



2017-2018 Scholar Handbook

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Mission, Vision, Hallmarks, and Values

Our Mission

To prepare scholars to succeed in college, solve real-world problems, and maximize their impact in the world.

Our Vision

All people are empowered with the education, purpose, and character to transform their community their country, and their world.

Our Hallmarks

- **Rigor:** Scholars will engage in an accelerated curriculum, work above grade level, and excel in at least four Advanced Placement courses before high school graduation.
- **Gifts and Interests:** Scholars will discover and develop their unique gifts and interests, and connect what they learn to their unique attributes. They will also learn in a manner that is personalized to their distinct interests and preferences.
- **Real-world Application:** Scholars will apply what they learn to real-world problems and topics, and articulate how the knowledge and skills they master are used to positively impact their community, country, and world.
- **Core Values:** Scholars will internalize the core values necessary to excel in college and maximize their impact in the world. They will be stewards of the abilities they develop to combine them with their unique passions and gifts to serve humanity. They will demonstrate respect and humility, integrity, compassion and empathy, optimism and hope, stewardship and restoration, wisdom and truth, and perseverance and excellence.

These hallmarks are inter-connected. All scholars engage in rigorous academic content that is connected to both the real world and scholars' unique gifts and interests. All of this occurs in the context of our core values. As a result, scholars have the ability, passion, and awareness to positively impact their world.

Our Core Values

Respect and Humility

To be fulfilled, we must orient ourselves accurately to the world. We must realize that we are not the center of the universe, and that moral laws, physical laws, social norms, and positions of authority exist. This awareness is the foundation for justice, goodness, and peace. It focuses on and accurately recognizes the value in others, which fosters appreciation of the beauty and blessings around us and a sense of gratitude within us. This inspires the way we see and interact with our scholars, their families, our co-workers, others in our organization, and the greater community.

Respect is...	Looks like...	Is not...
<ul style="list-style-type: none"> ● Valuing and contributing your unique, individual gifts and abilities ● Valuing and treating with dignity the unique gifts and abilities of others ● Valuing and caring for the community and buildings 	<ul style="list-style-type: none"> ● Taking advantage of opportunities ● Listening when others speak ● Making an effort to get to know everyone ● Thanking someone for teaching you something new or for opening your eyes to a different perspective 	<ul style="list-style-type: none"> ● Believing you cannot succeed ● Giving in to destructive behavior ● Calling people names ● Making fun of people ● Excluding people ● Making a mess and expecting others to clean up ● Showing up late ● Not doing your part

Integrity

Integrity means oneness—being complete, whole, and true to oneself. Just as we are surrounded by beauty and goodness that deserve appreciation, each of us has infinite value within us. We must discover and be true to who we were created to be, and empower each other and our scholars to do the same. The unique and diverse cultures, perceptions, personalities, passions, zest for life, sense of humor, abilities, interests, and the capacity to lead and influence provide a rich array of authentic community that is only full when all are truly themselves.

Integrity is...	Looks like...	Is not...
<ul style="list-style-type: none"> ▪ Doing the <i>right</i> thing, even when no one else will know ▪ Emphasizing principle over result ▪ Examining and acting on your own morals 	<ul style="list-style-type: none"> ▪ Returning money or property that you find ▪ Turning in original work ▪ Refusing to break rules in order to win ▪ Telling the truth for the betterment of the 	<ul style="list-style-type: none"> ▪ Living by an “as long as I can get away with it” mentality ▪ Winning at all costs ▪ Assuming that what you believe to be “right” is right for everyone

	<p>community, even if it gets you or a friend in trouble</p> <ul style="list-style-type: none"> ▪ Doing what you believe in and believing in what you do 	
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Compassion and Empathy

This means being sacrificially committed to the well-being of others. It includes a willingness to identify with others, share their struggles and their triumphs, and deeply understand the source of both. It manifests itself in seeking to understand the motivations and perceptions of others, and how they perceive us. It requires assuming the best about others, seeing the best in others, and hoping the best for others—all others. This forges an inseparable, synergistic bond between every individual in our organization, each scholar, each family, and individuals in our community. It also is the primary motivator for our collective efforts to empower ourselves and each other to empower others.

Compassion is...	Looks like...	Is not...
<ul style="list-style-type: none"> ▪ Empathy (walking in another person’s shoes) ▪ A desire to help others ▪ A sense of responsibility for others’ success and well-being 	<ul style="list-style-type: none"> ▪ Feeling another person’s pain, joy, suffering, or pride ▪ Volunteering in the community ▪ Actively participating to help another person succeed 	<ul style="list-style-type: none"> ▪ Putting oneself before others ▪ Indifference or cruelty ▪ Thinking and acting according to one’s needs only

Optimism and Hope

Regardless of circumstances, we will remain courageously focused on what is good, what is right, what is pure, what is noble, what is excellent, what is praiseworthy, what is admirable, what is possible—and how to make these ideals the reality for our scholars, our families, our co-workers, others in our organization, and the greater community and world.

Optimism is...	Looks like...	Is not...
<ul style="list-style-type: none"> ● Having a positive attitude ● Focusing on making the world a better place ● Believing in oneself and in others 	<ul style="list-style-type: none"> ● Asking, “How can I make the world a better place?” and working to do this. ● Using positive language such as: “I know I can do it...” or “I believe in myself/you...” 	<ul style="list-style-type: none"> ● Putting oneself or others down. ● Using negative language like, “I’m not smart” or “You’ll never understand this.” ● Focusing on the bad aspects of a situation instead of seeing it as

	<ul style="list-style-type: none"> • Seeing the positive even in difficult situations. For example, if you don't pass an assessment, you say, "I learned from my mistakes this time and I think I know how to pass this next time..." 	a learning experience.
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Stewardship and Restoration

Scarcity is a reality in our world. We will respect and enhance the value of the finite resources in our organization, community, and world.

Stewardship is...	Looks like...	Is not...
<ul style="list-style-type: none"> • Valuing spaces and resources • Making something better than how it was when you found it • Taking care of items and places 	<ul style="list-style-type: none"> ▪ Dressing appropriately ▪ Eating nutritious foods ▪ Getting plenty of rest ▪ Cleaning up after yourself ▪ Using only what you need 	<ul style="list-style-type: none"> • Wasting resources • Leaving spaces messy and disorganized

Wisdom and Truth

We will respect and adhere to time-tested principles and truths, while suspending judgment in order to think deeply about their nuanced applications in a complex world. We will demonstrate curiosity about the world in which we live and the people with whom we live. We will develop an acute awareness of the injustices in our communities and in our world in greatest need of restoration. We will consider multiple perspectives and multiple facets of them, and balance creativity and logic in exploring their causes and most strategic solutions—including the specific actions to be taken, outcomes to be achieved, resources to be used, and people to invest.

Wisdom is...	Looks like...	Is not...
<ul style="list-style-type: none"> ▪ Pursuing your interests ▪ Inquiring about a variety of topics ▪ Leaving your comfort zone 	<ul style="list-style-type: none"> ▪ Asking thoughtful questions both in and out of class ▪ Reading a book for fun or experimenting with a new hobby 	<ul style="list-style-type: none"> ▪ Simply memorizing or recalling facts ▪ Joining a club just to boost your college application

<ul style="list-style-type: none"> ▪ Seeking new ideas and experiences 	<ul style="list-style-type: none"> ▪ Eating lunch with someone you don't know ▪ Playing a sport you have never played before 	<ul style="list-style-type: none"> ▪ Choosing to always work with your friends on group projects ▪ Saying no to something unfamiliar
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Perseverance and Excellence

We will become who we were created to be and do what we have been empowered to do in our community and in our world. We will overcome obstacles and exhaust all options to fulfill our commitments at the highest level of quality and demonstrate excellence in all our endeavors. This will require urgent, sustained, hard work. It will require silencing distractions around us and inside of us. It will involve self-discipline and self-control, diligence and determination, tenacity and delayed gratification.

Perseverance is...	Looks like...	Is not...
<ul style="list-style-type: none"> • Not giving up even when there are obstacles • Exercising willpower and self-control 	<ul style="list-style-type: none"> • Setting goals • Meeting deadlines • Setting time aside to work • Getting answers incorrect and not giving up 	<ul style="list-style-type: none"> • Hanging out with friends instead of doing homework • Quitting when something is difficult

Our Mascot

Empower College Prep High School's mascot is the Alpha Wolves.

Call and Response

Often times, it is necessary to get the attention of the full group. When a staff member chants a core value mantra all scholars should yell the appropriate response and remain silent after responding. This is will often be using in full-group morning meetings, during field trips, in the hallways, and in classes.

<u>Value</u>	<u>Speaker</u>	<u>Scholars</u>
Respect	Give to every other human being	every right you claim for yourself.
Integrity	Do what is right,	not what is easy.
Compassion	Be kind, for everyone you meet	is fighting a harder battle.

Optimism	Through every dark night,	there's a bright day after that.
Stewardship	It is in giving	that we receive.
Wisdom	Knowledge speaks,	wisdom listens.
Perseverance	If you can't fly	then run
	If you can't run	then walk
	If you can't walk	then crawl
	But whatever you do	you have to keep moving forward.

Priorities of an ECPHS Scholar

Priority 1 (INTEGRITY): I own my future and my success and make decisions that positively impact my future.

- College goal setting:
 - I have set a college goal for myself.
 - I make plans that will enable me to achieve my college goal
 - My mentor and family members know exactly what I'm asking of them to support me to achieve my goals
- Community and Wolf Pack:
 - I build real relationships with my Wolf Pack group.
 - I act as a valued member of the school community.
 - I demonstrate core values.
- 1-on-1 mentor check-ins:
 - I come prepared to my one-on-one meetings with a complete reflection and proposed goals and plans.
 - My plan demonstrates how my actions are connected to my growth and learning.
 - I know what to do next to meet my goals and I take steps to meet my goals.
- Parent/Guardian Check-Ins:
 - I keep my parents informed about my progress at school and give them all papers.

Priority 2 (WISDOM): I learn new knowledge and improve my skills every day.

- Project Time:
 - I complete my projects on time and with the quality level consistent with my grade.
 - I improve my cognitive skills.
 - I use the Summit Learning platform and in-person conversations to get feedback from my teacher on how I can improve.
- Personalized Learning Time:

- I learn content and take and pass content assessments to stay on track in all of my classes.
- I try new study habits and use ones which I know are effective for me.
- I take organized and focused notes.
- I access the resources that are available to me like the Summit Learning platform, after school tutoring, workshops, my classmates, etc.
- Internships:
 - In my Junior and/or Senior year, I actively engage and immerse myself in my internship courses.
 - I use internships to learn new and relevant things about myself, my community, and/or my world.
 - I find or deepen a passion that I will pursue beyond classroom walls
- Office Hours and After School:
 - I proactively attend office hours or stay for after school tutoring/Personalized Learning Time to seek help and support in improving my knowledge and skills.
 - I work at least 1 hour a night (8th and 9th Grade) and 2 hours a night (10th grade) (7 days a week) outside of regular school hours to improve my knowledge and skills.

Priority 3 (COMPASSION + RESPECT): I make my community and world a better place.

- Responsibility to School:
 - I show the core values at school and am respectful to the people, resources, and space.
 - I show the core values outside of school and am a strong representative of Empower College Prep High School.
- Community Service:
 - I complete 50 hours of community service each year.
 - I actively work to make my community a better place.
 - I build strong relationships with local organizations and leaders.
- Core Values:
 - I show core values within the walls of the school and outside of the school.
 - I encourage others to show core values (family, friends, etc.).

Priority 4 (PERSEVERANCE + OPTIMISM): I demonstrate what I know and can do will create opportunities for me in college, career and life.

- Grades and Report Cards
 - I earn grades that will enable me to attain my college goals.
 - I set weekly goals and plans that enable me to achieve the grades I need in order to achieve my long-term goals.
- College Applications
 - I am responsible for my college applications and use my family and mentor for support.
 - I know what the colleges I want to attend are looking for and my performance is

- consistent with their expectations.
- I apply to and meet college deadlines.
- Standardized Tests
 - I have a plan to accurately demonstrate my knowledge and skill on each standardized assessment because it will impact my goals and future.
- Celebrations of Learning
 - I share work that I am proud of.
 - I support the learning and growth of my classmates.

Priority 5 (STEWARDSHIP): I take care of myself and others.

- Materials
 - I bring my planner to school every day.
 - I keep my backpack and binder organized.
- Attendance
 - I attend school every day unless I have a contagious illness.
 - If I am absent, I work to stay on track academically.
- Timeliness
 - I am always on time to school.
 - I am always on time to classes and appointments.
- Health and Wellness
 - I engage in physical activity regularly.
 - I know how to make healthy food choices and make them most of the time.
 - I eat breakfast and lunch daily so I stay healthy and am able to learn all day.
- Sleep
 - I am well rested every day and ready to learn.
- Dress
 - I follow school dress codes and wear clothes that are appropriate and comfortable for the day's activities.
- Focus
 - I am always where I am supposed to be when I am supposed to be there.
 - I am reflective about my behavior and understand how it impacts other people.

Priorities of an ECPHS Parent

Priority 1 (STEWARDSHIP): I ensure that my scholar is at school and ready to learn.

- I will take care of the physical, mental, and emotional health of my child.
- I will ensure that my child is on-time and present daily and I communicate proactively with the front office.
- I will ensure that my child is picked up from school at appropriate time.
- I will ensure that my child comes to school with required supplies and I reach out to the school if I need help providing these supplies to my scholar.
- I will ensure that my child follows school dress code.
- I will accurately complete and return school forms in a timely manner.

Priority 2 (RESPECT + INTEGRITY): I partner with my scholar's mentor and the school on supporting my scholar.

- I will attend and engage in the August orientation (Back to School Night).
- I will build relationships and engage with my child's mentor.
- I will actively learn about the Empower scholar experience.
- I will stay informed and updated on the school's activities and happenings through the Facebook page and/or website.
- I will support my scholar's extracurricular activities.

Priority 3 (PERSEVERANCE + WISDOM): I will support my scholar's academic success and college readiness at home.

- I will check in with my child regularly about their academic progress.
- I will check my child's Summit Learning site online and reaching out to their mentor with questions.
- I will understand and reflect on my child's cognitive skills growth on projects.
- I will understand and reflect on my child's content knowledge through content assessments.
- I will ensure that my child is prepared for standardized tests.
- I will ensure that my child has a productive workspace at home.
- I will support my child's college application process by attending informational sessions at school and reaching out to the school with questions about the process.

Priority 4 (COMPASSION + OPTIMISM): I will contribute to the school community.

- I will celebrate all of our child's achievements.
- I will recruit new families to join the school.
- I will welcome incoming families into the community.
- I will support the school's university and field trips.
- I will make the best effort to contribute at least 10 Community Hours per family each year.
- I will fundraise and/or donate for university trips.
- I will participate in the school's parent committees when I am able to.

Parent Participation and Communication

Engaged parents help make ECPHS a special place. We will continually seek to involve parents/guardians and other family members in every aspect of your child's educational process.

Visiting Campus

Parents must visit the office when entering the campus during the day. Pick up a visitor badge in the office. Our doors are always open to parent volunteers and visits. Please observe the following regulations when visiting a classroom:

- Enter and leave the room quietly.
- Do not converse with the teacher during class time. If you wish to confer with the teacher, please schedule a conference in the main office.

Note: Student visitors are not allowed on campus unless given prior permission by the School Director. A parent/guardian must accompany the scholar.

Contacting Your Child

It is the policy of ECPHS to take messages for teachers and scholars while they are in class. Calling a teacher or scholar out of class is disruptive to the learning process. If you wish to speak with your child's teacher, suggest times when the teacher may return your call. In cases of emergency, a staff member will pass on a message and your child will return your call as soon as possible. **DO NOT contact your child via his/her cell phone.**

Volunteering

Parents and family make the difference at the Empower College Prep High School by being visible members of the school community as a whole. Parents can be involved in a variety of activities from office support to being an active volunteer. Parents are strongly encouraged to volunteer at least 10 hours each school year in support of the school, its mission and activities. Please contact Naquana Mitchell (naquana.mitchell@empowercollegeprep.org) if you would like to volunteer. All volunteers, including parent volunteers, are subject to a criminal background check prior to volunteering with the school.

Parent Information Meetings

Parent information Meetings will be held periodically throughout the school year. Parents are notified via text, newsletter, or email.

How We Communicate

We value positive, proactive, and efficient communication. The value of good communication is undeniable and ECPHS will proactively communicate news, updates, and school performance to both parents and scholars across a variety of channels. Our primary methods of communication will be via email, Friday newsletters, our Facebook page, the Summit Learning site, as well as through daily interactions between faculty and scholars. In addition, we have automatic phone call and text messaging systems and multiple in-person events throughout the year. Because communication is so important, please ensure that we always have your most up-to-date contact information.

Positive communication begins with the assumption that every member of our community has positive intentions and that communication is a partnership with mutual responsibility. We all have busy lives, much responsibility and little time to waste. Therefore, if we can keep these things in mind when we are deciding when, how and about what to communicate with others, the result should be positive, proactive and efficient communication.

If parents need to communicate with any teachers or the school, we ask that you reach out via email or phone prior to meeting in person. If we miss your call, we will respond within 1-2 business days depending on the urgency of the issue.

School and Staff Contact Information

Phone: (602) 283-5720 (Option 2)

<https://www.facebook.com/empowercollegeprephighschool>

www.empowercollegeprep.org

Staff Contact Information:

For all staff emails, they follow the format: `firstname.lastname@empowercollegeprep.org`. You can use this formula to contact teachers or other staff members.

Note: If you have questions about grades, behavior, or school events, please always contact your Wolf Pack teacher **first**.

<u>Name</u>	<u>Email</u>	<u>Reason to Contact</u>
Ms. Caffee	sarah.caffee@empowercollegeprep.org	Teacher questions/concerns, school policy questions, ideas for assemblies or culture events, enrollment
Ms. Abraham	lora.abraham@empowercollegeprep.org	Scholar clubs, special education, behavior incidents, Peer Court
Ms. Morgan	natalie.morgan@empowercollegeprep.org	Community service, graduation requirements, summer programs, adding/dropping classes, college/career advice or planning, and college trips (i.e. Washington D.C.)
Ms. Erickson	stephanie.erickson@empowercollegeprep.org	Personal issues and support, homelessness, resources for emotional and physical well being, counseling
Mr. Hall	walter.hall@empowercollegeprep.org	Bus passes and transportation, athletics, school pictures, school safety/security

School Schedule and Calendars

School Hours for Grade 8

The school is open to 8th grade from 8:00am-4:30pm Monday-Friday. Breakfast is served from 8:30-8:45 AM. First period begins at 8:48 AM and last period ends at 3:30 PM on Monday-Wednesday and Friday. On Thursday, the last period ends at 1:00 PM. Scholars may be picked up at 3:30 PM (Monday-Wednesday, Friday) and 1:00 PM (Thursdays). From 8:00-8:30 AM (Monday-Friday) and 3:30-4:30 PM (Monday-Wednesday and Friday), scholars can be in teachers' office hours with prior permission, working on homework and their projects or focus areas. During Monday-Wednesday and Friday, scholars must leave campus by 4:30 PM. On Thursdays, scholars must leave campus by 1:00 PM. If scholars' parents are not at school to pick them up by the time that school closes, the staff reserves the right to send the child outside of the school gates.

School Hours for Grades 9-10

The school is open to grades 9 and 10 from 7:30am-5:00pm Monday-Friday. Breakfast is served from 8:00-8:25 AM. First period begins at 8:30 AM and last period ends at 4:00 PM on Monday-Wednesday and Friday. On Thursday, the last period ends at 1:40 PM. Scholars may be picked up at 4:00 PM (Monday-Wednesday, Friday) and 1:40 PM (Thursdays). From 7:30-8:30 AM (Monday-Friday) and 4:00-5:00 PM (Monday-Wednesday and Friday), scholars can be in teachers' office hours working on homework and their projects or focus areas. During Monday-Wednesday and Friday, scholars must leave campus by 5:00 PM. On Thursdays, scholars must leave campus by 1:45 PM. If scholars' parents are not at school to pick them up by the time that school closes, the staff reserves the right to send the child outside of the school gates.

Breakfast and Lunch

We have contracted with a catering company this year. This company will provide both breakfast and lunch. For grades, 9 and 10, breakfast is served at 8:00 AM each day and must be finished by 8:25 AM. For grade 8, breakfast is served at 8:30 AM each day and must be finished by 8:45 AM. If scholars arrive late to school, staff is unavailable to provide scholars with breakfast. Lunch is served daily by each grade and scholars must eat during their assigned 30 minute time period. Food cannot be eaten in the classrooms. If there are any questions regarding meal services, please contact our operations manager, Walter Hall at walter.hall@empowercollegeprep.org.

Closed Campus

ECPHS has a closed campus for reasons of safety and community. Students will remain on the school property from 8:30 am – 3:30/4:00 pm (8th/9th and 10th). Under no circumstances will scholars be allowed to leave the campus during lunch, unless they are accompanied by a faculty member or school representative for a specific event.

8th Grade Scholar Schedule

	Monday	Tuesday	Wednesday	Friday
8:30-8:45	Breakfast in Student Union			
8:45-8:48	Passing	Passing	Passing	Passing
8:48-8:58	Circle	Circle	Circle	Circle
8:58-9:53	Class 1	Class 1	Class 1	Class 1
9:53-9:56	Passing	Passing	Passing	Passing
9:56-10:51	Class 2	Class 2	Class 2	Class 2
10:51-10:54	Passing	Passing	Passing	Passing
10:54-11:24	Lunch	Lunch	Lunch	Lunch
11:24-11:27	Passing	Passing	Passing	Passing
11:27-12:22	Class 3	Class 3	Class 3	Class 3
12:22-12:25	Passing	Passing	Passing	Passing
12:25-1:05	PLT Mentoring	PLT Mentoring	PLT Mentoring	PLT Mentoring
1:05- 1:25	Freedom List	Freedom List	Freedom List	Freedom List
1:25- 1:28	Passing	Passing	Passing	Passing
1:28-2:23	Class 4	Class 4	Class 4	Class 4
2:23- 2:27	Passing	Passing	Passing	Passing
2:27-3:22	Class 5	Class 5	Class 5	Class 5
3:22-3:30	Tech Return and Dismissal			

Thursday:

8:30-8:45	Breakfast
8:45-9:15	Wolf Pack Gathering
9:15-11:15	Passion Projects/Exploratory Time
11:15-11:45	Lunch
11:45-1:00	Small Groups/Tutoring
1:00-1:05	Dismissal

9th and 10th Grade Scholar Schedule

	Monday	Tuesday	Wednesday	Friday
8:00-8:25	Breakfast	Breakfast	Breakfast	Breakfast
8:25-8:30	Passing	Passing	Passing	Passing
8:30-8:35	Tech Check	Tech Check	Tech Check	Tech Check
8:35-8:39	Passing	Passing	Passing	Passing
8:39-10:07	Period 1A	Period 1B	Period 1A	Period 1B
10:07-10:11	Passing	Passing	Passing	Passing
10:11-11:39	Period 2A	Period 2B	Period 2A	Period 2B
11:39-11:43	Passing	Passing	Passing	Passing
11:43-12:11	10th Lunch/9th Wolf Pack			
12:11-12:15	Lunch Passing	Lunch Passing	Lunch Passing	Lunch Passing
12:15- 12:45	9th Lunch/10th Wolf Pack			
12:45-12:49	Passing	Passing	Passing	Passing
12:49- 2:17	Period 3A	Period 3B	Period 3A	Period 3B
2:17-2:21	Passing	Passing	Passing	Passing
2:21- 3:51	Period 4A	Period 4B	Period 4A	Period 4B
3:51-3:55	Passing	Passing	Passing	Passing
3:55 - 4:00	Wolf Pack	Wolf Pack	Wolf Pack	Wolf Pack
4:00-4:10	Dismissal	Dismissal	Dismissal	Dismissal

Thursday:

8:00-8:25	Breakfast
8:25-8:30	Passing
8:30-9:00	Morning Meeting/Circle/Freedom List
9:00-12:00	PLT Time with Wolf Pack Teacher/Mentoring
12:00-12:37	Lunch

12:37-12:40	Passing for 1st Lunch
12:40-1:40	Intervention/Tutoring
12:00-12:35	2nd Lunch
12:35-12:39	Passing
12:39-1:40	Tutoring/Interventions/AP World History
1:40-1:50	Dismissal

Empower College Prep High School Calendar (2017-2018)

17-31 Staff In-Service (No School)
26 8th Grade Orientation (4-7 PM)
27 9th and 10th Grade Orientation (5-7 PM)

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 New Year's Day (No School)
2 Staff Only (No School)
3 First Day Back from Winter Break
3-4 Scholar Led Conferences
5 New Year's Dance (Grades 9-10) (7:00-10:30 PM)
8 Star Scholar Breakfast
8-12 Spirit Week
15 MLK Jr. Day (No School)
18 Pep Assembly
26 Principal's Coffee (8:30-9:30 AM)
30 Open House (6:00-7:30 PM)

1 Staff In-Service (No School)
2 First Day of School
3-4 Fall Sports Tryouts
2-9 Disorientation
8-9 Testing
15 Last Day to Add/Drop Class
17 Pep Assembly
24 Wolf Pack Family Dinner (6:00-7:30 PM)
25 Principal's Coffee (8:30-9:30 AM)

AUGUST 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

5-6 Spring Sports Tryouts (Boys)
7-8 Spring Sports Tryouts (Girls)
15 Pep Assembly
16 Day of Service
19 Presidents' Day (No School)
23 Principal's Coffee (8:30-9:30 AM)
27 Open House (6:00-7:30 PM)

4 Labor Day (No School)
6 Back to School Night (6:30-8:00 PM)
14 Pep Assembly
22 Principal's Coffee (8:30-9:30 AM)

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 End of Quarter 3
5 Star Scholar Breakfast
8-9 Testing
12-16 Spring Break (No School)
21 Wolf Pack Family Dinner (6:00-7:30 PM)
22 Pep Assembly
23 Principal's Coffee (8:30-9:30 AM)
23 Spring Dance (Grades 9-10) (7:00-10:30 PM)
27 Open House (6:00-7:30 PM)

- 3-4 Testing
- 9-13 October Break
- 17 Washington D.C. Letters Due
- 19 Pep Assembly
- 20 End of Quarter 1
- 23 Star Scholar Breakfast
- 23-27 Spirit Week
- 26-27 Scholar Led Conferences
- 27 Principal's Coffee (8:30-9:30 AM)
- 27 Halloween Dance (Grades 9-10)(7:00-10:30 PM)
- 27 Progress Reports Sent Home
- 30 D.C. Parent Meeting (6:30-7:30 PM)
- 30-31 Winter Sports Tryouts (Boys)

OCTOBER 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 17 AZMerit Writing
- 19 Pep Assembly
- 23 AZMerit Reading Part I
- 24 AZMerit Reading Part II
- 26 AZMerit Math Part I
- 30 AZMerit Math Part II
- 24 Open House (6:00-7:30 PM)
- 27 Principal's Coffee (8:30-9:30 AM)
- 27 Spring Dance (Grade 8 Only) (6:00-9:00 PM)

- 1-2 Winter Sports Tryouts (Girls)
- 2 Picture Day
- 9 Day of Service
- 10 Veterans Day (No School)
- 16 Pep Assembly
- 16 Wolf Pack Family Potluck Dinner (6:00-7:30 PM)
- 17 Principal's Coffee (8:30-9:30 AM)
- 22-24 Thanksgiving Break (No School)
- 28 Algebra I AZMerit (9th and 10th Grade)

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1-3 AZMerit Make Up Testing
- 8 AP Spanish Test (8 AM)
- 9-10 Scholar Led Conferences
- 11 AP Computer Science Test (12 PM)
- 17 AP World History Test (8 AM)
- 18 AP European History Test (12 PM)
- 18 End of Year Dance (Grades 9-10)(7:00-10:30 PM)
- 22-23 Testing
- 24 Day of Service
- 24 Pep Assembly/Awards Ceremony/Star Scholar Breakfast
- 24 Spring Project Expo (6:00-8:00 PM)
- 25 Main Event Trip (All Day)
- 25 Last Day of School (End of Semester 2/Quarter 4)
- 29 Open House (6:00-9:30 PM)

- 7 Winter Project Expo (6:00-8:00 PM)
- 14 Pep Assembly
- 14-15 Testing
- 15 Principal's Coffee (8:30-9:30 AM)
- 15 Winter Dance (Grade 8 only) (6:00-9:00 PM)
- 19 End of Semester 1/Quarter 2
- 20-29 Winter Break (No School)

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 Last Day for Staff (No School)
- 15 Final Grades Sent Home

	No School (No hay clases)
	Testing Dates (Fechas de exámenes)
	Important Academic Dates (Fechas académicas importantes)
	Events (Eventos)
	Early Release Day (Salida Temprano)

Student Academic Requirements and Grading

Graduation Requirements

As a college preparatory high school, Empower College Prep High School's goal is for scholars to gain relevant higher-order thinking skills (cognitive skills) and master rigorous academic content. To this end, the standards-based academic curriculum at ECPHS fosters a rich and engaging scholar experience using research-based instructional and assessment methods.

Course Requirements/ Graduation Plan Overview (Typical)						
# periods	9th Grade	10th grade	11th Grade	12th grade	Graduation Requirements	
pre	Wolf Pack	Wolf Pack	Wolf Pack	Wolf Pack	4 credits	English
1	PLT	PLT	PLT	PLT	4 credits	Science
2	Science	Science	Science	Science	4 credits	Math
3	History	History	History	History	4 credits	Social Studies
4	Math	Math	Math	Math	2 credits	Foreign Language
5	English	English	English	English	4 credits	Elective
6	Elective	Elective/ Elective	Internship/ Elective	Senior Capstone	1 credit	Internship -120 hours
7	Fine & Perf Art	PE	AP or Elective	AP or Elective	1 credit	Fine Art
8	Foreign Lang	Foreign Lang	AP or Elective	AP or Elective	1 credit	Senior Capstone
					23 credits	total
<p>**All scholars have PLT & Wolf Pack every year. Students also need to complete 50 hours of community service each year for graduation</p> <p>**All scholars MUST take at least 4 AP or Dual Enrollment classes as per Empower College Prep High School's graduation requirements.</p>						

Course Progressions / 4-year Graduation Requirement Plan					
Subject Area Requirement	9th Grade	10th Grade	11th Grade	12th Grade	Special Notes
PLT (4)	PLT	PLT	PLT	PLT	
Wolf Pack (4)	Wolf Pack	Wolf Pack	Wolf Pack	Wolf Pack	
Science (4)	Biology	Chemistry	Gen. Physics or AP Physics or AP Chem or AP Bio	AP Physics or AP Bio or AP Chem or AP Enviro. Sci	
Math (4)	Algebra I and Geometry	Math II (Class of 2020) or Advanced Algebra	Math III (Class of 2020) or Pre Calc/Pre Calc BC	AP Calc AB or AP Calc BC* or AP Stat	*Must take "Pre Calc BC" for AP Calc BC
History (4)	World History I or AP World History**	World History II or AP Euro Hist	US History or AP US History	Amer Govt/Econ or AP Government/Econ	
English (4)	English 9 or Honors English 9	English 10 or Honors English 10	English 11 or AP Literature	AP Language	
Foreign Language (2)	Spanish I, Spanish III	Spanish I, Spanish II, Spanish III, AP Spanish Lang	Spanish I, Spanish II, Spanish III, AP Spanish Lang	Spanish I, Spanish II, Spanish III, AP Spanish Lang	***Students must begin their foreign language sequence by 10th grade
Electives (2)	Computer Science Essentials, Computer Science Principles (AP), Physical Education, AVID, Young Artist Society (Digital Beatmaking), Makerspace, Robotics, Student Government, Business and Marketing, Forensic Chemistry, SeedSpot Next	Computer Science Essentials, Computer Science Principles (AP), Physical Education, AVID, Young Artist Society (Digital Beatmaking), Makerspace, Robotics, Student Government, Business and Marketing, Forensic Chemistry, SeedSpot Next	Computer Science Essentials, Computer Science Principles (AP), Physical Education, AVID, Young Artist Society (Digital Beatmaking), Makerspace, Robotics, Student Government, Business and Marketing, Forensic Chemistry, SeedSpot Next	Computer Science Essentials, Computer Science Principles (AP), Physical Education, AVID, Young Artist Society (Digital Beatmaking), Makerspace, Robotics, Student Government, Business and Marketing, Forensic Chemistry, SeedSpot Next	**More options may be added each year as the school grows
Fine/Performing Arts (1)	Art I, Introduction to Photography, Introduction to Improv, Beginning Guitar, Beginning Piano, Choir	Art I, Introduction to Photography, Introduction to Improv, Beginning Guitar, Beginning Piano, Choir	Art I, Introduction to Photography, Introduction to Improv, Beginning Guitar, Beginning Piano, Choir	Art I, Introduction to Photography, Introduction to Improv, Beginning Guitar, Beginning Piano, Choir	
Internship (1)			Internship	Internship (if not yet completed)	<i>~option to complete a summer internship in lieu of school time internship. (counts as double block but a semester course)</i>
Senior Capstone (1)				Senior Capstone	
			Course offerings are subject to change - updated 6/18/17		

Key:

- PLT= Personalized Learning Time
- AP= Advanced Placement (College Level Classes)

Grading Policy for Core Academic Classes

The following grading policy applies to all core academic classes which consist of: History, Math, English, Science, and Spanish. (Note: Some AP classes will follow a different grading policy. However, a 70% is required to obtain credit for all courses).

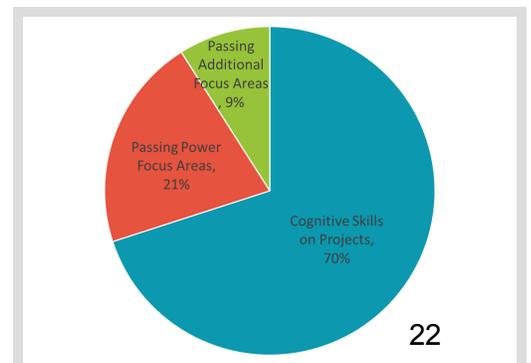
- **Scholars can only pass a class and receive credit if:**
 - They have a 70% or above in the course (Cognitive Skills above 70% and Math Concepts above 70%).
 - They complete **all** projects.
 - They pass **all** Power Focus Areas.
- **Projects make up 70% of a course's grade (except in math where they make up 30%)** and are graded based on a scholar's cognitive skills. Cognitive skill scores range from C- to A+ and the band varies by grade level.
 - 8th Grade: 3 to 5
 - 9th Grade: 3.5 to 5.5
 - 10th Grade: 4 to 6
 - 11th Grade: 4.5 to 6.5
 - 12th Grade: 5 to 7

Corresponding Rubric Grades to Class Percentage/Letter Grade

Grade Level	C- (70%)	B (85%)	A+ (100%)
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

- **Math Only:** 40% of scholars' grades in math is based on their concept score. Math concepts are graded on a rubric from 1-5. A 3 is considered passing while a 5 is considered to be a 100%. In order to pass a math class, scholars **MUST** score a 3 or above in the math concepts average.

- **Focus Areas make up 30% of a scholar's grade** and reflects the mastery of content in a course. Scholars must answer eight out of 10 questions (receive an 80%) on a content assessment to pass. This is split between 21% towards Power Focus Areas and 9% towards Additional Focus Areas.



scholars must pass all content assessments in the Power Focus Areas to pass a class; however, scholars do NOT need to pass all Additional Power Focus Areas. However, it is almost essential for scholars to complete Additional Power Focus Areas to receive an A in a course.

- Scholars can receive the following letter grades in a course: (See GPA calculation table to right)

- C- to A+

- o Grading Bands:

- o A+: 97-100

- o A: 93-96

- o A-: 90-92

- o B+: 87-89

- o B: 83-86

- o B-: 80-82

- o C+: 77-79

- o C: 73-76

- o C-: 70-72

- o "N/A" - There is no project graded yet.

- o "I" - Incomplete. We expect our scholars to: 1) submit 100% of their projects, 2) achieve, on average, grade level performance on his/her cognitive skills, on average and 3) pass 100% of their Power Focus Areas to be prepared for success in college. If a scholar is not on pace to accomplish these three goals, then they will have an Incomplete, which may require them to repeat the course or attend summer school.

- o Note: It may be possible to have an Incomplete and a percentage score that is a C- or higher IF a scholar has not met one of the 3 goals above (i.e. they have not completed a project).

Letter Grade	Percent Grade	4.0 Scale GPA
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0.0

Note: Families will receive yearlong grades in June and a mid-year report in January. However, scholars and parents can access real-time grades at any time through ECPHS's Summit Learning platform.

Grading Policy for Elective Classes and some AP courses

Courses outside of those listed above (electives and some AP courses) are not graded on the Summit Learning Personalized Learning Plan (PLP). Instead, they follow a more traditional grading approach where assignment completion and assessment scores determine grades in the course. Scholars are not graded with the Cognitive Skills rubric. However, in order to receive credit in any course, scholars must have a 70% or higher in the course. Please see individual course syllabi for the specific grading policies for each course.

Project Deadline Extension Petition

If a student wants to turn in a project late, they must turn in this 3-paragraph letter to the teacher no later than 48 hours after the project was due.

The format of the letter is as follows:

- Why you didn't complete the project by the deadline (1 paragraph)
- Why you deserve the chance to turn it in late and your proposed timeline for turning in the project (1 paragraph)
- What you will do to avoid this in the future (1 paragraph)

Failure to submit a project deadline petition within 48 hours of the passed deadline may result in penalties such as .5 reductions in cognitive skills scores for each week the project is late.

Honor Roll

Students can be awarded status on the honor roll at the end of each semester. Students on the Honor Roll must maintain a 3.0 GPA for Bronze Status, 3.5 for Silver Status, or 4.0 for Gold Status. Students on the honor roll may be awarded with a special assembly, lunch, or other award. The goal of the honor roll system is to prepare scholars to meet the requirements to be part of the National Honor Society. Membership in the National Honor Society involves much more than just academic merit. Academic Merit merely qualifies a scholar to be considered. The other components are Service, Leadership, Character, and Citizenship.

- Service: This quality is defined through the voluntary contributions made by a scholar to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- Leadership: Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.
- Character: The scholar of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.
- Citizenship: The scholar who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Homework Requirements and Policy

In order for scholars to be prepared for the rigors of college, they must complete homework each night in order to master the content and cognitive skills in their classes. The following hours are recommended:

- Core Content Classes: Scholars should plan to do at least 1-2 hours of Personalized Learning Time each day/night. (In 10th grade, scholars must do at least 2 hours of homework each night).
- AP Classes: Scholars in this class should expect 10-15 hours of homework per week (including weekends).
- Students without internet are welcome to arrive at school and stay later based on their grade band as detailed in the "School Hours" section of this handbook.

Freedom List

Each week scholars meet with their mentors to track their grades, social skills, habits, deadlines met, etc. Scholars are assigned a point value for the specific actions shown and these are reflected quarterly on scholar's "College Readiness Report Cards." The purpose of these reports cards is to give a holistic picture of how scholars are progressing in college readiness competencies. Each week, scholars can be eligible for the "Freedom List" based on the point value that they earn, which varies by each grade. Scholars may not have more than one behavior step in a week in order to be eligible for the freedom list. The freedoms associated with this list stay for the duration of the week.

Required Binder and Supplies

All ECPHS scholars will keep a binder to ensure they are organized and successful in all of their classes. Notebook checks occur biweekly in Wolf Pack courses and factor into whether scholars pass the class. Scholars must have the following components in their binders:

- 1 5-subject notebook
- Dividers for each class with notes/handouts in correct location
- 1 pencil pouch
- 2 highlighters
- 3 dry erase markers
- 5 pens
- 10 pencils
- Loose-leaf college-ruled paper
- Headphones

Planner

All scholars must always have their ECPHS planner on them. This planner contains bathroom passes, check-in sheets, and important academic and behavior information. If a scholar does not have their planner, they will have one day to bring it and it will be recorded in Deanslist. Failure to bring a planner during the next day will result in a phone call home and a lunch detention. The cost to replace a planner is \$5, which must be paid to the front office.

Community Service Requirement

Students are required to complete 50 hours of community service each school year (20 hours in 8th grade). The following activities can be approved for community service:

- Volunteering for non-profit groups such as schools, youth organizations, beach clean-up organizations, church groups, etc.;
- Creating your own community service projects! Design your own and have a teacher or staff member be your advisor;
- Fundraising for nonprofit organizations like the Red Cross, American Cancer Society, or others;

- After hours school-related volunteering, such as helping out with back-to-school night, Freshman orientation, volunteering with a teacher after-school, etc.

These activities cannot be approved for community service:

- Class assignments (including scholar government) and field trips.
- School fundraising activities for clubs, sports teams, or other group;
- Activities for which you are PAID;
- Working for “free” for a friend or family member’s business;
- Proselytizing (preaching);
- Court-mandated community service OR community service that is required as part of a class.

In order to receive credit for hours served make sure to complete the following steps:

1. Use an Empower College Prep High School - Community Service Form to track your dates and hours of service. This form can be found in our planner.
2. Complete the dates, hours, organization name and role before submitting it to your volunteer supervisor for signature. All hours must be verified with a signature from an official at the organization you are volunteering with, including their printed name and a phone number at the organization. Have your volunteer supervisor sign your sheet daily if possible or weekly to ensure they can recall your participation.
3. Upon completing all lines on a sheet, fill out the online Community Service Reflection form. It can be found on our website.
4. Turn in your paper Community Service tracking form to your counselor. You will receive an electronic copy via email to keep for your records.
5. Pick up a new copy of your tracking sheet to continue recording your hours.
6. See your counselor or Wolf Pack teacher if you have any questions

Original Work Policy

The faculty and staff of ECPHS expect that all work completed and turned in will be original work of the respective scholar. Plagiarism is taking the work of another and attempting to pass the work as one’s own. Thus, plagiarism is not limited to copying text from an existing source without documentation; it is also the copying of ideas from a source without documentation. Copying ideas from another scholar (the source in this case) without documentation is also considered plagiarism. In the case of plagiarism, there is shared and equal responsibility (and therefore shared and equal consequences) for this action. Engaging in plagiarism will result in a ZERO on the assignment for both parties.

To clarify, we have given you examples of what plagiarism looks and does not look like:

Plagiarism Looks Like...	Plagiarism Does Not Look Like...
<ul style="list-style-type: none"> • Giving someone answers on any assignment, test, or project. • Communicating related information to another scholar in any way during a test or exam. • Handing your work to someone else for them to look at. Even if you didn’t believe 	<ul style="list-style-type: none"> • Helping a fellow scholar independently understand an assignment through working with them directly (and not showing them the answers!). • Working together on homework as long as each scholar independently understands the final work that they are turning in and

that it was their intention to copy you!	<p>writes all work in their own words.</p> <ul style="list-style-type: none"> • Students choosing to violate this key tenet of the school will be put on our graduated discipline plan (see below for details).
------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Mentoring

One of the unique and special aspects about ECPHS is our mentoring program. Each ECPHS scholar is assigned a mentor at the beginning of the school year and that mentor will be the scholar's coach, advocate, and confidante throughout the year and possibly all of high school. Scholars will spend time with their mentor each day where they will work on study skills, build community, and focus on the habits and values necessary for college success. The mentor helps scholars set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner. The mentor is also the main point of contact and advocate for a scholar's family with the school. The mentor will communicate to parents any needs, concerns, and updates on a scholar's academic progress across all courses and will be the parents true partner. Parents should also reach out to mentors first when they have a question or concern regarding grades, behavior, or school events.

Every Thursday in 9th and 10th grade (and throughout the week for 8th grade), mentees meet 1:1 with their mentors for 10 minutes for their weekly check-in. Students drive these meetings to discuss their proposed goals and plans for the coming week and reflect together on the past week. It is a unique time and space to push scholars on their Habits of Success and core values and help set them up for success in all aspects of their school experience and college readiness. We believe this time is valuable and all scholars must engage in conversations with their mentor. Failing to fill out reflection sheets, meet with a mentor, or have a productive meeting with a mentor will result in consequences.

Wolf Pack

Each scholar will be a part of an Wolf Pack group, or Wolf Pack. Wolf Pack serves as a home base for scholars. It's a safe place for scholars to express themselves to their fellow community group members and to their mentor. Scholars will meet with their mentor along with their community group in Wolf Pack. During Wolf Pack, the community group and mentor will create and share weekly goals, work on study skills, reflect, building community, and celebrate. The goal is to build a trusting, caring, safe community for scholars as well as reinforce habits of success and RICOSWP core values.

High School scholars (grades 9 and 10) spend 30 minutes of every Monday-Wednesday and Friday in Wolf Pack. Wolf Pack is NOT a study hall; nor is it a relaxed social time. Scholars work through a structured curriculum designed by our College and Career Counselor. The course does receive a letter grade and scholars must have C to pass this class. In 8th grade, scholars are in a High School Readiness Class, which is a more intensive Wolf Pack and tutoring period.

Counseling and Course Selection

ECPHS's College and Career Counselor meets with scholars individually and/or in small groups to provide college information. In addition, they schedule numerous college information sessions for scholars and parents throughout the year.

Counseling Referrals

Students can request an appointment with the counselor to discuss college, career or personal circumstances by submitting an online request.

Request to Meet with Social Worker

Students can request an appointment to meet with the school social worker to discuss personal social-emotional issues.

By signing the last page of this handbook, parents/guardians are aware that in the case a social or emotional need is identified during the course of the school day, the school social worker may provide emotional and social support to the student.

Course Add/Drop Policy

- **ADD:** Continuing scholars must submit a course request form for the following school year in May. New Students must submit a course request form at the time of enrollment. Students who do not submit a request form will be scheduled at the discretion of the counselor.
- **DROP:** In order to request a change in your schedule, a scholar must submit a request by the end of the first week of classes for either semester. Any request after the second week will only be considered in extreme circumstances.

Student Behavior Norms and Expectations

The Ways We Work

	Large Group	Community Circle	Hallway Transitions	Lunch	Assessment	Collaboration Time	PLT Time	Sporting/Outside Events
Sounds Like...	One voice speaking	One voice speaking	Productive buzz (volume one would use in a professional conversation)	Productive buzz (volume one would use in a professional conversation)	Silent	Productive Buzz (volume one would use in a professional conversation)	Silent if independent, low voices if with a partner,	Appropriate language and respectful sportsmanship
Looks Like...	All scholars	All scholars tracking the	Scholars walking	Seated while	Scholars seated and	Scholars sitting/	Scholars seated,	Cheering, following staff

	tracking the speaker.	speaker.	quickly to class with their hands/feet to themselves.	eating or walking when finished. Hands to themselves (unless engaged in a sport). All scholars have a clean table and space after finishing lunch.	focused on their computer or task in front of them. Desk is completely cleared and eyes are on scholars' own papers.	standing close to each other	showing work, and engaging in only academic content.	directions, positively representing ECPHS
Technology Is...	Used only for learning and when directed by teacher.	Off	Off and Closed	Off and Closed when Eating	Used only for assessment; headphones only for academic content.	Used only to enhance collaboration and only if accessible to all group members	Used only for learning; headphones only for academic content.	Out if desired

Professional Courtesy

During a class period or meeting, a staff member may say, "Professional Courtesy." Students have five seconds to put their computer screens at half mast (45 degree angle), remove headphones from their ears and place them on the desk, and track the speaker. Students must follow this direction promptly for the respect of the school and classroom community. Failure to do so results in consequences per the school discipline system.

Collaboration Norms

Scholars frequently collaborate in groups. These are the expected norms:

- 100% of the group on-task, 100% of the time
- Hold group members accountable
- Step up and step back as necessary
- Listen and build off one another
- Ensure that every group member has access (to materials, to the conversation)
- Show good body language
- Ensure equitable participation

Bathroom/Leaving Class

Scholars receive 4 passes per class per quarter. These may be used for bathroom or water breaks. Scholars must always have a pass, which is in their planner, when they are in the hallway and they must always sign out of class on the bathroom signout sheet near the door. Scholars must record the time that they left and the time that they return. Scholars should be mature about their bathroom usage and ensure that they do not spend excessive amounts of time out of class. If it is determined that a scholar is using the restroom excessively or gone for

long period of time daily (and it is determined to not be caused by a medical issue), the school may implement consequences.

Scholars should bring a water bottle to school each day and fill this during transition times to limit class interruptions.

If scholars need to go to nurse, see the counselor, or go to the office for any reason, they must have a pass and a valid reason for going. They must be escorted by a staff member.

Food, Drink, and Gum Policy

Because of the use of technology in the classroom, ECPHS will not allow food or drink in class other than bottles of water. When scholars are using technology in class, scholars may store water bottles on the floor. If food or drinks are seen during class, they will be confiscated by the teacher until the end of the day. Multiple offenses may result in further disciplinary consequences. Food and drink are only allowed to be consumed in the Student Union or in the courtyard. Gum is NEVER allowed on campus. Students will be required to spit out gum if it is seen and multiple offenses can be referred for disciplinary consequences.

Personal Electronics Policy

The use of electronic devices during class is **prohibited**, including electives, core classes, Wolf Pack, and second Wolf Pack. All electronic devices must be stored and turned off and out of sight during classes unless the instructor has given permission. Students are not allowed to listen to music on their cell phones. Cellular phones may be used to communicate with parents before and after school. If a school employee observes a scholar with any electronic or telecommunications device (including a cell phone) during classes, the employee will collect the item and give it to the Front Office and will record it in Deanslist. If a scholar's electronic device (including cell phones) is visible to any staff member the device will be collected (even if the scholar is not using the device). This means that all phones should be stored in the scholar's bag or backpack while in class. Cell phones are permitted before school, after school, and during lunch.

When a device is confiscated, the school will follow the following consequence sequence:

1st time: Device will be released to scholar at end of the day.

2nd time: Device will be released to the parent.

3rd time: Device will be confiscated for one week and held in the Front Office. The device will then be released to parent.

4th time: Device will be confiscated for one month in the Front Office. The device will then be released to parent.

5th time: Device will not be returned until the end of the school year.

Empower College Prep High School will not be responsible for damage, loss or theft of any personal electronics that are in scholars' possession while they are on campus.

Personal Belongings

As members of a community focused on personal character, it should go unsaid that everyone should feel that their personal belongings will be safe and respected. That said, each individual must be thoughtful and diligent with their personal belongings to proactively prevent

problems and issues. Specifically, all community members should take some simple steps to keep our environment neat and orderly and prevent theft or damage to personal property.. Specifically:

- Students are strongly encouraged to keep wallets, money, and expensive items with them at all times.
- Students are strongly discouraged from bringing expensive electronic devices to school. If brought, they should never be left unattended (i.e. do not leave them charging in a corner in a classroom).

ECPHS is NOT responsible for lost or stolen items

Dress Code/Uniform

The purpose of the ECPHS dress code is to foster a professional, safe, and respectful community and environment at school. The dress code is in effect from the time scholars arrive to school until they leave. Note that scholar must be in dress code before school begins if they enter the building before the official start of school. Students who arrive out of uniform will be sent to the B.O.T (Be On Time) room located on the 2nd floor of building “B”. Scholars will receive a “step” in Deanslist and a phone call home.

The dress code applies to field trips, site visits, academic internships, community service, and other school-related activities, unless the supervising adult informs the scholars otherwise. The dress code applies equally to all scholars.

- **8th Grade:**
 - **Tops:** Students must wear a dark blue, gray, or dark green polo shirt. Pull over sweatshirts are **NOT** allowed. Sweatshirts/sweaters **must** be zip ups or button ups.
 - **Bottoms:** Tan or blue khaki or corduroy pants, shorts, or skirts and a belt (not studded).
- **9th Grade:**
 - **Tops:** Students must wear a plain black shirt or a school sponsored shirt with a school logo or affiliated school program (i.e. AVID). Pull over sweatshirts are **NOT** allowed. Sweatshirts/sweaters **must** be zip ups or button ups.
 - **Bottoms:** Students can wear long pants, shorts or skirts worn with the waistband at the waist.
 - Skirts and shorts must of an acceptable length (2 inches above the knee or no shorter than your longest finger when putting your hands at your sides).
 - Excessively baggy pants, pajamas, athletic shorts, and wearing tights as pants are **NOT** acceptable.
 - Jeans, khakis, and joggers in good condition are acceptable. Small rips are acceptable; however, large holes are not, unless tights/athletic wear is worn underneath.
 - Pants must sit at the hips and undergarments may not be exposed.
- **10th Grade:**
 - **Tops:** Students may wear an appropriate top of their choice.

- Shoulders must be covered and exposed mid-sections are not acceptable. Chest area may not be exposed. Shirts must not bsee-through.e
 - Shirts may not have any alcohol, drug, or sexual references. Shirts must be clear of foul language. Gang affiliated shirts will not be tolerated.
 - School sweatshirts may be worn over uniform shirts as long as the uniform shirt is still worn. In lieu of school sweatshirts, scholars may wear a button up sweater or a zip-up sweatshirt (of any color), which must remain unzipped or unbuttoned.
 - **Bottoms:** Same as 9th grade.
- **All grades:**
 - PE: Scholars are required to dress down for PE and wear athletic attire and shoes. Failure to dress down will result in a zero for participation. Continued failure to dress down will result in removal from the class.
 - Other Clothing Guidelines:
 - All shoes must have a back strap or be enclosed (i.e. no flip flops, slippers, etc.)
 - Sunglasses are not allowed inside.
 - Hats, hoods, and bandanas are not allowed. Head coverings worn for religious reasons will be allowed.
 - Hats and sunglasses may be worn outside.
 - Small piercings and hair dye are allowed (i.e. nose studs). However, please keep in mind when getting piercings that this may limit your employment and volunteer opportunities with some organizations. Appropriate attire for academic internships varies by workplace. Students must remain in dress code at school until they sign out to leave for academic internships.
 - Choke chains, dog collars, wallet chains or any type of spiked apparel or jewelry is not allowed.
 - Special Dress Days:
 - In some situations, scholars may have special dress days. All clothing requirements for 10th grade apply to all other grades on these days.
 - Dances:
 - Scholars may dress up for school dances. However, dresses must have the same length requirement as shorts and skirts during the school day. Dresses must also follow the same requirements as shirts during the school day. All other clothing requirements apply for school dances.

Technology Policies

Why we Issue One-to-One Devices

We are excited to offer your scholar the opportunity to use a Empower College Prep issued laptop in class to enhance their academic experience. The next pages highlight key information about our program and the responsibilities of both scholars and parents/guardians for participation in this program.

One-to-One computing offers many benefits to our modern day classroom and learner. Empower College Prep's expectation is that the scholar will have their computing device (laptop) with them for use in all their classes. Laptops assist with classroom engagement. Students can access learning materials and engage in real-time inquiry as their questions arise. Adaptive learning software has evolved to a point that scholars can track their own learning and have confidence in their progress. Laptops also support Problem-Based Learning, allowing scholars to research, collaborate, and produce a final product to share with peers, teachers and parents.

Having the scholars take their laptops home provides several advantages. Once scholars leave the school campus, they are exposed to a different set of tools at home. Some have equivalent technology, though not the same software; others have faster, more powerful computers and become frustrated with the school devices; others have no technology at home and are limited in what they can do after the school day. By issuing scholars the same laptops we hope to make technology access and learning opportunities equitable. All scholars have the same tools aligned with teaching and designed to best support their learning.

From the teachers' perspective, a major advantage is that scholars are ready to start learning when the bell rings. Laptops no longer have to be handed out on a daily basis. Ten to twenty minutes of instruction time is lost each time a laptop has to be passed out and collected.

Components of ECPHS's One-to-One Program

Google Apps for Education: Internet based learning platform with file storage and email. This safe/secure environment allows scholars and teachers to collaborate with each other and work on their files anywhere that they are.

CIPA Web filtering: Keeps the computer safe and prevents scholars from going to inappropriate or harmful websites.

Lenovo n21, m22, n23, and x140e: A convertible device that can be used as both a tablet and laptop computer. All laptops run Chrome OS Enterprise, these devices are able to be remotely managed by the Technology Department.

Parent/Guardian Responsibility

In order for scholars to take a Empower College Prep to use a mobile device, a scholar and parent /guardian must sign the Student Technical Use Agreement (2022X), agree to and follow applicable ECP policies and procedures, and pay a non-refundable technology usage fee. (Note: Scholarships and payment plans are available if there is a demonstrated need).

The parent/guardian is responsible for the cost of repair or replacement at the date of loss if property is:

- Not returned
- Intentionally damaged
- Lost because of negligence
- Stolen, but not reported to school and/or police in a timely manner (within the next school day).

Empower College Prep reserves the right to charge the user the full cost for repair or replacement when damage or loss occurs due to gross negligence as determined by school administrators.

Monitor Student Use

The parent/guardian will monitor scholar use of the computer while away from school. The best way to keep scholars safe and on-task is to participate in what they are doing.

Suggestions:

- Have your scholar share their passwords with you so that you can monitor their activities. (Students should only share passwords with parents/guardians)
- Laptop should be used in common spaces in your home, not isolated behind closed doors.
- Ask your scholar to show you what they are doing. Ask questions about their work.

Support Online Safety

Internet filtering is required by The Children’s Internet Protection Act (“CIPA”). The school network is protected and monitored by CIPAFilter hardware. This will limit the scholar’s browsing on the Internet. General categories that are blocked as follows:

- Sites that include material deemed obscene, promote violence, gambling, pornography, or harmful to minors
- Non-School monitored forums and chats
- Sites promoting hacking or containing security risks (malware, viruses, etc.)
- Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable

Student Laptop Usage

WEB CAMS

Purpose

Each scholar laptop is equipped with a webcam. This equipment offers scholars an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

Examples of Use

Webcams are to be used for educational purposes only, under the direction of a teacher.

Examples include:

- Recording videos or taking pictures to include in a project
- Recording a scholar giving a speech and playing it back for rehearsal and improvement

LISTENING TO MUSIC

At School

Listening to music on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment or due to a freedom earned.

At Home

Listening to music on your laptop (for example, from a streaming website) is allowed at home with permission from parents/guardians.

WATCHING MOVIES

At School

Watching movies on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

At Home

Listening to music on your laptop (for example, from a streaming website) is allowed at home with permission from parents/guardians.

GAMING

At School

At School Online gaming is not allowed during school hours unless you have been given permission by a teacher. Any games must be in support of education.

At Home

Listening to music on your laptop (for example, from a streaming website) is allowed at home with permission from parents/guardians

At Home Online gaming is allowed at home if all of the following conditions are met:

- The content of the game is school appropriate
- You have permission from your parent/guardian
- The game is in support of education
- All school work is complete
- No download of any kind is needed

You are not allowed to load personal software onto your computer.

General Care of Laptops

Never eat or drink over or near the laptop. Food and beverages should be at least two (2) feet from the laptop

CARE OF LAPTOPS AT SCHOOL

- Laptops should be stored in a backpack that isn't designed to hold a laptop
- Never pile things on top of it
- Never leave it on the bottom of a backpack
- Never have your laptop out at lunch when food is around

HALLWAYS

- Always use the handle or strap to carry the laptop
- Never leave the laptop or laptop accessories unattended for any reason

CLASSROOM HABITS

- Center the laptop on the desk
- Lock the computer before walking away from it
- Close the lid of the laptop before walking with the laptop
- Do not leave your laptop or laptop accessories unattended
- Follow all directions given by the teacher

CARE OF LAPTOPS AT HOME

- Laptops should be stored in a safe location.
- Charge the laptop fully each night so that it is ready for classroom use
- Use the laptop in a common room of the house (parent's choice) Store the laptop on a desk or table; never on the floor
- Protect the laptop from extreme heat or cold, food and drinks, small children, pets
- Keep the laptop clean and free of stickers or other decorations (Clean laptops with a soft damp cloth when the laptop is powered off)

TRAVELING WITH THE LAPTOP

- Completely shut down the laptop before traveling anywhere including between home and school
- Do not leave the laptop unattended in a vehicle. If unavoidable, it should be locked in the trunk before you reach your destination
- Use your backpack or carry the laptop case by its handle
- If you are ever in a situation when someone threatens you for your laptop, give it to them and tell a District staff member as soon as you get to school.

PROHIBITED ACTIONS

Students are prohibited from:

- Students may not loan laptop components to other scholars for any reason.
- Students who do so are responsible for any loss of components
- Putting stickers or additional markings on the laptops, cases, batteries or power cord/chargers
- Defacing the laptop or case in any way; including, but not limited to, marking, drawing, stitching, or marring the surface
- Installing software. Student laptops will not allow scholars to install software on them. Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other scholars
- Modifying the device's operating system in any way. Students may not open the device case for any purpose. Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

Laptop Damage/Theft/Loss

Normal wear and tear of the equipment is covered by a 1-year warranty. Accidental damage and theft of the device is covered by Empower College Prep's normal wear and tear policy.

REPAIRS

Occasionally, unexpected problems do occur with the laptops that are not the fault of the user (computer crashes, software errors, etc.). The Technology Specialist will assist scholars with having these fixed. These issues will be remedied at no cost.

LOANER LAPTOPS

Temporary replacements, known as "loaners", are available at each school so that learning is not disrupted by the repair process. Students are responsible for the care of the loaner while issued to them. The same rules and regulations apply to loaner. Students are encouraged to store their files in OneDrive. This will prevent loss of files when moving from one device to another.

ACCIDENTAL DAMAGE VS. NEGLIGENCE

Accidents do happen. There is a difference, however, between an accident and negligence. After investigation by school administration and determination by the technology staff or authorized repair company, if the laptop is deemed to be intentionally or negligently damaged by the scholar, the scholar may be subject to discipline and the cost of repair or replacement. Students must report damage to their school within two school days of the damage being done.

Negligence repairs will be subject to a to be paid for by the parent/guardian. Gross negligence (e.g. scholar throwing the laptop, gauging with a screw driver, etc.) will not qualify for the normal wear and tear repair. Parents/guardians will be charges the full cost of repair/replacement. If assistance is needed, please discuss with your school's administrator.

LOST EQUIPMENT

If any equipment is lost, the scholar or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her. Financial Responsibility The circumstances of each situation involving lost equipment will be investigated individually. Students/families may be billed the full cost for lost equipment.

STOLEN EQUIPMENT

If equipment is stolen, a police report must be filed and a copy of the report must be provided to the school by the scholar or parent in a timely manner (within five school days). If there is not clear evidence of theft, or the equipment has been lost due to scholar negligence, the scholar and parent will be responsible for the full cost of replacing the item(s). Failure to report the theft to the proper staff and follow the proper filing procedure may result in a bill for full replacement cost to the scholar.

Financial Responsibility

Laptops are covered by the district’s insurance policy. After investigation, if a laptop is deemed stolen, the district will cover its replacement via insurance. The scholar will be issued a replacement computer.

REPLACEMENT COSTS FOR ACCESSORIES

- N21, n22, n23 \$225.00
- n140e.....\$200.00
- AC Adapter \$35.00
- Broken Screen..... \$125.00
- Missing Key\$20.00
- Broken Hinge\$80.00
- Keyboard Replacement.....\$60.00
- Broken Power Port.....\$40.00

Behaviors and Discipline Related to Student Computer Use

Tech-related Behavior Violations	Equivalent “traditional” Classroom Violations
Sending Emails to friends, instant messaging, internet surfing, computer games (off-task behavior)	Passing notes, looking at magazines, games (off-task behavior)
Missing case	No binder/missing supplies
Cutting and pasting without citing sources (Plagiarism)	Plagiarism
Cyber-bullying	Bullying, harassment

Damaging, defacing, or endangering laptop or accessories	Vandalism, property damage
Using profanity, obscenity, racist terms	Inappropriate language
Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network	Bringing pornographic or other inappropriate content to school in print form
Using an electronic resources account authorized for another person	Breaking into or using some else's locker

Technology Specific Violations <i>Behavior unique to the digital environment without a "traditional" behavioral equivalent</i>
Chronic, tech-related behavior violations (see above)
Deleting browser history
Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use
Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
Unauthorized downloading or installing software
Attempts to defeat or bypass the district's Internet filter

Support and Troubleshooting

POWER ON/SHUT DOWN

- Press the power button on the front right side of the keyboard
- After about a minute you will be presented with the login screen
- Click on the scholar icon like below and enter the password: scholar
- To Shut down click the Start Button, select Power and select Shut down

HOW TO CONNECT TO WIRELESS

- Click on the wireless icon in the tray when connections are available
- Select the Wireless network you would like to join
- Enter the required information needed to connect to the desired Wireless Network

PROBLEMS

- Something is broken (e.g. broken screen, keys fall off, battery won't stay charged), take the laptop to the school's Technology Specialist will review/repair the unit.

Frequently Asked Questions

What if a scholar forgot to charge their laptop and the battery is dead?

One of the best ways to avoid this issue is to consistently (and constantly) remind scholars to charge the laptop at home every night. They are expected to bring the laptop to school charged every day. If they fail to do so, they may be able to borrow a spare power cable or battery.

1. First Offense - The scholar will be required to leave their computer at school for 1 day
2. Second Offense - The scholar will be required to leave their computer at school for 3 days.
3. Third Offense - The scholar loses the ability to take home their computer.

What if a scholar forgot to bring the laptop to school?

If a scholar forgets to bring their laptop to school, the scholar may miss out on laptop-related instructional activities that day. Please help us help your scholar bring their laptop to/from school daily! Each school has a very small number of “loaner” devices. Priority for these loaners goes to scholars who experience equipment issues outside their control. When available, a scholar who forgot their laptop may be issued a “loaner” device by the school.

4. First Offense - The scholar will be required to leave their computer at school for a week.
5. Second Offense - The scholar will be required to leave their computer at school for 2 weeks.
6. Third Offense - The scholar loses the ability to take home their computer.

What happens if a scholar’s laptop is broken after check out?

The scholar will bring the broken laptop to school to turn it in. A loaner/spare may be checked out on the spot to minimize loss of instructional time. The scholar is liable for loss or damage to the spare while it’s in his or her possession. Once the scholar’s original laptop is repaired, the scholar will be notified to swap the loaner for the original laptop. If the damage is determined to have been caused by scholar negligence or abuse, there will be a fine assessed for the repair costs, as stated in the contract.

What if the laptop is stolen?

The loss needs to be reported ASAP to your scholar’s school. The scholar can then check out a loaner/spare until we settle the loss issue. It is critical that the scholar maintain good security for the laptop at all times! Please work with your scholar to reinforce the importance of taking care of the laptop.

My scholar is on a sports team and/or is taking PE.

How will the laptop be kept secure? PE and coaching staff will instruct scholars on the specific procedures. A secure location will be made available for scholars in PE and on athletic teams to keep laptops safe during those programs.

How will my scholar be protected from objectionable material?

Filtering software is installed on each laptop. Objectionable websites are screened out. However, no filtering system is perfect. Internet safety is taught to scholars to help them stay away from objectionable material as well as to stay safe online. The filtering software remains on the laptop when used at home, as well.

Why can't my scholar bring his/her own computer to school? (BYOD)

We have reviewed this possibility and have determined it does not meet our goals and objectives. There are several reasons why we are providing the same computing devices to all scholars in school. They include safety, instruction, technical support and equity.

- **Safety:** we have installed web filters and have other safety precautions that help prevent scholars from accessing inappropriate or unsafe websites while at school or home.
- **Instruction:** we have purchased and installed several different software packages on district laptops that will not be available on outside computers. The same software, and even the same version, will be on each district laptop, so teachers will be able to quickly and more efficiently teach entire classes and help individual scholars.
- **Technical support:** We can provide robust technical support through our technical support staff to a limited universe of computing devices. We can't offer the same level of support to an unlimited universe of devices, which could lead to more computer downtime and lost learning opportunities.
- **Equity:** Some families cannot afford the latest computer or even a computer at all. If all scholars are using the same device, they can focus on what they are learning with the device, not on who has which device and what else is on it.

What if I don't sign the agreement? I don't want my family to have to be responsible for the laptop.

- If no parent or guardian signs the agreement, a scholar will still get access to a computer when he or she is at school. In order to facilitate this, the scholar will need to report to a designated Empower College Prep location/person (office, tech office, tech associate, etc.) both before and after school to check-in and out their laptop. If the scholar intentionally damages the computer, families still may be liable for the damage, the same as with any piece of school-owned equipment.

What if I forgot my password?

- Ask your teacher to reset your password

Transportation

Empower College Prep High School provides city bus passes to 9th and 10th grade scholars attending ECPHS who live more than 1 mile from the school and school bus transportation to 8th graders. Passes are distributed monthly. Riding the city bus is an important responsibility that scholars must take seriously. While the school is not liable for scholars after they leave ECPHS's premises, we want scholars to be safe on the bus and be excellent representatives of our school. Therefore, scholars should follow the rules of the city bus and

conduct themselves in a professional manner to be strong ambassadors of Empower College Prep High School.

8th Grade Bus Policy

- **All students must be at their designated stop five (5) minutes prior to the scheduled arrival time.**
 - It is important for students to be at their stops before the bus arrives, so that they will not cause the other students to be late for school. Also, when a school bus is stopped for any length of time, the wait causes an unsafe traffic build up in front of and behind the bus. Students should be waiting in an orderly manner at least ten (10) feet away from the road prior to the arrival of the bus.
- **Once a school bus is in motion, students will not be allowed to board the bus.**
 - This is a safety measure designed to discourage students from running after and/or between buses in a loading (congested) area. Also, when one bus stops in a line of moving buses, the chances for a chain reaction accident increase considerably. Students who miss their bus at school should immediately let a staff member know.
- **Assigned Seats.**
 - ECPHS may assign seats on the bus for all students or just to a single student based on safety and/or behavior. This is to ensure the safety of the passengers. Once students have been placed in an assigned seat, they are expected to sit in the assigned seat.
- **After boarding the bus students shall be seated immediately and remain properly seated for the duration of the bus ride.**
 - Properly seated means that the during the course of the bus ride students shall sit with their posterior on the seat bench and shall not change seats, stand up in/on their seat, or sit facing towards the rear of the bus. Unless seated three to a seat students shall not have any body part in the aisle of the bus.
- **Students are expected to behave accordingly on the bus and know the rules for riding the bus.**
 - The drivers have the same authority in the bus as teachers have in the classroom. Loud and boisterous noise and improper conduct can cause a distraction to the driver which can lead to serious safety hazards on the bus. The students conduct on the bus should be no different than what is expected in the classroom. If it is not allowed in the classroom, it is not allowed in the bus. The includes but does not exclude fighting, horseplaying, bullying, hanging any body

part out the window, throwing anything out the window, etc. Destructive behavior to the bus will not be tolerated, and students will be held responsible.

- **Food and Drink.**
 - Eating and/or drinking on the bus is not allowed. All food and/or drink must be disposed of before boarding the bus.
- **The aisle of a school bus must be kept free of objects that could obstruct an emergency evacuation of the bus.**
 - Any large object that cannot be held on a student's lap or placed safely on the floor in the space under the seat immediately in front of the student is not permitted on the school bus. Examples of such large objects include but are not necessarily limited to certain musical instruments, science fair and other types of projects, athletic and P.E. equipment, bags, flowers, balloons and other such items that could pose a safety problem.
- **To ensure safety from objects rolling IN or UNDER a bus, objects must be secured in a bag or sack.**
 - Students will not be permitted to bring games, toys, balls, etc., on a bus unless they are secured in a school bag, bag, or sack. At no time should students ever attempt to reach under a bus to retrieve an object.
- **Students are prohibited from bringing any potentially hazardous items, chemicals, animals, or breakable items on board the bus.**
 - No animals or insects will be transported. Any object that could become a missile in an accident will not be transported. No flammable or hazardous chemicals will be transported. No glass or sharp objects are permitted. No Weapons of any kind is allowed on the buses.
- **All buses use video recording devices with audio recording capability.**
 - Electronic video and audio recordings will be viewed to investigate incidents reported to the Operations Coordinator. They may also be viewed at random. Viewing and/or listening to electronic and/or audio recordings is limited to individuals having legitimate educational or administrative purpose. In most instances, individuals with legitimate or administrative purpose will be the Vice Principal, Operations Coordinator, School Director, bus driver, and coach or other supervisor.
- **Bus Driver is in charge.**
 - Like the teacher in the classroom, the Bus Driver is the adult in charge

and has rules that need to be followed for the student's safety. The driver has the same authority as a teacher in a classroom and must be respected as such. Any violation will get sent to the Vice Principal for disciplinary action. This may include detention, parent meetings, suspension from riding the bus for 1-5 days, loss of ride privileges.

eCard Transit Pass Policy

At Empower College Prep High School, we value our scholars' education. It is very important to us that all of our scholars have reliable transportation to and from school. We will be providing a Valley Metro eCard transit passes free of charge for any scholars that need to take city transit to and from Empower College Prep High School, this includes the Valley Metro bus and Lightrail. Transit passes are considered a privilege, and are provided for scholars to have a way to maintain great attendance throughout the year. For this reason it is important that all scholars and parents understands the rules and guidelines that go along with this privilege.

- Only scholars that are actively enrolled with Empower College Prep High School are eligible to receive and use a free bus pass.
- Students receiving a eCard transit pass will contribute \$0 per month to the cost of their transit pass. The face value of a scholar transit pass is currently \$32.
- Good attendance is a must for success in school. In order to be eligible for a free eCard transit pass, scholars must have **fewer than 6** unexcused absences during the month. Absences are accumulated in two ways:

- 1. Each class period that is missed that is unexcused is considered 1 absence.**
- 2. Being tardy 3 times for any class period is considered 1 absence.**

Any combination of unexcused absences and tardies that add up to **6 or more** will result in the scholar's parent having to come in for a parent meeting with the School Director or Vice Principal, to discuss the amount of absences the scholar has. After the parent meeting the School Director or Vice Principal will notify the Operations Department if that scholar's eCard should be deactivated or not. In the result that a scholar has to get their eCard deactivated, **Students may purchase a standard transit pass from the Operations Department for \$32.**

Scholars **must only** use the bus pass that is issued to them. They are non-transferable and are labeled with a serial number that is attached to each scholar. The eCards cannot be sold, traded or given to another person to use. If school administration becomes aware of this occurring, disciplinary action may be taken by school administrators. The School Director or Vice Principal will meet with that scholar or Parents and determine any disciplinary action needed.

How to Obtain a eCard Transit Pass

All scholars that wish to participate in getting a free eCard transit pass must submit a signed transit pass agreement form. Parents/Guardians are asked to sign the bottom of the application recognizing that they have read and understand all rules and policies that are a part of this

program. You can turn all signed bus pass forms into the Front Office or to the Operations Coordinator (Walter Hall). Transit pass agreement form can be found in the front office of Empower College Prep High School.

Replacement of lost or stolen eCard Transit Pass

*****Please report all lost or stolen eCards to the Front Office or Operations Coordinator (Mr. Hall) immediately.*****

If a eCard transit pass is lost or stolen, Empower College Prep High School will replace that scholar's eCard with a new one. At that time the Operations Coordinator will record that day and time that the eCard was reported lost or stolen. The scholar will be provided only on additional eCard, before they will be required to pay \$5 for another one. **Students may purchase another electric bus pass from the Operations Department.**

Once an eCard is reported lost or stolen, The Operations Coordinator will deactivate that eCard with Valley Metro and Issue the scholar a new eCard.

Getting On Board

All scholars boarding a city bus must present their eCard transit pass and scholar I.D. to the bus driver every day, every time they board a bus. If you are getting on board the lightrail you only have to present your eCard and scholar I.D. if instructed to do so by a Valley Metro attendant. Per Valley Metro Boarding policy, below are some tips and rules for riding the Valley Metro city bus and lightrail:

How to Ride the Bus:

- Plan your trip using the online trip planner, Google Transit, the Transit Book, or contact customer service.
- Arrive at the bus stop five minutes before your bus is scheduled to depart. Be visible and stay in the safe zone, away from the curb. Have your fare ready.
- Let others exit before boarding. Move quickly to a seat. If no seat is available, stand behind the yellow line near the front of the bus.
- Major streets and stops are announced and visually displayed. Watch or listen for your stop. About a block before your destination, pull the cord or press the strip near the window to signal the operator.
- Exit through the back door.

How to Ride the Light Rail:

- Plan your trip using the online trip planner, Google Transit, the Transit Book, or contact customer service.
- Buy a transit pass at any light rail station, transit center, retail outlet or online.
- Signs on the front and side of the train show the train's final destination.
- Trains stop at every station. Upcoming stops are announced on the train.
- Doors open and close automatically. Exit through any door quickly.
- **Ride Safely**

- Be visible at transit stops.
- At the bus stop wait away from the curb and traffic.
- At the station platform, stand away from the textured strip that is along the edge. Adults should hold the hands of small children at all times.
- Allow other passengers to exit the train before boarding and do not lean against the doors once inside.
- Watch your step when boarding. Hold on to the handrail when entering and exiting the bus.
- The doors on the train are open for a very short time. Be prepared to board and exit quickly.
- If you drop something when exiting, leave it on the ground until the bus drives away.
- Service animals are allowed and must be kept under control. Pets must be inside carrying cases.
- Shoes and shirts are required to ride.
- Smoking and eating are prohibited on Valley Metro vehicles.
- Caustic and flammable materials are prohibited.
- Rollerblades, skateboards and bicycles may not be used on Valley Metro vehicles.
- Children seven years old and younger must be accompanied by a responsible person, which is defined as one who can directly supervise the child

Please visit www.valleymetro.org for additional information.

****A Bus Pass Agreement signed by a Parent or Guardian must be turned in before eligible scholars can participate in the free eCard Transit pass program. ***Please turn in one form per family*****

Vehicles on Campus

Driving to school is considered a privilege. Students who drive their own vehicles to and from school must comply with the following rules. Failure to follow these rules may result in an immediate disciplinary meeting and/or action. Student Driver Information Students who drive to and from school will be asked to provide the following information to their school's front desk:

- Name of scholar and signature
- Student's Driver's License number
- Parent and/or Guardian name and signature
- Car make and model and license plate number of each vehicle the scholar may be driving
- Automobile Insurance Policy Number and expiration date
- Vehicle Registration

Attendance and Tardy Policies

Late to Class (Tardy Policy)

Quality instructional time is a key component to the success of ECPHS scholars. Students miss learning time by being tardy, so there is a school-wide expectation that scholars will show up ON TIME to EVERY CLASS. For first period tardies, scholars will not be admitted to class without completing a reflection form and meeting with the Vice Principal in the Be On Time (B.O.T) room located on the 2nd floor of building "B". Families will be notified for repeated first period tardies. For all classes, having three tardies in the same class results in one unexcused absence for that class period.

ECPHS has bells which are sounded during the a 4 minute passing period (9th and 10th grades) and a 3 minute passing period (8th grade). Scholars are dismissed from class by the bell indicating that they have a passing period. When 1 minute is left, the bell will chime as a warning. The tardy bell will be the final chime to indicate scholars who are tardy. If a scholar is not in the classroom by the time the tardy bell rings, they are required to go to the front office to get a pass. The front office will record this and mark this as a step. Repeat tardies will result in consequences as indicated in the school discipline policy. Three tardies to a class results in one unexcused absence.

Attendance

School attendance is not only a good habit, state law requires it. Arizona State Law (15-802.E, 15-803.) requires every person who has custody of a child between the ages of six and sixteen years shall make sure the child attends school for the full time school is in session unless unable to attend due to illness or another legitimate reason.

To encourage and improve school attendance, **Empower College Prep High School** has implemented a truancy program in partnership with Maricopa County Juvenile Court. This truancy program is called C.U.T.S. (Court Unified Truancy Suppression). We will be tracking attendance very closely. Students are expected to be at school every day, unless there is an excused reason not to be. An absence is defined as a minimum of one missed class period per day. An unexcused absence will count as a truant day as defined by law. A scholar is "**habitually truant**" if he/she has **five or more unexcused absences** from school. A scholar that is **absent more than ten percent (18 days)** of the required number of school days per year is considered to have "excessive absences" **whether the absence is excused or unexcused.**

When a scholar has **five** or more unexcused absences or **19** excessive absences (excused OR unexcused), the scholar can be cited to the CUTS Program through the Juvenile Court. **The hearing will be held at the Juvenile Court Center.** A parent or legal guardian must be present with the scholar at the time of the hearing. Consequences at the hearing may include the following: required attendance of the parent and the child at an education class (to be held on Saturdays), work hours assigned to the child, counseling, etc. The parent will be assessed a \$50 Diversion fee. Failure to complete these consequences may result in suspension of your child's driver's license, or inability to get a driver's license until their 18th birthday and/or formal court proceedings. It is the parent's/guardian's responsibility to ensure their child's attendance in an approved academic setting. If you fail to take the necessary steps

to provide your child with appropriate education you may receive a citation. If convicted, it is a Class 3 misdemeanor punishable by jail time and/or fine.

The education of scholars is extremely important to us. This program is another way that ECPHS is working with the community to ensure a quality education for all scholars. Please note that the school also reserves the right to have a CUTS Officer speak at Orientations and Assemblies, as well as to individual groups of scholars regarding the importance of school. If you have any questions or concerns, please feel free to contact Sarah Caffee.

Please Note:

- Parents have **one day** to excuse an absence. After that, it will be marked as unexcused.
- Parents must either call, stop by the school in-person, or email in order to excuse an absence.
- The only absences that may be excused are illnesses accompanied by a doctor's note, family emergencies, bereavement, out-of-school suspensions, and religious holidays.
- ECPHS will send home warning letters and set up attendance contracts for excessive absences.
- Scholars must attend at least 90 percent of class sessions to receive a passing grade or credit. A scholar who obtains 9 excused or unexcused absences in any class (for high school where block classes apply) or 19 absences in 8th grade, may automatically receive a grade of NO CREDIT. A petition process is available for scholars who believe they should not face a credit deduction. Please contact the School Director for information regarding this process.

Withdrawal

If a scholar is absent for ten consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absence(s), that person may be considered "withdrawn" from the school.

Student Fees

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to scholars. Please note for the following fees, need-based scholarships are available. Please contact the School Director for more information or to request support.

Students **may** be required to pay certain fees or deposits, including:

1. Required: A technology usage fee of \$20 for access to computers during the school year.
2. A fee for materials for a class project that the scholar will keep, if the fee does not exceed the cost of materials.
3. Membership dues in voluntary scholar clubs or organizations and admission fees for extracurricular activities.
4. A fee for personal physical education and athletic equipment and apparel, although a scholar may provide his or her own equipment or apparel if it meets reasonable requirements and standards relating to health and safety.

5. A fee for voluntarily purchased items, such as scholar publications, class rings, pictures, yearbooks, and graduation announcement.
6. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school.
7. A fee for items of personal apparel used in extracurricular activities that become the property of the scholar.
8. A parking fee or a fee for a replacement identification card.
9. A fee for a driver training course, not to exceed the actual cost per scholar in the program for the current school year.
10. A fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff.
11. A fee for summer school courses that are offered tuition-free during the regular school year.
12. A fee for lost, damaged, or overdue library books, textbooks, or computers.
13. A fee for field trips (such as university trips).
14. A small fee to take college admission test (i.e. SAT, ACT) or Advanced Placement (AP) tests.

Lost Items Belonging to School

Textbooks, additional curriculum materials, and novels/books are provided free of charge for each subject or class. Materials must be treated with care and used as directed by the teacher. A scholar who is issued damaged materials should report the damage to the teacher.

Students will have school materials checked out to them under a personal account. Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the scholar withdraws from school. Any scholar failing to return issued materials in an acceptable condition will be charged for the replacement of these materials. If a scholar believes that they have lost the book, they should check the Lost and Found in the Front Office to see if a book was returned. If the scholar is unable to locate the book, he or she must inform the teacher. The main office will then advise the scholar of the replacement price of the book. Payments must be made to Empower College Prep High School and handed to the Front Office. Students should then present the receipt to their teacher so that they can obtain a new book.

If a scholar believes that their book was stolen, they should follow the procedure listed above for lost books if a textbook is stolen. Books left in the lunch area or on school grounds are not considered stolen.

Textbooks and novels will be inspected by teachers or operations staff upon return by a scholar. School staff will assess any damage and inform the scholar in writing of the amount of any fine-the maximum amount being the full cost of the textbook. Costs range from \$5 per book to \$150 per textbook. Failure to pay for textbooks, novels, or any other damaged material will result in field trip privileges being lost, official transcripts being held, and/or scholars being ineligible for school activities.

ECPHS Discipline Policies

Disciplinary consequences must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the scholar's misbehavior. When considering responses to violations, the District strives to keep scholars in the classroom whenever possible. For all but the most severe offenses (Levels 4 and 5 in the "Action Levels" section of this document below), an Exclusionary Consequence ("any disciplinary consequence that removes a scholar from classroom instruction, including, but not limited to, in-school and out-of-school suspension, placement in an alternative setting or program, and expulsion.") must be limited to instances in which (a) the violation is a level 3, (b) scholar misbehavior is ongoing and escalating, and (c) only after the District has first attempted and documented the types of intervention(s) used in PBIS and/or Restorative Practices. If Exclusionary Consequences are imposed, scholars will have fair due process that includes an opportunity to appeal. For all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so scholars are offered an opportunity to learn from their behavior and, where possible, offered an opportunity to continue to participate in the school community.

While prioritizing scholar, staff, and public safety, the District shall not use Exclusionary Consequences for low-level conduct (Action Levels 1-2 below), shall only involve School Safety and/or law enforcement in high-level scholar discipline (Action Levels 4-5 below), such as when a scholar is a danger to self or others (to the extent permitted by law), and shall keep scholars in the classroom setting whenever possible as members of the school community.

All ECPHS personnel administering discipline to scholars should be informed if a scholar has a disability under either Section 504 or IDEA or if the scholar is suspected of having – or is being considered for an evaluation for – a disability. There are specific procedures that must be followed for scholars who are considered disabled under federal law, including determining whether the misbehavior is a manifestation of the scholar's disability.

Application of Guidelines

These guidelines occur:

- During regular school hours
- While being transported on the school bus or other school district-sanctioned transportation
- At times and places where the School Director or other school official or employee has jurisdiction over scholars
- During school-sponsored events
- During field trips
- During athletic functions
- When scholars are going to and from school ("door to door")
- During other school-related activities

Additionally, the school administrators are authorized to begin disciplinary action when a scholar's misconduct away from school has a detrimental effect on the other scholars, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school. For actions that occur off campus,

school administrators will use their best professional judgment and past examples to address the situation. In some cases, this may result in the level of the offense for off campus behaviors being lower than if the behavior occurred on-campus.

Search and Seizure

School administrators have the right to search scholars and seize the property including school property temporarily assigned to scholars when there is reasonable suspicion to believe that some material or item is detrimental to the health, safety, and welfare of the scholar(s), and is in their possession or control. Searches may include a scholar's personal property such as backpacks or pockets. Any search will be reasonable in scope and not excessively intrusive on the scholar considering the age, gender, and nature of the infraction.

Restorative Practices

Empower College Prep High School's Restorative Practices is a framework to give those affected by conflict the tools and principles needed to resolve problems and build relationships. Restorative Practices focus upon the emotional and social disturbance created by conflict and provides a process for holding scholars accountable for their actions while building a supportive school environment.

In schools, Restorative Practices provides a proactive approach for building a community of care based on collaboration, mutual understanding, and reciprocated respect. This process holds scholars accountable for their actions while, at the same time, building a caring school environment. Attention is given to the victim and the wrongdoer, whether they are scholar or staff. Restorative Practices allows wrongdoers an opportunity to rejoin the school community after they have made amends. See below for a description of Restorative Practice strategies that may be used at ECPHS.

Restorative Practices actions range from informal to formal. In schools, these actions include:

- **Small impromptu circles:** a few people meet to briefly address and resolve a problem; facilitated by district staff including teachers, counselors, administrators, and/or learning supports coordinators.
- **Group or classroom circles:** a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by district staff including teachers, administrators, and/or learning supports coordinators.
- **Formal restorative conferences:** address serious problems of behavior. These conferences may involve wrongdoers, victims, parents, and school administrators. Only those trained in formal conferences can facilitate a formal conference.
- **Teen courts:** are problem-solving courts that provide an alternative action for scholars who have committed an offense, facilitated by their peers.

Why use a Restorative Practice/Justice program?

There are many benefits to using restorative justice programs:

1. Better-serve victims and the school community in the discipline process
2. Stakeholders and participants have much more direct access and "say in the process"
3. Reduce the number of suspensions and arrests at school sites and in the district
4. Increase the Average Daily Attendance

5. Increase the satisfaction of victims, communities, offenders and families with justice and discipline response

Discipline Actions and Process

The Arizona Department of Education has developed a list of violations as well as a list of possible actions a school district may take in response to a violation. Using guidelines set by the Tucson Unified Schools District, ECPHS views these possible actions into five levels depending on the severity of the violation. A major consideration is to identify the most appropriate disciplinary action necessary to bring about positive scholar behavior. Actions are not to be considered in isolation but rather as part of the overall goal of creating inclusive and supportive environments for scholars. For instance, restorative circles should not be isolated events at a campus, but should instead become part of the routine process in addressing behavior. Student services personnel, such as counselors and social workers, play a vital role in assisting the scholar in resolving any problems influencing the scholar's behavior.

1. Conduct Which Must Be Reported to Law Enforcement:

In addition to disciplinary action at the school level, certain criminal behavior must be reported to appropriate law enforcement agencies. The School Director is required to report the following incidents:

- Use or threat to use a deadly weapon or dangerous instrument
- Homicide
- Burglary in the first degree
- Aggravated Assault resulting in serious physical injury
- Sexual Assault
- Arson of an occupied structure
- Sexual conduct with a minor under 15 years of age
- Armed Robbery
- Any dangerous crime against minors
- Possession, use, sale, or attempted sale of illegal drugs
- Kidnapping
- Bomb threats

Additionally, pursuant to A.R.S. § 13-3620, school personnel are required to immediately report any reasonable belief of non-accidental physical injury, neglect, or sexually related offense against a minor.

When law enforcement officers or other lawful authorities wish to question or interview a scholar at school, the School Director will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances: The School Director will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the scholar at school. The School Director ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the School Director considers to be a valid objection. The School Director ordinarily will be present unless the interviewer raises what the School Director considers to be a valid objection.

2. Conduct Which May Be Reported to Law Enforcement:

Additionally, the School Director MAY report to law enforcement agencies other potentially disruptive incidents when necessary to maintain safety or seek restitution. When appropriate, school officials should utilize supports and interventions that provide guidance and structure to the scholar and help them to improve their behavior without involving law enforcement.

Incidents that may be reported to law enforcement when necessary to maintain safety or seek restitution include, but are not limited to, the following:

- Possession, sale or distribution of dangerous substances, including alcohol or legal drugs
- Demonstration by scholars which is likely to create unsafe conditions
- Threats Setting off a false fire alarm
- Assault
- Vandalism

3. Due Process

Any scholar whose conduct may warrant suspension or expulsion will be provided due process. This is a legal safeguard that protects the rights of scholars and their parents. Due process steps include:

- Written notice to the scholar of the charges against the scholar
- An opportunity to present the scholar's side of the story in an informal hearing or meeting
- The allowance, for safety considerations, for a scholar to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical
- Adequate notification and an opportunity for a fair hearing
- That parents will be informed in writing or verbally of all suspensions and that they have the right to a conference with the School Director
- That if parents are not satisfied with any school official's decision they are entitled to request a review by the school official's immediate supervisor
- Formal due process in long-term suspension and expulsion proceedings
- A right to appeal disciplinary decisions to the CEO or School Director.

4. Due Process for Student with 504 Plans or IEPs:

Students with disabilities under Section 504 or IDEA (and scholars suspected of having a disability) may be disciplined in the same manner as any other scholar and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, the following procedures must be followed: A manifestation determination conference must be held prior to the 11th day of suspension. If the manifestation determination conference concludes that the scholar's behavior is a manifestation of the scholar's disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the scholar. If the manifestation determination conference concludes that the scholar's behavior is not a manifestation of the scholar's disability, ECPHS may impose whatever long-term suspension or expulsion it would impose under the same circumstances if a non-disabled scholar was the offender. The District has no obligation to continue to provide educational services to a 504 scholar during the period

of a long-term suspension or expulsion. However, the District must continue to provide educational services for scholars eligible under IDEA.

A scholar with a disability under IDEA may be referred to an Interim Alternative Educational Setting in circumstances involving the use or possession of drugs, weapons, or serious bodily injury.

5. In-School Intervention/Suspension:

An alternative to short-term suspension which allows scholars to continue receiving classroom instruction from content certified teachers in a classroom on campus, where available. In-school suspension may be run by a highly qualified teacher. The scholars will continue the it core curriculum, where available.

6. Out of School Suspensions:

Conferences to resolve the problem must be scheduled with the parent, scholar, and other appropriate school staff members as part of the continuum of supports and interventions implemented to support scholar success.

- Short-Term Suspension – The School Director may suspend a scholar from school from one (1) to ten (10) school days due to misconduct, depending on the severity of the misconduct. However, the School Director must limit exclusionary consequences to instances in which scholar misbehavior is ongoing and escalating, and the school has first attempted and documented they types of intervention(s) used, as appropriate.
- Make-up Work (Short-Term Suspension): If scholars are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. School administrators will assist parents and scholars with the shared responsibility to make arrangements to obtain such assignments and homework and to have completed assignments returned to the school for grading and credit. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. During the term of the suspension, the scholar is to remain away from all ECPHS activities. If it is necessary to come to a school, the scholar must make prior arrangements with the School Director or School Director’s designee.
- Long-Term Suspension – Long-term suspensions of more than 30 days shall not be imposed except for Violations at Level 5. This action may be taken only after the site administration has exhausted other disciplinary strategies (see interventions listed under Action Level 1 for examples of appropriate strategies), or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

7. Suspension Diversion Contract:

The School Director may offer a suspension diversion contract unless there are particular circumstances that would make it inappropriate. Under this contract, an administrator would not immediately impose the assigned disciplinary action if (1) the scholar admits to committing the infraction, (2) the scholar and parent/legal guardian agree to certain conditions (including a formal conference), and (3) the scholar and parent/legal guardian sign a contract with stipulations to divert the suspension.

If a scholar violates his/her contract with a suspendable offense or does not complete the terms of the contract, the scholar must serve the remaining term of the initial offense plus the suspension for the additional offense, if applicable. These two suspensions would be served concurrently. (The last days of the first suspension would also be the first days of the additional suspension).

8. Appeals:

Students and parents/guardians have the right to appeal short-term and long-term suspension decisions; however, there is no appeal from the Governing Board's final decision regarding long-term suspension appeals or its expulsion decisions.

9. Expulsion:

Expulsions will only be recommended for Level 5 violations or ongoing, escalating behaviors that have been well-documented and addressed through various interventions and shorter term suspensions without progress or changes in behavior. Expulsion is defined as the permanent withdrawal of the privilege of attending ECPHS unless the Governing Board reinstates the privilege. Students with disabilities eligible under IDEA will continue to be offered educational services, although in an alternative setting.

Action Levels and Interventions/Consequences

Guidance	When considering actions, ECPHS strives to implement Restorative Practices and to keep scholars in their classroom whenever possible. Disciplinary actions must be nondiscriminatory, fair, age-appropriate, and correspond to the severity of the scholar's misbehavior. School Directors may exercise reasonable discretion in deciding which violation occurred. The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent notification and scholar conference are mandatory.		
Level 1	<ul style="list-style-type: none"> ● Parent Notification ● Informal Student Conference/Conversation ● Restorative Circle ● Restorative Conference ● Confiscation of Contraband ● Student Verbal Apology ● Student Written Apology ● Warning ● Referred to Outside Agency 	<ul style="list-style-type: none"> ● Detention (before/after school; lunch) ● Peer Mediation ● Privileges Suspended ● Restitution ● Teen Court ● Functional Behavioral Assessment ● Behavior Learning Packets ● Time Out (not to exceed 30 minutes) ● Buddy Classroom ● Reflective Essay 	<ul style="list-style-type: none"> ● Meeting With School Counselor ● Community Service ● Reassignment To Different Class ● Behavior Contract ● Behavior Intervention Group ● Threat Assessment ● Behavior Intervention Plan ● Monitoring of Selected Problem Behaviors ● Other appropriate action
Level 2	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> ● Restorative Conference and/or Restorative Circle ● Social Skills Groups and/or Mentoring 		
Level 3	Any Action from the prior level(s) may also be imposed. <ol style="list-style-type: none"> 1. Short-Term In School Action and/or Suspension Diversion Contract 2. Restorative Conference and/or Restorative Circle 3. In School Suspension/Intervention or Out Of School Suspension (Short Term 1-10 Days) but only 		

	where scholar misbehavior is ongoing and escalating, and only after the school has first attempted and documented the types of intervention(s) used.
Level 4	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> ● Out of School Suspension and/or Suspension Diversion Contract Long-Term (11-30 Days) ● Restorative Conference and/or Restorative Circle (upon reentry to school)
Level 5	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> ● Out of School Suspension and/or Suspension Diversion Contract– Long-Term (11-180 Days) ● Restorative Conference and/or Restorative Circle (upon reentry to school) ● Expulsion
Important Information	<ol style="list-style-type: none"> 1. All parent conferences will be made in a timely manner. Parents may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent cannot participate in a conference. 2. A scholar who willingly assists or forces another scholar to commit a violation of these guidelines will be held equally accountable for the violation. 3. Attempted violations may require Actions. Administrators will determine the appropriate level of Action to take for an attempted violation. The Action will generally be at a level less than - that of the actual violation. 4. Two Level 2 violations (“Telecommunication Device” and “Other Technology”) may be elevated to a Level 3 violation but cannot result in out of school suspension. One Level 3 violation (“Improper Use of Technology, Computer”) may be elevated to a Level 4 violation but cannot result in a long-term suspension. 5. When determining the appropriate level of action to take, administrators shall consider a scholar’s claim of self defense, defense of others or defense of property. 6. Students will not receive any suspension for attendance violations.

VIOLATIONS

<u>AGGRESSION:</u>	
Violation	Action Level
Provocation (verbal or nonverbal) Use of language or gestures that may incite another person or other people to fight.	1
Recklessness Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act Student engages in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Other Aggression Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under “Minor Aggressive Act” that may result in a serious physical injury.	3
Disorderly Conduct Engaging in any one of the following acts where there is clear evidence the scholar intended to disturb, or knew that he or she disturbed, the peace or quiet of a school, neighborhood, family or person:	3

<p>1. Engaging in violent or seriously disruptive behavior.</p> <p>2. Using abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person.</p> <p>3. Making any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession.</p> <p>4. Refusing to obey a lawful order to disperse issued to maintain public safety.</p> <p>5. Recording/distributing fights on any social media outlet.</p>	
<p>Endangerment Students recklessly put themselves or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.</p>	3
<p>Fighting Mutual participation in any form of physical altercation or aggression.</p>	3
<p>Assault A person commits assault by: (1) Intentionally, knowingly or recklessly causing any physical injury to another person; or (2) Intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) Knowingly touching another person with the intent to injure, insult or provoke such person. (see A.R.S. § 13-1203)</p>	4
<p>Aggravated Assault A person commits aggravated assault if the person:</p> <ol style="list-style-type: none"> 1. Causes serious physical injury to another. 2. Uses a deadly weapon or dangerous instrument. 3. Commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Commits assault and the person is in violation of an order of protection. 6. Commits the assault knowing or having reason to know that the victim is any of the following: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. (see A.R.S. § 13-1204) 	5 Mandatory report to law enforcement

Note Regarding Self-Defense:

- To claim self-defense, the scholar must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

OTHER VIOLATION OF SCHOOL POLICIES:	
Violation	Level

<p>Dress Code Violation Student wears clothing that does not fit within the dress code guidelines stated by school policy.</p>	1
<p>Parking Lot Violation Student displays inappropriate behaviors involving a motor vehicle including, but not limited to, unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, and/or littering.</p>	1
<p>Public Display of Affection Inappropriate displays of affection. (i.e. kissing)</p>	1
<p>Inappropriate Language (Verbal/Nonverbal) Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.</p>	2
<p>Contraband Items stated in school policy as prohibited because they may disrupt the learning environment.</p>	2
<p>Combustible Student is in possession of substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)</p>	2
<p>Disruption Student engages in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.</p>	2
<p>Gambling To play games of chance for money or to bet a sum of money.</p>	2
<p>Defiance or Disrespect Towards Authority and Non Compliance Student engages in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions</p>	2
<p>Negative Group Affiliation/Illegal Organization Anti-social organizations, secret societies, criminal street gangs, and other sets of individuals that are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.</p>	3

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

Definitions

Drug Violation: Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Includes over-the-counter medications if abused by the scholar.

Possession: knowing exercise of dominion or control over an item.
Use: the act of using or being under the influence.
Sale: to transfer or exchange an item to another person for anything of value or advantage, present or prospective.
Share: to allow another person to use something that one possesses.

<i>Violation</i>	<i>Action Level</i>
Over the Counter Drugs, Inappropriate use of Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a healthcare professional.	
Possession	2
Use	2
Sale	3
Share	3
Inhalants Inhalants include medications, anesthetics, or other compounds in vapor or aerosol form, taken by inhalation This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Possession	4
Use	4
Sale	5
Share	5
Unknown Drug (if a drug is identified, after an investigation, a different violation may be identified)	
Possession	4
Use	4
Sale	5
Share	5
Substance Represented as an Illicit Drug A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
Possession	4
Use	4
Sale	5
Share	5
Prescription Drugs, Inappropriate use of Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.	Mandatory report to law enforcement

Possession	4
Use	4
Sale	5
Share	5
Illicit Drug Illicit drugs include dangerous drugs, narcotic drugs, marijuana, and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc.	Mandatory report to law enforcement
Possession	4
Use	4
Sale	5
Share	5
Alcohol Violation The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
Possession	4
Use	4
Sale	5
Share	5
Tobacco Violation The possession, use, distribution or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches and hookah sticks), at school-sponsored events and on school-sponsored transportation. (see A.R.S. §36-798.03).	
Possession	3
Use	3
Sale	3
Share	3
Possession of Drug Paraphernalia Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter . (see A.R.S. § 13-3415)	
Possession	2
Use	2

Sale	3
Share	3

ARSON:	
<i>Definitions</i>	
<p>Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage</p> <p>Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.</p> <p>Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).</p> <p>Damage: as used here, means a tangible or visible impairment to a surface.</p> <p>Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13-1702)</p>	
<i>Violation</i>	<i>Action Level</i>
<p>Arson of a Structure or Property Arson of a Structure or Property A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. (see A.R.S. § 13-1703) <i>NOTE: Burning one's own property is not arson, with the exception of burning one's own property with the knowledge that it will ignite another's property or a structure. Burning one's own property may, where appropriate, be considered reckless burning.</i></p>	4
<p>Arson of an Occupied Structure A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. (see A.R.S. § 13-1704)</p>	Mandatory report to law enforcement and Fire Dept. 5
<p><i>NOTE: Administrators may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100, at Level 3. Please see the definition of Reckless Burning above.</i></p>	

ATTENDANCE POLICY VIOLATION (Out of School Suspension is Not Permitted)	
Violation	Level
<p>Other Attendance Violations Examples: leaving school, without signing out in the main office; leaving school at lunch, without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school, but not attending classes.</p>	1
<p>Tardy Arriving at school or class after the scheduled start time.</p>	1
<p>Unexcused Absence When a scholar is not in attendance for an entire day and does not have an acceptable excuse.</p>	1

<p>Leaving School Grounds without Permission Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the School Director or School Director designee.</p>	1
<p>Truancy When a child between 6-16 years of age has an unexcused absence for at least one class period during the day.</p>	1

<u>DISHONESTY</u>	
Violation	Action Level
<p>Cheating To intentionally share with another, or take from another, intellectual property for the purpose of deceit or fraud, or to take or steal intellectual property from another with or without their knowledge and present it as the scholar's own.</p>	2
<p>Forgery Falsely and fraudulently making or altering a document, including hall passes and parent signatures.</p>	2
<p>Lying To make an untrue statement with intent to deceive or to create a false or misleading impression.</p>	2
<p>Plagiarism To steal and pass off the ideas or words of another as one's own, including material obtained online.</p>	2

<u>HARASSMENT AND THREAT,</u>	
Violation	Action Level
<p>Threat or Intimidation When a person indicates, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device. (see A.R.S. § 13-1202).</p>	3
<p>Bullying Bullying is the repeated intimidation of scholars by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter" or "Facebook"); or psychological (e.g., social exclusion, spreading rumors,</p>	3

manipulating social relationships).	
<p>Harassment, nonsexual A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:</p> <ol style="list-style-type: none"> 1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit or social service agency. (see A.R.S. § 13-2921) 5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist. <p><i>NOTE: Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of harassment is not known.</i></p>	3
<p>Hazing "Hazing" means any intentional, knowing or reckless act committed by a scholar, whether individually or in concert with other persons, against another scholar, and in which both of the following apply:</p> <ol style="list-style-type: none"> 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. ("Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with the school and whose membership consists primarily of scholars enrolled at the school.) 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. (see A.R.S. § 15-2301) <p><i>*Administrators may treat incidents of hazing at a Level 4 as appropriate to the situation.</i></p>	3

SCHOOL THREAT OR INTERFERENCE
<i>Definitions</i>
<p>Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by doing any of the following:</p> <ol style="list-style-type: none"> 1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution. 2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution. 3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others. 4. Refusing to obey a lawful order to leave the property of an educational institution.

NOTE: "interference with or disruption of" includes only those acts that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).

<i>Violation</i>	<i>Action Level</i>
Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire.	4
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents.	Expulsion required by law 5
Bomb Threat Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	Expulsion required by law 5
Other School Threat The incident cannot be coded in one of the above categories but did involve a school threat.	Expulsion required by law 5

SEXUAL OFFENSE

Violation	Level
Harassment, Sexual Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include non-verbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices), or physical conduct of a sexual nature.	3
Pornography Pornography is the sexually explicit and obscene depiction of persons, in words or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Harassment, Sexual with contact Sexual harassment that includes physical contact	4
Indecent Exposure or Public Sexual Indecency A violation of A.R.S. § 13-1402 Indecent exposure, § 13-1403 Public sexual indecency, or engaging in other sexual acts. Examples: public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another scholar's private parts, or engaging in intercourse, or oral sex.	4

<u>TECHNOLOGY, IMPROPER USE OF</u>	
Violation	Action Level
<p>Telecommunication Device Students may possess cellular telephones subject to limitations of this and other policies of ECPHS under the following conditions and guidelines: (1) Cell phones and/or electronic devices are to be kept out of view in a scholar's pocket or a carrying bag; (2) Such devices shall not be turned on or used during instructional time or free time (i.e. lunch), except as authorized by the teacher; ; (3) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action.</p>	2
<p>Other Technology Other Technology Examples: Gaming systems, iPods, iPads, Tablets, tec.</p>	2
<p>Computer Examples: use of school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of an administrator, vandalism of computers or computer equipment.</p>	3
<p>Network Violation Examples: use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.</p>	3

<u>THEFT</u>	
Violation	Level
<p>Petty Theft Thefts for cash, or property, valued under \$100.</p>	2
<p>Theft- School Property or Non-School Property A person commits theft if, without lawful authority, the person knowingly: a. Controls property of another with the intent to deprive the other person of such property; or b. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or c. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or d. Comes into control of lost, mislaid or misdelivered property</p>	3

<p>of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or</p> <p>e. Controls property of another knowing or having reason to know that the property was stolen; or</p> <p>f. Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so. (see A.R.S. § 13-1802)</p>	
<p>Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein. (see A.R.S. § 13-1506 - § 13-1507)</p>	4
<p>Extortion A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ol style="list-style-type: none"> 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person's credit or business. 7. Take or withhold action as a public servant or cause a public servant to take or withhold action. 8. Cause anyone to part with any property. (see A.R.S. § 13-1804) 	4
<p>Robbery A person commits robbery if in the course of taking any property of another from his person or immediate presence and against his will; such person threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property. (see A.R.S. § 13-1902)</p>	4
<p>Armed Robbery A person commits armed robbery if, in the course of committing robbery (see definition above) such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon. (see A.R.S. § 13-1904)</p>	Mandatory report to law enforcement 5
<p>Burglary (First Degree) A person commits burglary in the first degree if such person or an accomplice enters or remains unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein (see A.R.S. § 13-1506 and 13-1507) and knowingly possesses explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony. (see A.R.S. § 13-1508)</p>	Mandatory report to law enforcement 5

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

Definitions

Criminal damage: Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.

Examples: Substantial destruction of copy machines, school vehicles, scholar vehicles, or certain technology, science, or computer equipment

<i>Violation</i>	<i>Action Level</i>
<p>Trespassing To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes scholars under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function.</p>	2
<p>Graffiti or Tagging Writing on walls; drawings or words that are painted or sprayed on walls and/ or other surfaces that can be easily removed with soap or cleaner.</p>	2
<p>Vandalism of Personal Property Willful destruction or defacement of personal property.</p>	3
<p>Vandalism of School Property Willful destruction or defacement of school property. Examples: Destroying school computer records, carving initials or words in desk top, spray painting on walls, or damaging vehicles.</p>	3

WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)

<i>Violation</i>	<i>Action Level</i>
<p>Dangerous Items Knife with a blade length of less than 2.5 inches, airsoft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury).</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
<p>Simulated Firearm</p>	3

<p>Possession of a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm. If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</p>	
<p>Firearms An unemancipated person who is under eighteen years of age and who is unaccompanied by a parent, grandparent or guardian, or a certified hunter safety instructor or certified firearms safety instructor acting with the consent of the un-emancipated person's parent or guardian, shall not knowingly carry or possess on his person, within his immediate control, or in or on a means of transportation a firearm in any place that is open to the public or on any street or highway or on any private property except private property owned or leased by the minor or the minor's parent, grandparent or guardian. (see A.R.S §13- 3111(A))</p> <p>"Firearm" means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition. (see A.R.S. § 13-3101)</p> <p>"Other Firearms" –Firearms other than handguns, rifles or shotguns including:–any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. (see 18 U.S.C. 921)</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i></p>	<p>Expulsion Required by Law Mandatory Report to Law Enforcement 5</p>

Weekly Behavior Step System

In order to track behaviors and provide weekly interventions, we track Level 1 offenses in order to ensure that minor behaviors do not negatively impact the classroom environment and scholars can get the support needed so that smaller behaviors do not become larger. Teachers and staff members may assign a "Step" to scholars not showing behaviors that reflect our core values. These are recorded in Deanslist and parents may ask for access to them. Steps are tracked weekly and accrual of steps in a week will result in interventions and gradual consequences. The purpose behind this system is to be able to specifically track areas of growth for scholars, track school-wide trends, and ensure the school environment is safe and conducive to high levels of learning and achievement.

Behaviors Resulting in a “Step”

<p>Inappropriate Language (swearing, drug/gang reference)</p>																
<p>Not in uniform or dress code violation</p> <p>Immediate Step</p>																
<p>Language or gestures that may prompt fighting (i.e. mean comments towards classmates)</p>																
<p>Reckless behavior (play fighting, pushing, grabbing, skateboarding, etc.)</p>																
<p>Playing in the bathrooms during, before, or after school</p> <p>Immediate Step</p>	 <table border="1"> <thead> <tr> <th colspan="5">BATHROOM BREAK; HOW MUCH CLASS ARE WE REALLY MISSING?</th> </tr> <tr> <th></th> <th>Bathroom Trips Per School Day</th> <th>Minutes Per Trip</th> <th>Minutes Per School Day</th> <th>Minutes Per School Year</th> </tr> </thead> <tbody> <tr> <td>Average Freshman</td> <td>1.08</td> <td>1.58</td> <td>1.71</td> <td>507.80</td> </tr> </tbody> </table>	BATHROOM BREAK; HOW MUCH CLASS ARE WE REALLY MISSING?						Bathroom Trips Per School Day	Minutes Per Trip	Minutes Per School Day	Minutes Per School Year	Average Freshman	1.08	1.58	1.71	507.80
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Average Freshman	1.08	1.58	1.71	507.80												
<p>Walking out of class without signal or letting the teacher know</p> <p>Immediate Step</p>																
<p>Cell phone out in class (tracked and given to front office)</p> <p>Immediate Step</p>																
<p>Eating food in class, drinking non-water drink, chewing gum, or purchasing food from vending machine during non-operational hours</p>																
<p>Riding the elevator</p> <p>Immediate Step</p>																

<p>Using computer during class for non-academic purposes (i.e. games, listening to music when not allowed, etc.) or refusing to show screen or remove headphones</p>	
<p>Going to the bathroom w/o pass</p> <p>Immediate Step</p>	
<p>Public Display of Affection</p>	
<p>Causing disruption in class (repeatedly calling out, throwing paper, etc.)</p>	
<p>Refusing to follow a staff member's direction or request (i.e. not following "Professional Courtesy" or moving seats)</p>	
<p>Refusal to complete class assignment or participate in tasks or activities that you can achieve (i.e. Wolf Pack activities, mentor check-in, class assignments, whiteboard activities, etc.)</p>	
<p>Tardy to class during the day or being late to 2nd Wolf Pack</p>	
<p>Leaving computer at home/in another classroom or location in the school</p>	

<p>Inappropriate technology treatment (slamming screens, holding by screen, not closed when walking in hallway)</p> <p>Immediate Step</p>	
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Note: More serious infractions that are Level 2 or higher will result in consequences laid out in the previous table of this handbook.

Weekly Steps and Resulting Consequences for Minor Steps

The discipline step system resets each week. Interventions and consequences are given weekly in order to support scholars in their academic and behavioral needs. **However, once a scholar consistently gets to Step 5 or higher for 2 weeks in a row, the scholar will move onto the next step (Step 6).**

Step #	Actions
1	<ul style="list-style-type: none"> ● Restorative conversation with teacher/scholar ● Check-In with administrator to discuss step
2	<ul style="list-style-type: none"> ● Restorative conversation with teacher/scholar ● 1 day of reflective lunch
3	<ul style="list-style-type: none"> ● Restorative conversation with teacher/scholar ● 1 day of reflective lunch ● Parent phone call by staff
4	<ul style="list-style-type: none"> ● Restorative conversation with teacher/scholar ● 1 day of reflective lunch ● Reflection worksheet ● Parent phone call by School Director/Counselor
5	<ul style="list-style-type: none"> ● Discipline Referral to administration ● Discipline on Record (Officially on file) ● Restorative Conversation with teachers who played a role in incident ● Reflection worksheet ● 1 day ISS: follow up with Wolf Pack teacher before returning to class next
<p>(NOTE: A behavior that creates an unsafe environment in the classroom or prevents the teacher from providing all scholars an excellent education will require that the scholar is removed from class for the safety</p>	

<p>and wellbeing of the class. This is automatically tracked as a Step 5. All corresponding interventions are done.)</p>	<p>day</p> <ul style="list-style-type: none"> • Parent meeting with teachers and administration for introduction of “Achievement Plan”
<p>6</p>	<ul style="list-style-type: none"> • Discipline Referral to administration • Restorative Conversation & Intervention Option with School Director and ABC Worksheet • 1 day ISS: follow up with Wolf Pack teacher before returning to class next day • Parent Contact by administrator (via phone) • Revisit/adjust “Achievement Plan” with scholar and teachers (Wolf Pack teacher led) • Administrator/scholar conference to determine additional supports needed for scholar (i.e. counseling, support services from social worker, etc.)
<p>7</p>	<ul style="list-style-type: none"> • Discipline Referral to administration • 2 days ISS: follow up with Wolf Pack teacher before returning to class next day • Parent Contact by School Director (via phone) • Meeting to discuss next level of consequences w/ administrator and Wolf Pack teacher • Revisit and possibly Adjust Achievement Plan
<p>8</p>	<ul style="list-style-type: none"> • Discipline Referral to administration • 1 Day OSS OR Parent Shadow Day with scholar • Home Visit/Parent Meeting • Restriction of participation in after school and/or extracurricular activities • Determine additional supports needed (i.e. counseling)
<p>9</p>	<ul style="list-style-type: none"> • Discipline Referral to administration • 3 Days OSS • Restriction of participation in after school and/or extracurricular activities

	continue
10	<ul style="list-style-type: none"> • Discipline Referral to administration • 5 Days OSS • Restriction of participation in after school and/or extracurricular activities • continue • Mandatory parent meeting before scholar may attend classes.
11	<ul style="list-style-type: none"> • Referred to School Board

Extracurriculars

Eligibility for Extracurriculars

ECPHS is a rigorous college preparatory school. It requires 100% effort at all times. Those scholars not meeting the required number of credits or are in danger of not meeting the required number of credits will be placed on academic probation. Students who are academically ineligible will not be allowed to participate in school clubs or extracurricular activities such as athletics. Students who are academically ineligible should be attending all academic courses and attending any before or after school opportunities. A scholars’ advisor will make final decisions regarding extracurricular participation. If scholars have below a 70% in ANY course, have a missing project, or are behind in more than 1 focus area, they may be ineligible to participate in extracurricular activities.

Scholars must not have any serious disciplinary offenses or repeated offenses (i.e. frequent disruption in class).

Student Clubs

Students are encouraged to start their own clubs based on their interests. In order to start a club, scholars must have a faculty sponsor of their club, at least 5 active members, a description and mission statement for their club, and any details about club officers or required dues. Students must submit this form: <https://goo.gl/forms/ZnyYszyju3ciWMgd2>. Ms. Abraham will oversee all clubs and ultimately accept or reject any group proposals. For 8th grade scholars, they may participate in 21st Century clubs at ECPES.

Dances and Guests at Events

Dances sponsored by various groups are held throughout the year and are welcome to all scholars with no unexcused absences the day of the dance and no major referrals. Only age appropriate dancing will be permitted. If you are in 9th or 10th grade and you wish to bring a friend who does not attend ECPHS, you must complete an ECPHS Visitor Form and turn it into the Front Office at least 1 week prior to the dance. No scholars younger than 9th grade or guests older than 17 may attend.

Student I.D. Cards

All scholars are required to carry their current I.D. card while on campus and at all school activities. The replacement cost is \$5.00. Students are required to show their I.D. card upon request of any staff member.

Student Records and Wellbeing

Medication

Prescription medication will be administered during school hours only if determined by a parent/guardian/physician to be necessary. Designated school personnel will keep records of medication administered at the school. All medication will be kept in a secure and appropriate storage location and administered per parent/guardian/physician's instructions by designated staff. Designated school personnel will return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays. Students may keep inhalers for asthma conditions, so long as prescribed by a doctor, and over-the-counter medicines, i.e. Tylenol, Motrin, etc. and supplements like glucose tablets in their possession. Students are prohibited from sharing any medications, whether prescribed or over-the-counter, with any other scholars. ECPHS will not be responsible for any adverse reactions to medications self-administered by scholars without the knowledge of ECPHS staff, faculty or administration.

In order for a scholar to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide ECPHS with a written and signed statement from a physician office detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the scholar indicating the desire that school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

In order for a scholar to carry and self-administer prescription auto-injectable epinephrine ("EpiPen"), parents/guardians must provide ECPHS with a written and signed statement from a physician detailing the name of the medication, method, amount, circumstances during which

the medication should be administered, a confirmation that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent/guardian consenting to the self-administration, providing a release for designated school personnel to consult with the health care provider of the scholar regarding any questions that may arise with regard to the medication, and releasing ECPHS and school personnel from civil liability if the self-administering scholar suffers an adverse reaction as a result of self-administering medication.

FERPA

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice) The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age (eligible scholars) certain rights with respect to the scholar's educational records. These rights include the following:

- The Right to Inspect and Review: Parents and/or eligible scholars have the right to inspect and review the scholar's educational records within 45 days of the day the school receives a request for access. Parents or eligible scholars should submit to the School Director a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected. If circumstances effectively prevent the parent or eligible scholar from exercising the right to inspect and review the scholar's educational records, the school shall provide the parent or eligible scholar with a copy of the records requested or make other arrangements for the parent or eligible scholar to inspect and review the requested records. The school shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The school may charge a reasonable fee for a copy of an education record that is made for the parent or eligible scholar, unless the imposition of a fee effectively prevents a parent or eligible scholar from exercising the right to inspect and review the scholar's education records. The school will not charge a fee to search for or to retrieve the educational records of a scholar. If the educational records of a scholar contain information on more than one scholar, the parent or eligible scholar may inspect and review or be informed of only the specific information about that scholar.
- The Right to Seek Amendment of the Student's Educational Records: Parents and/or eligible scholars may ask the school to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the scholar. Such a request must be made to the School Director in writing, clearly identify the part of the record the parent or eligible scholar wants changed, and specify why it is inaccurate or misleading. The school will decide whether to amend the record as requested within a reasonable time after the school receives the request. If the school decides not to amend the record as requested by the parent or eligible scholar, it will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the scholar, it

shall amend the record accordingly and inform the parent or eligible scholar of the amendment in writing. If, as a result of the hearing, the school decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the scholar, it shall inform the parent or eligible scholar of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If the school places an amended statement in the educational records of a scholar, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

- The Right to Consent Prior to Disclosure: Parents and/or eligible scholars have the right to consent to disclosures of personally identifiable information contained in the scholar's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception permitting disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or scholar serving on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.
- The Right to File a Complaint: Parents and/or eligible scholars have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. These complaints should be addressed as follows: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605
- Access to Medical Records Parents are entitled to access their scholar's medical records.
- Notice for Directory Information: Under FERPA, the school must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a scholar's education records. However, the school may disclose appropriately designated "directory information" without written consent, unless a parent or eligible scholar has advised the school, in writing, to the contrary. The primary purpose of directory information is to allow the school to include this type of information from a scholar's education records in certain school publications. The school has designated the following categories of information as directory information:
 - Student name, address, and telephone number

- Student date and place of birth
- Student photograph
- Student e-mail address
- Student participation in officially recognized activities and sports, and weight and height of members of athletic teams
- Dates of attendance, grade level, enrollment status, and most recent school attended by the scholar
- Awards received.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be released to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.. In addition, two federal laws require the school to provide military recruiters, upon request, with scholar names, addresses and telephone listings, unless a parent or eligible scholar has advised the school that they do not want the scholar's information disclosed without prior written consent. Any parent or eligible scholar who does not want the school to disclose directory information from the scholar's education records without prior written consent must notify the school in writing by completing and returning the "Use of Student Photos and Directory Information Opt Out Form" no later than the end of the first week of instruction after the scholar is enrolled (it is found in the enrollment packet).

- Information on the Military The military requests, and is entitled to, the names, telephone numbers, and addresses of high school juniors and seniors, unless the parent, guardian or eligible scholar fills out a form in the front office during a scholar's junior year. The military typically requests this information in the Fall semester of each academic year. If you do not want information to be released to the military, you must return this form by October 1st in order to ensure that your preferences are entered in time. Parents, guardians and eligible scholars are encouraged to remember that checking Box C means that the school will not release scholar information to the military, but it does not mean that the military might not gather scholar information from other sources not affiliated with the school.

Homeless Students

The school's Social Worker shall be designated as the School Liaison for homeless scholars as defined by applicable law. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. Please contact the front office for the name and contact information for the School Liaison, and for further information about ECPHS's policy regarding homeless children and youth, and supports available for homeless ECPHS scholars.