



**K-8 student & Family Handbook
2025-2026**

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SCHOOL PHILOSOPHY, VISION, MISSION, HALLMARKS, AND VALUES

Core Conviction

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

Vision

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

Mission

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

Hallmarks

The hallmarks of Empower are:

1. **Rigor** | students will engage in an accelerated curriculum to eliminate the achievement gap, work above grade level, and excel in at least eight Advanced Placement courses before high school graduation.
2. **Gifts and Interests** | students will discover and develop their unique gifts and interests, and connect what they learn to their unique attributes.
3. **Real-world application** | students will apply what they learn to real-world problems and topics, and articulate how the knowledge and skills they master are used to positively impact their community, country, and world.
4. **Core Values** | students will internalize the core values necessary to excel in college and maximize their impact in the world. They will be stewards of the abilities they develop to combine them with their unique passions and gifts to serve humanity. They will demonstrate respect and humility, integrity, compassion and empathy, optimism and hope, stewardship and restoration, wisdom and truth, and perseverance and excellence.

These hallmarks are inter-connected. All students engage in rigorous academic contents that are 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 AND CONTRIBUTIONS FROM PARENTS, STUDENTS, AND STAFF FOR STUDENT SUCCESS

School to Home Communication

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

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

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

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

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

Staff Accountability

Every staff member at Empower is deeply committed to keeping our promise of empowering our 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@empowercollegeprpe.org to arrange an opportunity to review a staff member's qualifications, educational background, and professional experience.

Grievance Procedure

The intent of every member of Empower's team is to empower our students to excel academically and become the people they were created to be. However, 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 hope that the majority of concerns will be resolved at this stage.
2. **File A Formal Complaint:** If necessary, a complaint or grievance may be written and submitted to

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

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

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

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

Respondents will be informed of the changes as soon as the School Director deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The School Director, or one of his designees will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (10) 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.

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.

SCHOOL HOURS AND ATTENDANCE

School Hours

We have full days and early release days for a total of 181 days. The school calendar is found in Appendix B. Full days are Monday-Wednesday and Friday. Early release days are on Thursday.

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

Dismissal on full days is at 2:35 PM with buses leaving campus at 2:40 PM. All students should be picked up by 3:00 PM. Dismissal on early release days is at 12:00 PM with buses leaving campus at 12:05 PM. Students should be picked up by 12:25 PM.

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

Students who will be picked up early **require** notification to the front office via a NOTE, a PHONE CALL, or an IN PERSON parent or guardian by 1:30 PM on full days and by 11:15 AM on early release days. This allows the school to inform appropriate persons and ensure students are in the correct location for dismissal.

The after school program runs on full days from 2:35-4:15 PM. All students should be picked up by 4:30

PM. Failure to pick up students from the after school program on time may result in removal from the program.

Attendance

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

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

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

When children are not in the classroom, consistent and sustainable learning is impeded. Empower College Prep staff and administration have made intentional attempts in bringing the importance of regular attendance to your attention. Our policy is as follows:

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

Procedures for Attendance

1. Attendance is taken daily at 8:00 a.m. and within the first 5 minutes of any period for period attendance.
2. Students arriving after the bell must get a pass from the office before continuing to the classroom, and are marked tardy.

3. Parents or guardians are to call the school (602-283-5720) if their child will be absent or tardy.
4. The school will document the date, reason, and person reporting the absence.

Pursuant to A.R.S. §15-901(A)(2)...The Department of Education defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions not to exceed 10% of the instructional days scheduled for the school year. Family vacations should be reported in advance by parent/guardian and the school reserves the discretion to excuse the absence or not.

If a student has an unexcused absence for the first day of school, ECP 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.

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

STUDENT ACADEMIC REQUIREMENTS, GRADING, AND HONORS

Homework

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

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

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

Promotion and Retention

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

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

OR		OR
Class metrics	State metrics	Other external metrics
70% (3) or better class average on gradebook w/ standards-based grading OR 60% (2) class average on school-approved summative assessment	Proficient on state test (Grade 8) OR Partially proficient on state test (Grades 3-7)	Meet minimal %ile rank on NWEA* 8th: 50 7th: 45 6th: 40 5th: 35 4th: 30 3rd: 25 OR Demonstrate sufficient growth with the diagnostics score (which indicates working grade level) as measured by the school screening assessment.**

NOTES:

- If a child passes Math, Reading, AND Writing, but fails another class, then a grade level team may choose to promote the child.
- students will be promoted as needed to be within reach of graduation by age 21.
- students with special needs may be promoted based on a decision made by the child's IEP team.
- students who are English Learners may be promoted based on a decision made by the child's teachers and the EL Department.

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

**Sufficient growth is defined as achieving a diagnostic score increase equal to the difference between 900 (the on-grade level score for a 9th grader) and the previous Spring's EOY test (or Fall if no data from previous Spring), divided by the number of years between 9th grade and the current grade. For students entering mid-year, the number of years is a decimal equal to full months remaining.

EXAMPLE equation: $(900 - \text{Fall score} / \# \text{ of years until 9th grade}) + \text{Fall score} = \text{the EOY score}$

Example for a 4th grade student who scores 120 in Fall: $(900 - 120 / 5) + 120 = 276$. The student needs to score 276 on the EOY diagnostic to demonstrate sufficient growth.

Assessments

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

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

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

Co-Curricular Classes

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

After School Program

We also offer after school programs from 2:35-4:15 PM on full school days. The programs range from tutoring in core subjects such as reading and math to arts and crafts to sports clubs. **Family transportation is required.**

Field Trips and University Trips

To ensure students have the opportunity to connect what they learn to the real world, Empower has field trips throughout the year to a variety of locations such as the Phoenix Zoo, Musical Instrument Museum, Arizona Science Center, and much more.

Additionally, students in all grades begin learning about the importance of going to college. Students in Kindergarten through 3rd Grade are introduced to college and career readiness through engaging activities such as “What do I want to be when I grow up?” reflections and a variety of other interactive experiences designed to build early awareness of higher education opportunities. Starting in 4th grade, students attend a university trip. University trips are directly related to our mission of getting all students to college. The university trip locations are as follows:

- 4th grade: Arizona State University (Tempe)
- 5th grade: University of Arizona (Tucson)
- 6th grade: Northern Arizona University (Flagstaff)
- 7th grade: University of California at Los Angeles and University of Southern California (Los Angeles)
- 8th grade: To Be Determined

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

STUDENT BEHAVIOR EXPECTATIONS

Culture of Achievement

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

1. We uphold the Core Values of respect, integrity, compassion, optimism, stewardship, wisdom, and perseverance.
2. We follow the rules and directions given to us.
3. We speak in complete sentences.
4. We use a professional tone and body language.
5. We use every moment of time to make ourselves smarter, which means:
 - a. We have a book to read at all times.
 - b. We do not have “free time” on computers or phones.
 - c. We attend tutoring or small group sessions when offered and when needed.

- d. We complete our work when it is given to us.
- 6. We wear our uniforms correctly and always.
- 7. We are open to feedback and correction, and we make changes necessary to grow and improve.

Discipline

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

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

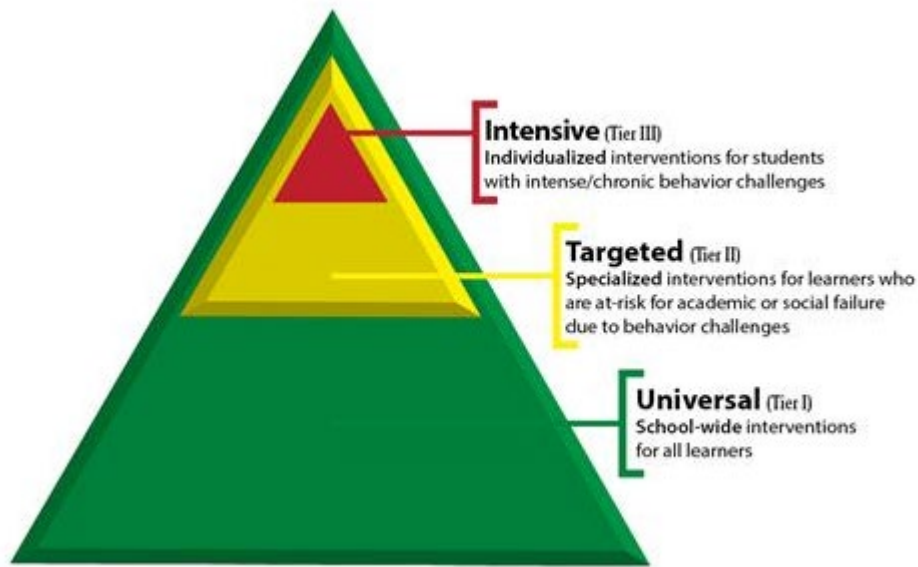
The staff requests parent support in helping to maintain appropriate conduct in the school. students' behaviors should reflect our core values and the consideration for the rights, feelings, and property of others.

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

The discipline system at Empower includes PBIS.

What is PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.



- One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.
- A school-wide approach replaces individual classroom or grade-level behavioral management plans. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, office, driveline, and restrooms).
- Attention is focused on creating and sustaining Tier 1 (school-wide), Tier 2 (classroom), and Tier 3 (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant and desired behavior more functional.

PBIS focuses discipline on training students what to do and rewarding them for doing it. The discipline system at Empower also includes the following undesired consequences:

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

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

- Recess detention
- After-school Detention
- In-class suspension
- In-school suspension
- Out-of-school suspension (may include notification of police pursuant to ARS 13-2911)

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

Suspension

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

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

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

Expulsion Policy

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.

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

Harassment

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

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

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

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

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

Bullying and Cyberbullying

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

Bullying is **repeated** verbal, physical, social or psychological behavior that is **harmful** and involves the **misuse of power** (physical strength, access to embarrassing information, popularity, etc.) by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimization and all forms of harassment including that based on sex, race, disability, sexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying behavior can be:

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

School-Wide Bullying Obligations

student	Parent	Teacher	Admin
-Ask "bully" to stop -Walk away -Report it to closest adult	-Notify school immediately when child reports bullying with these answers: Who?	Contact manager, culture associates to investigate	-Investigate reported bullying -Contact all parents -Assign consequences

when it happens	What? Where? When? - Talk to your child about being respectful and kind.		
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Conflict or fights between equals and single incidents are not defined as bullying. **Bullying behavior is not:**

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

Drug and Tobacco Free Zone

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

Transportation

It is recommended that students get to school by bus or with parents or legal guardian(s). If a student does need to use one of these forms of transportation, please inform the Front Office as well as the student's teacher(s). *students may not use skateboards, roller skates, roller blades, or roller shoes as a means of transportation to or from school. Skateboards, roller skates, roller blades, roller shoes, and shoes with wheels are not allowed on campus.*

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

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

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

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

Bus Rules:

1. Stay in your assigned seat.
2. Respect and follow ALL directions of the bus driver.

3. Use an “indoor” voice. Yelling or shouting is not appropriate.
4. Use appropriate language.
5. Only water is allowed on the bus. Eating, chewing gum, or drinking anything other than water is not permitted.
6. Keep your hands, feet, and objects/materials to yourself.

What to do on the bus:

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

Positive Consequences include:

1. Safety
2. Wolf Pride is Hard to Hide tickets
3. Praise
4. Calls home
5. Points that earn celebrations and treats.

Negative Consequences may include:

1. Safety is at risk.
2. Parent meetings
3. Loss of privileges such as recess, field trips, preferential seating
4. Write-ups (See below.)
5. Suspension from the bus.

Bus write-ups result in the following consequences:

Level 1 Bus Staff Managed			
Infraction	1st Offense	2nd Offense	3rd Offense
Failure to remain properly seated	bus driver conference with student	Referral	continued will result in bus suspension
Loud disruptive talking or yelling	Verbal warning	bus driver conference with student	Referral
Failure to take assigned seat	Verbal warning	bus driver conference with student	Referral
Eating/drinking/ Chewing gum on teh bus	Verbal warning	bus driver conference with student	Referral
Bothering other passangers	Verbal warning	bus driver conference with student	Referral
Throwing objects on the bus	Verbal warning	bus driver conference with student	Referral
Crossing behind the bus	Verbal warning	bus driver conference with student	Referral
Continuously late to bus stop	Verbal warning	bus driver conference with student	Referral
Opening window	Verbal warning	bus driver conference with student	Referral
Profanity, obscene language or gestures	Verbal warning	bus driver conference with student	Referral
Extending head or arm out of the bus window.	Verbal warning	bus driver conference with student	Referral
Vandalizing bus or district property	Verbal warning	bus driver conference with student	Referral
Verbal abuse of another student	Verbal warning	bus driver conference with student	Referral
Defiant behavior shown to bus driver or assistant	Verbal warning	bus driver conference with student	Referral
Spitting on the bus	Verbal warning	bus driver conference with student	Referral
Throwing object at the bus	Verbal warning	bus driver conference with student	Referral

Level 2 School Admin Man...		
Infraction	Minimum	Maximum
Lighting matches/lighter on bus	10 day suspension from bus	Bus privileges revoked
throwing objects from bus	5 day suspension from bus	Bus privileges revoked
Verbal abuse/physicalassault or driver or assistant	5 day suspension from bus	Bus privileges revoked
Igniting smoke/ stink bomb on bus	Bus privileges revoked	Bus privileges revoked
Smoking on bus	Bus privileges revoked	Bus privileges revoked
Activating or tampering with emergency equipment	Bus privileges revoked	Bus privileges revoked
Weapon, simulated weapon, firearm, destructive device or dangerous instrument (on bus or at the stop)	Bus privileges revoked	Bus privileges revoked
Shoving someone on to path of vehicle	Bus privileges revoked	Bus privileges revoked
Physical assault on student	10 day suspension from bus	Bus privileges revoked
Vandalizing bus or district property -MAJOR damage	cleaning- invoice for repairs	bus privilage revoked

Uniform

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

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

Blue

Green



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



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

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

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

- Hoodies with an official, real university are acceptable as well. Any color or design, as appropriate for school, from a university is acceptable.
- The ECP ES uniform polo and bottoms are REQUIRED with cold weather attire.

Other Uniform Information

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

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

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

Dress Code for Non-uniform Days

Students in K-8 have a required uniform. There are some days when the uniform is not required. On those days, students are still expected to wear appropriate attire at school and school events.

Students have non-uniform days every Thursday where they may wear their grade color, as below. Students' attire on non-uniform days must also follow the below dress code guidelines.

Grade	Color
Kinder	Blue
1st	Red
2nd	Purple
3rd	Yellow
4th	Green
5th	Black
6th	Blue
7th	Red
8th	Black

Students may also participate in our school-wide fundraiser on Fridays and pay for jeans or full dress down. Jeans are \$1 and must include the uniform top. Dress down is \$3 and must follow the below dress code guidelines.

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, jeans day/dress down days, university trips, 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 full 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. (Head coverings for religious purposes are excluded.)
- 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. Demerit earned.
- Subsequent Consequences can be as follows: home contact, detention, in-school intervention, behavior contract, parent/guardian conference. Parents/guardians must pick up items.
 - Any item not picked up will be discarded at the end of the semester or sooner.

Personal and School Property

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

School Property: Every student is expected to treat school property with the utmost respect and

integrity, including technology, equipment, papers, bathrooms, and all other property of the school. If a student is found responsible for damaging school property, they may be responsible for paying it and/or may lose privileges such as athletics, after school programs, recess, field trips, and events.

Other Belongings: Students should not bring non-essential items to school. Non-essential items include but are not limited to toys, makeup, cell phones, and other electronic devices. If students choose to bring items, the staff will not commit time or resources to the recovery of these items if they are lost. It is necessary to preserve the focus and culture of achievement on campus, so the school may confiscate non-essential items - including cell phones - and return them to a parent when the parent is available to pick it up.

Cell Phones: Pursuant to A.R.S. § 15-120.05, schools are required to limit students' use of cell phones and other "wireless communication devices" during the school day. "School day" means the entire time that students are at school, including meals, passing periods, and recess.

K-8 has adopted the policy that includes:

- No cell phones ALL day, including lunch and recess.
- Cell phones may be permissible for educational purposes with EXPLICIT teacher or staff permission at designated times only.
- Airpods/earbuds cannot be used on campus. Visible airpods/earbuds will be confiscated. Visible is defined as seen; it does not need to be in use to be confiscated.
- Buses: The cell phone policy above includes bus rides. Students seen using phones will face the same consequences as described below.

Consequences for cell phones and other devices (such as Airpods/earbuds):

- First offense: The device is confiscated by the teacher or staff member who gives it to the front office. The device will be locked in the office and can be picked up at the end of the day.
- Any offense after the first: The device is confiscated by the teacher or staff member who gives it to the front office AND the parent or guardian must come to retrieve the device.
- The student will receive a referral for any infraction.

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

Lost and Found: A lost and found is available on campus. Parents/guardians may check in the lost & found any time. Monthly, items not recovered may be donated to a local charity.

Technology

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

Student and Parent Mobile Device Policy

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

One-to-One computing offers many benefits to our modern day classroom and learner. Empower College Prep's expectation is that the student will have their computing device (laptop) with them for use in all of their classes. The laptop will help increase student engagement. Students can access learning materials and engage in real-time inquiry as their questions arise. Students can track their own learning and have confidence in their progress. Laptops also allow students to research, collaborate, and produce a final product to share with peers, teachers and parents.

Components of our One to One Device Program

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

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

Lenovo m22, and x140e: All laptops run Chrome OS Enterprise, these devices are able to be remotely managed by the Technology Department.

Parent/Guardian Responsibility

In order for students to use an Empower College Prep mobile device, a student and parent /guardian must sign the student Technical Use Agreement (see below) and agree to and follow applicable ECP policies and procedures.

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

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

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

The parent/guardian will monitor 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 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.

Internet filtering is required by The Children's Internet Protection Act ("CIPA"). The school network is

protected and monitored by CIPAFilter hardware. This will limit the 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

Webcams

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

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

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

Other Information Regarding student Laptops

- Listening to music on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.
- Watching movies on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.
- At school, online gaming is not allowed during school hours unless you have been given permission by a teacher. Any games must be in support of education.
- Never eat or drink over or near the laptop. Food and beverages should be at least two (2) feet from the laptop

Care of Laptops

- Laptops should be stored in a backpack that isn't designed to hold a laptop
- Never pile things on top of it
- Never leave it on the bottom of a backpack
- Always use the handle or strap to carry the laptop
- Never leave the laptop or laptop accessories unattended for any reason
- Center the laptop on the desk
- Lock the computer before walking away from it
- Close the lid of the laptop before walking with the laptop
- Do not leave your laptop or laptop accessories unattended
- Follow all directions given by the teacher

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 cord/chargers
- Defacing the laptop or case in any way; including, but not limited to, marking, drawing, stitching, or marring the surface
- Installing software. student laptops will not allow 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 Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

Repairs

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

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

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

Lost or Stolen Equipment

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

If equipment is stolen, a police report must be filed and a copy of the report must be provided to the school by the student or parent in a timely manner (within five school days). If there is not clear evidence of theft, or the equipment has been lost due to 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.

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

Replacement Costs for Accessories

N21, n22, n23	\$225.00
x140e.....	\$200.00
AC Adapter	\$35.00
Broken Screen.....	\$125.00

Missing Key\$20.00
 Broken Hinge\$80.00
 Keyboard Replacement.....\$60.00
 Broken Power Port.....\$40.00

Behaviors Related to Technology Usage

Tech-related Behavior Violations	Equivalent “traditional” Classroom Violations
Email, instant messaging, internet surfing, computer games (off-task behavior)	Passing notes, looking at magazines, games (off-task behavior)
Missing case	No binder/missing supplies
Cutting and pasting without citing sources	Plagiarism
Cyber-bullying	Bullying, harassment
Damaging, defacing, or endangering laptop or accessories	Vandalism, property damage
Using profanity, obscenity, racist terms	Inappropriate language
Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network	Bringing pornographic or other inappropriate content to school in print form
Using an electronic resources account authorized for another person	Breaking into or using some else’s locker

<p align="center">Technology Specific Violations</p> <p align="center"><i>Behavior unique to the digital environment without a “traditional” behavioral equivalent</i></p>
Chronic, tech-related behavior violations (see above)

Deleting browser history
Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use
Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
Unauthorized downloading or installing software
Attempts to defeat or bypass the district's Internet filter

ACCEPTABLE FAMILY/VISITOR BEHAVIOR POLICY

Empower College Prep is committed to providing its students with the very best educational experience possible and to ensuring the safety and the overall well-being of all families, students, faculty and staff, and volunteers. To achieve this goal, the support of family members/parents/guardians and a strong and positive relationship with the school is imperative. Therefore, ALL families are expected to conduct themselves in a responsible manner consistent with the core values of respect, integrity, compassion, optimism, stewardship, wisdom, and perseverance. Family members shall always model positive and responsible behavior and communicate in an ethical manner. In doing so, they not only show their children how to appropriately express and address issues and concerns, but they ensure that there is no disruption to the educational process.

The Acceptable Family/Visitor Behavior Policy is designed to inform families/parents/guardians of behavioral expectations when visiting the school and/or when interacting with school personnel. The policy provides a description of a broad range of behavior considered to be detrimental to effective school/home relationships and/or which serve to disrupt the educational process and are therefore inappropriate.

The behaviors listed are not all-inclusive. The families/parent/guardian(s) who display inappropriate behavior which disrupts the educational process will compel administrative action, which may lead to withdrawal of their child(ren) from Empower College Prep.

When and Where These Expectations Apply

The policies and administrative procedures concerning parental/family member/guardian conduct apply to actions of parents on school property and any other place a school sponsored, school related, or school sanctioned event takes place, e. g., field trips, sporting events, programs, etc.

Families/parents/guardians should be aware that the commission of any felony offense, whether at

school or away from school, may result in expulsion. Finally, parents should be aware that administrators who are made aware of activity deemed inappropriate by Empower College Prep, including criminal activity, whether on or off campus will make a report to the appropriate law enforcement agencies and that, in addition to these administrative rules, those persons may be subject to criminal charges for violation of the law.

General Acts of Parental Misconduct

- Using behavior or comments which are profane, insulting, harassing, sexist, racist, abusive, disrespectful
- Threatening the safety of school personnel, students, visitors, volunteers, and/or other parents
- Failure to abide by rules and regulations at extracurricular activities such as sporting events or at special events such as field trips
- Cheating (This includes doing student's' coursework)
- Taking students out of the classroom or off of school grounds without the permission of school personnel and/or the appropriate parent or guardian.
- Posting or distributing unauthorized materials on school grounds
- Loitering in unauthorized areas
- Failure to maintain financial responsibility regarding school functions and activities (e.g., failure to turn in funds collected on behalf or in the name of the school)
- Any other acts that interfere with the orderly educational process in the classroom or the school
- Using school computers to access materials and sites on the internet that are deemed to be inappropriate by Empower College Prep
- Sending or forwarding inappropriate email, including email containing offensive language, untruthful statements, junk e-mail, chain letters, etc.
- Using behavior or making unbecoming comments on The Rhodes School's social media and/or school website.

General Enforcement Guidelines

When enforcing policy, Empower College Prep personnel shall adhere to the following general guidelines:

1. Enforcement shall be administered when necessary to protect students, school employees or property, and to maintain essential order and discipline.
2. Parents/guardians and students shall be treated fairly and equitably. Enforcement shall be based on a careful assessment of the circumstances of each case. Factors that must be considered in each decision concerning suspension, expulsion, or involving Law Enforcement Agencies, regardless of whether the decision concerns a mandatory or discretionary action, include:
 - a. seriousness of the offense
 - b. intent when engaged in the conduct
 - c. parent's history with faculty and staff

- d. parent's attitude
- e. potential effect of the misconduct on the school environment
- f. state law requirements for certain disciplinary consequences
- g. whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment
- h. whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct

Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, the school, or any school-related activity and may include persistent misbehavior.

Persistent shall be defined as more than one instance of misconduct.

MAINTAINING A HEALTHY CAMPUS

Lice and Nit Policy

Empower College Prep has developed a lice and nit policy based on recommendations by the Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN). More information can be found at <https://www.cdc.gov/parasites/lice/head/schools.html>.

The CDC's website states that "[b]oth the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN) have advocated that "no-nit" policies should be discontinued. "No-nit" policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than 1/4 inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as 'casings'.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by nonmedical personnel. Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice."

ECP's policy is as follows:

1. ECP recognizes that head lice infestations among students require treatment but do not pose a

risk of transmitting disease. The goal is to encourage early detection and treatment with a policy that limits student absences.

2. The school may distribute information to parents/guardians of students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations.
3. School employees shall report all suspected cases of head lice to the school principal or office personnel as soon as the issue is identified.
4. If a student is found with active head lice, the student will be sent home for treatment. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.
5. If a student is found to only have nits or casings, the student can remain in school but the parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school as long as there continue to be no active head lice.
6. Upon the student's return to school, school staff shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school staff shall contact the student's parent/guardian to discuss treatment. At that time, a determination of whether the student can remain at the school will be made. As needed, the school may provide additional resources and/or referral to the local health department, health care providers, or other agencies.
7. If a student is found consistently infested with head lice, the parent/guardian may be called in for a meeting to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.
8. When it is determined that one or more students in a class or school are infested with head lice, the principal or designated staff may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.
9. Staff shall maintain the privacy of students identified as having head lice.

First Aid and Medication Procedure

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

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

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

School Food

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

Eligible students will receive breakfast free of charge each morning from 7:25-7:55 AM. **Being tardy may result in a student missing breakfast.** Students are expected to complete each meal in order to ensure health and energy to fully engage in the hard work required for exemplary academic achievement.

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

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

Custody

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

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

Free Appropriate Public Education (FAPE)

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

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

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

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Empower College Prep ("the school") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. 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. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the

disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance

measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

The Protection of Pupil Rights Act (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

· *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

· *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

· *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Empower College Prep has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Empower College Prep will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Empower College Prep

will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Empower College Prep will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Individual with Disabilities Education Act (IDEA)

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

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

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

Non-discrimination

Empower does not discriminate in admission to, access to, treatment in, or employment in its services,

programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA), or on the basis of pregnancy status in accordance with the Pregnancy Discrimination Act of 1978. In addition, no person shall be discriminated against in admission to the school on the basis of race, sex, color, creed, ethnicity, sexual orientation, mental or physical disability, age, or ancestry. Finally, no person shall be discriminated against in obtaining the advantages, privileges, or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation.

McKinney Vento Homeless Assistance Act

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

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

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

Pesticide Spraying

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

Public Records Policy

“Records” means all books, papers, maps, photographs, or other documentary materials, regardless of physical form or characteristics...made or received by any governmental agency in pursuance of law or in connection with the transaction of public business (ARS §41-1350). ECPHS will follow the retention schedule as defined by the Records Management Division of the Arizona State Library, Archives and Public

Records. A summary of the retention schedule can be obtained from the school office. A complete listing of retention schedules can be found at www.azlibrary.gov/records.

Appendix A: Core Values

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

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

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

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

	<p>*I demonstrate the ability to honor the rights of self and others.</p> <p>*I demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>*I usually follow the rules and do what I know to be right regardless of whether authority is present.</p> <p>*I take responsibility for and reflect on my actions.</p>	<p>*I can analyze the reasons for school and societal rules.</p> <p>*I can be truthful and honest, even in difficult situations.</p> <p>*I commit to make positive choices even in face of peer pressure.</p> <p>*I can discuss ideas of right and wrong, and my responsibility to do what is right, increase what is right, and decrease what is wrong in the world.</p>	<p>ethical decisions and evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>
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Compassion and Empathy: This means being sacrificially committed to the well-being of others. It includes a willingness to identify with others, share their struggles and their triumphs, and deeply understand the source of both. It manifests itself in seeking to understand the motivations and perceptions of others, and how they perceive us. It requires assuming the best about others, seeing the best in others, and hoping the best for others—all others. This forges an inseparable, synergistic bond between every individual in our organization, each student, each family, and individuals in our community. It also is the primary motivator for our collective efforts to empower ourselves and each other to empower others.

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

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

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

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

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

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

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

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

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

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

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

Appendix B: School Calendar



2025-2026 School Calendar

Empower College Prep
2411 West Colter St.
Phoenix, AZ 85015
(602) 283-5720

Fax: (602) 535-5409

empowercollegeprep.org

July 21 School-Year Employees' First Day
 July 30 K-8 Open House
 July 31 9-12 Open House
 Aug 4 Students' First Day
 Sep 1 Labor Day Holiday
 Sep 17-19 9-12 Conferences - Early Release
 Oct 8-10 K-8 Conferences - Early Release
 Oct 13 Columbus Day/Indigenous Peoples Day
 Oct 13-17 Fall Break - No School
 Nov 11 Veterans' Day Holiday
 Nov 26-28 Thanksgiving Break
 Dec 19 End of Semester 1
 Dec 22 - Jan 2 Winter Break
 Jan 5 Staff Learning Day
 Jan 6 Beginning of Semester 2
 Jan 19 Martin Luther King, Jr. Day Holiday
 Jan 20 100th Day of School
 Jan 21-23 K-12 Conferences - Early Release
 Feb 16 Presidents' Day Holiday
 Mar 9-13 Spring Break
 April 3 Spring Holiday
 May 22 Students' Last Day/End of Semester 2
 May 22 Early Release
 May 22 School-Year Employees' Last Day
 May 23 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: 8/4 - 10/3 = 44 Days

QT 2: 10/06 - 12/19 = 46 Days

SEM 1: 8/4 - 12/19 = 90 Days

QT 3: 1/6 - 3/13 = 42 Days

QT 4: 3/23 - 5/22 = 49 Days

SEM 2: 1/6 - 5/21 = 91 Days

Total Days = 181 Days

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Appendix C: Signature Page

Empower College Prep’s mission is to prepare 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 Elementary School, you agree to support the mission, vision, values, and goals of the school by doing the following:

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

Parent Signature

Date

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

Student Signature

Date

Appendix D: Technology Equipment Use Agreement

Student Agreement

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

Student Name: _____

Student Signature

Date

Parent/Guardian Agreement

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

Student Name: _____

Parent Signature

Date