



EMPOWER

GO TO COLLEGE . . . CHANGE THE WORLD!!!

HIGH SCHOOL
STUDENT & FAMILY HANDBOOK

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MISSION, VISION, HALLMARKS, AND VALUES

OUR MISSION

The mission of Empower College Prep is to empower scholars to succeed in college, solve real-world problems, and maximize their impact in the world.

OUR VISION

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

OUR HALLMARKS

- **Rigor** | Scholars will engage in an accelerated curriculum to eliminate the achievement gap, work above grade level, and excel in courses earning college credit before high school graduation.
- **Gifts and Interests** | Scholars will discover and develop their unique gifts and interests and connect what they learn to fulfill the purposes for which they were created.
- **Real-world Application** | Scholars will articulate how the knowledge and skills they master are used to positively impact their community, country, and world.
- **Core Values** | Scholars 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 students engage in rigorous academic content that is connected to both the real world and students' unique gifts and interests. All of this occurs in the context of our core values. As a result, students 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 & CONTRIBUTIONS FROM PARENTS, STUDENTS, & STAFF FOR STUDENT SUCCESS

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

CLOSED CAMPUS

ECPHS has a closed campus for reasons of safety and community. Students will remain on the school property from the beginning of their scheduled school day to the end of their scheduled school day. Under no circumstances will students be allowed to leave the campus during lunch, unless they are accompanied by a faculty member or school representative for a specific event.

VISITING CAMPUS

All visitors to the campus must first report to the front office to sign in and receive a visitor's badge. A photo ID may be required. Student visitors are not allowed on campus unless given prior permission by the School Director. A parent/guardian must accompany any student visitors, unless an exception is made by the School Director.

LEAVING CAMPUS

All students must remain on campus during the school day except under the following circumstances:

- The parent or guardian personally picks up the student and signs out the student in the front office. A photo ID is required.
 - Only adults who are listed as guardians or emergency pick up on the form completed at registration may sign out students.
- A student is part of a school-sponsored, off-campus event, such as an internship or college course.
- Students 18 years and older may sign themselves out with written parental permission.

CONTACTING YOUR CHILD

It is the policy of ECPHS to take messages for teachers and students while they are in class. Calling a teacher or student out of class is disruptive to the learning process. If you wish to speak with your child's teacher, suggest times when the teacher may return your call. In cases of emergency, a staff member will pass on a message, and your child will return your call as soon as possible.

HOW WE COMMUNICATE

We value positive, proactive, and efficient communication. The value of good communication is undeniable, and ECPHS will proactively communicate news, updates, and school performance to both parents and students across a variety of channels. Our primary methods of communication will be via Classtag messaging, email, monthly student created newsletters, our Facebook page, parent information meetings, and daily interactions between faculty and students. In addition, we have an automatic phone call and text messaging systems and multiple in-person events throughout the year. Feel free to stop by the office for more information.

Because communication is so important, please contact the front office if your contact information changes. If parents need to communicate with any teachers or the school, we ask that you reach out via email or phone prior to meeting in person. If we miss your call, we will respond within 1-2 business days.

Facebook Page: <https://www.facebook.com/empowercollegeprephighschool> **Website:** www.empowercollegeprep.org

PARENT INVOLVEMENT

ECPHS parents have many avenues for participation in the education of their child:

- The most important avenue for parent involvement is to be aware of what their child is learning in each subject. Parents should periodically review student planners, student work, and the Canvas Platform to keep current on student performance.
- Parents may schedule a meeting with the student's academic team at the request of the teacher(s), parent(s), or guardian(s).
- Parents with specific concerns about school policy and/or procedures are urged to make an appointment with the Principal.

- Parents and responsible family members are welcomed and encouraged to get engaged and volunteer. Please look for the email announcements or visit the Empower website for ongoing opportunities.

STAFF CONTACT INFORMATION		
<i>For all staff emails, they follow the format: firstname.lastname@empowercollegeprep.org. You can use this format to contact teachers or other staff members. If you have questions about grades, behavior, or school events, please always contact your advisory teacher first. The Main Phone Number: 602-283-5720 (option 2)</i>		
Name/Title	Reason to Contact	Email
Mr. Brian Holman High School Principal	Questions or concerns regarding school, policy, teachers, community relations	brian.holman@empowercollegeprep.org
Ms. Heather Love Assistant Principal	Questions or concerns regarding discipline or logistics	heather.love@empowercollegeprep.org
Miss Natalina Masad Social Worker	Questions or looking for resources for emotional and physical well-being	natalina.masad@empowercollegeprep.org
Miss Yamilet Roman Social Worker	Questions or looking for resources for emotional and physical well-being	yamilet.roman@empowercollegeprep.org
Mrs. Kate Lezama Instructional Coach	EL Instruction, AZELLA Assessment	katherine.lezama@empowercollegeprep.org
Mrs. Gave Warrior ESS Coordinator	Exceptional Student Services	gave.warrior@empowercollegeprep.org
Ms. Neyveth Duarte College/Career Counselor Grades 11 & 12	Resources for graduation requirements, adding/dropping classes, college/career advice, community service, & college trips.	neyveth.duarte@empowercollegeprep.org
Dr. Tom Wilson College/Career Counselor Grades 9 & 10	Resources for adding/dropping classes, after-school programs	thomas.wilson@empowercollegeprep.org
Ms. Milani Clements Registrar	Enrollment, student records, absences, bus passes/transportation, school pictures	milani.clements@empowercollegeprep.org

SCHOOL HOURS & ATTENDANCE

Monday	Tuesday	Wednesday	Thursday	Friday
7:25 - School Opens				
7:40-8:00 Advisory (Period 1)		7:40-11:36 PLT/Advisory		7:40-8:00 Advisory (Period 1)
8:05 - 9:25 Period 2				8:05 - 9:25 Period 2
9:30 - 10:50 Period 3		11:36-12:10 Lunch		9:30 - 10:50 Period 3
10:50-11:30 Lunch				10:50-11:30 Lunch
11:30 - 12:50 Period 4				11:30 - 12:50 Period 4
12:55-2:15 Period 5		12:10		12:55-2:15 Period 5
2:20-2:40 Advisory (Period 6)				2:20-2:40 Advisory (Period 6)
2:40 - 2:55 21CCLC Program Meal Service				2:40 - 2:55 21CCLC Program Meal Service
3:00 - 3:45 Teacher Office Hours				3:00 - 3:45 Teacher Office Hours
3:00 - 4:30 After School Programs/Credit Recovery				3:00 - 4:30 After School Programs/Credit Recovery

ATTENDANCE POLICIES

School attendance is not only a good habit, state law requires it. Arizona State Law (15-802.A, 15-803.E) requires that every person who has custody of a child between the ages of six and sixteen years will make sure the child attends school for the full-time school is in session unless unable to attend due to illness or another legitimate reason. Missing school means missing valuable instruction; successful students attend school every day possible. Excused absences include illness lasting two days or less, family emergencies, bereavement, out-of-school suspensions, doctor's appointments, and religious holidays. Absences due to illness lasting longer than two days require a doctor's note. Repeated absences may result in removal from certain privileges (i.e. dances, sporting events, etc.) and mandatory attendance in Saturday School.

REPORTING AN ABSENCE

If your student is going to be absent or late to school, please call the school at (602) 283-5720 before 8:00 AM on the day of the absence. Messages should include the student's name, grade, absence reason, parent name, and phone number. Parents have one day to excuse an absence. After that, it will be marked as unexcused.

LATE TO CLASS (TARDY)

Because students miss learning time by being tardy, there is a schoolwide expectation that students will arrive *on time* to every class. ECPHS sounds bells to indicate the start and end of the passing period. Any student not through the classroom door by the end of the bell indicating the end of the passing period are considered tardy and earn demerits which may result in written consequences, after-school detention, Saturday School, and suspension. Repeat and lengthy tardies (i.e. ditching) will result in more severe consequences. Missing more than 50% of a class period will result in the student being marked absent for that class period. Families will be notified for repeated tardiness.

C.U.T.S. PROGRAM

To encourage and improve school attendance, ECPHS has implemented a truancy program in partnership with Maricopa County Juvenile Court. This truancy program is called C.U.T.S. (Court Unified Truancy Suppression). Your student is expected to be at school every day, unless there is an excused reason not to be. An absence will count as a truant day as defined by law. A student is "habitually truant" if he/she has five or more unexcused absences from school. A student that is absent more than 18 days is considered to have "excessive absences" whether the absence is excused or unexcused.

When a student has 5 or more unexcused absences or 18 excessive absences (excused OR unexcused), the student can be cited to the CUTS program through the Juvenile Court. A hearing may be held, and the court may impose consequences on the student and his or her parents as allowed by the program and state law. Consequences may include the following: required attendance of the parent and the child at an education class (to be held on Saturdays), work hours assigned to the child, counseling, etc. The parent will be assessed a \$50 Diversion fee. Failure to complete these consequences may result in suspension of your child's driver's license, or the inability to get a driver's license until his/her 18th birthday and/or formal court proceedings.

It is the parent's/guardian's responsibility to ensure the child's attendance in an approved academic setting. If a parent fails to take the necessary steps to provide their child with appropriate education, he or she may receive a citation. If convicted, it is a Class 3 misdemeanor punishable by jail time and/or a fine.

The education of your student is extremely important to us. This program is another way that the ECPHS is working with the community to ensure a quality education for all students. Thank you for contributing to your student's success by making sure they are at school every day possible.

WITHDRAWAL

If a student is absent for the first day of school, ECPHS may contact the parent to determine whether the student intends to attend the school. If a student has ten consecutive unexcused absences during the school year, the law requires that he or she be withdrawn from the school.

STUDENT ACADEMIC REQUIREMENTS, GRADING, HONORS & CLUBS

GRADUATION REQUIREMENTS

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

Minimum Graduation Requirements- 24 Credits			
4 credits	English	5 credits	Electives (Internship, Community Service, and Senior Capstone recommended)
4 credits	Math	1 credit	Fine Art
4 credits	Lab Science	Passing Score	Civics Exam
4 credits	History & Social Science		
2 credits	Foreign Language		

An example of a 4-year course of study is below:

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Advisory (4)	Advisory	Advisory	Advisory	Advisory
Science (4)	Biology	Chemistry	AP Physics or AP Chem or AP Bio or Anatomy or Forensic Science or STEM	AP Physics or AP Bio or AP Chem or Environmental Science or Anatomy or STEM
Math (4)	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or Pre Calc	Statistics or Pre-calc or Calculus
History (4)	Geography or AP Human Geography	World History or AP World History	US History or AP US History	Amer Govt/Econ or AP Government/Econ
English (4)	English 9	English 10	English 11 or AP Language	English 12 or AP Literature
Foreign Language (2)	Spanish I, Spanish II	Spanish I, Spanish II, Spanish III, AP Spanish Lang	Spanish I, Spanish II, Spanish III, AP Spanish ***Students must begin their foreign language sequence by 11th grade	Spanish I, Spanish II, Spanish III, AP Spanish
Electives (4)	Choir, Piano, Guitar, Art, Photography, Financial Literacy, Physical Education, Health	Choir, Piano, Guitar, Art, Photography, Financial Literacy, Physical Education, Health, Entrepreneurship	Choir, Piano, Guitar, Art, Photography, Financial Literacy, Physical Education, Health, Entrepreneurship	Choir, Piano, Guitar, Art, Photography, Financial Literacy, Physical Education, Health, Entrepreneurship
Internship (1)			Internship ~option to complete a summer internship in lieu of school time internship. (counts as double block but a semester course)	Internship (if not yet completed)

Key: PLT= Personalized Learning Time, AP= Advanced Placement (College Level Classes)

GRADING POLICY FOR CORE ACADEMIC CLASSES

Empower College Prep’s policy for grading, awarding credits, and issuing diplomas was designed to align to its mission of preparing students to succeed in college and the requirements of universities to earn a C in order for a credit to count toward the 16 core courses required by the Arizona Board of Regents. Therefore, students must earn 70% or higher in order to obtain credit for any course unless otherwise directed and approved by an Individual Education Plan or Individual Language Learner Plan with approval of the site and charter administrator.

HOMEWORK REQUIREMENTS & POLICY

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

- Core Content Classes: Students should plan to do at least 1-2 hours of Personalized Learning Time each day/night. In 10th and 11th grade, students must do at least 2 hours of homework each night.
- AP Classes: Students in these classes should expect 10-15 hours of homework per week (including weekends).

Students without internet access are welcome to arrive at school early and stay late, so long as they are supervised by a teacher.

SUPPLIES

Students should have the following supplies:

- 1 5-subject notebook
- 1 folder for each class to keep notes and handouts in their correct location
- 1 pencil pouch
- 2 highlighters
- 3 dry erase markers
- 5 pens
- 10 pencils
- Loose-leaf, college-ruled paper
- Headphones
- Backpack
- Additional supplies may be requested by the teacher

ORIGINAL WORK POLICY

The faculty and staff of ECPHS expect that all work completed and turned in will be original work of the respective student. Plagiarism is taking the work of another and attempting to pass the work as one’s own. Thus, plagiarism is not limited to copying text from an existing source without documentation; it is also the copying of ideas from a source without documentation. Copying ideas from another student is also considered plagiarism. In the case of plagiarism, there is shared and equal responsibility, and therefore shared and equal consequences, for this action. Please see our Discipline Matrix of Consequences, located in this handbook for more information.

MENTORING

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

During weekly Advisory time, students in 9th through 12th grade will meet 1:1 with their mentors for 10 minutes for their weekly check-in. Students drive these meetings to discuss their proposed goals and plans for the coming week and reflect together on the past week. It is a unique time and space to push students on their Habits of Success and core values and help set them up for success in all aspects of their school experience and college readiness. We believe this time is valuable, and all students must engage in conversations with their mentor. Failing to fill out reflection sheets, meet with a mentor, or have a productive meeting with a mentor may result in disciplinary consequences.

ADVISORY GROUP

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

COUNSELING AND COURSE SELECTION

ECPHS's Counselors meet with students individually and/or in small groups to provide college information. In addition, they schedule numerous college information sessions for students and parents throughout the year.

Students can request an appointment with the counselor to discuss college, career or personal circumstances by emailing their counselor at eric.figueroa@empowercollegeprep.org or thomas.wilson@empowercollegeprep.org.

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

COURSE ADD/DROP POLICY

ADD: Continuing students must submit a course request form for the following school year in May. New Students must submit a course request form at the time of enrollment. Students who do not submit a request form will be scheduled at the discretion of the counselor.

DROP: In order to request a change in your schedule, a student must submit a request by the end of the third day of classes. Any request after the third day will only be considered in extreme circumstances.

ACADEMIC INTERVENTIONS AND PROBATION POLICY

ECPHS utilizes the following interventions to support students being successful in high school and prepared for success in college.

<u>Support Structure</u>	<u>How assigned & communicated</u>	<u>Accountability</u>
Attending class	Period attendance and Weekly attendance reports from Alayne	-Attendance interventions via letter from FOA, counselor meeting, AP meeting w/ CUTS and alternative placement consideration
Office Hours	Student communicates and obtains pass from teacher	Grade, Monthly progress report
ZAP (Daily Advisory)	Teacher scheduled and email requested, no admin oversight Student can still request	Grade, Monthly progress report, Teacher/Parent Meeting (can be via phone/Zoom)
Thursday Intervention (Weekly Advisory)	Teacher scheduled and email/spreadsheet requested, no admin oversight Student can still request	Grade, Monthly progress report Teacher/Parent Meeting (can be via phone/Zoom)

Study Hall Club (After School M-W 3-4)	Teacher assigns in spreadsheet w/ standards focused on, and communicates w/ parent to obtain sign-up (parent email needed, inform will receive daily email IF present, no email = absent) Students can show up voluntarily	Tom sends daily email for students in attendance by 3:15
Saturday School (Pending additional staffing, not presently available for academic support, is only for accountability)	Counselor assigns and communicates w/ family (via FOA) to obtain email, teacher can recommend and student can request	Staff send daily email for students in attendance by 8:15 Failure>>Credit recovery and/or Principal/AP having fit conversation

ECPHS expects all students to meet or exceed academic standards necessary to be empowered to go to college and change the world. Students' academic achievement is closely monitored in order to provide the support and accountability necessary for all students to experience success.

Students may be placed on academic probation for the following reasons:

- The Student's cumulative GPA falls below a 2.0.
- The Student is "off track," "incomplete," or has below a 70% in two or more subjects in any quarter.
- The Student is exhibiting a significant deterioration in academic performance as evidenced by failure to complete homework assignments, negligence in seeking extra help, or a general indifferent attitude toward academics.

Required activities for students on academic probation may include:

- Mandatory parent conference.
- After School Academic Support
- Before School Academic Support
- Saturday School
- Loss of extra-curricular activities or elective participation

If a student is placed on Academic Probation, the student will be monitored and evaluated when both progress reports and grade reports are distributed. A student is removed from academic probation when he or she is demonstrating adequate progress at the end of the probationary period. Removal from academic probation requires the following:

- The Student's cumulative G.P.A. is at or above 2.0.
- The Student has achieved a grade of "C" or better in all subjects for any quarter.
- The Student has demonstrated improvement in academic performance as evidenced by passing grades, completing homework assignments, seeking extra help, displaying a positive attitude towards academics.

Failure to comply with the requirements of academic probation may result in disciplinary action by the administration.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

ECPHS is a rigorous college preparatory school. It requires 100% effort at all times. In order to be eligible to participate in sports or extracurricular activities, Students must:

- Maintain a minimum of 70% in all courses.
- Have no more than one focus area overdue.
- Have zero missing projects.
- Have less than 5 unexcused absences in any course over each semester.
- Commit zero serious disciplinary offenses.
- Commit zero repeated minor offenses (i.e. frequent disruption in class)

Students who are academically ineligible are required to attend all academic intervention courses before participating in any before or after school practice or meeting. Students who are academically ineligible may not participate in any game or competition until eligibility requirements have been met.

STUDENT CLUBS

Students are encouraged to start their own clubs based on their interests. In order to start a club, students must have a faculty sponsor of their club, at least 5 active members, a description and mission statement for their club, and any details about club officers or required dues. Please provide this information to Mr. Holman at brian.holman@empowercollegeprep.org.

DANCES & GUESTS AT EVENTS

Dances sponsored by various groups are held throughout the year and are welcome to all students with no unexcused absences the day of the dance and no major referrals. Only age appropriate dancing will be permitted. If you are in 9th through 11th grade and you wish to bring a friend who does not attend ECPHS, you must complete an ECPHS Visitor Form and turn it into the Front Office at least 1 week prior to the dance. No students younger than 9th grade or guests older than 17 may attend.

STUDENT RIGHTS & RESPONSIBILITIES

ECPHS is committed to maintaining school environments that are stable and contribute to the educational process. Within this context our organization recognizes the need for fair, consistent, and responsive student discipline procedures designed to maximize administrator, teacher, student, and parent understanding and involvement.

STUDENT RIGHTS

A right is a privilege to which one is justly entitled.

Equal Educational Opportunity: ECPHS provides all students the opportunity to receive a quality education. Empower College Prep High School does not discriminate among its students on the basis of race, sex, color, disability, religion, or national origin. ECPHS expressly prohibits behavior that may disrupt the educational process and/or damage the dignity, self-esteem, integrity and safety of any individual.

Right to Access Educational Resources: ECPHS students have the right to be informed of the rules of the school and classrooms. ECPHS students have the right to be informed of the academic requirements of courses, be advised of progress, and have opportunities for assistance. Grades are to reflect the teacher's objective assessment of a student's academic achievement. Students have the right to use school resources necessary to meet the requirements and needs of their academic programs in accordance with procedures established by the administration. The student exercising the right to use provided resources will also accept the responsibility for the preservation and care of the property.

Privacy and Property Rights: ECPHS students have the right to maintain privacy of their personal possessions within certain limits. ECPHS students are responsible for their personal possessions. A student may not bring onto school property any substance, object, or material prohibited by law or school policy. School officials may inspect such items on school property at any time with or without specific reason to do so. In addition, school officials may search a student's person or personal possessions, such as backpacks, purses, and cars parked on campus, if school officials have a reasonable suspicion that the search will reveal the presence of prohibited or illegal materials.

Freedom of Expression: ECPHS students have the right to form, hold and express their own ideas and beliefs. ECPHS students may disclose or express an idea in the proper educational setting without penalty, embarrassment, or any reflection on academic assessment. Students are permitted to express themselves, as long as the expression does not materially and substantially disrupt the operation of the school, is not vulgar, obscene, or profane, and otherwise complies with the law, and school rules. Obscene, vulgar, and profane expressions of any kind and any expression that advertises or promotes the use of drugs, alcohol, or tobacco are prohibited. No form of expression will interfere with the rights of others to express themselves. No form of expression will interfere with school, classroom, and transportation activities.

Right to Assemble: School sponsored activities and meetings (student government, pep rallies, etc.) are scheduled to take place during the school day. In addition, students will be given the opportunity to organize and hold student meetings at reasonable times,

other than during those hours when classes are being held. Such gatherings must not disrupt the operation of the school, endanger the safety of any person, or violate any law or school rule.

Right to Freedom from Harassment: Students may expect to be provided with an atmosphere free from harassment. Any student who is subjected to harassment from other students, visitors, or school staff should immediately inform a teacher or other staff member. Empower will neither allow nor tolerate retaliation in any form by any employee, student, or others against any complaining employee, student, or corroborating witness.

Student Exercise of Rights and Privileges Any student who believes his/her rights have been violated should immediately notify appropriate school personnel (teacher, counselor, or building administration). Each student is responsible for moderating his/her own exercise of rights and privileges so as not to disrupt the educational program and school activities or infringe on the rights of others.

Due Process: In disciplinary cases, ECPHS students are entitled to due process. This means students will have:

- Notice to the student and/or the student's parents of the charges against the student.
- An opportunity to present the student's side of the story in an informal hearing or meeting.
- Adequate notification and an opportunity for a fair hearing.

The student's parents will be informed in writing or verbally of all suspensions. The Governing Board will hold the required hearings for long-term suspensions and expulsions. The Governing Board's decision is final.

STUDENT RESPONSIBILITIES

ECPHS students are expected to conduct themselves in an honest, responsible, respectful, and mature manner and to refrain from any behavior that fails to comport with such general behavioral expectations, regardless of whether such behavior is referenced in a specific prohibition in this document. Consistent with this expectation, all students are required to:

- Uphold Empower College Prep's core values at all times.
- Observe federal, state, and local laws and ordinances, including the specific standards of behavior set forth below and elsewhere in the Scholar & Family Handbook or other school publications;
- Refrain from engaging in behavior that obstructs, disrupts, or interferes with any educational, administrative, disciplinary, or other activity sponsored or approved by the school;
- Refrain from any behavior that endangers or threatens the safety, or physical, mental, or emotional health of any person, or that inflicts, or threatens to inflict, damage on property of the school or a member of the school community.

The school will enforce student rules of conduct at all times while they are on campus or at any school function or when they are off-campus and their behavior could negatively impact the school community. In addition, students are subject to potential discipline for engaging in prohibited behaviors off-campus or at non-school-related events/functions, if the behavior at issue may result in substantial disruption of the school community or otherwise directly and adversely affects the school or members of the ECPHS community.

BATHROOM/LEAVING CLASS

Students receive 4 passes per class per quarter. These may be used for bathroom or water breaks. Students must always have a pass, when they are in the hallway and they must always sign out of class on the bathroom sign-out sheet near the door. Students must record the time that they left the classroom and the time that they return. Students are expected to be mature about their bathroom usage and ensure that they do not spend excessive amounts of time out of class. If it is determined that a student is using the restroom excessively or gone for a long period of time daily (and it is determined to not be caused by a medical or other valid issue), the student may be subject to consequences.

Students should bring a water bottle to school each day and fill this during transition times to limit class interruptions. If students need to go to the nurse, see the counselor, or go to the office for any reason, they must have a pass and a valid reason for going.

The parent of any student with a medical or other valid condition that will require them to utilize the bathroom more frequently should bring in medical documentation to support more frequent use of the restroom and this will be noted in the student's file.

DRESS CODE/UNIFORM

The purpose of the dress code is to promote a sense of community centered around our core values, and to reduce distractions associated with clothing, which in turn fosters an environment conducive to student success. Our students are required to look and act professional at all times. The dress code applies to field trips, site visits, academic internships, community service, dances, and

other school-related activities, regardless of the time of day, unless the supervising adult informs the students otherwise. The dress code applies equally to all students.

- A current-year school ID badge must be worn at all times as specified.
- Clothing will completely cover torso, shoulders, underarms, midriff, hips, buttocks and back at all times.
 - All shirts must have sleeves or straps with at least two (2) fingers coverage at the top of the shoulder.
 - Clothing may not have holes on or near the torso, shoulders, underarms, midriff, hips, buttocks or back. Baring one's abdomen, back, chest, undergarments, or shoulders is not allowed.
 - Clothing must properly conceal one's buttocks completely when standing, sitting, or bending. Shorts must come to at least two (2) inches below the buttocks, measuring from immediately below the buttocks to two (2) inches down the back of the leg.
- Clothing and personal items may not reference drugs, alcohol, tobacco, violence, or nudity, or include potentially offensive messages or pictures that may interfere with the educational environment. These may include violence, gangs, weapons, alcohol, tobacco, or drug-related information, obscenities, sexual innuendos, culturally insensitive language, stereotypes, or offensive words or graphics.
- Sleepwear, including slippers, is not permitted.
- Shoes must be worn at all times. Slippers/slides are not permitted at any time.
- Chains or spikes of any kind are not permitted.
- Hats or head coverings are not allowed to be worn or carried without prior permission.
- Hats and sunglasses may not be worn inside.

When a student is found in violation of the dress code, progressive discipline may be enforced as follows:

- Initial Consequences: Warning and confiscation/change or be issued a loaner/ placed on dress code contract.
- Subsequent Consequences can be as follows: home contact, detention, in-house intervention, behavior contract, parent/guardian conference. Parents must pick up items.
- Any item not picked up will be discarded at the end of the semester

ECPHS assumes no responsibility for the loss of any items on campus.

FOOD, DRINK, AND GUM POLICY

Because of the use of technology in the classroom, ECPHS does not allow food or drink in class other than bottles of water. When students are using technology in class, students may store water bottles on the floor. If food or drinks are seen during class, they will be confiscated by the teacher until the end of the day. Multiple offenses may result in further disciplinary consequences. Food and drink are only allowed to be consumed in the Student Union or in the courtyard.

PERSONAL BELONGINGS

As members of a community focused on personal character, it should go unsaid that everyone should feel that their personal belongings will be safe and respected. That said, each individual must be thoughtful and diligent with their personal belongings to proactively prevent problems and issues. Specifically, all community members should take some simple steps to keep our environment neat and orderly and prevent theft or damage to personal property. Specifically:

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

PERSONAL ELECTRONICS POLICY

The use of personal electronic devices during class is prohibited, including electives, core classes, Wolf Pack, and second Wolf Pack. All personal electronic devices must be stored and turned off and out of sight during classes unless the instructor has given permission. Students are not allowed to listen to music on their cell phones. Cellular phones may be used to communicate with parents before and after school. If a school employee observes a student with any electronic or telecommunications device (including a cell phone) during classes, even if the student is not using the device at the time, the employee will collect the item and

give it to the Front Office and will record it in Synergy. This means that all phones should be stored in the student's bag or backpack while in class. Cell phones may be used before school, after school, and during lunch.

When a device is confiscated, the school will follow the following consequence sequence: Device will be released to the student by the teacher at the end of the class period. Students may be referred to the office regarding cell phone/personal electronics use during the school day.

ECPHS is not responsible for damage, loss or theft of any personal electronics that are in students' possession while they are on campus.

STUDENT DISCIPLINE

Arizona law requires that school authorities regulate student conduct and discipline students for misconduct. Consistent with students' due process rights, school authorities regulate student conduct and discipline students based on the nature of the offense committed and the disciplinary history of the offender to preserve the good order and educational climate of the school. Disciplinary measures include but are not limited to conference with the student, conference with the parent, written warning, counseling, detention, suspension, and expulsion. Detention involves the removal of a student to a designated area during the school day. Suspension means the temporary withdrawal of the privilege of attending school. A "short-term" suspension includes the removal from school for a period of ten or fewer school days. A "long-term" suspension includes the removal from school for a period of more than ten days. Expulsion means the permanent withdrawal of the privilege of attending the school.

REFERRAL PROCEDURES

If the behavior of a student makes his/her presence unacceptable within the classroom, the student will be excluded from the class for the remainder of the period via proper referral slip to the appropriate school administrator. Each referral will be made in writing on an ECPHS form. The teacher or staff member will fill out the form accurately describing the reason for referral, retaining a copy. After the incident is investigated and consequences assigned, the administrator will keep the pink copy and send the gold and green copy home with the student. A parent must sign the green copy for the student to submit to the school. If the student is assigned out of school suspension, the green copy, signed by a parent, is required for readmission to school. The administrator or the teacher may require a conference with the student and/or parent at any time and a conference with the student and/or parent will be required upon a student's 3rd referral.

DUE PROCESS

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

- Notice to the student and/or the student's parents of the charges against the student.
- An opportunity to present the student's side of the story in an informal hearing or meeting.
- Adequate notification and an opportunity for a fair hearing.

The student's parents will be informed in writing or verbally of all suspensions. The Governing Board will hold the required hearings for long-term suspensions and expulsions. The Governing Board's decision is final.

DUE PROCESS FOR STUDENTS WITH 504 PLANS OR IEP'S

Students who have a qualifying condition under Section 504 or IDEA may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated the school will comply with all legal requirements for imposing such discipline.

SHORT-TERM SUSPENSION

The Principal or principal designate may suspend a student who is guilty of violating the school's behavior expectations or other school policy for ten or fewer school days. Any suspension is subject to the student's due process rights.

LONG-TERM SUSPENSION AND EXPULSION:

Empower College Prep's expulsion policy follows ARS §15-841, §15-842, and §15-843 and is defined as the permanent exclusion of a student from the school. Only the Governing Board or the Board's designated Hearing Officer has the authority to expel a student. Any expulsion of a student requires a formal disciplinary hearing. No student will be expelled unless the Hearing Officer has determined that expulsion is applicable. Parents may formally withdraw a student from school before the hearing; however, Empower College Prep reserves the right to continue with the formal disciplinary hearing even if a student withdraws from school.

Expelled students may or may not be allowed to reapply for admission in future school years based on Board approval, recommendations, and/or conditions.

Suspension and Expulsions in Grades Kindergarten Through Fourth Grade:

Per A.R.S. 15-843(L), Empower College Prep may out-of-school suspend a student who is enrolled in kindergarten through fourth grade (K-4) for up to two days.

Per A.R.S. 15-843(K), Empower College Prep may out-of-school suspend for more than two days or expel a student who is enrolled in kindergarten through fourth grade (K-4) if the following applies:

1. A. The student is seven (7) years of age or older.
2. B. The student's behavior at school meets one (1) of the following criteria:
 - a. Involves the possession of a dangerous weapon or firearm.
 - b. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.
 - c. Immediately endangers the health or safety of others.
 - d. The student's behavior is determined by the Governing Board/Hearing Officer to qualify as aggravating circumstances where **all** of the following apply:
 - i. The student demonstrates persistent behavior that prevents other students from learning or prevents the teacher from maintaining control of the classroom environment. The behavior has been documented by the school.
 - ii. The student's behavior is resistant to change as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available.
 - iii. The student's parent or guardian was notified and consulted about the ongoing behavior.
 - iv. Before a long-term suspension or expulsion, the school provides the student with a disability screening and the screening finds that the behavioral issues were not the result of a disability.
 - v. Failing to remove the student from the school building would create a safety threat that cannot otherwise reasonably be addressed.

Expulsions of Special Education Students:

1. A student qualified under the Individuals with Disabilities Education Act (IDEA) may not be expelled from school, unless it has been determined as the result of a manifestation determination that the student's behavior is unrelated to the child's disability.
2. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.
3. In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion.
4. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.
5. A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and that does not qualify under the Individuals with Disabilities Education Act (IDEA), may be suspended or expelled from school if nondisabled students in similar circumstances do not continue to receive education services.

Appeals:

1. The student or parent must contact the Hearing Officer in writing within five (5) days of the hearing decision being rendered.
2. In the case of appeal, a Disciplinary Review Committee consisting of 3-5 Board members will review the decision to determine if due process was provided and consequences were appropriate.
3. The Disciplinary Review Committee may adopt, modify, or reject the decision. This Appeal Process is not a re-hearing and no new evidence is presented.

Readmittance:

1. A student expelled from Empower College Prep may request to be readmitted by making a written application to the Board. Readmission to Empower College Prep is at the discretion of the Governing Board.
2. The application must include the following:
 - a. Be written and be directed to the attention of the Governing Board.
 - b. Contain information relevant to the Governing Board's determination as to whether or not to readmit the student, including:
 - i. An acknowledgement by the student of the severity and inappropriateness of the student's prior behavior.
 - ii. That such behavior or similar behavior will not be repeated.
 - iii. A description of the student's activities since the expulsion.
 - iv. Support of the student's application for readmission.
 - c. Be filed in the Executive Director's office.
3. The Governing Board will meet in executive session to consider an application for readmission.
 - a. The student and parents may be present in the executive session.
 - b. The student and parents may not make a presentation or speak to the Governing Board unless they are asked to do so by the Governing Board.
4. No student will be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters).
5. As a condition for readmission from an expulsion, the student, with parent or guardian agreement, will agree to the following conditions:
 - a. Regular attendance – no unexcused absence.
 - b. No violation of school rules or policies.
 - c. Completion of all classroom tasks in a timely fashion, as directed.
 - d. Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.
 - e. A student allowed readmission may have the original expulsion reinstated should the student commit a violation of the conditions for readmission.

SEARCH AND SEIZURE

School administrators have the right to search students and seize the property including school property temporarily assigned to students when there is reasonable suspicion to believe that some material or item is detrimental to the health, safety, and welfare of the student(s), and is in their possession or control. Students do not have an expectation of privacy in any school property they may use, including lockers, desks, or similar items.

Searches may include a student’s personal property such as backpacks or pockets. Any search will be reasonable in scope and not excessively intrusive on the student considering the student’s age and gender, and the nature of the violation.

MATRIX OF CONSEQUENCES

The categories of misconduct specified below are intended only as examples of the kinds of misconduct justifying discipline and not as a complete list of misconduct. These are recommended disciplinary guidelines for some examples of misconduct. Depending on the circumstances of the offense and the history of the offender, actual discipline may be lesser or greater at the administrator's discretion on a case-by-case basis. Offenses are cumulative during the entire time the student is enrolled at ECPHS.

For the chart below, the meaning of the asterisks (*) are:

*The violation must be reported to the Arizona Department of Education

** The violation must be reported to local law enforcement as well as the Arizona Department of Education.

Aggression	
Provocation	Use of language or gestures to insult or humiliate another person or that may incite another student to fight. <i>Conference to short-term suspension</i>

Minor Aggressive Act	Student engages in non-serious but inappropriate physical contact, i.e., hitting, poking, pulling, pushing, tripping, pulling a chair out from another person, or other behaviors that demonstrate low-level hostile conduct. <i>Short-term suspension to recommend expulsion.</i>
Disorderly Conduct	The intent to disturb the peace or quiet, make unreasonable noise, use abusive or offensive language or gestures, make a protracted commotion, utterance or display with the intent to prevent the transaction of the business of a meeting, gathering, or class or refusal to obey a lawful order to disperse. <i>Conference to short-term suspension (possible law enforcement referral).</i>
Recklessness	Unintentional, careless behavior that may pose a safety or health risk to others. <i>Conference to short-term suspension (possible law enforcement referral).</i>
Endangerment*	The reckless endangerment of another person that results in substantial risk of imminent physical injury or death <i>Conference to short-term suspension, long-term suspension to recommend expulsion (possible law enforcement referral).</i>
Fighting*	Mutual participation in an incident involving physical violence, where there is no major injury, Verbal confrontation alone does not constitute fighting. <i>Short-term suspension, long-term suspension, recommend expulsion.</i>
Assault*	Intentional or reckless causing of physical injury to another or touching another person intending to injure, insult, or provoke. Including taking or attempting to take anything by force or threat of force and intentional use of a vehicle in a manner dangerous to person or property. <i>Assault violations may result in recommendation for expulsion to Executive Director and Governing Board. (possible law enforcement referral)</i>

Other Aggression	Other forms of aggression that may result in humiliation or personal injury to another person. <i>Detention to recommend expulsion (possible law enforcement referral)</i>
Disruption of the Educational Process	Interrupting or creating a disturbance or a commotion that impedes the educational process. The disruption could occur in the classroom or on campus. <i>Conference to expulsion (possible law enforcement referral)</i>

Alcohol, Tobacco and Other Drug Violations

Definitions:

Possession: knowing exercise of dominion or control over an item

Use: the act of using or being under the influence

Sale: to transfer or exchange an item to another person for anything of value or advantage, present, or prospective

Share: to allow another person to use something that one possesses.

Policy on Drug-Free School Zone (A.R.S. § 13-3411)

It is unlawful for a person to intentionally be present in a drug-free school zone to sell, transfer, possess or use marijuana, manufactured peyote, prescription-only drugs, dangerous drugs or narcotic drugs. 'Drug-Free School Zone' means the area within three hundred feet of a school or its accompanying grounds, any public property within one thousand feet of a school or its accompanying grounds, a school bus stop or any school bus or bus contracted to transport pupils to any school.

Drug violations may result in recommendation for expulsion to Executive Director and Governing Board.

Alcohol Violations and Substance Counseling	The principal may allow the student to return after a suspension of at least ten days has been served and the student has successfully completed an approved substance abuse counseling program at the student's expense. Failure to satisfactorily complete the substance abuse counseling program will result in the initial long-term suspension being reinstated. If a long-term suspension is recommended and it is the second long-term suspension for an alcohol offense, counseling participation will not lessen the term of suspension. If the recommendation is for expulsion, participation in a substance abuse program will not lessen the recommendation.
Distribution or Share**	Distribution of sharing, or intent to distribute or share alcoholic substances or substances represented as alcohol. <i>Long-term suspension to recommend expulsion and substance abuse counseling (law enforcement referral)</i>
Use or Possession**	Use or possession of alcoholic substances or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation. <i>Long-term suspension to recommend expulsion (law enforcement referral) to recommend expulsion.</i>
Sale**	Sale or intent to sell alcoholic substances or substances represented as alcohol. <i>Long-term suspension to recommend expulsion (law enforcement referral) to recommend expulsion.</i>

Drugs

For the purposes of these definitions and school policy, "drugs" will include, but not be limited to all dangerous controlled substances prohibited by law, any prescription or patent medication or over-the-counter medication, except those which permission to use in school has been granted pursuant to school board policy, hallucinogenic substances, inhalants, imitations of illegal drugs, and anabolic steroids, medication or dietary supplement for recreational use, drug paraphernalia, or medication for which a student does not have a prescription.

Distribution or Share**	Distribution of sharing, or intent to distribute or share, or the manufacture of drugs. It also includes distribution, share, intent to distribute or share, or manufacture of drug paraphernalia and imitations of illegal drugs, including medications for which a student does not have a prescription. Distribution of a medication or a dietary supplement for recreational use will be treated as a drug violation. <i>Long-term suspension to recommend expulsion (law enforcement referral)</i>
Use or Possession**	Use or possession of "drugs." This includes the use or possession of drug paraphernalia and imitations of illegal drugs, inclusion medications for which a student does not have a prescription. This includes off-campus use and then being on school property, school sponsored transportation or a school-sponsored function. Use or possession of a medication or a dietary supplement for recreational use will be treated as a drug violation. <i>Long-term suspension to recommend expulsion (law enforcement referral)</i>
Sale**	Sale or intent to sell, or manufacture of "drugs." It also includes sale, intent to sell or manufacture of drug paraphernalia and imitations of illegal drugs, including medication for which a student does not have a prescription. Sale of a medication or a dietary supplement for recreational use will be treated a drug violation. <i>Long-term suspension to recommend expulsion (law enforcement referral)</i>

Tobacco

Tobacco Use or Possession*	Possession of tobacco substances, produced, or substances represented as tobacco including e-cigarettes/vapors and the like. <i>Conference to short-term suspension, Recommendation to smoking cessation program</i>
Distribution or Share*	Distribution or share means the act of giving tobacco substances, produced, or substances represented as tobacco, including e-cigarettes/vapors and the like including but not limited to, passing tobacco from one person to another. <i>Conference to short-term suspension</i>
Sale*	Sale of tobacco substances, products, or substances represented as tobacco. <i>Conference to short-term suspension</i>

Harassment and Threat

Bullying*	Bullying is repeated acts of time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical, verbal, or psychological. Specific examples include, but are not limited to hitting, punching, demeaning, teasing, name calling, taunting, derogatory nicknames, innuendos, and/or remarks, gestures, social exclusion or cyber bullying. <i>Short term suspension (5 days), to long-term suspension (10 days), to recommend expulsion (possible law enforcement referral)</i>
Harassment, Nonsexual*	Harassment, nonsexual means harassing conduct based on and/or motivated by race, color, religion, national origin, or disability. <i>Short term suspension (5 days), to long-term suspension (10 days), to recommend expulsion (possible law enforcement referral)</i>
Hazing*	Any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other person, against another student, and in which both of the following apply: (1) The act was committed in connection with the initiation into an affiliation with the maintenance of membership in any organization that is affiliated with the school; (2) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes of physical injury, mental harm or personal degradation. A solicitation by a student to another individual to engage in hazing is also prohibited. <i>Short term suspension (5 days), to long-term suspension (10 days), to recommend expulsion (possible law enforcement referral)</i>
Threatening or Intimidating*	When a person indicated by word or conduct the intent to cause physical injury or serious damage to a person or their property. <i>Short term suspension (5 days), to long-term suspension (10 days), to recommend expulsion (possible law enforcement referral)</i>

Misconduct/Dishonesty

Academic misconduct/dishonesty can include, but is not limited to cheating, forgery, lying and plagiarism.

Cheating	Using or attempting to use unauthorized materials, information or study aids in any academic exercise or assignment. <i>Conference to short-term suspension</i>
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Fabrication	Involves the falsification or invention of any information or citation in an academic exercise or assignment. <i>Conference to short-term suspension</i>
Forgery	Using the signature or initials of another person. <i>Conference to short-term suspension</i>
Lying	Knowingly giving false or misleading information, including false accusations against others with the intent to deceive. <i>Conference to short-term suspension</i>
Plagiarism	Using another's words, ideas, materials, or work without acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately. <i>Short-term to long-term suspension</i>
<i>For all the above offenses:</i> In addition to disciplinary action, students may face academic sanctions, which may include but are not limited to receiving a zero on an assignment, grade of "F" for a class, or withdrawal from the class during the academic year.	
Other Violations of School Policies	
Attendance	Not attending (aka ditching) an assigned consequence such as lunch detention or Saturday school. <i>Conference to short-term suspension or long-term suspension</i>
Combustible	Student is in possession of a substance or object that is readily capable of causing bodily harm or property damage. <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Contraband	Possession of items stated in school policy as prohibited because they may disrupt the learning environment. <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Defiance or Disrespect	Student engages in refusal to follow directions, talks back, or delivers socially rude interaction. <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Disruption	Student engages in behavior causing an interruption in a class activity. Disruption includes sustained loud talking, yelling, or screaming; noise from materials; horseplay or rough-housing; or sustained out-of-seat behavior <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Dress Code Violation	Failure to comply with the school dress standards <i>Conference to short-term suspension, to long term suspension</i>
Gambling	To play games of chance for money or to bet a sum of money or other items of value. <i>Conference to short-term suspension, to long term suspension</i>
Language, Inappropriate	Student delivers verbal, electronic, or written messages to include swearing, name calling, or use of words in an inappropriate way. <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>

Negative Group Affiliation	(1) 3 or more individuals who associate periodically as an ongoing criminal group or organization, whether loosely or tightly structured. (2) The group has identifiable leaders, although the leader for one type of criminal activity may be different than the leader for another. (3) The Group as a name or identifying symbol. (4) The organization's member, individually or collectively, currently engage in or have engaged in violent or other criminal activity. (5) The group frequently identifies itself with or claims control over a specific territory (turf) in the community, wears distinctive dress and colors and communicates through graffiti and hand signs among other means. Definition from the U.S. Department of Justice Bureau of Justice Assistance, 1997) <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Parking Lot Violation	Violation of school policy or laws related to parking lots or the operation of motorized vehicles on school property. <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Public Display of Affection	Holding hands, kissing, sexual touching, or other display of affection in violation of school policy. <i>Conference to short-term suspension, to long-term suspension, to expulsion</i>
Sexual Violations	
Sexual Offenses and Counseling	If a long-term suspension is recommended and it is the first (1st) long-term suspension for a sexual offense, the Principal may allow the student to return after a suspension of at least ten (10) days has been served and the student has successfully completed a school approved sensitivity counseling program at the student's expense. Failure to satisfactorily complete the sensitivity counseling program will result in the initial long-term suspension being reinstated. If a long-term suspension is recommended and it is the second (2nd) long-term suspension for a sexual offense, counseling participation will not lessen the term of suspension. If the recommendation is for expulsion, participation in a sensitivity program will not lessen the recommendation.
Harassment, Sexual*	Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or receive benefits, services, or opportunities in the school's program. The behavior can include unwelcome sexual advances, requests for sexual favors, and other verbal and non-verbal conduct of a sexual nature. <i>Short-term suspension (5 days) to long term suspension, to recommend expulsion (possible law enforcement referral)</i>
School Threat or Interference	
Threatening an educational institution means to interfere with or disrupt an educational institution by doing any of the following. (1) For the purpose of causing, or reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution. (2) For the purpose of causing, or reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution. (3) Going to or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others. (4) Refusing to obey a lawful order to leave the property of an educational institution.	

Bomb Threat**	Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device <i>Recommend expulsion (Law enforcement referral)</i>
Chemical or Biological Threat**	Threatening to cause harm using dangerous chemical or biological agents <i>Recommend expulsion (Law enforcement referral)</i>
Fire Alarm Misuse**	Intentionally ringing or pulling the fire alarm when there is no fire. <i>Short-term suspension to recommend expulsion (Law enforcement referral)</i>
Other Threat*	Other threats to cause harm, by any means, including but not limited to verbal, written, through the use of social media, etc. <i>Short-term suspension to recommend expulsion (possible law enforcement referral)</i>
Indecent Exposure or Public Sexual Indecency*	Indecent exposure is when a student exposes his or her genitals or anus or a female student exposes the areola or nipple of her breast and another person is present and the student is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act. Public Sexual indecency is intentionally or knowingly engaging in an act of sexual contact, act of oral sexual contact, sexual intercourse, or bestiality if another person is present and the student is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act. <i>Short-term suspension (5 days) to long term suspension, to recommend expulsion (possible law enforcement referral)</i>
Pornography*	Posting, sharing or posting sexually explicit depictions of persons, in words or images, on a school campus or school district facility, including both in print and on cell phones or other electronic devices. <i>Short-term suspension (5 days) to long term suspension, to recommend expulsion (possible law enforcement referral)</i>
Sexual Abuse**	Intentionally or knowingly engaging in sexual contact with any person fifteen (15) or more years of age without consent of that person or with any person who is fifteen (15) years of age, even if the physical contact only involves the female breast. <i>Long-term suspension to recommend expulsion (Law enforcement referral)</i>
Sexual Assault**	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person. <i>Recommended expulsion (Law enforcement referral)</i>

Technology, Improper Use of	
Telecommunication Devices	Students may possess cellular telephones subject to limitations of this and other school policies under the following conditions and guidelines: (1) Cell phones and/or electronic devices are to be kept out of view in a student's pocket or a carrying bag. (2) Such devices will not be turned on or used during instructional time or free time except as authorized by the teacher. (3) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. <i>Conference to detention, to short-term suspension</i>

Other Electronic Devices	Students may possess iPods, iPads, Gameboys, cameras, etc. at their own risk. Students will need to not use and keep all these devices in pocket or a carrying bag while on school campus. <i>Conference to detention, to short-term suspension</i>
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Use of District Technology/ Computers	Use of school computers for non-instructional purposes; copyright or trademark infringement; knowingly uploading or downloading destructive or malicious programs or software; loading personal software or disks onto school computers without permission of an administrator; vandalism or reckless use of computers or computer equipment. <i>Detention to short-term, to long term suspension, to recommend expulsion. May include losing privilege of using school technology.</i>
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Network	Improper use of the school network in violation with the Technology Use Agreement or school policy. Infractions include, but are not limited to, inappropriate use of, damage to, disruption of, inappropriate or unauthorized recordings of, or negative impact of persons or property. <i>Detention to short-term, to long term suspension, to recommend expulsion. May include losing privilege of using school technology,</i>
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Theft	
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Petty Theft*	The taking, concealing, or attempted taking of property belonging to the school or another person without permission with a value under \$250.00. <i>Short-term suspension to recommend expulsion (possible law enforcement referral)</i>
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Theft*	The taking, concealing, or attempted taking of property belonging to the school or another person without permission and with a value of \$250.00 or more. <i>Short-term suspension to recommend expulsion (possible law enforcement referral)</i>
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Burglary/Breaking and Entering (2nd/3rd Degree) *	A student enters and remains unlawfully in or on a residential or nonresidential structure or in a fenced commercial yard or enters any part of a motor vehicle by means of a manipulation key or a master key with the intent to commit theft or any felony therein. <i>Long-term suspension to recommend expulsion (possible law enforcement referral)</i>
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Trespassing: Vandalism or Criminal Damage	
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Criminal Damage	Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in and around an amount of \$5,000.00 dollars or more. <u>Examples:</u> Damage to copy machines, school vehicles, student vehicles, or school owned real property, certain technology, science, or computer equipment <i>Short-term suspension to recommended expulsion. Recommendation for restitution (possible law enforcement referral).</i>
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Graffiti or Tagging*	Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in school building, school owned property, or student/teacher vehicles. <i>Short-term suspension to recommended expulsion. Recommendation for restitution (possible law enforcement referral).</i>
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Vandalism of Personal Property*	Willful destruction, defacement, or damage of personal property <i>Short-term suspension to recommended expulsion. Recommendation for restitution (possible law enforcement referral).</i>
Vandalism of School Property*	Willful destruction, defacement, or damage of school property. <i>Short-term suspension to recommended expulsion. Recommendation for restitution (possible law enforcement referral).</i>
Possession of Weapons and Dangerous Items <i>Weapons violations may result in recommendation for expulsion to Executive Director and Governing Board.</i>	
Dangerous Items*	Includes but is not limited to laser pointers, letter openers, mace/pepper spray, paintball guns, razor blades/box cutters, fireworks, simulated knives, taser or stun guns, tear gas, or a knife with any length blade. <i>Short-term suspension to recommended expulsion (possible police referral)</i>
Firearms**	This violation includes, but is not limited to, loaded or unloaded, operable or inoperable handguns, pistols, shotguns, rifles, air/pellet/BB guns, starter guns/pistols, flare guns, and destructive devices, i.e. bombs or grenades. <i>Long-term suspension to recommended expulsion (Law enforcement referral)</i>
Simulated Firearm	Any simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm, or any object such as a stick or finger concealed under clothing and being portrayed as a firearm. <i>Short-term suspension to recommended expulsion (possible police referral)</i>
Other Weapons	This violation includes, but is not limited to; brass knuckles, nunchucks, and Billy clubs. <i>Short-term suspension to recommended expulsion (possible police referral)</i>

MAINTAINING A HEALTHY AND PRODUCTIVE CAMPUS

CHILD FIND POLICY

ECPHS will define and pursue efforts to see that:

- All children with disabilities, who are in need of special education and related services, will be identified, located and evaluated.
- A practical method will be developed and implemented to determine which children are currently receiving needed special education and related services.
- The program also applies to highly mobile children with disabilities and children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade.

To carry out these duties, assigned ECPHS personnel will:

- Maintain documentation of the public awareness efforts to inform the public and parents within their jurisdiction of the availability of special education services.
- Implement screening activities for all newly enrolled students and those transferring in without sufficient records.
- Complete the screening activities within 45 days of a student's enrollment.
- Include in the screening consideration of academic or cognitive, vision, hearing, communication, emotional, and psychomotor domains.

- Maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

ECPHS will ensure that all children with disabilities receive a free appropriate public education (FAPE). ECPHS will comply with all state and federal laws and regulations regarding children with disabilities, including the IDEA and Section 504. If you believe your child needs special education and related services, please contact the school Principal.

FERPA/ STUDENT RECORDS

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 student 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 students (students aged 18 or older) or attending an institution of postsecondary education). Rights as a parent or eligible student include:

- The Right to Inspect and Review the Student’s Educational Records. If you wish to inspect/review the student’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 Student’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 student’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.
- The Right to Seek Amendment of the Student’s Education Records that the Parent or Eligible Student Believes to Be Inaccurate, Misleading, or Otherwise in Violation of the Student’s Privacy Rights. If you believe the student’s records contain information that is inaccurate, misleading, or in violation of the student’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.

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

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| <ul style="list-style-type: none"> ● Directory information, | <ul style="list-style-type: none"> ● Teachers or other school officials, including individuals who have a legitimate educational interest in the information, |
| <ul style="list-style-type: none"> ● Officials of another school system where the student seeks to enroll, | <ul style="list-style-type: none"> ● State juvenile justice systems or their officials, |
| <ul style="list-style-type: none"> ● State and federal educational authorities, | <ul style="list-style-type: none"> ● In compliance with a judicial order or a lawfully issued subpoena, |
| <ul style="list-style-type: none"> ● In connection with the receipt or application of financial aid, | <ul style="list-style-type: none"> ● Organizations conducting educational studies, |
| <ul style="list-style-type: none"> ● Accrediting organizations, or | <ul style="list-style-type: none"> ● Health and safety emergency. |

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

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| <ul style="list-style-type: none"> ● Name | <ul style="list-style-type: none"> ● Parent name |
| <ul style="list-style-type: none"> ● Telephone, email, and/or address | <ul style="list-style-type: none"> ● Class designation |
| <ul style="list-style-type: none"> ● Participation in officially recognized activities and sports | <ul style="list-style-type: none"> ● Weight and height for athletic teams |
| <ul style="list-style-type: none"> ● Photograph | <ul style="list-style-type: none"> ● Dates of attendance |
| <ul style="list-style-type: none"> ● Degrees and awards received | |

If you wish to refuse to permit the school to release directory information, you must submit your written refusal by completing and returning the “Use of Student Photos and Directory Information Opt Out Form” no later than the end of the first week of instruction after the student is enrolled (it is found in the enrollment packet).

The military may request, and is entitled to, the names, telephone numbers, and addresses of high school juniors and seniors, unless the parent, guardian or eligible student fills out a form in the front office during a student’s junior year. The military typically requests this information in the Fall semester of each academic year. If you do not want information to be released to the military, you must

return this form by October 1st in order to ensure that your preferences are entered in time. Parents, guardians and eligible students are encouraged to remember that checking Box C means that the school will not release student information to the military, but it does not mean that the military might not gather student information from other sources not affiliated with the school.

STAFF ACCOUNTABILITY AND GRIEVANCES

The intent of every member of Empower's team is to empower our students to excel academically and become the people they were created to be.

Every staff member at Empower is deeply committed to keeping our promise of empowering our students to go to college and change their world. Our teachers are committed to providing quality educational opportunities for students 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@empowercollegeprep.org to arrange an opportunity to review a staff member's qualifications, educational background, and professional experience.

If, at any time, a student or their family believes a student 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 anticipate that the majority of concerns will be resolved at this stage.

2. Where To File A Complaint: If necessary, a complaint or grievance may be written and submitted to the Assistant Principal, Jennifer Lane at jennifer.lane@empowercollegeprep.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 or at www.empowercollegeprep.org. 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.

3. Contents of Complaints and Timelines for Filing: 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 student's choosing may assist the complainant with filing the complaint. The written complaint must include the following information:

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

4. Investigation and Resolution of the Complaint: Respondents will be informed of the charges 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 student, 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 student, parent, and/or representative, the School Director will provide written disposition of the complaint to the student, 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 student, 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 students/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.

5. Appeals: If the student or parent is not satisfied with the disposition of a complaint, the student/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.

STUDENT RECORDS AND THE 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 FAPE 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.

HEALTH

When deciding whether to keep your child home from school, consider the following:

ASTHMA	If a breathing treatment was needed prior to coming to school, please send your child to school and inform the office of the time the treatment was given and any other necessary information so that treatment can be continued if needed.
COLD SYMPTOMS	A child with mild cold symptoms without fever and is otherwise feeling good may go to school.
DIARRHEA	A child with diarrhea should be kept home for 24 hours after the last loose stool. Call your doctor if prompt improvement does not occur.
EARACHE	Consult your doctor without delay.
FEVER	Keep your child home if his/her fever is 100° or higher. Do not allow a child to return to school until he/she has been free of fever for 24 hours without medication for the fever.
HEAD LICE	Students found to have lice are required to go home and may not return to class until they have been treated and rechecked by a school representative. All viable nits and eggs need to be removed prior to returning to school.
HEADACHE	A child whose only complaint is a headache can be sent to school.
SORE THROAT	A child whose only complaint is a sore throat and has no other symptoms should be sent to school.
STOMACHACHE	A child whose only complaint is a stomach ache and has no other symptoms should be sent to school. Consult your doctor if your child has a severe stomachache which is enough to limit his/her activity.
TOOTHACHE	Contact your dentist.
VOMITING	Keep your child home for 24 hours after the last time he/she vomited and/or until the child can keep food down. Call your doctor if prompt improvement does not occur.

CHRONIC HEALTH PROBLEMS

Students with chronic health problems are defined by Arizona law as students who are unable to attend regular classes for intermittent periods of one or more consecutive days due to an illness, disease or accident but who are not homebound. Chronic health problems must be certified by a medical professional and a Medical Certification Form must be submitted at the beginning of each school year to the office for the student’s file.

EXTENDED/SEVERE ILLNESS

An extended severe illness is one that results in a student missing more than three (3) days of school or when illness symptoms include fever, vomiting, and/or flu-like symptoms. To maintain a healthy school environment, students should return to school when symptom free. All cases of extended/severe illness will be reviewed on an individual basis. Extended illness situations require documentation from a medical professional.

COVID-19

As this virus progresses and changes, our processes may as well. We are dedicated to keeping our families as informed as possible by remaining transparent and providing clear and quick communication.

MEDICATION

Prescription medication will be administered during school hours only, if determined by a physician to be necessary. Designated school personnel will keep records of medication administered at the school. All medication will be kept in a secure and appropriate storage location and administered per parent/guardian/physician's instructions. By designated staff. Designated school personnel will return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer break.

Students may keep inhalers for asthma conditions, so long as prescribed by a doctor, and over-the-counter medicines, i.e. Tylenol, Motrin, etc. and supplements like glucose tablets in their possession. Students are prohibited from sharing any medication (prescribed or over-the-counter), with any other students. The school will not be responsible for any adverse reactions to medications self-administered by a student without the knowledge of school staff, faculty, or administration.

In order for a student to carry and self-administer prescription auto-injectable epinephrine (EpiPen), parents/guardians must provide the school with a written and signed statement from a physician detailing the name of the medication, method, amount, and circumstances during which the medication should be administered, a confirmation that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent/guardian consenting to the self-administration, providing a release for designated school personnel to consult with a health care provider of the student, regarding any questions that may arise with regard to the medication, and releasing both the school and school staff from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide the school with a written and signed statement from a physician's office detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the student that indicates the need for the school to assist the student with the administration of the medicine.

These statements must be updated annually or if there is any medication change. Designated staff will establish emergency procedures for specific medical conditions that require an immediate response. Conditions such as allergies, asthma, and diabetes, etc.), consistent with instructions from the parents/guardians/physicians.

MANDATORY REPORTING

If child abuse, neglect, exploitation or abandonment is suspected by any school staff member they are required to report their concerns to the Department of Children's Services (DCS) or local law enforcement (ARS 13-3620.A). This includes non-accidental physical injury, neglect or sexually related offenses that could possibly occur on the school campus as well as outside of school or within the student's home. If the DCS Specialist or law enforcement wish to question or interview a student at school the school principal will cooperate fully regarding the conditions of the interview, after verifying and recording the identity of the officer or DCS Specialist, as well as the reason for questioning. The school principal or other administrator will be present during the interview, unless the interviewer raises what the school principal considers to be a valid objection.

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 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. if possible. 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. Arizona law requires homeless students to comply with immunization laws within 5 calendar days of enrollment.
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- 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.

Ms. Natalina Masad is the school liaison for students as defined by the McKinney Vento Act. Please contact Ms. Masad at natalina.masad@empowercollegeprep.org or call the school office.

NON-DISCRIMINATION

ECPHS 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. Except as allowed by law, no person will be discriminated against in admission to the school on the basis of ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

The following person has been designated to handle inquiries regarding ECPHS's non-discrimination and harassment policies, and serves as ECPHS's Title IX Coordinator: Heather Love, Assistant Principal, (602) 283-5720 or heather.love@empowercollegeprep.org.

PESTICIDE SPRAYING

ECPHS will notify parents regarding any pesticides that will be applied to school property.

PUBLIC RECORDS POLICY

ECHPS will comply fully with all of its obligations under the Arizona Public Records Law. Should you wish to make a Public Records request, please contact the Principal.

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to students. Please note for the following fees, need-based studentships are available. Please contact the School Director for more information or to request support. Students may be required to pay certain fees or deposits, including:

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| <p>1) A fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials.</p> | <p>2) Membership dues in voluntary student clubs or organizations and admission fees for extracurricular activities.</p> |
| <p>3) A fee for personal physical education and athletic equipment and apparel, although a student may provide his or her own equipment or apparel if it meets reasonable requirements and standards relating to health and safety.</p> | <p>4) A fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, and graduation announcements.</p> |
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5) A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school.	6) A fee for items of personal apparel used in extracurricular activities that become the property of the student.
7) A parking fee or a fee for a replacement identification card.	8) A fee for a driver training course, not to exceed the actual cost per student in the program for the current school year.
9) A fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff.	10) A fee for summer school courses that are offered tuition-free during the regular school year.
11) A fee for lost, damaged, or overdue library books, textbooks, or computers.	12) A fee for field trips, such as university trips.
13) A small fee to take college admission tests (i.e. SAT and ACT) or Advanced Placement (AP) tests.	

STUDENT I.D. CARDS

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

SCHOOL PROPERTY LOSS

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

Students will have school materials checked out to them under a personal account. Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition will be charged for the replacement of these materials. Textbooks and novels will be inspected by teachers or operations staff upon return by a student. School staff will assess any damage and inform the student in writing of the amount of any fine, the maximum amount being the full cost of the textbook. Costs range from \$5 per book to \$150 per textbook. *Failure to pay for textbooks, novels, or any other damaged material may result in field trip privileges being lost and/or students being ineligible for school activities.*

If a student believes that they have lost their book, they should check the lost and found in the front office to see if a book was returned. If the student is unable to locate their book, he or she must inform the teacher. The main office will then advise the student of the replacement price of the book. Payments must be made to Empower Collegiate Preparatory High School and handed to the Front Office. Students should then present the receipt to their teacher so that they can obtain a new book.

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

TECHNOLOGY

ONE-TO-ONE DEVICES

We are excited to offer students the opportunity to use an ECPHS-issued laptop in class to enhance their academic experience. The next pages highlight key information about our program and the responsibilities of both students and parents/guardians for participation in this program.

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

Having the students take their laptops home provides several advantages. Once students leave the school campus, they are exposed to a different set of tools at home. Some have equivalent technology, though not the same software; others have faster, more powerful computers and become frustrated with the school devices; others have no technology at home and are limited in what they

can do after the school day. By issuing students the same laptops, we hope to make technology access and learning opportunities equitable. All students have the same tools aligned with teaching and designed to best support their learning.

PARENT/GUARDIAN RESPONSIBILITIES

In order for students to use an Empower mobile device, a student and parent /guardian must sign the student Technical Use Agreement, agree to and follow applicable ECPHS policies and procedures, and pay a non-refundable technology usage fee. *Note: Studentships and payment plans are available if there is a demonstrated need. No student will be denied the opportunity to obtain an ECPHS laptop because of financial circumstances.* Please contact the School Director for more information or to request support.

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).

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

MONITOR STUDENT USE

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

Suggestions:

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

SUPPORT ONLINE SAFETY

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

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

STUDENT TECHNOLOGY RESPONSIBILITIES

- Never eat or drink over or near the laptop.
- Laptops should be stored in a backpack or padded case that is designed to hold a laptop
- Never pile things on top of your laptop.

HALLWAYS

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

CLASSROOM HABITS

- Center the laptop on the desk
- Lock the computer before walking away from it.

- Close the lid of the laptop before walking with the laptop.
- Do not leave your laptop or laptop accessories unattended.
- Follow all directions given by the teacher.

CARE OF LAPTOPS AT HOME

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

TRAVELING WITH THE LAPTOP

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

PROHIBITED ACTIONS

Students are prohibited from:

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

LAPTOP DAMAGE/THEFT/LOSS

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

REPAIRS

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

LOANER LAPTOPS

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

ACCIDENTAL DAMAGE VS. NEGLIGENCE

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

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

LOST EQUIPMENT

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

Students/families may be billed the full cost for lost equipment.

STOLEN EQUIPMENT

If equipment is stolen, the loss needs to be reported to the school the same or next school day, a police report must be filed, and a copy of the report must be provided to the school by the student or parent in a timely manner (within five school days). The student can then check out a loaner/spare until we settle the loss issue. If there is not clear evidence of theft, or the equipment has been lost due to student negligence, the student 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 student.

SUPPORT & TROUBLESHOOTING

POWER ON/SHUT DOWN

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

HOW TO CONNECT TO WIRELESS

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

PROBLEMS

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

FREQUENTLY ASKED QUESTIONS

WHAT IF A STUDENT FORGOT TO CHARGE THEIR LAPTOP AND THE BATTERY IS DEAD?

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

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

WHAT IF A STUDENT FORGOT TO BRING THE LAPTOP TO SCHOOL?

If a student forgets to bring their laptop to school, the student may miss out on laptop-related instructional activities that day. Please help us help your student bring their laptop to/from school daily! Each school has a very small number of "loaner" devices. Priority

for these loaners goes to students who experience equipment issues outside their control. When available, a student who forgot their laptop may be issued a “loaner” device by the school.

- 1) First Offense - The student will be required to leave their computer at school for a week.
- 2) Second Offense - The student will be required to leave their computer at school for 2 weeks.
- 3) Third Offense - The student loses the ability to take home their computer.

WHAT HAPPENS IF A STUDENT’S LAPTOP IS BROKEN AFTER CHECK OUT?

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

WHAT IF THE LAPTOP IS STOLEN?

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

HOW IS THE LAPTOP SECURED DURING SPORTS OR PE CLASS?

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

HOW WILL MY STUDENT BE PROTECTED FROM OBJECTIONABLE MATERIAL?

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

WHY CAN’T MY STUDENT BRING HIS/HER OWN COMPUTER TO SCHOOL?

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

Safety: we have installed web filters and have other safety precautions that help prevent students from accessing inappropriate or unsafe websites while at school or home.

Instruction: we have purchased and installed several different software packages on district laptops that will not be available on outside computers. The same software, and even the same version, will be on each district laptop, so teachers will be able to quickly and more efficiently teach entire classes and help individual students.

Technical support: We can provide robust technical support through our technical support staff to a limited universe of computing devices. We can’t offer the same level of support to an unlimited universe of devices, which could lead to more computer downtime and lost learning opportunities.

Equity: Some families cannot afford the latest computer or even a computer at all. If all students are using the same device, they can focus on what they are learning with the device, not on who has which device and what else is on it.

WHAT IF I DON’T WANT MY FAMILY TO BE RESPONSIBLE FOR THE LAPTOP AND DON’T SIGN THE AGREEMENT?

If a student’s parent or guardian declines to sign the Technology Equipment Use Agreement, a student will still get access to a computer when he or she is at school. In order to facilitate this, the student will need to report to a designated ECPHS

location/person (office, tech office, tech associate, etc.) both before and after school to check-in and out their laptop. If the student intentionally damages the computer, families still may be liable for the damage, the same as with any piece of school-owned equipment.

WHAT IF I FORGOT MY PASSWORD?

Ask your teacher to reset your password.

TRANSPORTATION

ECPHS provides city bus passes to high school students who live more than 1 mile from the school. Passes are distributed at the beginning of the year. Riding the city bus is an important responsibility that students must take seriously. While the school is not liable for students after they leave ECPHS's premises, we want students to be safe on the bus and be excellent representatives of our school. Therefore, students should follow the rules of the city bus and conduct themselves in a professional manner to be strong ambassadors of ECPHS.

ECARD TRANSIT PASS POLICY

At ECPHS, we value our students' education. It is very important to us that all of our students have reliable transportation to and from school. We will be providing a Valley Metro eCard transit passes free of charge for any students who need to take city transit (the Valley Metro bus and/or Light Rail) to and from ECPHS. Transit passes are considered a privilege and are provided for students to have a way to maintain great attendance throughout the year. For this reason, it is important that all students and parents understands the rules and guidelines that go along with this privilege.

- Only students who are currently enrolled and attending ECPHS are eligible to receive and use a free bus pass.
- Students receiving an eCard transit pass will contribute \$0 per month to the cost of their transit pass. The face value of a student transit pass is currently \$63 per month.
- Good attendance is a must for success in school. In order to be eligible for a free eCard transit pass, students must have ***fewer than 6 unexcused absences*** during the month.

Any combination of unexcused absences and tardies that add up to **6 or more** will result in the student's parent having to come in for a parent meeting with the school principal to discuss the amount of absences the student accrued. After the parent meeting with the school principal, the principal will notify the Operations Department if that student's eCard should be deactivated or not. If a student's eCard is deactivated, **the student may purchase a standard transit pass from the Operations Department for \$32.**

Students must only use the bus pass that is issued to them. They are non-transferable and are labeled with a serial number that is attached to each student. The eCards cannot be sold, traded, or given to another person to use. If school administration becomes aware of this occurring, disciplinary action may be taken by school administrators. The principal will meet with that student and/or their parents to determine disciplinary action.

HOW TO OBTAIN AN ECARD TRANSIT PASS

All students who wish to participate in getting a free eCard transit pass must submit a signed transit pass agreement form. Parents/guardians are asked to sign the bottom of the application, indicating that they have read and understand all rules and policies that are part of this program. You can turn all signed bus pass forms into the front office. Transit pass agreement forms can be found in the ECPHS front office.

REPLACEMENT OF LOST OR STOLEN ECARD TRANSIT PASS

****Please report all lost or stolen eCards to the front office immediately. ****

If a eCard transit pass is lost or stolen, ECPHS will replace that student's eCard with a new one. At that time, the front office will record the day and time the eCard was reported lost or stolen. The student will be provided only one additional eCard before they will be required to pay \$5 for another one. Students may purchase another ebus pass from the Operations Department. Once an eCard is reported lost or stolen, the Operations Coordinator will deactivate that eCard with Valley Metro and issue the student a new eCard.

GETTING ON BOARD

All students boarding a city bus must present their eCard transit pass and student ID to the bus driver every day, every time they board a bus. If you are getting on board the lightrail you only have to present your eCard and student I.D. if instructed to do so by a Valley Metro attendant.

Students are required to follow all rules for riding the Valley Metro city bus and light rail, and those rules may be enforced by Valley Metro. Please visit www.valleymetro.org for additional information.

*****A BUS PASS AGREEMENT SIGNED BY A PARENT OR GUARDIAN MUST BE TURNED IN BEFORE ELIGIBLE STUDENTS CAN PARTICIPATE IN THE FREE ECARD TRANSIT PASS PROGRAM.**

PLEASE TURN IN ONE FORM PER FAMILY***

VEHICLES ON CAMPUS

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

- Name of student and signature
- Student's driver's license number
- Parent or guardian name and signature
- Car make and model and license plate number of each vehicle the student may be driving
- Automobile Insurance Policy Number and expiration date
- Vehicle Registration

APPENDIX A: CORE VALUES - HABITS BY GRADE BAND

[Click here to read the Core Values Habits for Grades K-12.](#)

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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
Engage with others using humility	<p>*I demonstrate humility and think of the needs of others more than myself when appropriate to do so.</p> <p>*I influence others to follow directions and rules at all times, and I participate in conversations and activities to support people legitimately seeking to accept positions of authority (i.e. student government, local/national elections, etc.) in a manner that is consistent with school rules and local/national laws.</p>	<p>*I demonstrate humility and think of the needs of others more than myself when appropriate to do so.</p> <p>*In addition to frequently, consistently demonstrating respect and humility by following directions and rules in the vast majority of circumstances, I also demonstrate awareness of civil disobedience that is proportional, appropriate, and effective.</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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
Develop a strong, positive self-awareness and identity	<p>*I can set priorities in building on strengths to benefit myself and others in my family, school, and community.</p> <p>*I can set priorities in improving areas of personal growth, and make effective plans to reach goals of improving in these areas. These plans include using positive adult role models and support systems to contribute to my success in school and life.</p> <p>*I can discuss and take a position on 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>	<p>*I can describe myself with gratitude for who I am (i.e. culture and family background, personality, beliefs and passions, natural strengths and weaknesses, etc.). I am in control of my emotions and use them to further rather than hinder my experiences in life.</p> <p>*I can describe priorities and a plan for personal growth that includes accountability and support to ensure success in these areas of development, and in school and life while I am improving in these areas.</p> <p>*I can clearly articulate my worldview, including my beliefs about origin, source(s) of problems in the world, ways to make the world better, and my responsibility and legacy, including topics</p>

	I am in control of my emotions and use them to further rather than hinder my experiences in life.	that connect to science and religion. I can also clearly articulate a mission/vision statement for my life.
Consistently doing the right thing, leading and influencing	<p>*I encourage others to do what is right in local and world issues, even when it may have resistance or be unpopular.</p> <p>*I apply ethical reasoning to evaluate societal practices and examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p> <p>*I can explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p> <p>*I analyze how personal qualities influence choices and successes and how making use of school and community supports and opportunities can contribute to school and life success.</p>	I influence others to do what is right in local and world issues, even when it may have resistance or be unpopular.

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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
Demonstrate empathy	<p>*I seek to understand, and I use various methods to deeply share the feelings and perspectives of others.</p> <p>*I can analyze similarities and differences between my own perspective and others' perspectives in present and potential future situations.</p> <p>*I can use conversation skills to understand others' feelings and perspectives and the source of these.</p> <p>*I can choose to behave and express emotions in a manner that contributes to others having feelings and perspectives and behaviors that are more desirable.</p>	<p>*I seek to understand, and I effectively use various methods to deeply share the feelings and perspectives of others.</p> <p>*I can express understanding of those who hold different opinions, and demonstrate ways to express empathy for others.</p> <p>*I can behave and express emotions in a manner that contributes to others having feelings and perspectives and behaviors that are more desirable.</p>
Create positive and supportive relationships with other students and adults. Use effective cooperation and collaboration skills.	<p>*I work with others, even when it's hard, and take on different roles with a group or team. I include and encourage others.</p> <p>*I can analyze and apply how listening and talking help in preventing and resolving</p>	I can build relationships, cooperate, and collaborate in a setting outside of school to contribute to success and resolve conflict as needed in a work or community initiative.

	<p>conflicts and how conflict- resolution skills contribute to work within a group.</p> <p>*I can demonstrate vulnerability and share personal and professional success and struggles with a small group of trusted people with whom I share life.</p> <p>*I can evaluate the effects of requesting support from and providing support to others and one's contribution in groups as a member and leader.</p> <p>*I can evaluate the application of communication and social skills in daily interactions with peers, teachers, and families, and can plan, implement, and evaluate participation in a group project.</p>	
Help and serve	<p>*I can evaluate strategies for being respectful of others and opposing stereotyping and prejudice and how advocacy for the rights of others contributes to the common good.</p> <p>*I recognize and acknowledge my responsibility in personal, local, and global problems and find ways to fix it.</p>	I independently help and serve to initiate and improve the lives of others in my community. I recognize and acknowledge my responsibility in personal, local, and global problems and find ways to fix it.

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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
Demonstrate gratitude	*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.	*I express gratitude personally and publicly in a manner that inspires others to be grateful for the positive things in their lives, even amidst painful experiences.
Extend hope	<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>	<p>*I analyze the core causes of people's pain and dissatisfaction, and generate multiple, aligned strategies to reduce this suffering despite resistance and rejection of some of these strategies.</p> <p>*I can focus myself and others on the positive possibilities in the future and demonstrate a growth mindset. 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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
Pursue personal health	*I exercise at least 30 minutes a day, eat balanced meals without too much sugar, and sleep at least 7 hours a night.	*I exercise at least 30 minutes a day, eat balanced meals without too much sugar, and sleep at least 6 hours a night.
Use resources in a way that is both sustainable and enhances value.	*I can make a personal budget for money and analyze ways in my home, school, and community that money and resources are saved or used to increase value. *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.	*I can analyze and present strong, logical recommendations for the use of time, money, and resources in my family, school, and community. I am credible because I manage my time, money, and resources well. *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 spend time in my community making it cleaner, safer, and/or better. *I can plan, implement, and evaluate my participation in activities and organizations that improve school climate and in a group effort to contribute to my local community.	*I build relationships with local organizations and leaders. *I can work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need and that addresses an identified need in the broader 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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
Seek what is true	*I ask questions and seek to learn interesting, important, nuanced, and hard-to-find information about myself, my community, my country, and my world--present, past, and future. *I reflect on what I learn and connect facts to big ideas. I ponder ideas and problems to draw valuable lessons. I discuss the application of these lessons with others in various contexts for my personal life and for people in my community and world.	*I relentlessly pursue what is true in various contexts, and I engage in robust conversations with others to ensure what is true is known and applied by others.

<p>Demonstrate critical thinking skills, gather evidence, and consider multiple perspectives to make creative, logical decisions</p>	<p>*I relentlessly pursue what is strategic, safe, healthy, and/or true in various contexts, and incorporate wise counsel and multiple perspectives in this process.</p> <p>*I reflect on what I learn and connect facts to big ideas. I ponder ideas and problems to draw valuable lessons. I engage in robust conversations with others to ensure what is true is known and applied by others.</p>	<p>*I can gather and organize multiple sources of information in order to make and present strategic solutions and decisions in a manner that is feasible, timely, compelling to others and considers resources needed. I can apply this to academic, social, family, and community situations and injustices.</p>
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Perseverance and Excellence: We will become who we were created to be and do what we have been empowered to do in our community and in our world. We will overcome obstacles and exhaust all options to fulfill our 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.

Habit	Indicators for Grades 9-10	Indicators for Grades 11-12
<p>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</p>	<p>*I have long - and short-term academic, career and social/ emotional goals</p> <p>*I participate in enrichment and extracurricular activities.</p> <p>*I complete at least 2 hours of homework each night.</p> <p>*I demonstrate a commitment to excellence with the clothes I choose to wear.</p> <p>*I can implement a plan to build on a strength, meet a need, or address a challenge, and evaluate how developing interests and filling useful roles support school and life success.</p> <p>*I earn grades that will enable me to attain my college goals (3.0+).</p> <p>*I set weekly goals and plans that enable me to achieve the grades and other requirements needed to achieve my college and long-term goals.</p>	<p>*I have long- and short-term academic, career, and social/emotional goals with a plan I am following and checking progress on. This plan has ways to celebrate and includes people to hold me accountable and offer me support.</p> <p>*I choose enrichment and extracurricular activities that align to my life goals and plans, and I commit to excel in these areas for multiple years.</p> <p>*I complete at least 2-3 hours of homework each night.</p> <p>*I demonstrate a commitment to excellence in every aspect of my life (clothes I choose to wear, language I use, etc.).</p>
<p>I can manage myself as a self-motivated, self-directed person and learner.</p>	<p>*Demonstrate self-discipline and self-control.</p> <p>*Demonstrate the ability to develop a weekly schedule and daily routine to balance school, home and community activities</p> <p>*I seek out new people and resources to learn and achieve my goals. I identify strategies to make use of resources and overcome obstacles to achieve goals. I apply strategies to overcome obstacles to goal achievement.</p>	<p>*I have people I choose to mentor and who I have asked to mentor me to support my continual learning and personal development as I do this for others.</p> <p>*I have a routine and schedule that may adjust throughout the year based on my commitments and that allows me to excel in my current commitments, explore new challenges, and maintain margin in my life.</p>

<p>I demonstrate the ability to relentlessly pursue my goals by working urgently for a sustained period of time and delaying immediate gratification for long-term rewards.</p>	<p>*I work passionately for goals that have personal meaning in my life and can articulate how short-term actions and goals connect to this long-term purpose.</p> <p>*When I do not meet a goal, I consider multiple reason(s) why, often with input from others. I prioritize the reasons, develop an aligned plan, and increase effort to follow through on the plan and increase success. My plan usually includes others who provide accountability and support to help me focus on the positive and ignore the naysayers and personal temptations to quit or even reduce effort.</p>	<p>*I work passionately and inspire others in pursuit of goals that have personal meaning in my life.</p> <p>*I can invest others to support short-term actions and goals that connect to my long-term purpose.</p> <p>*When I and those I inspire and influence do not meet a goal, I consider multiple reason (s) why, often with these people and others. We prioritize the reasons, develop an aligned plan, and increase effort to follow through on the plan and increase success. The plan includes structures for accountability and support to focus on the positive and ignore the naysayers and personal temptations to quit or even reduce effort.</p>
	<p>*I can apply strategies to manage stress and to motivate successful performance.</p> <p>*I can analyze how thoughts and emotions affect decision making and responsible behavior, and I can generate ways to develop more positive attitudes.</p> <p>*I am at school and class on time every day unless I have a contagious illness.</p>	<p>*I can apply strategies and support others to manage stress and to motivate successful performance.</p> <p>*I can articulate for myself and others ways to develop positive attitudes, and the influence of thoughts and emotions on responsible decision-making and behavior.</p> <p>*I am at school and class on time every day unless I have a contagious illness.</p>
<p>I demonstrate effective coping skills when faced with a problem</p>	<p>*I can apply strategies to manage stress and to motivate successful performance.</p> <p>*I can analyze how thoughts and emotions affect decision making and responsible behavior, and I can generate ways to develop more positive attitudes.</p> <p>*I am at school and class on time every day unless I have a contagious illness.</p>	<p>*I can apply strategies and support others to manage stress and to motivate successful performance.</p> <p>*I can articulate for myself and others ways to develop positive attitudes, and the influence of thoughts and emotions on responsible decision-making and behavior.</p> <p>*I am at school and class on time every day unless I have a contagious illness.</p>

APPENDIX B



2023-2024 School Calendar

Empower College Prep
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 (602) 283-5720
 Fax: (602) 535-5409
 empowercollegeprep.org

July 2023						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30	31					

August 2023						
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27	28	29	30	31		

September 2023						
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October 2023						
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22	23	24	25	26	27	28
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November 2023						
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December 2023						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 24 School-Year Employees' First Day
 Aug 7 Students' First Day
 Sep 4 Labor Day Holiday
 Oct 4-6 Family Conferences - Early Release
 Oct 9-13 Fall Break - No School
 Nov 10 Veterans' Day Holiday
 Nov 22-24 Thanksgiving Break
 Dec 21 End of Semester 1
 Dec 22 - Jan 5 Winter Break
 Jan 8 Staff Learning Day
 Jan 9 Beginning of Semester 2
 Jan 15 Martin Luther King, Jr. Day Holiday
 Jan 24 100th Day of School
 Jan 24-26 K-8 Conferences - Early Release
 Feb 19 Presidents' Day Holiday
 Mar 13-15 9-12 Conferences - Early Release
 Mar 11-15 Spring Break
 Mar 29 Spring Holiday
 May 24 Students' Last Day/End of Semester 2
 May 24 Early Release
 May 24 School-Year Employees' Last Day
 May 25 High School Graduation

Staff Training
School Recess
Federal Holidays
Early Release K-12
Early Release K-8
Early Release 9-12
Semesters Begin or End

QT 1: 8/2 - 10/6 = 44 Days
 QT 2: 10/16 - 12/21 = 45 Days
 SEM 1: 8/2 - 12/21 = 89 Days
 QT 3: 1/9 - 3/15 = 47 Days
 QT 4: 3/25 - 5/24 = 44 Days
 SEM 2: 1/9 - 5/24 = 92 Days
Total Days = 180 Days

January 2024						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			

February 2024						
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March 2024						
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April 2024						
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May 2024						
S	M	T	W	T	F	S
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June 2024						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APPENDIX C: REFERRAL TO OUTSIDE AGENCIES

College Prep Programs		
Organization	Purpose	Contact
Be A Leader	For students grades 8-12, help prepare students for college through monthly saturday workshops	https://www.bealeaderfoundation.org/ Email: info@bealeaderfoundation.org Phone: (602) 758-8000
ACE	<p>Earn FREE Dual Enrollment Credit through the Maricopa Community Colleges (All sites have programs but closest is Phoenix College)</p> <p>Must be a sophomore to apply and be willing to take college classes over summer and on saturdays.</p>	<p>Yvonne Tapia ACE Program Coordinator Email: yvonne.tapia@phoenixcollege.edu Phone: (602) 285-7851</p> <p>Lane Franklin Student Services Specialist Email: lane.franklin@phoenixcollege.edu Phone:(602) 285-7741</p> <p>ACE Programs Office Email: ace@phoenixcollege.edu Phone:(602) 285-7743</p>
Aguila Youth	Join a community of college going students as you learn the steps needed to apply and graduate from college. Members can participate in the annual week long college tour to neighboring states.	www.aguilayouth.org Email: info@aguilayouth.org Phone: (602) 518-0612
STEPS	Get help preparing for college through workshops and 1-on-1 advising. Students also can apply to participate in the Alaska expedition their senior year. Must be a Sophomore with a 3.6 GPA to apply	http://www.stepexpedition.org/apply/ Email: step@stepexpedition.org Phone: (602) 329-2247
Arizona Ivy League	Are you serious about applying to very competitive colleges? Get help preparing for the application process and learn how to stand out among all star students. Open to students their junior year.	https://www.facebook.com/OfficialAZILP/ James Montoya, Executive Director Email: jmontoya@azivyleagueproject.org
College Depot	Located at the Downtown Burton Barr Library, Get help preparing for and applying to college through workshops, summer bootcamps, and 1-on-1 advising. Open Saturdays. Make sure	https://www.phoenixpubliclibrary.org/collegedepot/

	to check out their studentship list online.	To schedule an appointment, call 602-261-8847.
Mental Health Resources		
<i>Organization</i>	<i>Purpose</i>	<i>Contact</i>
Southwest Network	Behavioral health services	Address: 3450 N. 3rd St, Suite 150 Phoenix, AZ 85012 Phone: 602-265-8338
Open Hearts	Behavioral health services	Address: 4414 N. 19th Ave Phoenix, AZ 85015 Phone: 602-285-5550
Chicanos Por La Causa	Behavioral health services, immigration, housing	Address: 6850 W Indian School Rd, Phoenix, AZ 85033 Phone: 623- 247-0464
Arizona Children's Association	Behavioral health services	Address: 3636 N Central Ave #200, Phoenix, AZ 85012 Phone: (602) 234-3733
Crisis Network AZ	Crisis Services/ Mobile team	602-222-9444
Navigator Services	2 week intensive support; AHCCCS Enrollment, Behavioral Health Services including Psychiatric, Housing, Employment, Substance Abuse Treatment, Transportation, LGBTQ resources Maricopa County	Patrick Scullion, Crisis Transition Navigator patrick.scullion@lafronteraempact.org Phone: 480-736-4955 Fax: 480-921-8410 7 Days a week, 9:00 am to 7:00 pm https://www.mercymaricopa.org/assets/pdf/about-us/Community-Crisis-Resources.pdf
TERROS	Behavioral health services	Monica Cawley , Clinical Site Director Address: 3864 N. 27th Ave Phoenix, AZ 85017 Phone: 602-389-3754

Community Resources		
Organization	Purpose	Contact
Boys and Girls Club	After-school programs, follows Alhambra School District schedule	Address: 2242 W Missouri Ave, Phoenix, AZ 85015 Phone: (602) 249-1338
YMCA	Sports, Government Club, After school and summer programs	Address: 5517 N 17th Ave, Phoenix, AZ 85015 Phone: (602) 242-7717
Big Brothers, Big Sisters	Mentoring Ages 6-15	https://www.bbbsaz.org/enroll/ Address: 4745 N 7th St #210, Phoenix, AZ 85014 Phone: (602) 264-9254
New Pathways for Youth	Mentoring Ages 13-17	https://www.npfy.org/ Phone: 602-422-9270 or email npfyprogram@npfy.org Address: 1001 East Pierce St, Phoenix, AZ 85006
GCU Learning Lounge	FREE tutoring for MS & HS students, SAT/ACT Prep Open Mon-Friday 3-8pm, Saturday 10am-2pm	GCU Campus- ACE Center Contact Us at: (602) 247-2030 or email K12LearningLounge@gcu.edu
Harvest Compassion Maryvale	Free food, clothing, and diapers. They can go once a month. Everything FREE. OPEN: Tuesday, Friday, & Saturday, 9 am to 11:30 am	Address: 4002 N 67th Ave Phoenix, AZ 85033 Phone: 623-247-0039
UMOM	Family Shelter	Address: 3333 E Van Buren St, Phoenix, AZ 85008 Phone: (602) 275-7852 ext. 5000
Family Housing Hub	Shelter Finder	Address: 3333 E Van Buren St, Phoenix, AZ 85008 Phone: (602) 595-8700 Website: fhhub.org

PARENT & STUDENT ACKNOWLEDGEMENT

Empower College Prep’s mission is to prepare students 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 High 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. You may request a copy of the Family Handbook from the front office or view it at <http://www.empowercollegeprep.org/colter-hs-important-documents/>.
- 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 Summit Learning progress 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 ECPHS rules 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