhance learning objectives. Additionally, students will be given hands-on materials and manipulatives to help bring their lessons to life!

Course Materials

Legal guardians/Learning Coaches have complete and total access to all learning materials, teaching tools, and platforms used on each campus.

These items may include, but are not limited to:

- K12 Stride's Online School (OLS) and all lessons and resources housed within
- I-Ready & IXL: Supplemental learning tools
- Teacher tools including, but not limited to: Nearpod, Flipgrid, Classkick,Padlet, and Engageli

Legal guardians/Learning Coaches may also review each test/unit assessment after it has been assigned and completed. This can be done through the student *or* learning coach login. Any questions regarding OLS lessons/assessments should be sent to the student's homeroom teacher. All issues with any test/quiz answers within the OLS should be reported using the "Feedback" button, to be sent directly to K12 Stride.

Course Requirements Grades K-8

- Phonics (grades K-2)
- ELA
- Math
- Science
- Social Studies
- PE
- Art

Elective Courses

- Spanish

Legal Guardian Right to Opt-Out

A legal guardian or guardian may remove a child temporarily from a class or other school activity that conflicts with the legal guardian's religious or moral beliefs. The legal guardian must submit documentation requesting removal to the principal. A legal guardian is not entitled to prevent the child from taking a core subject for an entire semester.

School Property

GCPA provides course materials, a computer (if applicable), and a printer (if applicable). These materials are school property and must be kept in good condition using the guidelines below.

- Legal guardians are responsible for the repair or replacement of all lost, stolen, or damaged school property.
- A list of property that must be returned is provided to legal guardians and may be accessed at any time.
- All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year.
    - If a piece of GCPA electronic equipment isn't working properly, the legal guardian should contact Customer Care at 866-512-2273 and troubleshoot with the technical support team.
    - Legal guardians should not repair any of GCPA/K12's equipment on their own.

All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in their studies while enrolled in the school. Legal guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Multi-Tiered System of Support (MTSS)

What is MTSS?

Grand Canyon Private Academy uses a **Multi-Tiered System of Supports (MTSS)** to help every student succeed academically, socially, emotionally, behaviorally, and through strong school engagement.

MTSS is a proactive, data-driven process that helps school staff identify student needs early, provide the appropriate support, monitor student progress, and adjust interventions as needed. MTSS is not a special program or referral process—it is a schoolwide framework designed to ensure each student receives the right support at the right time.

How MTSS Works

Student progress is reviewed using multiple sources of information, including:

- Academic performance and classroom assessments
- Attendance data
- Behavior and social-emotional well-being
- Student engagement and participation
- Teacher observations

Based on student needs, supports are provided through three levels, or tiers.

Tier 1: Universal Supports (All Students)

All students receive:

- High-quality classroom instruction aligned to grade-level standards
- Schoolwide behavioral and social-emotional supports
- Regular monitoring of academic progress, attendance, and well-being

Tier 2: Targeted Supports (Some Students)

Students needing additional assistance may receive:

- Small-group academic interventions
- Targeted attendance supports
- Small-group social-emotional or behavioral interventions
- Regular progress monitoring to measure growth

Tier 3: Intensive Supports (Individual Students)

Students with significant or ongoing needs may receive:

- Individualized academic interventions
- Intensive attendance support plans
- Individualized behavioral or wellness supports
- Frequent progress monitoring and adjustments based on student response

MTSS Review Process

Student data is reviewed throughout the school year. Students receiving Tier 2 or Tier 3 supports are typically reviewed every 4–6 weeks to ensure interventions are effective and to determine whether supports should continue, increase, decrease, or be adjusted.

Parent Partnership

Parents and guardians are important members of the MTSS process. Families may be invited to participate in MTSS meetings when additional supports are being considered or implemented. Parents can support the process by:

- Sharing relevant medical, health, or family information that may impact learning
- Communicating concerns regarding academic, social, emotional, or behavioral development
- Collaborating with school staff to support intervention plans
- Participating in meetings when requested

Our Commitment

At GCPA, we believe every student can grow and succeed. Through MTSS, we work collaboratively with families to identify needs early, provide timely interventions, monitor progress, and ensure students receive the support necessary to reach their full potential.

Socialization

Outings

To assist parents in providing social experiences for their students, GCPA hosts outings when available. These outings may be attended by any student, regardless of the area in which a family resides. It is GCPA's goal to provide quality and educational outings that also promote a social atmosphere.

GCPA Clubs

It is Grand Canyon Private Academy's goal to foster a sense of community for our families during the school year. To help families build more meaningful relationships, GCPA offers online clubs based on students' and families' interests. Clubs meet online and/or at specific locations throughout the state. Clubs will meet once a month. GCPA teachers facilitate clubs in which students may participate.

Further information about clubs can be obtained by contacting the staff sponsor(s) as well as checking the school announcements or attending Homeroom Hour for updates and activities.

Student Interactions

Interaction among students encourages them to develop relationships and foster collaboration. GCPA staff do not share student information with other students. However, students may voluntarily share contact information with their peers so long as they do not share it in a public forum such as course discussions or in the main chat during recording sessions. Using private messaging during sessions is the recommended way for students to share their contact information with one another. It is the parent's/guardian's responsibility to discuss with your child what to share prior to sharing.

High School Graduation Requirements

To be eligible for a GCPA diploma, students must not be older than 21 years of age at the start of their final semester. Students who are ready to begin their senior year and will not meet this age requirement will be given information on other Stride powered options to earn a diploma. Students who meet this age requirement must also meet the following:

- Students must successfully complete 22 credits, as outlined below, to be eligible for a diploma.
- Accreditation standards require that all students successfully complete a minimum of 6 credits with GCPA and must spend their senior year (the last 2 consecutive semesters of their academic tenure) as a full-time student.
- Students must have all official transcripts submitted and on file with GCPA

GCPA Graduation Credit Requirements	
English	4 credits
Math	4 credits (Algebra 1 and higher)
Science*	3 credits (must include 2 lab science credits) *
History	3 credits (must include 1 credit of US History) **
World Language	2 credits
Physical Education	0.5 credit
Health	0.5 credit
Electives	4
Fine Art/CTE	1

Graduation Plans

Counselors review each student's graduation plan every semester to ensure they are on track to graduation. During this review, the following components are evaluated:

- Credits Required
- Credits Earned
- Credits Needed
- Grades and Credits earned by course
- 4 Year Course Plan
- Student Action Plan

*If we do not have the appropriate transcripts from previous schools, the Graduation Plan may not be complete or accurate. We can only include the records that we have received, so please ensure that we have all transcripts from any previous school as soon as possible.

Grading Policies

GCPA uses the Canvas gradebook to provide students and their Learning Coaches a 24/7 live view of their grades. Students and Learning Coaches can access Gradebook through their OLS. Courses in the gradebook are managed by teachers. If there are any errors or questions about posted grades, please contact the teacher directly.

Assignment Due Dates

- Graded assignments, whether teacher or computer scored, are listed on the course calendar. Students are most successful when they work on what is currently due in the course. Students must plan their schedules so they can get their work done by 11:59pm Mountain time. Zeros will be given if the assignment has not been completed or submitted on time. However, after zeros are entered, assignments must still be completed and submitted for partial credit.
- Under extreme circumstances, teachers may allow extensions on assignments to span beyond the semester as approved by administration. ***Families should never assume that GCPA will automatically grant these requests***. All exceptions must go to the teacher first and then be approved by the administration.

- In case of computer or internet-issues, students are required to contact their homeroom teacher immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers. Computer or internet issues will not be considered for exceptions.

Grading Scale and Course Credits

Percent	Grade	Quality Points
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
59% and below	F	0

High school credits are earned on a semester basis. Students typically enroll in six classes per semester and earn approximately six credits each school year. While grade level is determined by cohort/year of enrollment, students generally accumulate credits according to the following progression:

- **9th Grade:** 0–6 credits
- **10th Grade:** 6–12 credits
- **11th Grade:** 12–18 credits
- **12th Grade:** 18–22 credits

Note: Seniors must be enrolled full-time for two consecutive semesters.

Course Selection and Transfer Credit

Course selection is completed initially at the time of enrollment and will occur bi-annually at the end of each semester. Documentation of and success in prior coursework helps our counselors determine the appropriate courses for students and will guide the development of a graduation plan. Acceptable documents include report cards (for Middle School only) and transcripts (for High School course credit). All received documents are reviewed upon receipt and placed in the student's file. Official school records are signed and sent directly from the school of record. Official transcripts from each issuing institution are required to transfer credits into the school. Parents are responsible for ensuring that all transcripts are sent to GCPA for credits to be considered for transfer into the school.

If students have additional records to be considered or complete courses outside GCPA, relevant documentation should be sent to the school registrar. More specific transfer credit information is included in the Transfer Credit Policy.

Credit Recovery

High school students may take credit recovery courses only if they have previously taken and failed the course(s). Original credit and credit recovery courses will be listed on the transcript. Grade point average (GPA) is based on the total number of courses taken. We recommend credit recovery courses for students who were just shy of passing the original credit course. Credit Recovery courses are for students who have learned enough to make complete repetition of the course unnecessary.

Credit Recovery are not approved by NCAA.

Career Prep at GCPA

GCPA's Career Prep Program teaches career skills students need to be successful after high school. In addition to core courses required for graduation, students' electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and in college. Whether students intend to go to college, are working in their career field now, or plan to start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high demand fields.

Along with the standard academic coursework required for high school graduation, students in the GCPA-Career Prep can explore career offerings and then choose courses concentrating on one of four career programs. Currently the GCPA-Career Prep program offers career programs for Business and Information Technology.

While working toward their high school diplomas, students can choose from a variety of courses in the following high-demand career fields:

- Business
    - Marketing
    - Management
- Information Technology
    - Networking and Cybersecurity
    - Programming and Software Development
    - Video Game Design
- Health Science
    - Healthcare Diagnostics
- Arts & Audio Visual Communications
    - Visual & Digital Arts

K12 Private Academy Partnership

To expand learning opportunities for students, GCPA partners with K12 Private Academy (K12PA) to provide a variety of elective and career-preparation courses. These courses allow students to explore specialized interests and career pathways that may not otherwise be available in a small-school setting. K12PA courses are delivered in an asynchronous format, giving students flexibility to complete coursework according to established deadlines. In addition, each course includes teacher support and help lab hours, during which students can meet with their instructor, ask questions, receive additional assistance, and get help with course content.

GCPA and K12PA work closely to align academic calendars whenever possible; however, because K12PA operates on its own schedule, calendar differences may occasionally occur. As a result, students may see assignments, due dates, or course activities that fall during a GCPA holiday or school break. When this happens, students may need to complete assignments ahead of time or submit them after returning from break, depending on the course requirements. Students are encouraged to regularly monitor their K12PA courses and plan accordingly. If assistance is needed, both GCPA and K12PA staff are available to provide support and guidance.

GPA and Class Rank

Grade Point Average

Grade Point Average (GPA) is very important to students as they plan for college. High School GPAs are determined by dividing the number of quality points earned by the number of credits received. GPAs are only determined on a semester basis.

GCPA utilizes weighted grading for some high school courses (honors and AP® courses), resulting in a weighted GPA. Not all high schools utilize weighting, but colleges have policies about how they work with both weighted and unweighted GPAs, so that all students are reviewed consistently for acceptance.

Determining Class Rank

GCPA does not automatically compute high school class rank. If a class rank is required by legislation or is needed for scholarship eligibility, students may request their class rank from the registrar. Class rank calculation will be completed within one week of the request. Students will need to make their request early enough to allow us to prepare it, to meet deadlines. Class rank will be calculated using courses taken at GCPA as well as courses transferred in. The student must be enrolled for at least two consecutive terms on a full-time basis.

Transcripts

Fall semester transcripts are emailed to the student and learning coach in January, and spring semester transcripts are issued in June. Contact the registrar for transcript requests outside of regular submission months.

Incoming Transcript Records

If you need to send transcripts to GCPA, please fax 602-833-6557, email records@gcpaaz.org

Dual Enrollment

We are proud to offer qualified students the opportunity to participate in dual enrollment through our partnership with Acadeum, a consortium of accredited colleges and universities. This program gives high school students the chance to experience college-level coursework and earn both high school and college credit simultaneously.

Eligibility

Full-time students in 11th and 12th grade with a cumulative GPA of 3.0 or higher and demonstrated college readiness are eligible to participate. Students in 9th and 10th grade may also be considered on a case-by-case basis.

Benefits of Dual Enrollment

- Earn college credit while in high school, helping reduce the time and cost of earning a college degree.
- Explore college coursework in a flexible, supportive environment.
- Strengthen college applications by demonstrating success in rigorous academic settings.
- Gain early insight into college expectations, building academic confidence and readiness.
- Transfer credits to most accredited colleges and universities.

Program Details

- Courses are offered in 8- or 16-week asynchronous formats, providing students with flexibility to complete work on their own schedule.
- GCPA handles enrollment, making the process simple and efficient for families.
- Once enrolled, the college institution will contact the student directly with login credentials and course information.
- Upon completion, grades are sent to GCPA to be added to the student's high school transcript.
- Families also receive official transcripts directly from the college.

Preferred College Partner

While Acadeum offers access to hundreds of courses from a variety of colleges, GCPA primarily partners with Baker College and Southeastern University due to the quality and consistency of their offerings.

Cost

- Tuition is $400 per course or $500 for two or more courses taken in the same semester.
- Families will be invoiced directly by GCPA.

School and College Counseling for Full-Time Students

GCPA offers resources and support for developmental guidance topics, career planning, college planning, and college application support. Detailed information availability, based on grade level, will be provided to all students and Learning Coaches so they can take full advantage of the program.

Upper School students have access to the College and Career Counseling services as part of their annual tuition, including the following:

- One-on-one counseling to help students develop their post-secondary plans
- Assisting students with the college application process
- Scheduled group college counseling Live Class Session sessions
- SAT/ACT test prep resources and support
- Synchronous advisement and support
- College and career workshops

Transcript Revision Policy

Transcripts from previous student schools are entered in our system at face value and no revisions are permitted. GCPA transcript revisions are only permitted in the event a course/credit needs to be added in the instance of missing final grades

and or assessment from a previous schools' transcript due to the timeframe of enrollment to GCPA. Counselors and the registrar have authority to revise a transcript. Grade revisions to transcripts are not permitted.

Transcript Entry Process for High School Students

When incoming high school students enroll with GCPA, the transcript is part of the enrollment compliances required for approval. When the transcript is incomplete, not including all high school credits, grades, and/or test scores; Registrars request additional records from all previous schools where high school courses were attempted.

During onboarding and schedule creation the counselor reviews the transcript acquired at time of enrollment and assigns courses. If there are gaps in the transcript documentation, then the counselor notifies the Registrar to request records, if they have not already. The relationship between Guidance Counselor and Registrar is a partnership where close communication and collaboration occurs to ensure all information is recorded correctly in all systems.

The expectation is for Registrars to enter historical course grades and test history data into the SIS/ within 60 days of records being received. For grades 9-11, Guidance Counselors review the data in the SIS, as needed. For grade 12, the Guidance Counselor reviews the data each Semester to ensure accuracy and credits are on track for graduation.

For grades received during enrollment with GCPA - Final grades by term are transferred from OLS to SIS automatically once the course end date has passed. This data is available in the SIS and transcripts can be viewed and sent once course end dates have passed.

Timeline for Full Transcript Entry Process

Stage of Enrollment	**Action**
Prior to scheduling/start date	HS counselor reviews submitted HS transcript
Within 10 school days of enrollment	Records Request BOT sends out requests to prior schools
Weekly from start date throughout the SY	Counselor and Registrar meet to discuss caseload of students; Registrar requests records from previous schools via email, fax, and phone for follow-up on any information not received in initial request
Within 60 days of records being received in office	Registrar shares received records with assigned counselor; enters course and test history data into SIS historical grades
Throughout the SY	HS Guidance Counselors, grades 9-11, in SIS and discrepancies are resolved by Registrar
By Semester End (December for Fall enrollments and May for Spring enrollments)	HS Guidance Counselor, 12th grade, reviews data between OLS and SIS and discrepancies are resolved by Registrar

Grade Appeals Policy

Summary

Grand Canyon Private Academy employs only certified and highly trained teachers to instruct courses. Teachers follow standard grading expectations and quality standards that have been established and approved as part of our teacher training and evaluation process. From time-to-time, a student or parent may disagree with an assignment grade or a course grade. The Grade Appeals policy gives direction on how to make these official appeals.

For assignment grades, the best approach is to informally contact the teacher first to discuss the situation before moving to a formal appeal.

Policy

- Assignment or assessment grade discrepancies or disagreements should first be discussed with the course teacher for resolution.
- If there is still disagreement after this informal step, the issue can be escalated to the Department Chair level.
- Decisions by the Department Chair regarding assessment or assignment level grading is final.
- Course grade appeals require a more formal process. Course grade appeals requested simply because the student or parent is dissatisfied with the grade earned will not be approved. Appeals will only be considered based on the following situations:
- The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records, mistaken grade entries, and the like.
- The student has documentation that they previously received a higher grade on a similar assignment at the same level of competency.
- Course grade appeals must be submitted in writing to the Registrar's Office within 30 days of a cohort end date.
- Reviews will be conducted internally among academic staff/administration and the Registrar's Office.
- At least 10 business days are required for staff to review a grade appeal request and issue an official decision.

Assessments and Assignments

Assessments (tests and quizzes) and assignments are a critical part of any academic program. They provide essential information about the student's progress toward mastery. This information is meaningful only if it accurately reflects the student's work and knowledge. Unless explicitly instructed otherwise by the teacher, students are expected to honor the following principles while completing assessments and assignments:

General Expectations

Students will:

- Complete assessments & assignments independently, without external assistance.
- Share their screen during proctored assessments and upon teacher request in class.
- Not copy or redistribute any part of the assessment—electronically, verbally, or in print.
- Treat assessments as "closed book" unless explicitly directed otherwise (e.g., open-book assessments where specific materials are permitted).
- Use a single browser window and refrain from accessing other digital or printed materials unless directed by the teacher.
- Provide answers that represent their own original work, free of plagiarism, cheating or assistance from any outside source including AI and Google.
- Avoid communicating with other individuals, including peers, family members, or acquaintances, either in person or electronically, during an assessment.

Use of Artificial Intelligence (AI) in Assignments and Assessments

The thoughtful use of AI tools, such as generative writing platforms or problem-solving assistants, is permitted only under specific circumstances outlined by the teacher. Students must adhere to the following guidelines regarding AI usage:

- Students may use AI tools only when explicitly instructed by the teacher – otherwise, it is cheating.
- Any content generated or significantly influenced by AI must be properly cited as such (e.g., "This summary was generated using [Tool Name].").
- Students must review and edit AI-generated content to ensure accuracy, originality, and compliance with the assignment's requirements.
- AI tools must not be used to circumvent the independent work requirement for assessments or to produce written work in place of the student's original effort unless explicitly permitted.

Failure to adhere to these guidelines will be considered a violation of academic integrity.

Plagiarism

Plagiarism is the act of using someone else's language, ideas, or work without proper citation, presenting it as the student's own. Examples of plagiarism include:

- Copying, paraphrasing, or summarizing another's work without citing the source.
- Using material, including photographs, from the internet or other sources without proper attribution, even if minor changes are made.
- Submitting work written or rephrased by someone else.
- Directly copying or rephrasing content from student aids (e.g., Cliff's Notes), critical sources, or other reference materials without acknowledgment.

Source Citation

Proper citation of sources is mandatory for written assignments as directed by the teacher.

- Direct quotations from a textbook can be cited as: (Author, page number).
- Outside sources require full citations, including author, title, publisher, date of publication, and page numbers.
- Online sources must include the complete web page or site title, URL, author (if available), publication date (if available), and date of access.

Consequences of Academic Integrity Violations

Violations of academic integrity include cheating, plagiarism, and misuse of AI tools. Consequences are cumulative per course and increase in severity with repeated offenses.

- **First Offense**: The student will receive a "0" for the assignment but may revise and resubmit after meeting with the teacher to discuss the issue. The revised work must include proper citations as necessary.
- **Second Offense**: The student will receive a "0" for the assignment with no opportunity for revision. The student will have a meeting with the teacher to discuss the offence.
- **Subsequent Offenses**: The student will receive a "0" on the assignment or assessment with no opportunity to make up the work. GCPA administration and teacher will hold a meeting with the legal guardian to notify them of the violation and discuss the repeated violations. After the meeting, the team will decide within 5 business days on either continued enrollment or expulsion.

California Residents Private School Affidavit Requirements

We would like to inform you that the California Department of Education requires an annual Private School Affidavit to comply with state compulsory education laws. As our school does not have a physical presence in California, we are unable to file on your behalf. However, we have prepared this guidance to assist you through the process if Grand Canyon Private Academy is your full-time school.

Affidavit Filing Requirements

According to California *Education Code (EC)* Section 33190, entities offering private school instruction at the elementary or high school level for students aged six to eighteen must file the Private School Affidavit (PSA) annually between October 1 and 15. The PSA filing system is available throughout the school year from August 1 to June 30 to accommodate new schools. Any parent who has not already filed the affidavit will be considered a new school.

Private School Affidavit

- **Private School Affidavit Form (CA Dept of Education)**
- **Instructions:** Before starting the affidavit process, please review the instructions here: Private School Affidavit Instructions - Private Schools and Schooling at Home (CA Dept of Education)

Additional Tips

- **Item 1: Name of School** – California Department of Education requires families that are using non-California based online schools to create their own home-based private school. You will need to establish a name for your school if you don't already have one, following the guidelines contained in the instructions. This is required even if you are only educating a single child.
- **Item 2: CDS Code** - You may not have this information unless you have previously filed the affidavit. The CA DOE will assign and communicate this code after submission if you indicate that you are educating six or more students. Otherwise, it is not needed and can be marked as N/A.
- **Items 47-50: Number of Staff** - Include information for yourself and any other parents/guardians/tutors overseeing the education of your student(s).

- **Items 51-74: Site Administrator and Director or Principal Officer** – Provide information for the primary person overseeing the education of your student(s). This may be the same person as other contacts listed in the affidavit.
- **Items 75-91: Custodian of Records and Records Location** – Provide information for the primary person overseeing the education of your student(s). Our school will continue to provide periodic/yearly report cards and transcripts for this purpose.
- **Items 92-95: Tax Status** – Select "None of the Above" unless your school has been confirmed as nonprofit/tax-exempt by the federal or state government.

After submitting your affidavit, you will be directed to a Submission Confirmation page. We recommend printing and saving a copy for your records.

Legal Disclaimer

The information contained herein is intended as a courtesy only and does not constitute legal advice by Stride, Inc. or its affiliates. Any and all questions or requests for additional information or guidance should be emailed directly to the California Department of Education at privateschools@cde.ca.gov.