



**Elementary and Middle School Scholar Handbook
2021-2022**

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SCHOOL PHILOSOPHY, VISION, MISSION, HALLMARKS, AND VALUES

Core Conviction

Empower College Prep (“ECP”) is founded on the core conviction that every child is created for a purpose and has the ability to comprehend abundant and complex information; to engage in analytical, creative, evaluative thought; and to communicate conclusions and beliefs in a clear and compelling manner. A school’s failure to develop any child to his or her full potential is an injustice to the child and a tragedy to society because of the lost benefit of the child to the community. Empower College Prep exists to empower each child to discover and fulfill his or her purpose.

Vision

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

Mission

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

Hallmarks

The hallmarks of Empower are:

1. **Rigor** | Scholars will engage in an accelerated curriculum to eliminate the achievement gap, work above grade level, and excel in at least eight Advanced Placement courses before high school graduation.
2. **Gifts and Interests** | Scholars will discover and develop their unique gifts and interests, and connect what they learn to their unique attributes.
3. **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.
4. **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 contents that are 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.

Core Values

Respect and Humility

There are people and things in this world with more authority than us. We will enjoy life the most when we respect them and think of others more than ourselves. This is the foundation for justice, goodness,

and peace.

Integrity

We are very valuable. We have different backgrounds, we see the world differently, we act differently, we enjoy and care about different things, we laugh at different things, we are good at different things. We must be true to who we are and all that we were created to become.

Compassion and Empathy

We will act to help and understand others, even when it costs us a great deal. We will believe the best about others, focus on their strengths, and wish good things for them. This will result in a strong community and will motivate us to empower ourselves to empower other people.

Optimism and Hope

No matter what happens, we will courageously focus 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 things come true for ourselves, for others, and for our world.

Stewardship and Restoration

We have limited resources in our world. So, we will take good care of the things we have and leave things better than we found them in our school, in our community, and in our world.

Wisdom and Truth

We will follow principles that have been proven true over time. We will also think deeply about how these apply in situations today. We will be curious. We will become aware of what is wrong in our communities and in our world. We will think creatively and logically about how to make these things better.

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 challenges and do whatever it takes to do what we have said we will do at the highest level of quality. 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.

COMMUNICATION AND CONTRIBUTIONS FROM PARENTS, STUDENTS, AND STAFF FOR STUDENT SUCCESS

School to Home Communication

A strong partnership between the families and staff at Empower is needed to achieve our goals for our children. The school welcomes family phone calls, visits, volunteers and participation in the life of the school. Additionally, the school communicates with families through a planner, notes and letters sent home, newsletters, phone calls, quarterly report cards, and parent teacher conferences. RICOSWP

RICOSWP: Each scholar will have a RICOSWP page to help organize their progress toward Core Values, their homework, due dates, and other school materials. Families are encouraged to review the RICOSWP with their child every day and set goals for the following day. In some cases, scholars will have a RICOSWP planner for organizational purposes.

Communication: Each teacher has a school phone number to where they can be reached. Additionally, teachers may contact families through the RICOSWP, notes sent home, text messages, or email. Parents are asked to inform their child's teacher(s) of the best forms of communication for them.

To facilitate a strong partnership between the scholar, their family, and our school, each scholar has an Advisory teacher. Families can contact their child's Advisory teacher, who will be able to answer questions or find the answers, or connect the parent directly to the person who can best answer the questions. The Advisory teacher is highly invested in each child and supports their development with academics and core values.

Report Cards and Conferences: Each quarter, the school will send home a report card. We will request time to have a conference to meet with families and discuss their child's progress at least twice in the year, sometimes more. See the calendar on Appendix A for exact dates for report card distribution and conferences.

Staff Accountability

Every staff member at Empower is deeply committed to keeping our promise of empowering our scholars to go to college and change their world. Our teachers are committed to providing quality educational opportunities for scholars while promoting a professional learning community. Parents and guardians are permitted to review staff qualifications. Please contact the Staffing Coordinator Carmen Garcia at 602-283-5720 ext. 1005 or at carmen.garcia@empowercollegeprpe.org to arrange an opportunity to review a staff member's qualifications, educational background, and professional experience.

Grievance Procedure

The intent of every member of Empower's team is to empower our scholars to excel academically and become the people they were created to be. However, if at any time a scholar or their family believes a scholar has been treated unjustly, we want to know so that we can resolve any and all issues immediately. We ask that you take the following steps to address grievances:

1. **Initial Conversation:** If you or your child has a grievance you should first discuss it informally with the person directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.
2. **File A Formal Complaint:** If necessary, a complaint or grievance may be written and submitted to

the School Director Becky Jones at becky.jones@empowercollege.org or at the front office. If the grievance involves the School Director, the grievance may be sent to the Executive Director Brian Holman at brian.holman@empowercollegeprep.org or to the Governing Board Chair by taking it to the front office, or by emailing it directly to the Board Chair. These individuals' contact information can be found in the front office, online at www.empowercollegeprep.org, or both. Both the Executive Director and the Director of Finance and Operations will be informed of all formal grievances.

If the complaint relates to discrimination based on disability, and it is not resolved after contacting the School Director, the procedure set forth in Arizona Administrative Code § R7-2-405 must be followed.

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. Any person of the scholar's choosing may assist the complainant with filing the complaint. The written complaint must include the following information:

1. The scholar's name and the parent's name who is filing the complaint on behalf of the scholar.
2. The name, address, telephone number, and email address of the scholar's legal representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the scholar or parent wants the complaint to be resolved.

Respondents will be informed of the changes as soon as the School Director deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The School Director, or one of his designees will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within fifteen (15) school days of receiving the complaint, the School Director will meet with the scholar, parent and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the scholar, parent, and/or representative, the School Director will provide written disposition of the complaint to the scholar, parent and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the school involves disciplinary action against an employee or a scholar, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

All the timelines above will be implemented as specified, unless the nature of the investigation or circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of scholars/respondents and witnesses will be maintained, to the extent possible.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

If the scholar or parent is not satisfied with the disposition of a complaint, the scholar/parent may appeal the disposition to the Governing Board. The Governing Board will issue a written response to the appeal within 30 school days of receiving the appeal. The Board expects that all prior steps have been followed before action is taken at a Board level. All applicable public open meeting laws will be followed for the Board's meeting, including prior notice and the right of the employee to request that any potential employment action be held in an open meeting. The Board's decision is final.

SCHOOL HOURS AND ATTENDANCE

School Hours

We have full days and early release days for a total of 186 days. The school calendar is found in Appendix B. Full days are Monday-Wednesday and Friday. Early release days are on Thursday.

Doors open at 7:25 AM on full and early release days, and breakfast begins immediately upon entering school. Instruction begins at 8:00 AM, and therefore scholars are tardy at 8:00 AM when attendance is taken. **Scholars who arrive after 8:00 AM must be accompanied by their parent or legal guardian to the office to sign in and receive a tardy pass.**

Dismissal on full days is at 3:10 PM with buses leaving campus at 3:15 PM. All scholars should be picked up by 3:45 PM. Dismissal on early release days is at 1:00 PM with buses leaving campus at 1:10 PM. Scholars should be picked up by 1:20 PM.

Each scholar will be given TWO dismissal tags. A dismissal tag must be present to pick up a child, whether walking or in a vehicle. If a person shows up to pick up a scholar and does not have the dismissal tag, they will be directed to the front office to check ID and obtain a new tag. Only authorized contacts will be allowed to pick up scholars.

Scholars who will be picked up early **require** a NOTE, a PHONE CALL, or an IN PERSON parent or guardian by 2:30 PM on full days and by 12:30 PM on early release days. This allows the school to inform appropriate persons and ensure scholars are in the correct location for dismissal.

The after school program runs on full days from 3:15-4:45 PM. All scholars should be picked up by 5:00 PM.

Attendance

School is important, and your education creates opportunities. Arizona Compulsory Attendance law requires that every person from seven (7) to eighteen (18) years of age attend school every day unless otherwise excused by statute or other legitimate authority. Attendance plays a vital role in education. Students who attend school on a regular basis are better able to keep up with their classes and complete assignments in a timely manner.

Being absent from school for one day, or even from one class period, without acceptable cause is truancy. Evidence of habitual truancy includes, but is not necessarily limited to:

- Failure of parent/guardian to ensure that his/her child attends school or classes as required by law
- 4 or more absences/tardies from classes in one grading period; or
- 7 or more absences/tardies from school during one school year

When children are not in the classroom, consistent and sustainable learning is impeded. Empower College Prep staff and administration have made intentional attempts in bringing the importance

of regular attendance to your attention. Our policy is as follows:

1. When a student is absent from school, parents/guardians will receive a call from the school, regardless of the reason for absence.
2. When a student has accumulated 7% or more unexcused absences and/or tardies in a school year, parents/guardians will receive a call from the registrar and a letter reiterating the importance of attendance and our policy notifying of potential truancy citation.
3. When a student has accumulated 18 or more unexcused absences and/or tardies in a school year, parents/guardians will receive a call home and must meet with school administration to complete an attendance contract for improving attendance. This generates a referral to the Juvenile Justice Center and the scholar may be subject to retention.

Procedures for Attendance

1. Attendance is taken daily at 8:00 a.m.
2. Students arriving after the bell must get a pass from the office before continuing to the classroom, and are marked tardy.
3. Parents or guardians are to call the school (602-283-5720) if their child will be absent or tardy.
4. Absences are to be certified in writing by the parent/guardian on the first day the child returns to school.
5. Absences with a doctor's note, documented family emergency, documented bereavement are excused. All other absences are unexcused.
6. Out of school suspensions are coded separately (neither excused or unexcused).

If a scholar is absent for the first day of school or ten consecutive days during the school year, he or she may be withdrawn from the school.

Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advanced permission.

STUDENT ACADEMIC REQUIREMENTS, GRADING, AND HONORS

Homework

To ensure scholars practice and master what they learn each day in order to build on it the following day, homework is an essential component of Empower's academic program. Families are asked to provide a quiet, clean, consistent space for children to work. Scholars have four daily responsibilities related to homework:

- Write down all homework assignments.
- Complete all homework assignments before arriving at class the next day in a manner consistent with the value of perseverance and excellence.
- Demonstrate stewardship by keeping each assignment neatly in the appropriate place.
- Submit the homework on time.

If a scholar has not satisfactorily completed his or her homework that is due on a given school day, he or she may be asked to complete the assignment before or after school or during lunch or recess. If homework completion is a repeated issue, a scholar may be required to stay for after-school detention to ensure the work is completed. Academic support may be provided by Empower's staff during these times as well.

Promotion and Retention

Aligned to our mission of children competing academically with children from anywhere in the country, the promise of Empower College Prep is that upon high school graduation, scholars will have an acceptance letter to a university, scholarships to help pay for it, and a plan for what they will study. In order to keep this promise, scholars must demonstrate academic growth and achievement each school year. When teachers do not have sufficient data to support growth or achievement, it is difficult to promote a scholar without risking our mission. In cases when the three requirements are not met, scholars are recommended by the teachers to have an additional year of free public education. This is meant to catch scholars up to be able to compete academically with scholars from around the country. Teachers, scholars, and parents will meet to create an academic plan when a scholar is recommended for retention. The purpose of the plan is to ensure requirements are met the following school year, and all parties are knowledgeable and committed to what is best for the child.

In order to be promoted to the next grade, scholars must meet the following criteria:

OR		OR
Class metrics	State metrics	Other external metrics
70% (3) or better class average on gradebook w/ standards-based grading OR 60% (2) class average on school-approved summative assessment	Proficient on state test (Grade 8) OR Partially proficient on state test (Grades 3-7)	Meet minimal %ile rank on NWEA* 8th: 50 7th: 45 6th: 40 5th: 35 4th: 30 3rd: 25 OR Demonstrate sufficient progress toward 9th grade percentile rank target**
NOTES: <ul style="list-style-type: none"> • If a child passes Math, Reading, AND Writing, but fails another class, then a grade level team may choose to promote the child. • Scholars will be promoted as needed to be within reach of graduation by age 21. • Scholars with special needs may be promoted based on a decision made by the child's IEP team. 		

*In the event that NWEA is not used in an upcoming year, an alternative cut score will be provided for a growth metric (i.e. Arizona's Academic Standards Assessment (AASA) percentile rank).

**Sufficient progress is defined as achieving a %ile rank increase equal to the difference between 61 and the previous Spring's EOY test (or Fall if no data from previous Spring), divided by the number of years between 9th grade and the current grade. For scholars entering mid-year, the number of years is a decimal equal to full months remaining.

Assessments

Empower College Prep uses daily, weekly, unit, quarterly, and yearly assessments to monitor scholar progress, inform instruction, and ensure all scholars succeed. Results are shared with families through progress reports, conversations, and report cards each quarter and parent conferences at least twice each year.

In April, all scholars in grades 3-8 take the AASA Reading & Writing and Math exams, and grades 4 and 8 take the AIMS Science exam. These are standardized assessments required by the state. Results are given to the school in late May.

Grades K-2 take quarterly summative assessments created by curriculum writers adopted by Empower College Prep and produce a written piece based on a school-created writing prompt. Teachers may also create summative assessments in grades K-2.

Co-Curricular Classes

To ensure scholars have the opportunity to explore their unique gifts and interests, we offer co-curriculars. Grades K-2 will participate in physical education, art, music, dance, technology, and science as a co-curricular during the regular school day. Grades 6-8 will choose from physical education, art, music, and technology. 6-8th grade scholars may also apply to be a Front Office Aide, Technology Aide, or Operations Aide by speaking to a person in the department.

After School Program

We also offer after school programs from 3:15-4:45 PM on full school days. The programs range from tutoring in core subjects such as reading and math to arts and crafts to sports clubs . Family transportation is required.

Field Trips and University Trips

To ensure scholars have the opportunity to connect what they learn to the real world, Empower has field trips throughout the year, including a university field trip in every grade level. These are a part of our school and we expect that all scholars attend because they are directly related to our mission of getting all scholars to college. The university trip locations are as follows:

- Kindergarten: To Be Determined
- 1st grade: To Be Determined
- 2nd grade: To Be Determined
- 3rd grade: Grand Canyon University (Phoenix)
- 4th grade: Arizona State University (Tempe)
- 5th grade: University of Arizona (Tucson)
- 6th grade: Northern Arizona University (Flagstaff)
- 7th grade: University of California at Los Angeles and University of Southern California (Los Angeles)
- 8th grade: To Be Determined

Overnight university trips for scholars begin in 5th Grade. Empower attempts to limit the amount of money we request from families; however, some of the incredible opportunities and experiences do require family contributions or fundraising efforts. We ask families to contribute during the school year to cover the cost of university trips.

STUDENT BEHAVIOR EXPECTATIONS

Culture of Achievement

At Empower, we work to build a culture of achievement and we have very high expectations for every person in our building, including the scholars. And we hold scholars accountable for every action, every word, and every moment in time. High expectations and accountability help prepare our scholars for the universities they will attend as well as prepare them to be ready beyond school (i.e. “real life”). Some things that are most important at Empower are:

1. We uphold the Core Values of respect, integrity, compassion, optimism, stewardship, wisdom, and perseverance.
2. We follow the rules and directions given to us.
3. We speak in complete sentences.
4. We use a professional tone and body language.
5. We use every moment of time to make ourselves smarter, which means:
 - a. We have a book to read at all times.
 - b. We do not have “free time” on computers or phones.
 - c. We attend tutoring or small group sessions when offered and when needed.
 - d. We complete our work when it is given to us.
6. We wear our uniforms correctly and always.
7. We are open to feedback and correction, and we make changes necessary to grow and improve.

Discipline

The staff of Empower is driven by two priorities: what scholars are empowered to do and who scholars are empowered to become. We view our work together as leading scholars on a path to go to college and to change their world.

Every staff member at Empower College Prep Elementary School accepts responsibility for the maintenance of discipline in order to support what scholars are empowered to do and who scholars are empowered to become. A scholar’s behavior is expected to conform to acceptable standards of conduct as established by ECP. Those who do so receive positive consequences; failure to do so results in undesired consequences.

The staff requests parent support in helping to maintain appropriate conduct in the school. Scholars’ behaviors should reflect our core values and the consideration for the rights, feelings, and property of others.

In action, this means the staff provides specific directions when needed to ensure every scholar knows how to ensure they and their class progresses along the path to achieve their goals. Empower values restorative practices and consequences that are aligned to actions (i.e. writing apology letters when insulting someone or challenging someone’s authority). When violations occur, scholars receive additional support and accountability. With the exception of a decision for long-term suspension or expulsion, the discipline system will be enforced by the school’s staff, teachers and administrators. A decision for long-term suspension or expulsion will be determined by the School’s Governing Board (discussed below). The discipline system at Empower includes the following undesired consequences:

- Demerits
- Reflections

- Time in a “buddy classroom”
- Loss of privileges
- Informal Conference with teacher(s) or community circle in class
- Formal Conference with teachers, parents, and administration

The following consequences may also occur if the above are not resulting in changed behavior:

- Recess detention
- After-school Detention
- In-class suspension
- In-school suspension
- Out-of-school suspension (may include notification of police pursuant to ARS 13-2911)
- Long-term Suspension and Expulsion (may include notification of police pursuant to ARS 13-2911). This includes assault, possession of a weapon (or an item used as a weapon), possession and/or distribution of a controlled substance (including but not limited to illegal drugs).

Suspension

When a child poses a serious risk to the learning environment of the school, and/or the previous disciplinary actions have not effectively improved the scholar’s actions, he or she may be suspended in-school or out-of school, depending on various factors including the frequency of the behavior, its severity, and the degree of non-compliance.

When a child is suspended from school, the following procedures will apply:

- The family of the scholar shall receive written notice of the following by the end of the day of the decision to suspend the scholar:
 - Infraction
 - Summary of the evidence of the infraction
 - Consequence(s) of the infraction
 - A scheduled meeting with the School Director or other school personnel prior to re-entry
 - A formal conference with all parties involved to resolve the issue is often a part of the process as well.

Expulsion

A scholar is expected to support a safe environment at Empower, therefore, drugs, weapons, and assault will automatically result in consideration for expulsion to the Executive Director and/or Governing Board.

Prior to expulsion, the following procedures will apply:

- The family of the scholar will receive written notice of the following by the end of the day of the decision to move to expel the scholar:
 - Infraction
 - Summary of the evidence of the infraction
 - Consequence(s) of the infraction
 - A scheduled meeting with the School Director or other school personnel
- The family of the scholar will have the opportunity to request a hearing by the Governing

Board, if they so desire.

All decisions by the School Director regarding expulsion of a scholar for any reason will be in writing. All decisions made by the Governing Board are final.

Empower does not use corporal punishment. Staff may use reasonable and necessary force to restrain a person who is endangering the safety of themselves or others, or damaging property. In addition to any of the preceding infractions, any breaches of federal law or Arizona law may be handled in cooperation with the Phoenix Police Department and may result in expulsion.

Harassment

Empower is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Empower requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

Harassment includes communications such as jokes, comments, innuendos, notes, emails, text messages, social media messages, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Empower.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Governing Board, subject to applicable procedural requirements.

Bullying and Cyberbullying

Empower embraces the values of compassion and empathy, and respect and humility. Bullying is contrary to these values, illegal, and will not be tolerated at Empower. Scholars have a right to be free from any form of bullying. Scholars, parents, and school employees have a right and a responsibility to report incidents of bullying. Any scholar who engages in such behavior will face behavioral consequences through the school, and could face charges in the legal system.

Bullying is **repeated** verbal, physical, social or psychological behavior that is **harmful** and involves the **misuse of power** (physical strength, access to embarrassing information, popularity, etc.) by an individual

or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimization and all forms of harassment including that based on sex, race, disability, sexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying behavior can be:

- **Verbal:** name calling, teasing, abuse, put downs, sarcasm, insults, threats
- **Physical:** hitting, punching, kicking, scratching, tripping, spitting
- **Social:** ignoring, excluding, ostracizing, alienating, making inappropriate gestures
- **Psychological:** spreading rumors, dirty looks, hiding or damaging possessions, malicious text and email messages, inappropriate use of camera phones, social media messages

School-Wide Bullying Obligations

Scholar	Parent	Teacher	Admin
-Ask "bully" to stop -Walk away -Report it to closest adult when it happens	-Notify school immediately when child reports bullying with these answers: Who? What? Where? When? - Talk to your child about being respectful and kind.	Contact manager, culture associates to investigate	-Investigate reported bullying -Contact all parents -Assign consequences

Conflict or fights between equals and single incidents are not defined as bullying. **Bullying behavior is not:**

- Children not getting along well
- A situation of mutual conflict
- Single episodes of nastiness or random acts of aggression or intimidation.

Drug and Tobacco Free Zone

Empower is an alcohol, drug, and tobacco free zone. Arizona law specifically prohibits any type of drugs and alcohol on public school campuses. This includes outside on the grounds or in the parking lot. This also includes all forms of tobacco. No parent, scholar, staff member, or other person may smoke or have tobacco products, including E-cigarettes or E-products, anywhere on the campus at any time.

Transportation

It is recommended that scholars get to school by bus or with parents or legal guardian(s). If a scholar does need to use one of these forms of transportation, please inform the Front Office as well as the scholar's

teacher(s). *Scholars may not use skateboards, roller skates, roller blades, or roller shoes as a means of transportation to or from school. Skateboards, roller skates, roller blades, roller shoes, and shoes with wheels are not allowed on campus.*

Transportation to and from school for ECP scholars is offered. For more information regarding routes, please call the school front office at 602-283-5720.

It is expected that scholars know how they get home each day. If there are changes made to a scholar's dismissal, we require **notification to the Front Office by 12:00 PM on early release days and 2:15 PM on regular days** in one of the following ways:

- Send a note to school with your child explaining the change to dismissal. Scholars should take this note to the Front Office upon arriving to school.
- Call the school at 602-283-5720 to explain the change to dismissal.

ECP scholars who ride buses are expected to conduct themselves as they would in the classroom during independent work time. They are expected to be safe and quiet on the bus to maintain the highest level of safety. The following are ECP's bus rules and consequences.

Bus Rules:

1. Stay in your assigned seat.
2. Respect and follow ALL directions of the bus driver.
3. Use an "indoor" voice. Yelling or shouting is not appropriate.
4. Use appropriate language.
5. Only water is allowed on the bus. Eating, chewing gum, or drinking anything other than water is not permitted. .
6. Keep your hands, feet, and objects/materials to yourself.

What to do on the bus:

1. Do your homework.
2. Study states and capitals.
3. Study notes from the day.
4. Read a book.
5. Have an intelligent conversation.
6. Play a quiet game such as rock-paper-scissors with your neighbor.

Positive Consequences may include:

1. Safety
2. Merits
3. Praise
4. Calls home
5. Points that earn celebrations and treats.

Negative Consequences may include:

1. Safety is at risk.
2. Write-ups (See below.)
3. Suspension from the bus.

Bus write-ups result in the following consequences:

Level 1 Infractions		
Examples	Minimum Consequence	Maximum Consequence
Failure to remain properly seated or sit in assigned seat Loud or disruptive talking or yelling Eating, drinking, or chewing gum on the bus Bothering other passengers Throwing objects on the bus Crossing behind the bus Continuously late to bus stop Opening window Other	Verbal warning and recess detention	5 days bus suspension

Level 2 Infractions		
Examples	Minimum Consequence	Maximum Consequence
Profanity, obscene language or gestures, verbal abuse Extending head or arm out of the bus window. Vandalizing bus or district property	Call home, apology letter, clean up, fix, and/or pay damage, and likely 1-3 days bus suspension	10 days bus suspension

Defiant behavior shown to bus driver or assistant		
Spitting on the bus		

Level 3 Infractions		
Examples	Minimum Consequence	Maximum Consequence
Throwing objects from bus		
Verbal abuse or physical assault on driver or assistant		
Physical assault on or altercation with another scholar		
Spitting on a person	Call home, apology letter, clean up, fix, and/or pay damage,	
Other dangerous or egregious behavior	3-10 day bus suspension	Bus privileges revoked

Level 4 Infractions	
Examples	Consequence
Lighting matches, having a lighter on bus	
Igniting smoke or stink bomb	
Illegal substances of any kind, including cigarettes	
Activating or tampering with emergency equipment	
Weapon, simulated weapon, firearm, destructive device or dangerous instrument	Bus privileges revoked automatically Call home, apology letter, clean up, fix, and/or pay damages. Expulsion from school is possible as well.

Shoving someone into path of vehicle	
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Uniform

Empower has a school uniform to foster a sense of community centered around our core values, and to reduce distractions associated with clothing. Our scholars are required to look and act professional at all times. The uniform **MUST** conform to the following:

- A polo or collared shirt that is **royal blue or green**.
- A polo or collared shirt that is tucked in at all times.

Blue



Green



- Pants, shorts, or skirts that are khaki or navy blue that are of appropriate length (typically at fingertips), and neither form-fitting nor baggy.



- No visible undergarments.
- Leggings may be worn under skirts or pants, but must be khaki or navy blue. **LEGGINGS ARE NOT APPROPRIATE AS BOTTOMS.**
- **JEANS AND JEAN-LIKE MATERIAL BOTTOMS ARE NOT ALLOWED** (except on Jeans Day). Empower offers "Jeans Day" on Fridays for \$1.00, which helps raise money for university trips.
- Belts should be plain black, brown, or white.

Expectations for cold weather attire are similar to all other uniform expectations.

- Hoodies, sweaters, or sweatshirts are to be **solid, plain blue or green**. (Same colors as uniform shirts.) No other colors are acceptable. Hoods on hoodies may NOT be worn in the building and especially not in class.
 - Hoodies, sweaters, or sweatshirts that have small logos or designs in a corner are

acceptable.

- o Hoodies, sweaters, and sweatshirts with writing or designs taking up the majority of the clothing item are not permitted.
- Hoodies with an official, real university are acceptable as well. Any color or design, as appropriate for school, from a university is acceptable.
- The ECP ES uniform polo and bottoms are REQUIRED with cold weather attire.

Other Uniform Information

- Close-toed shoes are required at all times, and tennis shoes are preferred. This is to ensure safety, and make sure scholars can participate in recess and other clubs and activities.
- If the Empower staff believes the clothing or physical appearance of a scholar may be a distraction to others, they may take steps to reduce and remove the distraction in a manner that does not hinder the scholar's educational opportunities. The scholar is expected to demonstrate respect and humility in adhering to the request of the staff member.

If a scholar is out of uniform, the following takes place:

1. A teacher will record 1 demerit and call home to inform of the dress code infraction and request a change of clothes can be brought to school for the scholar. If a parent cannot come or was not able to be contacted, ECP will try to provide the scholar with an appropriate change of clothes that adheres to the dress code. *The scholar must return the borrowed clothes the following day.*
2. More than one uniform infraction automatically results in recess detention and further infractions result in after-school detention.
3. If the problem persists, a parent-school meeting will be called to help rectify the issue.

Personal and School Property

School Supplies: All scholars and families are expected to contribute the necessary school supplies at the beginning of the year for scholars to be successful.

School Property: Every scholar is expected to treat school property with the utmost respect and integrity, including technology, equipment, papers, bathrooms, and all other property of the school. If a scholar is found responsible for damaging school property, they may be responsible for paying it and/or may lose privileges such as athletics, after school programs, recess, field trips, and events.

Other Belongings: Scholars will not bring non-essential items to school, and the staff will not commit time or resources to the recovery of these items if they are lost. Items include but are not limited to toys, cell phones and other electronic devices. If a scholar needs a cell phone to communicate with family after the school day, they may bring one to school and keep it in their backpack on SILENT during the school day. CELL PHONES ARE NOT ALLOWED DURING THE SCHOOL DAY. This includes texting and calling families, email, and social media. If necessary to preserve the focus and culture of achievement on campus, the school may confiscate non-essential items - including cell phones - and return them to a parent when the parent is available to pick it up.

Scholar and Materials Searches: Both to support stewardship and organization of materials, and for scholar safety, the school does reserve the right to conduct searches of scholars and their property. Scholar work spaces and desks, which may be assigned to scholars for their use, remain the property of the school. Scholars have no expectation of privacy in these areas.

Lost and Found: A lost and found box will be kept near the Front Office. Parents/guardians may check

in the lost & found any time. Monthly, items not recovered may be donated to a local charity.

Technology

Every scholar at Empower College Prep has the privilege of using a device for the entire year. Each scholar is ultimately responsible for taking care of the device and returning it daily to the appropriate location as well as returning it in great condition at the end of the school year. The following outlines our device protocols and policies:

Scholar and Parent Mobile Device Policy

We are excited to offer your scholar the opportunity to use an Empower College Prep issued laptop in class to enhance their academic experience. **Technology devices are to be used for educational purposes ONLY. Scholars are not to use their laptops or other devices for games, music, or any other non-educational purpose. "Free time" on devices is not permitted.**

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 of their classes. The laptop will help increase scholar engagement. Scholars can access learning materials and engage in real-time inquiry as their questions arise. Scholars can track their own learning and have confidence in their progress. Laptops also allow scholars to research, collaborate, and produce a final product to share with peers, teachers and parents.

Components of our One to One Device 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 m22, and x140e: 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 use an Empower College Prep mobile device, a scholar and parent /guardian must sign the scholar Technical Use Agreement (see below) and agree to and follow applicable ECP policies and procedures.

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.

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 passwords with you so that you can monitor their activities. (scholars 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.

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.)
- Scholars 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

Webcams

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.

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

Other Information Regarding Scholar Laptops

- 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.
- 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 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.
- 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

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

Scholars are prohibited from:

- Loaning laptop components to other scholars for any reason. Scholars 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. scholar laptops will not allow scholars to install software on them scholars 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 scholars 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

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.

Temporary replacements, known as “loaners”, are available at each school so that learning is not disrupted by the repair process. scholars are responsible for the care of the loaner while issued to them. The same rules and regulations apply to loaner.

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.** Scholars must report damage to their school within two school days of the damage being done.

Negligence repairs will be subject to be paid for by the parent/guardian. Gross negligence (e.g. scholar throwing the laptop, gauging with a screwdriver, etc.) will result in laptop privileges being revoked immediately, and parents/guardians will be charged the full cost of repair/replacement. If assistance is needed, please discuss with your school's administrator.

Lost or Stolen Equipment

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

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.

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
- x140e.....\$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 Related to Technology Usage

Tech-related Behavior Violations	Equivalent “traditional” Classroom Violations
Email, 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
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
Behavior unique to the digital environment without a “traditional” behavioral equivalent

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

MAINTAINING A HEALTHY CAMPUS

Head Lice And Bed Bug Procedures

According to the National Health Department, “No healthy child should be excluded from school or allowed to miss school time because of head lice or nits... ‘No-Nit’ policies that exclude children until all nits are removed may violate a child’s civil liberties...” (D. e1362, 2015). Head lice continues to be an ongoing nuisance. The school district attends to the guidelines of the Office of Superintendent of Public Instruction for the treatment and eradication of head lice. Health Services also considers community standards and impact in developing this protocol. Our goals as a school are:

1. Decrease school absenteeism.
2. Support families in their efforts to control and eliminate head lice.
3. Maintain scholar privacy.

When a scholar is found to have *live* lice:

1. The parent is notified and information related to detection and elimination of head lice can be provided at that time or sent home with the scholar in a sealed envelope. Best practice is to also attempt contact personally.
2. The scholar is **not** sent home from school, however if the parent offers to pick up the scholar, that is acceptable.
3. The parent is instructed that the scholar should be treated before returning to school. Treatments are available for families in need. In some cases, it may be appropriate to have the scholar’s head checked upon return to school.

When a scholar is found to have *nits* present (*no live lice* detected):

1. The parent is notified and encouraged to treat the scholar and nit-pick (at least daily for the next two weeks).
2. The scholar is **not** sent home from school.
3. Information related to detection and elimination of head lice is sent home in a plain envelope with the scholar.
4. If future checks reveal an increased number of **nits** present or it is obvious to the screener that the scholar’s hair has not been treated, the parent will be contacted for follow-up and support.

When to check beyond the identified scholar with live lice or nits:

1. If a scholar has lice or nits, determine if the scholar has siblings. If yes, then check the siblings in the immediate school.
2. If the scholar has other siblings (not in the immediate school building), notify the parent/guardian of the advisability of checking family members and taking precautionary measures to avoid family infestation.
3. If a scholar is found to have head lice, they are to be documented on the confidential lice log and parent notification is to occur as previously stated.
4. **Full Classroom screenings for head lice are NOT done.** “Current evidence does not support the efficacy and cost-effectiveness of classroom or school-wide screening for decreasing the

incidence of head lice among children“ (per CDC, May 2007).

First Aid and Medication Procedure

The school is equipped to handle basic first aid that includes minor accidents, cuts, scrapes, bruises, administration of prescribed medication, etc. which will generally be treated at the school by the nurse. The school is not equipped to administer care beyond basic first aid. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment including but not limited to calling an ambulance without notification to the family.

If for any reason you feel your child should have restricted physical activities, please provide school officials with a doctor’s statement giving the reason and the length of the restriction. This information will be forwarded to other school personnel as appropriate.

All prescription medication (i.e. inhaler for asthma, antibiotics, etc.) must be given to the school nurse to administer medication. The medicine must be in the original packaging, and must be delivered to the school by the parent or legal guardian. In order to administer any medication (including over-the-counter medication), the nurse must also receive the completed “Administration of Medication” form. Over-the-counter medication is provided by the school and can only be administered if the appropriate forms were completed. The School will keep a detailed log of all medicines that are administered. **No scholar may have prescription or over-the-counter drugs on their person or in their belongings at any time. A scholar who has drugs on their person or belongings or distributes them at any time is subject to discipline up to expulsion.**

School Food

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price breakfasts, lunches, and snacks to eligible scholars. We encourage families to participate in this program.

Eligible scholars will receive breakfast free of charge each morning from 7:45-8:00 AM. *Being tardy may result in a scholar missing breakfast.* Scholars are expected to complete each meal in order to ensure health and energy to fully engage in the hard work required for exemplary academic achievement.

Families of scholars who have particular dietary restrictions need to provide a doctor’s note to the Front Office personnel as soon as they become aware of this need.

For families who provide their children with breakfast, lunch, and/or snack, we ask these to be nutritious in order to provide the energy necessary to do the hard work required to learn. Peanuts and peanut butter are not allowed for allergy and safety reasons. Chips, candy, and soda are not permitted.

Custody

In most cases, natural parents shall be given reasonable access to their children at school and to their children’s official school records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent to access a child and/or the child’s official school records.

It shall be the responsibility of the natural parent who has a court order restricting the rights of the other

(non-custodial) parent to a child or the child's official school records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order. In cases in which a person other than the natural parent has been granted guardianship, the rights and privileges of the natural parent shall be considered divested, in the absence of court action granting the natural parents specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes.

Free Appropriate Public Education (FAPE)

ECPHS will ensure that all children with disabilities have the right to a free appropriate public education (FAPE). For the purposes of the IDEA, the term free appropriate public education or FAPE means special education and related services that:

- Are provided at public expense, under public supervision and direction, and without charge.
- Meet the standards of the State Board of Education.
- Include elementary school, or secondary school education.
- Are provided in conformity with an individualized education program (IEP).
- To discharge these obligations, administrative, professional, and support staff personnel will competently execute any applicable responsibilities of their positions to help assure that:
- FAPE is made available to each child with a disability, who is in need of special education and related services, even though the child is advancing from grade to grade.
- Services in accordance with 300.121 are made available for a child with a disability who has been removed from his or her current educational placement for disciplinary reasons for more than 10 school days.

FAPE is available to students who have graduated, but who have not been awarded a regular high school diploma, and who were previously identified as a student with a disability in need of services.

FERPA

This Notification is required by the Family Educational Rights and Privacy Act (FERPA) and provides you with important information regarding your rights as they relate to scholar educational records. It is directed to parents (including a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian) and eligible scholars (scholars aged 18 or older) or attending an institution of postsecondary education).

Rights as a parent or eligible scholar include:

- **The Right to Inspect and Review the Scholar's Educational Records.** If you wish to inspect/review the scholar's educational records, please contact the School Director to make an appointment to do so. You will be provided access to records within a reasonable period of time, but in no case more than 45 days after your request is received. 34 Code of Federal Regulations § 300.613. School personnel will respond to reasonable requests for explanations and interpretations of the records. The school will provide you with a copy of the records or make other arrangements for inspection and review of the requested records if its failure to do so would effectively prevent you from exercising your rights to inspect and review the records.
- **The Right to Consent to Disclosures of Personally Identifiable Information Contained in the Scholar's Educational Records, Except to the Extent the Law Authorizes Disclosure Without Your Consent.** The school will limit the disclosure of information contained in a scholar's education

records except: (1) By your prior, written consent; (2) As directory information; or (3) Under certain limited circumstances permitted by FERPA, the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT Act), and the No Child Left Behind Act of 2001. Some instances in which disclosure is permitted without your consent are set forth below.

FERPA allows for the disclosure of scholar records without parental consent in the following circumstances:

- Directory information,
- Teachers or other school officials,
- Officials of another school system where the scholar seeks to enroll,
- State juvenile justice systems or their officials,
- State and federal educational authorities,
- In compliance with a judicial order or a lawfully issued subpoena,
- In connection with the receipt or application of financial aid,
- Organizations conducting educational studies,
- Accrediting organizations, or
- Health and safety emergency.

Your consent is not required for the school to release the following scholar information designated as “directory information:”

- Name
- Parent name
- Telephone, email, and/or address
- Date & place of birth
- Class designation
- Telephone
- Participation in officially recognized activities and sports
- Weight and height for athletic teams
- Photograph
- Dates of attendance
- Degrees and awards received

If you wish to refuse to permit the school to release directory information, you must submit your written refusal to the School Director Becky Jones at becky.jones@empowercollegeprep.org within two weeks of the date of this notice.

Empower may disclose personally identifiable information from a scholar’s education record without your consent to school officials who have a legitimate educational interest in the information. School officials include, but are not necessarily limited to:

- Administrators, supervisors, and teachers
- Counselors, therapists, and other non-teaching personnel
- Authorized volunteers or interns
- Temporary substitutes for administrative, supervisory, or teaching personnel
- Members of Governing Board, when acting in their official capacity

- Contracted consultants or other professionals (i.e., attorneys, auditors, evaluators)

A “legitimate educational interest” is the person’s need to know in order to fulfill the school official’s professional responsibility and/or to provide a service or benefit to the scholar or the scholar’s family.

- The Right to Seek Amendment of the Scholar’s Education Records that the Parent or Eligible Scholar Believes to Be Inaccurate, Misleading, or Otherwise in Violation of the Scholar’s Privacy Rights. If you believe the scholar’s records contain information that is inaccurate, misleading, or in violation of the scholar’s privacy or other rights, you may ask the school to amend the record. You are also entitled to a hearing to present evidence that the record should be changed if the school decides not to alter it according to your request. A form for this purpose and additional information is available in the School Director’s office.
- 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. You are entitled to file a Complaint with the U.S. Department of Education if you believe Empower has violated FERPA. Complaints may be sent to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

Empower complies with FERPA (20 U.S.C. § 1232g and § 1232h; 34 C.F.R. Part 99); the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.; 34 C.F.R. Part 300); and A.R.S. §§ 15-141, 15-142.

Parents and eligible scholars have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the scholar records laws and regulations with the Arizona Department of Education. Complaints relative to federal statutes and regulations governing scholar records may be filed with the Family Policy Compliance Office, U.S. Department of Education.

The Individual with Disabilities Education Act (IDEA)

IDEA is a federal law that protects the rights of students with disabilities. In addition to standard school records for children with disabilities, education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other healthcare providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws. Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements. For additional information or to file a complaint, you may call the federal government at (202) 260- 3887(voice) or 1-800-877- 8339 (TDD) or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Family Policy Compliance Office - U.S. Department of Education 400 Maryland Avenue, SW, Washington, D.C. 20202-5901 Arizona Department of Education - Exceptional Student Services 1535 W. Jefferson, BIN 24 Phoenix, AZ 85007

This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

Non-discrimination

Empower does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA), or on the basis of pregnancy status in accordance with the Pregnancy Discrimination Act of 1978. In addition, no person shall be discriminated against in admission to the school on the basis of race, sex, color, creed, ethnicity, sexual orientation, mental or physical disability, age, or ancestry. Finally, no person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation.

McKinney Vento Homeless Assistance Act

ECPHS provides a staff person as a liaison for students in homeless situations. The liaison ensures the following:

- Children and youth in homeless situations are identified by school personnel and through coordination with other entities and agencies.
- Students immediately enroll, regardless of missing documentation, and have full and equal opportunity to succeed in the school.
- Families, children and youth receive educational services for which they are eligible, including Head Start, Even Start and preschool programs and referrals to health, mental health, dental and other appropriate services. Parents or guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of students in homeless situations is disseminated where children receive services under the Act.
- Enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney-Vento Act.
- Parents and guardians are informed that transportation is provided to and from the school of origin, at parent request.
- The liaison will assist children and youth who do not have immunizations or medical records to obtain necessary immunizations or immunization and medical records.
- The liaison will help unaccompanied youth choose and enroll in school if a space exists. The liaison will coordinate and collaborate with State Coordinators for the Education of Homeless Children and youth and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.
- Homeless children and youth are not stigmatized or segregated on the basis of their status as homeless.

Mrs. Kristina Peltin Fuentes is the school liaison for scholars as defined by the McKinney Vento Act. Please contact Mrs. Fuentes at kristina.fuentes@empowercollegeprep.org or call the school office.

Pesticide Spraying

ECPHS will notify parents as required by ARS §15-152.

Public Records Policy

“Records” means all books, papers, maps, photographs, or other documentary materials, regardless of physical form or characteristics...made or received by any governmental agency in pursuance of law or in connection with the transaction of public business (ARS §41-1350) .ECPHS will follow the retention schedule as defined by the Records Management Division of the Arizona State Library, Archives and Public Records. A summary of the retention schedule can be obtained from the school office. A complete listing of retention schedules can be found at www.azlibrary.gov/records.

Appendix A: 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 students, their families, our co-workers, others in our organization, and the greater community.

Characteristic/Habit	K-2	3-5	6-8
Engage with others using humility	<p>*I demonstrate humility and think of the needs of others.</p> <p>*I honor others, including teachers and parents, and follow directions. I do this cheerfully. I quickly adopt routines to minimize the number of times most directions need to be repeated to between 3 and 7 times before I do them on my own.</p>	<p>*I demonstrate humility and think of the needs of others.</p> <p>*I honor others and follow directions and rules cheerfully, even when I do not personally know their source. I am aware of different sources of rules for different places, including school, home, political, and religious sources.</p>	<p>*I demonstrate humility and think of the needs of others.</p> <p>*I communicate personal and group benefits to myself and others of following directions and rules, both when prompted and in response to peer pressure.</p>

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 students 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.

Characteristic/Habit	K-2	3-5	6-8
Develop a strong, positive self-awareness and identity	<p>*I am aware of my physical attributes and relation to others (brother, sister, son, daughter, student, friend, etc.).</p> <p>*I can identify 3 main emotions and their causes in my life.</p>	<p>*I am aware of and grateful for my individual characteristics and interests (i.e. culture and family background, personality, passions, natural strengths, etc.). I demonstrate self-confidence through eye contact, tone of voice, etc.</p> <p>*I advocate for my needs appropriately. I can describe a range of emotions and the situations that cause them. I can describe and demonstrate ways to express emotions in a socially acceptable manner.</p>	<p>*I can identify my likes and dislikes, needs and wants, strengths and challenges, and family, peer, school, and community strengths and needs.</p> <p>*I express my emotions, even when they are strong (i.e. anger, frustration) in a socially acceptable manner and strive to remain a professional in all settings.</p> <p>*I can describe personal skills and interests that I want to develop. I have communicated my goals and responsibilities to others (mentor teacher, family members, etc.) to provide accountability and support to meet them.</p> <p>*I can discuss ideas of origin, source of problems in the world, ways to make the world better, and my responsibility and legacy, including topics that connect to science and religion.</p> <p>*I demonstrate self-confidence through eye contact, tone of voice, etc.</p>
Consistently doing the right thing, leading and influencing	<p>*I can explain why unprovoked acts that hurt others are wrong, and identify social norms and safety considerations that guide behavior.</p>	<p>*I habitually (almost always) follow the rules and do what I know to be right regardless of who is present (authority, peers, etc.).</p>	<p>*I habitually follow the rules and do what I know to be right despite peer pressure not to do so.</p> <p>*I demonstrate personal responsibility in making</p>

	<p>*I demonstrate the ability to honor the rights of self and others.</p> <p>*I demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>*I usually follow the rules and do what I know to be right regardless of whether authority is present.</p> <p>*I take responsibility for and reflect on my actions.</p>	<p>*I can analyze the reasons for school and societal rules.</p> <p>*I can be truthful and honest, even in difficult situations.</p> <p>*I commit to make positive choices even in face of peer pressure.</p> <p>*I can discuss ideas of right and wrong, and my responsibility to do what is right, increase what is right, and decrease what is wrong in the world.</p>	<p>ethical decisions and evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>
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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 student, 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.

Characteristic/Habit	K-2	3-5	6-8
Demonstrate empathy	<p>*I know that others sometimes feel the same and sometimes feel differently than I do. AND/OR</p> <p>*I can think about how what I do may make other people feel.</p> <p>*I seek to understand, and I use listening skills to identify the feelings and perspectives of others.</p> <p>*I recognize that others may experience situations differently from me and think about others before I act.</p> <p>*I can describe the ways that people are similar and different, and can describe positive qualities in others.</p> <p>*I can apologize when I have harmed someone or something.</p>	<p>*I seek to understand, and I use various methods to identify the feelings and perspectives of others.</p> <p>*I can identify verbal, physical, and situational cues that indicate how others may feel about situations, people, and about me.</p> <p>*I can describe the expressed feelings and perspectives of others.</p> <p>*I take time to respond appropriately rather than react.</p> <p>*I can reflect about situations that have happened to see how my actions are perceived by others and take actions to change them in the future, if needed.</p> <p>*I can take responsibility for the harm that I caused someone or something and create ways to fix it.</p>	<p>*I seek to understand, and I use various methods to share the feelings and perspectives of others.</p> <p>*I can predict others' feelings and perspectives in a variety of situations, and can analyze how one's behavior (including mine) may affect others.</p> <p>*I can evaluate how expressing one's emotions in different situations affects others and how expressing more positive attitudes influences others.</p> <p>*I consistently take responsibility for the harm that I caused someone or something and create ways to fix it.</p>

<p>Create positive and supportive relationships with other students and adults. Use effective cooperation and collaboration skills</p>	<p>*I can describe approaches for making and keeping friends.</p> <p>*I think about others, myself, and appropriate interactions in our shared space.</p> <p>*I can identify ways to work and play well with others and demonstrate appropriate social and classroom behavior.</p> <p>*I work with others in small groups and listen to others' ideas.</p>	<p>*I can establish positive relationships with others and demonstrate cooperation and collaboration to promote strong, successful teams.</p> <p>*I consider others' ideas and put them into action</p> <p>*I can identify problems and conflicts commonly experienced by peers and the causes and consequences of these conflicts.</p> <p>*I can identify and apply approaches to resolving conflicts constructively.</p>	<p>*I can identify differences among and contributions of various social and cultural groups and can demonstrate how to work effectively with those who are different from me.</p> <p>*I can prevent and resolve conflicts with peers on my own.</p> <p>*I can select peers that have a positive influence on me and build strong relationships of mutual trust and support.</p> <p>*I can evaluate strategies for preventing and resolving interpersonal problems, and I can define unhealthy peer pressure and evaluate strategies for resisting it.</p>
<p>Help and serve</p>	<p>*I help others. I use words and actions that show I care about others and recognize the value that all people have.</p> <p>*I can apologize when I have harmed someone or something and find ways to fix it.</p>	<p>*I work with others to help meet a common goal.</p> <p>*I am sensitive to and supportive of others' similarities and differences. I apologize when I have harmed someone or something and find ways to fix it.</p> <p>*I can explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. I can analyze the effects of taking action to oppose bullying based on individual and group</p>	<p>*I support the learning and growth of my classmates. I apologize when I have harmed someone or something and find ways to fix it.</p> <p>*I can analyze the origins and negative effects of stereotyping and prejudice, and I can demonstrate respect for individuals from different social and cultural groups.</p>

		differences.	
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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 a reality for our students, our families, our co-workers, others in our organization, and the greater community and world.

Characteristic/Habit	K-2	3-5	6-8
Demonstrate gratitude	<p>*I am grateful for specific things in my life.</p> <p>*When bad things happen, I focus on the good in these things and other positive things in my life.</p>	<p>*I am grateful for specific things in my life that I might not have if I lived in a different time or place.</p> <p>*When bad things happen, I focus on what I might learn from the experience and opportunities to apply these lessons.</p>	<p>*I express gratitude to others for the positive impact they have had on my life, and I work with other mentors and friends who help me learn from painful experiences and move toward positive experiences in my life.</p>
Extend hope	<p>*I find ways to cheer people up and focus on positive things in their lives.</p>	<p>*I consider multiple ways to cheer people up and focus on positive things in their lives.</p> <p>*I consider the future and how it can be better, despite challenging experiences in the present.</p>	<p>*I can make people feel like their challenges and negative experiences are heard and understood, and also offer encouragement and perspective that inspires them to overcome these challenges and make the most of their situation.</p> <p>*I can focus myself and others on the positive possibilities in the future. I understand the power of "yet." I say "I can," even if it is a small step toward a big goal.</p>

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.

Characteristic/Habit	K-2	3-5	6-8
Pursue personal health	*I exercise at least 30 minutes a day, eat balanced meals without too much sugar, and sleep at least 10 hours a night.	*I exercise at least 30 minutes a day, eat balanced meals without too much sugar, and sleep at least 9 hours a night.	*I exercise at least 30 minutes a day, eat balanced meals without too much sugar, and sleep at least 8 hours a night.
Use resources in a way that is both sustainable and enhances value	*I do not litter or waste materials (i.e. paper, water, etc.). *I can define the resources I have. *I can identify ways to reuse and enhance the value of resources I have.	*I come to class with the materials I need to learn and do not lose or waste materials. *I save unfinished work, ideas, and documents so that I can come back to them later quickly and build on them.	*I can make a routine for my time so that I am able to successfully fulfill a growing number of responsibilities in my home, school, and community. *I plan ahead to always have the materials I need and take care of these materials so they are not wasted or lost. *I save unfinished work, ideas, and documents so that I can come back to them later and build on them.
Improve surroundings (home, school, city, world)	*I can identify and perform roles that contribute to my family and classroom.	*I demonstrate care for my community, school, and world. *I identify and perform roles that contribute to the school community and local community.	*I can evaluate one's participation in efforts to address an identified school need and/or need in the local community.

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.

Characteristic/Habit	K-2	3-5	6-8
Seek what is true	*I ask questions and seek to learn interesting and important information about myself, my community, and my world	*I ask questions and seek to learn interesting and important information about myself and my community, and about other places and times. *I reflect on what I learn and connect facts to big ideas. I ponder ideas and problems to draw valuable lessons.	*I ask questions and seek to learn interesting information about myself, my community, my country, and my world--both present and past. *I reflect on what I learn and connect facts to big ideas. I ponder ideas and problems to draw valuable lessons. I apply these lessons to different events in my life, others' lives, and in history.
Demonstrate critical thinking skills, gather evidence, and consider multiple perspectives to make creative, logical decisions.	*I can identify a range of decisions that students make at school and at home. *I can make positive, safe, healthy choices independently and when interacting with classmates, with help from others as needed.	*I can follow a simple process to make decisions when given options that are positive, safe, and healthy. *I can generate several potential solutions to problems at school and at home, some that deal with other people and some that do not.	*I can identify and apply the steps of systematic decision making, generate alternative solutions, and evaluate their consequences for a range of academic and social situations. *I can analyze how decision-making skills improve study habits and academic performance and evaluate strategies for resisting pressures to engage in unsafe or unethical activities. *I seek wise counsel and view ideas and problems from multiple perspectives.

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 commitment 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.

Characteristic/Habit	K-2	3-5	6-8
I set high standards of quality and excellence for myself and my work and embrace challenges. I make goals and aligned plans to achieve them with frequent success.	*I feel proud of the work that I complete.	*I follow through and complete my role or task to help my group meet a goal. *I complete at least 1 hour of homework each night. *I can describe the steps in setting and working toward goal achievement, and set a short-term goal with accompanying achievement plan. *I can monitor progress on achieving a short-term personal goal and analyze why I achieved or did not achieve my goal.	*I actively engage in challenging coursework. *I produce my best work appropriate for purpose and audience in a timely manner. *I ask for and use feedback to make my work better. I make use of criteria lists, rubrics, and exemplars to identify areas for improvement in my work. *I have set a college and life goal with action steps, timeframes, and criteria for evaluating achievement. *I monitor progress toward achieving my college and life goal and evaluate my performance against this criteria. *I complete at least 1.5-2 hours of homework each night.
I can manage myself as a self-motivated, self-directed person and learner.	*I try new things, even when they are challenging. I try difficult things more than once before I ask for help.	*I meet deadlines. *I keep trying, even when things are hard, and finish things I start. *I exhibit a growth mindset *I reflect on challenges and set	*Use time-management, organizational and study skills, including the ability to work independently *I try new study strategies and consistently use ones I know are effective for me. *I access available people and resources to learn and achieve my goals.

		goals for improvement	
I demonstrate the ability to relentlessly pursue my goals by working urgently for a delaying immediate gratification for long-term rewards.	<p>*I work hard and keep trying.</p> <p>*I can wait for a reward.</p>	<p>*I do my best without giving up, even when something is hard. I overcome barriers to learning.</p> <p>*I understand and practice delayed gratification.</p>	<p>*I demonstrate perseverance to achieve long- and short-term goals, and I identify the ways in which my efforts and persistence are paying off.</p> <p>*I identify and track my learning. When I do not meet a goal, I identify the reason(s) why, develop a plan, and increase effort to follow through on the plan and increase success.</p>
I demonstrate effective coping skills when faced with a problem	*I am at school and class on time every day unless I have a contagious illness.	<p>*I can control impulsive behaviors.</p> <p>*I am at school and class on time every day unless I have a contagious illness.</p>	<p>*I demonstrate the ability to manage transitions and to adapt to changing situations and responsibilities.</p> <p>*I can recognize and accurately label emotions, what influences them, and how they are linked to behavior.</p> <p>*I can identify factors that create stress or motivate successful performance.</p>

Appendix B: School Calendar



2021-2022 School Calendar

Empower College Prep
 2411 West Colter St.
 Phoenix, AZ 85015
 (602) 283-5720
 Fax: (602) 535-5409
empowercollegeprep.org

July 2021						
S	M	T	W	T	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
August 2021						
S	M	T	W	T	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				
September 2021						
S	M	T	W	T	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		
October 2021						
S	M	T	W	T	F	S
						1
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						
November 2021						
S	M	T	W	T	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				
December 2021						
S	M	T	W	T	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	

Jul 5	Independence Day (in lieu)
July 19	School-Year Employees' First Day
Aug 2	Students' First Day
Sep 6	Labor Day
Oct 11-15	Fall Break - No School
Oct 11	Columbus Day
Nov 11	Veterans' Day
Nov 24-26	Thanksgiving Break
Nov 25	Thanksgiving Day
Dec 17	End of Semester 1
Dec 20 - Jan 2	Winter Break
Dec 24	Christmas Day (in lieu)
Dec 31	New Year's Day (in lieu)
Jan 3	Staff Only Day
Jan 4	Beginning of Semester 2
Jan 17	Martin Luther King, Jr. Day
Feb 21	Presidents' Day
Mar 14-18	Spring Break
Apr 15	Spring Holiday
May 27	Students' Last Day/End of Semester 2
May 27	School-Year Employees' Last Day
May 28	High School Graduation
May 30	Memorial Day
June 20	Juneteenth (in lieu)

Quarter End Dates
 October 1 = 43 days
 December 17 = 46 days
 March 11 = 47 days
 May 27 = 49 days

Staff Only

School Recess

School Closed for Holiday

Early Release for Students

Student First Day/Last Day

January 2022						
S	M	T	W	T	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 2022						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
March 2022						
S	M	T	W	T	F	S
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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 2022						
S	M	T	W	T	F	S
						1
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 2022						
S	M	T	W	T	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 2022						
S	M	T	W	T	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		

Appendix C: Signature Page

Empower College Prep’s mission is to prepare scholars to succeed in college, solve real-world problems, and maximize their impact in the world. Our vision is that all people would be empowered with the education, purpose, and character to transform their community, country and world.

By enrolling your students at Empower College Prep Elementary School, you agree to support the mission, vision, values, and goals of the school by doing the following:

- Review and support all the school rules and policies, including those related to discipline, attendance, and dress code.
- Make sure your student is at school on time every day.
- Make sure your student is well-rested, dressed within dress code requirements, and has all needed materials.
- Provide an appropriate place for study at home.
- Talk with your student(s) about their schoolwork and important deadlines.
- Review student grades and progress on ParentVue regularly throughout the year.
- Pick up your student within one hour if he/she is being sent home for illness/discipline. Provide and update accurate family information (e.g. address, phone numbers, emergency contact, legal custody orders, etc.)
- Consistently communicate with teachers and staff regarding academic and other issues related to your student’s education.
- Return calls or emails from the school within one business day.
- Maintain cooperative and respectful relationships with staff and faculty.
- Follow instructions from Empower staff at all times when on campus or at school-related events. Sign in at the main office and wear the provided ID badge when visiting campus.
- Adhere to assigned pick up/drop off times for school hours, extracurricular events, and off-campus activities.

Parent Signature

Date

My parent/guardian has discussed the ECP handbook with me. I agree to support the mission, vision, values, and goals of the school and understand the rules, guidelines, and consequences if I do not follow them.

Student Signature

Date

Appendix D: Technology Equipment Use Agreement

Scholar Agreement

- I have read the Empower College Prep School scholar and Parent Mobile Device handbook.
- I will not leave my device unattended at any time while at school or in a public place.
- I will not remove the District barcode label or mark the device in any way with markers, stickers, scratches, engravings, etc.
- I will not remove the hard drive and/or modify the device's operating system in any way.
- If I have problems with the device, I will stop using it and ask my teacher or building staff for assistance.
- I understand that I may lose my technology equipment privileges as a result of inappropriate behavior, and may be financially responsible for damage to or loss of any District issued device.
- I will return the equipment when requested at the end of the school year. I understand that I will be charged for any missing equipment or cables.

Scholar Name: _____

Student Signature

Date

Parent/Guardian Agreement

- I have read the Empower College Prep's Acceptable Use Procedure
- I understand that my scholar may lose his/her technology equipment privileges as a result of inappropriate behavior, damage, neglect, or loss.
- 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.
- I understand my scholar must return the equipment when requested at the end of the school year. I understand that I will be charged for any missing equipment (laptop, stylus, charger, and bag).
- I accept responsibility to monitor and ensure appropriate use of the internet and websites when my scholar accesses the internet outside of the district's network.

Scholar Name: _____

Parent Signature

Date