

E.O.C High School 2024-2025 Handbook



Copies of the handbook in Spanish are available upon request and if you need help reading or understanding our handbook please contact the school at 928-329-0990 ext 4001.

EOC Charter High School Student Handbook

Table of Contents

Mission Statement, Goals and Parents Right to Know	3
Staff and School Board Members	4
Policy on Building the Capacity for a Fair and Equitable Learning Environment	5
Enrollment, Academic Progress Policy	5
Graduation Requirements	6
Competency Based Credits	7
School Schedule and Attendance Policy	8
Appeal Process for Loss of Credit Due to Absences.....	12
Instruction Procedures, Intervention Classes, Mandatory Tutoring , Parking	15
Confidentiality and Privacy of Student Records (FERPA)	16
Policy on Body Worn Cameras	18
Title IX Policy on Sexual Harassment and Sex Based Discrimination	24
Procedures during a Pandemic	34
Transportation Policy	36
Employment and School Behavior Skills to Demonstrate	37
Basic School Rules	38
Honor Roll, Hero Award, Student Council, Peer Review Board, Suspensions, Detentions	39
School Lockdown and Evacuation Procedures.....	40
Discipline Procedures and Refusal to Re-admit to class.....	42
Dress Code, Restroom Procedures	44
Cell Phones	46
Code of Conduct: Closed Campus, Visitors, videotaping, Aggression , Intimidation, Damaging Property, Gambling, Food/Drinks, Cheating, Sleeping in Class, Lending/Borrowing Items, Personal Items, Providing False Statements, Tobacco Use Creating False Alarms, Disruptive Behavior , Interpersonal Relationships	47
Use of Police, Serious Offenses, Drug Use (Marijuana Vapes and Others)	49
Bullying/Harassment	50
Computer Use/Technology Agreement	53
Search of Students	55
Typical Consequences	56
Due Process: Hearing and Appeal Process	57
Arizona Statute Regarding Student Behavior and Discipline	58
Special Education	59
Child Find	60
Section 504 of the Americans with Disabilities Act.....	66
Educational Rights of Homeless Students	67
Parent Involvement Policy	68
School Committees	76
Wellness Policy	76
Community Eligibility Meal Program	77
National School Lunch Program Civil Rights	79
Campus Map	80
School-Parent-Student Compact	81
Compliance Page	82
Calendar and Schedule	83

EOC Charter High School Student Handbook

School Mission Statement

At EOC Charter High School we welcome students to a safe, caring and supportive environment; we provide a relevant, high-quality education and prepare our diverse at-risk student body for future endeavors.

Goals of the School

It is the philosophy of the Educational Opportunity Center that the planning, implementation, and evaluation are extremely critical to success. In support of the philosophy and mission of the Educational Opportunity Center, the following goals have been developed.

1. Each student will be provided an assessment to assess math and reading levels. The assessments will partially serve as a basis for placement into core classes.
2. Staff will develop a positive connection with students.
3. Researched elements of effective instruction are enforced to ensure students benefit from the most efficient instructional strategies and methods. The 3 strategies most implemented are:
 - Gradual Release of Responsibility through Direct Instruction
 - Cooperative Learning Practices
 - Guided-Inquiry Learning
4. A safe supporting environment that allows for the personal development of each student will be provided.

Statement of Parents Right to Know:

We are pleased to notify you that in accordance with the Elementary and Secondary Education Act (ESEA), you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or substitute status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, instructional experience of the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please notify the school at 928-329-0990. Should you have any questions, feel free to contact Mr. Grossenburg at 928-329-0990 and he will be happy to assist you.

Sincerely,

Sincerely,



Brian Grossenburg
Principal

EOC Charter High School Student Handbook

Staff and Levels of Support

EOC School Board

Tonya Tacker Antonio Zuniga Judith Castro Jesus Figueroa Michael Sabbath

Yuma Private Industry Council, Inc. Administration

Nidia Herrera
Executive Director

Patrick Goetz
Superintendent

Charter Holder

Patrick Goetz

Nidia Herrera

EOC Staff

Brain Grossenburg
Principal

Paula Ramirez
Academic Advisor

Amber Cygan
Registrar
Homeless/Dropout Liaison

Virginia Villaneda
Lunch Program Coordinator

Teachers

Juan Lerma
Math Teacher

Brian Grossenburg
Resource
Teacher

William Rhodes
History Teacher

Prabha Nair
English Teacher

Patricia Rush
Science Teacher

Para educators

Virginia Villaneda

Partnering Agencies

Southwest Technical Education District of Yuma

Yuma County Health Department

Yuma County Intergovernmental Public Transportation Authority

YUHSD#70

MLK Youth Career Center & Arizona@Work

EOC Charter High School Student Handbook

Policy on Building the Capacity for a Fair and Equitable Learning Environment

In order to create a safe, caring and supportive environment that meets the mission of the school, a policy that defines building the capacity for fair and equitable learning environment is paramount. The policy specifically has the following overall driving goals:

- Eliminating the Predictability of Achievement and Attainment Disparities Defined By Race/Ethnicity, Gender, First Language, (Dis)ability or Economics
- Challenging the Status Quo and Building the capacity for Continuous Improvement inside classrooms and in operations of the school.
- Committing to Professional Learning Around Effectively Responding to Difference
- Increasing Focus on Our Students' Strengths/Assets Versus Deficits
- Making Ethical and Effective Decisions Through an Equity Lens for policies and practices.

To achieve educational equity and fairness we commit to:

- Systematically use disaggregated district-wide, school level and individual student level quantitative and qualitative data to inform district, school and classroom decisions and monitor progress, i.e. race, ethnicity, gender, (dis)ability, economics, first language, sexual orientation. At no time will data for subgroup population determine change of direction based on a small population size of less than ten students.
- Raise the measured achievement of all students while systemically narrowing the gap between our lowest and highest performing student groups.
- Eliminate the predictability of disproportionate over-representation of students identified by race/ethnicity, poverty, or gender in special education, discipline referrals and suspensions, and under-representation in gifted-enrichment programs, advanced learning courses or learning experiences.
- Graduate all of our students ready to succeed and thrive in postsecondary education and in the workforce and engage productively in increasingly diverse local, regional, national and global communities.

In order to achieve educational equity and opportunity for each and every student all school staff will:

- Provide every student with equitable access to;
 - a) a high quality and relevant curriculum;
 - b) caring, committed and competent educators; and
 - c) relevant and necessary support services through regulated human and material capital resource allocation.
- Regularly review current policies, procedures, programs, and staff professional learning for the promotion of educational equity, and revise as required, in order to continuously improve student learning and reduce disparities in access, opportunity and outcomes within and between student groups.
- Create and expect a physically and emotionally safe, supportive schools that is welcoming and inclusive of all cultures within our community to positively value and support the diversity of our students, their families and the communities we serve.
- Actively involve students, staff, families and community members that reflect our demographics in informing our decisions regarding the narrowing and eliminating of opportunity, achievement and other attainment gaps.
- Actively work toward a teacher and administrator workforce that reflect the diversity of the student body. The district will recruit, employ, support and retain a workforce that includes racial, ethnic, gender and linguistic diversity, as well as high skilled and culturally responsive administrative, instructional and support personnel.
- Provide support for on-going professional development to strengthen all employees' knowledge and skills for viewing their own and school practices and policies through an equity lens.
- Provide curricula evaluation tools, instructional observation tools, student surveys, community surveys, learning resources and assessments that reflect the diversity of students and staff; and evaluate curriculum, instruction and operations on the degree to which they support understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the success of our society and uniqueness of each student and staff member.
- Ensure no student is eliminated or prevented from participation in classes, services, and/activities based upon the student's race, color, national origin, sex, disability, biometric qualities and/or on the basis of age.

EOC Charter High School Student Handbook

School & Academic Information

School Admission

The Educational Opportunity Center Charter High School enrolls students between the ages of 16 and 21, who are Yuma County residents.

Enrollment

Parents may request enrollment forms by emailing charter@ypic.com or acquire enrollment forms at the following locations:

Yuma Private Industry Council
3834 West 16th Street, Yuma, Arizona 85364
928-329-0990

EOC Charter High School
3810 West 16th Street, Yuma, Arizona 85364
928-329-0990 ext. 130

Martin Luther King Center
300 South 13th Avenue, Yuma, Arizona 85364
928-783-9347

We request the following documents to process enrollment:

Parents and legal guardians are provided 30 days from the date of enrollment to provide proof of identity and age and are given written notice of such of such requirement and all documents that may be submitted and accepted including, but not limited to, a certified birth certificate. A.R.S. §15-828(A).

- Birth Certificate or Other Proof of Identity and Age in Compliance with ARS15-828

On enrollment of a pupil for the first time in a particular school district or private school offering instruction to pupils in any kindergarten programs or grades one through twelve, that school or school district shall notify the person enrolling the pupil in writing that within thirty days the person must provide one of the following:

1. A certified copy of the pupil's birth certificate.
2. Other reliable proof of the pupil's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
3. A letter from the authorized representative of an agency having custody of the pupil pursuant to title 8, chapter 2-1 certifying that the pupil has been placed in the custody of the agency as prescribed by law.

- Verification of Address (Utility Bill with current street address or notarized letter for verification of address)

Optional items that assist but are not required for enrollment:

- Transcripts
- Withdraw Slip from Last School of Attendance
- Immunization Record: Parents or legal guardian are required to submit documentary proof of immunization, or evidence of a statutory exemption, prior to attendance but shall not be required to submit such documentation or exemption prior to, or as a condition of, enrollment. A.R.S. §§ 15-872 and 15- 873.

The parents or guardians have been notified of the requirements and options for providing documentary proof of immunization including, but not limited to, an immunization record. A.R.S. §15-872(C).

- AZELLA scores if Applicable
- ACT or Other State Test Results if not on Transcripts

We shall enroll all eligible pupils that submit a timely application and shall not deny a student admission unless the number of applications exceeds the capacity or the student has a prior or pending expulsion from another school. A.R.S. §§15-184(A), 15-184(E) and 15-184(I).

The charter school is the entity responsible for requesting all student records from the enrolling student's previous school and must do so within five school days after enrollment. The parents or legal guardians are not required to submit the student's prior record as a condition of enrollment, registration, or attendance. A.R.S. §15-828(G).

You will need to provide us with the above checked item(s) as soon as possible. If you need to receive immunizations or if you need to provide proof of immunizations, please take care of this immediately to avoid being denied attendance.

For Student Records, Public Records and Information

If you desire records or information, please contact:

Amber Cygan (Assistant to the Administrator)
Educational Opportunity Center
Charter High School
3010 W 16th Street, Yuma, AZ 85364

Phone: 928-329-0990 x 4001
Email: chspublicrecords@ypic.com

EOC Charter High School Student Handbook

Course Credit & Graduation Plan

Students are required to achieve **22 academic credits** to become eligible for graduation.

The State Board is responsible for setting statewide minimum requirements for graduation from high school, which can be found in Arizona Administrative Code R7-2-302. Districts and charter schools may, at their discretion, establish graduation credit requirements for their students in addition to the statewide requirements. More information about high school graduation and transfer of high school credits can be found at <http://www.azed.gov/adeinfo/hsgrad>.

Subjects	EOC Charter High School Graduation Requirements	Arizona State Board of Education Graduation Requirements	Arizona University Admission Requirements*
English or ESL	4 credits	4 credits	4 Credits
Math**	4 credits	4 credits	4 credits (starting with Algebra 1-1 or higher; one course with Algebra 3-4 as a prerequisite)
Lab Science	3 credits	3 credits	
PE/Health Education	Optional courses as part of elective courses	Optional courses as part of elective courses	
Social Studies	3 credits (World History, US/AZ History, Economics, and Government)	3 credits (World History, US/AZ History, Economics, and Government)	2 credits (including 1 credit US History)
CTE or Fine Arts	1 credit	1 credit	1 credit (same course)
World Languages	Not Required	Not Required	2 credits (same language)
Other Electives	7 credits	7 credits	
Civics Exam	Passing score	Passing score	
Education Career Action Plan	Required	Required	
CPR	Required	Required	
College Entrance Exam			ACT or SAT

*Minimum GPA, class rank, or college entrance scores also required for admission. Some majors have additional admission requirements. For out of state or private universities, check with the university for specific admission requirements.

** Math (1) Three credits containing course content in preparation for proficiency at the high school level on the statewide assessment and aligned to the Arizona Mathematics Standards for Algebra I, Geometry, and Algebra II. These three credits shall be taken beginning with the ninth grade unless a student meets these requirements prior to the ninth grade. (2) The requirement for the third credit covering Algebra II, may be met by, but is not limited to the following: a math course comparable to Algebra II course content; computer science, career and technical education and vocational education, economics, science and arts courses as determined by the local school district governing board or charter school. (3) The mathematics requirements may be modified for students using a Personal Curriculum.

EOC Charter High School Student Handbook

Competency Based Credits

The Educational Opportunity Center provides various opportunities for students to gain additional academic credits based on displaying competency of skills. As directed under the guidance of R7-2-302.01.5.c, the school board has approved the following competency based activities.

Education & Career Action Plans (ECAP)

On February 25, 2008 the Arizona State Board of Education approved Education and Career Action Plans for all Arizona students grades 9-12 ([R7-2-302.05](#)). An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Each student enrolled in a high school course of study for the obtainment of a high school diploma must complete an ECAP. Any student that does not satisfactorily complete an ECAP will not be issued a diploma. The Educational Opportunity Center School Board allows .25 elective credits for 30 hours of career related activities. See the school's academic advisor for complete details.

Independent Learning Lab:

Students may also complete independent curriculum through the Independent Learning Lab. Computer based programs allow students to gain academic credit of various courses. See the counselor to enroll in one of the academic courses offered in the Independent Learning Lab.

*** Upon request of the student, the school shall provide the opportunity to demonstrate competency in a subject area if competency cannot be shown through any of the above resources.**

EOC Charter High School Student Handbook

24/25 School Schedule:

Monday through Thursday Schedule

Activity	Time
<i>Breakfast</i>	7:45 – 8:10
Period 1	8:15 – 9:40
Period 2	9:47 – 11:17
<i>Lunch</i>	11:17 – 11:42
Period 3	11:42 – 1:07
Period 4	1:14 – 2:50

****Mandatory tutoring assigned by teachers**

Friday Schedule

Activity	Time
<i>Breakfast</i>	7:30 – 8:10
Period 1	8:15-9:15
Period 2	9:21- 10:21
Period 3	10:27 – 11:27
Period 4	11:33 – 12:33
<i>Lunch</i>	12:33

Due to the service structure of the public transportation system (YCAT), the school may need to adjust the daily school schedule to allow for changes that occur within the public transportation system (YCAT).

Achieving Good Attendance:

Good attendance leads to earning credits and graduation whereas poor attendance leads to falling behind in school and getting discouraged. If you are a parent, please ensure that your child attends school every day and arrives on time. If you are a student decide that achieving a high school diploma is extremely important and therefore must become a priority in which you must dedicate a large part of everyday to.

Here are a few practices to help support regular attendance.

- 1) Set a realistic goal with a calendar to mark goal dates. Make a commitment to not miss school or be late for 10 days. Then re-establish the goal for another 10 days.
- 2) Decide what to wear and get backpacks ready the night before.
- 3) Go to school unless truly sick. We recommend sending the student to school if a fever is below 99.5 degrees. The school has the option to send the student home. When the school sends a student home for an illness, the absence is not counted against the student.
- 4) If school has you stressed and you feel like giving up, talk to the teachers, counselors for advice on how to lessen the anxiety of coming to school.
- 5) If transportation is a typical issue, try to develop backup plans for getting to school. Call on a family member, neighbor, friend or another parent to take your child to school. Notify the school at 329-0990 ext. 4001 as soon as a transportation emergency arises. If you cannot speak to a school staff personally, leave a message.
- 6) If child care is interfering with school attendance, speak with the school principal. Please call 928-329-0990 ext. 4001.
- 7) If student employment interferes with attendance speak with employer to lengthen the number of hours on the weekends and shorten the hours during the week. Try to establish a work schedule where the latest the student works on a week night is 11:00 p.m.. If something cannot be arranged with the employer establish a meeting with the Academic Advisor or Principal by calling 329-0990 ext. 4001.
- 8) If you are spending time with friends, participating in non-organized recreation, or staying awake when most students are asleep, try to establish a bedtime not past 11:00 p.m. Schedule most of your intense recreation for Friday and Saturday nights.

EOC Charter High School Student Handbook

Arizona's Laws and Guidelines Regarding Absences:

1. 15-901. 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. Absences due to out-of-school suspension shall be reported as unexcused when the total number of absences for all reasons exceed 10% of the instructional days for the school year. The Department of Education delegates the decision of family vacations as an excused absence to individual school districts and charter holders.
2. Pursuant to A.R.S. §15-806, "the governing board of each school district shall adopt a policy governing the excuse of students for religious purposes. The policy may permit a student to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction. If the policy permits a student to be excused for religious purposes, the policy shall stipulate the conditions under which the excuse will be granted." Pursuant to A.R.S. §15-806(1) and (2) these conditions will include at least a written consent from the person who has legal custody of the student and the religious instruction or exercises must take place at a suitable place away from school property. Pursuant to Op.Atty.Gen. No. R76-292, the total number of days of excused absences for religious purposes shall be reasonable and not abused.
3. 15-803. School attendance; exemptions; definitions. B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in section 8-201. Absences may be considered excessive when the number of absent days exceeds ten per cent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.
4. 15-841. Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee. B. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802.
5. 15-843. Pupil disciplinary proceedings. B. The governing board of any school district, in consultation with the teachers and parents of the school district, shall prescribe rules for the discipline, suspension and expulsion of pupils. The rules shall be consistent with the constitutional rights of pupils and shall include at least the following: 1. Penalties for excessive pupil absenteeism pursuant to section 15-803, including failure in a subject, failure to pass a grade, suspension or expulsion. C. Penalties adopted pursuant to subsection B, paragraph 1 of this section for excessive absenteeism shall not be applied to pupils who have completed the course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person who is licensed pursuant to title 32, chapter 7, 13, 15 or 17.
6. Under A.R.S. § 15-901(A)(6)(d), if the student is enrolled in four subjects, and the student attends the three hours for which he is scheduled on a given day, then no absences need be reported to the Department. However, if the school calculates attendance under the exception in A.R.S. § 15-901(A)(6)(e), the school would report one-fourth of a day's absence for each day on which the student only attended school for three hours.⁽¹⁾ A student must attend class for at least one hour for each of the four scheduled classes.
7. In order for absences relating to illness, doctor appointment, bereavement, family emergencies, or district approved family vacation to be counted as excused absences, the school must be notified of the absence prior to the absence or when the absence occurs by the parent or legal guardian who has custody of the student. The school will document on paper or paperless format the date and reason for the absence. The documented record shall be maintained for not more than four (4) years. If an absence occurs relating to any other term or condition that is not specifically designated herein, the absence shall be counted as unexcused. Students absent for ten (10) consecutive school days, except for excused absences identified herein, shall be withdrawn from the school, pursuant to A.R.S. §15-901 (A)(2).
8. 15-806(A). The governing board of each school district and the governing body of each charter school shall adopt a policy governing the excuse of pupils for religious purposes. The policy may permit a pupil to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction. If the policy permits a pupil to be excused for religious purposes, the policy shall stipulate the conditions under which the excuse will be granted. These conditions shall include at least the following: 1. The person who has custody of the pupil has given written consent. 2. Any religious instruction or exercise takes place at a suitable place away from school property designated by the church or religious denomination or group.

EOC Charter High School Student Handbook

9. 15-806(B). The governing board of each school district and the governing body of each charter school shall adopt a policy governing the excuse of pupils from school attendance. The policy shall require the school district to apply to the department of education for authorization of school closure for the following reasons:
 1. Widespread illness for any period of three consecutive days or more.
 2. Adverse weather conditions for any period of three consecutive days or more.
 3. Concerted refusal by students to attend classes for any period of three consecutive days or more.
 4. Threats of violence against school property, school personnel or pupils for any period of one day or more.
 5. Situations affecting the safety of persons or property resulting from fire, flooding or floodwater, an earthquake, a hazardous material event or another cause if approved by the department of education.
10. 15-701.01.E A teacher shall determine whether to pass or fail a pupil in a course in high school as provided in section 15-521, paragraph 4 on the basis of the competency requirements, if any have been prescribed. The governing board, if it reviews the decision of a teacher to pass or fail a pupil in a course in high school as provided in section 15-342, paragraph 11, shall base its decision on the competency requirements, if any have been prescribed.
11. 15-521.4 Every teacher shall make the decision to promote or retain a pupil in grade in a common school or to pass or fail a pupil in a course in high school. Such decisions may be overturned only as provided in section 15-342.11.
12. Students absent for ten consecutive school days, except for excused absences identified within the guidance, shall be withdrawn from the school effective the last day of attendance or reported excused absence, pursuant to A.R.S. § 15-901(A).

School Attendance Policy:

The school board, school staff, parents and students support the following policy:

1. **Unexcused absences** will be limited to **3 absences per 9-week** quarter. Students will not receive credit for courses in which unexcused absences have exceeded the days established by the board. An unexcused absence is defined as an absence that lacks supporting documentation for reasons listed under the category of excused absences. (See Excused Absences).

Note: During times of pandemic, the school will excuse the absence when the student, parent, guardian or student representative call the school to inform the school that the student is feeling ill.

2. Students are expected to be punctual. The school may use various techniques, to include (but not limited to) detentions and suspensions in order to minimize the number of students tardy to class. Time has been built into bell schedules to allow students ample time to pass to their next classroom site from any point within the designated passing period.
3. If a student must make up time due to unexcused absences, he or she may attend Weekend Makeup or after school tutoring. Transportation is the students' responsibility for makeup school. The general times to make up unexcused absences appear below.

Time	Days	Location
3:00 – 4:00	Mon. - Thur.	Computer Lab
TBA	Sat - Sun	Teacher Designed

When absent, students are required to call or have a parent/guardian call the school at 329-0990, ext. 4001. Calls from students are not acceptable unless they are 18 years of age or older.

EOC Charter High School Student Handbook

Excused Absences:

1. In accordance with Arizona Department of Education excused absence are defined as absences due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions.

Absences due to out-of-school suspension shall be reported as unexcused when the total number of absences for all reasons exceed 10% of the instructional days for the school year. The decision of family vacations as an excused absence is delegated to the leadership of the school.

2. In order for absences relating to illness, doctor appointment, bereavement, family emergencies, or district approved family vacation to be counted as excused absences, the school must be notified of the absence prior to the absence or when the absence occurs by the student, parent or legal guardian who has custody of the student. Students and families do not need to provide documentation of illness or injury.
3. The school will document on paper or paperless format the date and reason for the absence.
4. The school permits a pupil to be excused from school attendance for religious purposes, including participation in religious exercises or religious instruction as long as the following conditions are satisfied:
 1. The person who has custody of the pupil has given written consent.
 2. The school receives written notification from the religious entity indicating date, time and location of the religious event. The written notice must include the name of the student(s) attending the religious event.
 3. The written notice must verify that the religious activity takes place at a suitable place away from school property designated by the church or religious denomination or group.
5. The leadership of the school is permitted to excuse students from attendance if the student becomes ill at the school. The school will document on paper or paperless format the date and reason for the absence.
6. Absences or tardy due to school-approved activities such as field trips, student government activities, school sponsored career development activities and performing arts activities will be considered activities of the school and the student will be excused from attendance.

High School Appeal Process for Loss of Credit Due to Excessive Unexcused Absences

Parents/Guardians or students may file a written appeal for review by the Appeals Committee at the school. The Appeals Committee will consist of one administrator, one guidance counselor, and one teacher. The written appeal, including all supporting documentation, must be received by the building principal within ten days of the end of the credit period. The final decision will rest with the Committee. Any further unexcused absence during the appeals process may result in dismissal of appeal and loss of credit.

Appeals Committee will consider granting credit when:

- Absences are reduced and the student remains in class.
- Homework is being completed in a timely manner.
- Grades reflect that the student has met the requirements of the course.
- Other areas may need to be considered.

If the result of the class ends with a failing final grade the student/parent may appeal the failing grade to the Directors of Yuma Private Industry Council. If appeal to the directors of Yuma Private Industry Council does not yield a mutually agreeable solution, the parents and/or student may access the agency's complaint officer, Ms. Adriana McBride (928) 329-0990/ email amcbride@ypic.com.

Exceptional Education & 504

All students with identified attendance issues will be managed in the same manner as all other students, unless the Individual Education Plan or 504 Plan identifies special circumstances.

EOC Charter High School Student Handbook

Perfect Attendance Frameworks

Notice During Pandemic: During a pandemic, the school will not offer rewards for Perfect Attendance nor encourage the attendance of student that is feeling ill.

Perfect Attendance = On time to Class + No Excused Absences + No Unexcused Absences + No Excused Tardies + No Unexcused Tardies

1. Perfect attendance is based upon the time the student enters the classroom. If the student enters the class after the clock reaches the arrival time designated for the period, the student will lose perfect attendance status. For example, if a class is scheduled to start at 8:15 am and the hour and minute indicator of the clock read 8:15 when the student arrives, the student would lose their perfect attendance. Students must enter the classroom before the timing device reaches the time indicated as the start time.
2. Perfect attendance is defined as not tardy or absent, which includes not having excused absences, excused tardiness, unexcused absences and unexcused tardiness.
3. In addition to absences related to reasons outside the school; disciplinary decisions like suspensions and being sent home will also eliminate the student from perfect attendance status.
4. The principal or designee reserves the right to allow a perfect attendance status to remain if the administrator removed the student from campus for a reason not described above.
5. Students that maintain a C or better in any class and retain the perfect attendance status will be excused from completing finals and from attending school on the days are given within the identified quarter.
6. Students that do not maintain a C or better in any class or have lost perfect attendance status will be required to complete finals as scheduled.
7. Teachers still retain the option of requiring all students to take finals, how finals are administered, and how finals are assessed.

Examples of students **losing** perfect attendance: (This list is not all inclusive and is only provided as a partial list to assist in further explaining the perfect attendance frameworks.)

- a. A student enters the class at 8:15 when the class begins at 8:15.
- b. A student has a doctor's appointment and brings a note.
- c. A family emergency occurs and requires the student to leave school prior to dismissal.
- d. A student leaves school without permission from school **principal or designee**.

Examples of students **keeping** perfect attendance: (This list is not all inclusive and is only provided as a partial list to assist in further explaining the perfect attendance frameworks.)

- a. A student enters the classroom at 8:14 when the class begins at 8:15 and stays until school dismissal.
- b. The principal or designee releases the student to medical personnel or a family member for a reason associated to an illness.
- c. Student leaves campus for a school field trip which is supported and approved by the school.
- d. Student attends a career development event that has been pre-approved by the principal or designee.

Instructional Procedures

Direct Instruction

Instructional practices build oral and auditory memory prior to visual or motor memory. In other words you learn to hear it and say it before you see it and do it. In order to develop oral and auditory memory, staff utilizes key components of direct instruction. The 2 components most foreign to high school students are choral responses and auditory cues. **Students will be required to say parts of lessons together as a group (This is choral response).** In order for students to say part of a lesson together, a sound is given to signal the start of the choral response (The start sound is called the auditory cue). Auditory cues include a variety of short sounds, such as; a clap, a snap, a tap or the teacher's voice. Every student is expected to participate. If a student is not participating, the teacher will not proceed with the lesson until the student participates or the teacher removes the student for not participating.

Cooperative Learning

Cooperative learning is a strategy which involves students in established, sustained learning groups or teams. The group work is an integral part of, not an adjunct to, the achievement of the learning goals of the class. Cooperative learning fosters individual accountability in a context of group interdependence in which students discover information and teach that material to their group and, perhaps, to the class as a whole. The teacher's role changes to that of an active guide and active monitor. Although they learn in groups, the students are evaluated individually on the learning they have achieved.

Inquiry-based instruction/Problem-based Learning

Inquiry-based instruction is a teaching technique in which teachers create situations in which students are to solve problems. Lessons are designed so that students make connections to previous knowledge, bring their own questions to learning, investigate to satisfy their own questions and design ways to try out their ideas. Such investigations may extend over a long period of time. Students communicate through electronic communications such as emails, chat rooms and blogs as well as journal writing, oral presentations, drawing, graphing, charting, etc. Students then revise their explanations as they learn.

EOC Charter High School Student Handbook

Instructional Delivery Options:

During times of a pandemic or where the environment has been deemed hazardous to attending in person and is neither advisable nor recommended by government officials, the school may offer the following instructional delivery models. **The school is not designed to be an on-line school.**

- **Traditional Brick and Mortar:** The school has limited ability to serve all students in a traditional manner. Currently the school can serve approximately 6 to 10 students in each classroom. Students will be selected on a first come-first serve basis. The following guidelines stipulate conditions for the option:
 1. Students that exceed 3 unexcused absences will be removed from the Traditional Brick and Mortar Option for the class. The student and family will have the option to between the Virtual Learning Option, Packets with Support Option, On-line Option, or Blended option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. The student must adhere to social distancing guidelines and sanitizing guidelines.
 3. The student must follow all rules and regulations defined in the handbook.
 4. The student must successfully complete the class as designed by instructors to earn course credit.

- **Virtual Learning Option:** Students have the ability to receive instruction through the school’s live streaming platform. The student may interact with the class virtually or access pre-recorded classes as desired. The following guidelines stipulate conditions for the option:
 1. Students must log into the virtual classroom or watch the recorded lesson to be counted present for the class. The student must email the teacher and registrar if that they watch the lesson.
 2. The student must adhere to social distancing guidelines and sanitizing guidelines.
 3. The student must adhere to all time-frames of assignments. If more time is needed the student must email the teacher prior to the dead-line of the assignment. The school reserves the right to give no-credit or partial credit for late assignments.
 4. The student must successfully complete the class as designed by instructors to earn course credit.

- **On-line Option:** Students have the ability to complete through our on-line course provider. All course work and instruction is provided by an out-side vendor without live support from a teacher. Instruction occurs through reading text material, watching videos, and listening to audio-pods. The following guidelines stipulate conditions for the option.
 1. Students are required to complete one unit per week. Missed deadlines will result in a loss of credit for the assignment. Students that miss two consecutive deadlines will have the option to switching to the Virtual Learning Option or Blended Option. Depending on the time remaining in the quarter, the student may not be able to receive credit if switched to a different option.
 2. If more time is needed to complete a unit or questions regarding the unit, the student must email the Academic Advisor.

- **Blended Option:** Students may select instructional deliveries from any of the above options. For example, the student may wish to receive math instruction in the Traditional Brick and Mortar Option, complete English as Packets with Support Option and Science through the On-line Option. The following guidelines stipulate conditions for the option.
 1. The student must abide the conditions that define each option.

EOC Charter High School Student Handbook

Mandatory Tutoring

The school and staff may require students to stay after school to receive mandatory tutoring in order to raise grades, complete missing work, and/or to improve basic skills. The school has the right to suspend or assign detentions when students miss mandatory tutoring sessions. The school will attempt to work with families to establish a tutoring schedule that works around family and student responsibilities. Students suspended will be awarded due process procedures as described in the handbook.

Withdrawal from School and Release from School

To voluntarily withdraw from school, students must have written permission from a parent/guardian if the student is under the age of 18. Students that have reached the age of 18, must receive permission from school staff prior to release from school. Violations of this policy are a violation of the school's closed campus policy.

Parking

Students will park their vehicles in the Oasis Church parking lot. The school assumes no responsibility for items left in vehicles or the vehicles itself. Students will not be allowed to loiter in the parking area or use their vehicles as lockers. **Parking in front of any offices is not permitted and violators may be towed.** Students arriving in the parking lot are considered to be on campus, therefore students must follow all agency and campus rules. Student vehicles located on YPIC or Oasis Church property are subject to search.

Telephone Messages

Telephone messages for students will be recorded and delivered to a student during breaks unless the call is an emergency. Emergencies do not include messages regarding doctor's appointments, transportation, etc. Students may use office or classroom phones when permission is granted by staff.

Lost and Found

Lost books, clothing, keys, jewelry, etc. are to be taken to the Principal. Items are discarded at the end of each academic block.

Confidentiality of Student Records (FERPA)

The EOC Charter High School Board has established written policies regarding the collection, storage, retrieval, use, and transfer of student information that has been collected and maintained at the school. These policies ensure the confidentiality of the information and to guarantee parents and students the right to privacy. The policies and procedures are in compliance with:

- The Family Education Rights and Privacy Act: Title 20, United States Code, Sections 1232g and 1232h, and the Federal Regulations (34 CFR 300, 560 – 300.574) issued pursuant to such Act; and Arizona Revised Statutes, Title 15, Section 141.

Copies of the District Student Education Record Confidentiality Policies and Procedures may reviewed in the principal's office. Please contact Brian Grossenburg at 928-329-0990 ext 4001 or email bgrossenburg@ypic.com to review policies and school procedures regarding the confidentiality of student records.

Federal Law also permits parents to file a complaint with the Family Educational Rights and Privacy Act in Washington, D.C.. Call (202) 260-3887 if you feel the school is violating public school records policies and statutes.

Annual Notification to Parents Regarding Confidentiality of Student Education Records is a requirement of The Family Educational Rights and Privacy Act (FERPA). FERPA is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. When students reach the age of 18, or when they become students at postsecondary education institutions, they become "eligible students" and rights under FERPA transfer to them. However, parents retain access to student records of children who are their dependents for tax purposes. Students to whom the rights have transferred are "eligible students."

FERPA gives both parents, custodial and noncustodial, equal access to student information unless the school has evidence of a court order or state law revoking these rights.

EOC Charter High School Student Handbook

The following conditions apply:

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.

- Parents or eligible students have the right to request in writing that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - o School officials with legitimate educational interest
 - o A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - o A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - o Other schools to which a student is seeking to enroll;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations;
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

The Individuals with Disabilities Education Act (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. A number of sources, including the student's parents and staff of the school of attendance provide additional information. With parental permission, information from additional pertinent sources, such as doctors and other health care providers offers additional insights. 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, 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. at the above phone/address.

Military Recruiters – The Elementary and Secondary Education Act of 1965 (ESEA) requires local educational agencies (LEAs) receiving assistance under the ESEA to provide military recruiters with directory information (specifically names, addresses, and telephone listings) unless parents have opted out. Families may opt out by contacting the Academic Advisor at (928) 329-0990 ext 4112. The Academic Advisor maintains all records regarding families that have opted out.

EOC Charter High School Student Handbook

Policy on Body Worn Cameras

Notice: Video recording through wall mounted, roof mounted, and body worn cameras occurs at the school in all common and outside areas.

I. BACKGROUND

The Yuma Private Industry Council (YPIC) **and** its School Board (EOC CHS Board) authorize the use of **body worn cameras (BWC) by the Educational Opportunity Center Charter High School (EOC CHS) staff and administrators to:**

1. Effectively evaluate the performance of certified teachers; and
2. Promote a safe environment:

[Arizona Revised Statute \(A.R.S.\) § 15-537](#) requires the establishment of a system to **evaluate the performance of certified teachers** each school year. BWCs are one of the tools used by the “qualified evaluator” when performing the teachers’ evaluations. Analyzing the delivery of instruction, interactions and responses of students will be eased by having recordings of the instruction at random intervals during the school year. The recordings can be reviewed at a later time by the teacher and the qualified evaluator.

The BWCs will also be utilized for safety purposes to assist in identifying the root cause of incidents within the school community; they will improve transparency when resolving disputes and complaints among members of the school community; and they may help protect the EOC CHS from civil litigation and allegations of misconduct.

Although the use of BWCs by School Resource Officers (SROs) has been increasing since 2015, the model of **assigning BCWs to school staff and administrators is not yet widely used**. By utilizing this model, the EOC CHS will be a pioneer in the State of Arizona; as such, this policy will be revised as federal and/or state legislation develops or as deemed necessary.

This policy is written in accordance with and adhering to regulations outlined in the [A.R.S. § 15-537](#); Family Educational Rights and Privacy Act ([FERPA](#)); [A.R.S. § 15-142](#); [A.R.S. § 15-1046](#); and [Legal update Body Worn Cameras: Student Privacy rights and Video Surveillance](#) by Pepperdine University Professor of Constitutional Law-Bernard James and Graduate Student in law and Public Policy-Fhanysha Clark, and Sara C. Clark-Director of legal services According to Law article on the OSBA Journal.

II. SCOPE

This policy applies to all members of the School Community. See definition of “School Community” in the next section.

III. KEY DEFINITIONS

BWC Users: School and agency staff authorized by school administrators to wear BWCs. Authorization will be granted after the staff completes the training as outlined in this policy.

Common areas: For the purpose of this policy, “common areas” are defined as classrooms, virtual/video supported classrooms, hallways, conference rooms, recreation areas, meal serving areas, vehicles, and external areas of school and agency such as parking lots. Common areas do not include restrooms and offices of the agency or school unless the office exists in a common area without permanent or temporary walls.

Biometric Means/Information/Data: A method that involves identifying or verifying a person's identity based on physical or behavioral characteristics.

Directory Information: Information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, "directory information" includes information such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. A school may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information."

Eligible student: A student who has reached 18 years of age or is attending a postsecondary institution at any age. This means that, at the secondary level, once a student turns 18, all the rights that once belonged to his or her parents transfer to the student.

Health Recording: Any document, audio recording, or video recording that captures images or information related to the physical or mental health of an individual.

EOC Charter High School Student Handbook

Qualified Evaluator: Means a school principal or other person who is trained to evaluate teachers and who is designated by the governing board to evaluate the school district's certificated teachers.

School Community: Means members of the community include the EOC CHS Board, employees of YPIC, faculty, school staff, school volunteers, parties under contract to perform work at or for the EOC CHS, vendors, students and family members **while participating in education programs or activities.**

Signage Prominent Display: Displaying a sign or other form of communication in an area that is visible to a majority of the public and often includes, but is not limited to, points of entry, reception areas, hallways, breezeways, high traffic areas, and public eating areas.

IV. BODY WORN CAMERA USER RESPONSIBILITIES

A. Authorized BWC users MUST:

1. Review policy prior to the operation of the BWC;
2. Adhere to this policy;
3. Be trained in the operation and maintenance of the BWC once a year;
4. Protect the integrity of the video documentation, and protect students and community rights to some reasonable level of privacy in areas that are not designated as common areas.

Under no circumstances will BWC users, without written authorization from the Operations Director or its designee, edit or attempt to edit, alter, erase, delete, duplicate, copy, record, destroy, or distribute by any other means any and all recordings made.

B. Documentation of training and policy review shall be retained by YPIC's Operations Director or its designee.

C. BWC users will be responsible for ensuring that the BWC is fully charged on a daily basis.

D. Violations of this policy shall be formally documented and may become grounds for disciplinary actions.

V. WHEN CAN BWCs BE ACTIVATED?

A. School staff, administrators, and the qualified evaluator(s) are authorized to use BWCs for the purpose of completing teacher evaluations and for professional development at any time.

B. BWC shall be used with no conditions or limitations in all common areas by authorized BWC users.

C. BWC users may activate their BWC when providing services to a member of the school community (this may be outside of the regular school hours, e.g. while performing home visits, while tutoring on weekends, etc.).

D. If it is safe and practical, BWC users should **activate the camera while approaching an incident or as soon as possible.** The BWC user may supplement the BWC recording with an audio recording, and audio description of the event and describe any external factors that may not have been recorded (e.g. prior observations or surrounding conditions.)

E. In areas and conditions considered private, audio, video and BWCs will be used only **when reasonable grounds exist for suspecting** that the recording will turn up evidence that a member of the school community has violated or is violating either law or the rules and policies established by the EOC CHS. Areas considered "private" include bathrooms, locker rooms (not currently available at the EOC CHS), and the contents of student-owned personal property in the possession of the student during the school day (e.g., book bags, purses, smart devices).

*Note: The EOC CHS requires the use of clear/transparent book bags or backpacks. As permitted by [A.R.S. § 13-3019\(C\)](#) photographing, videotaping, filming or digitally recording **for security purposes** is allowed "if notice of the use of photographing, videotaping, filming, or digital recording equipment is clearly posted in the location and the location is one which the person has a reasonable expectation of privacy."*

EOC Charter High School Student Handbook

- F. No personal use of BWCs will be permitted.
- G. BWC users will make every effort to document **incidents** anytime the user is interacting with members of the school community.
- H. BWC users will be responsible for the safe destruction of recordings when appropriate (see section IX).

VI. SIGNAGE, NOTIFICATION and ACKNOWLEDGEMENT

- A. **SIGNAGE IN COMMON AREAS:** Signage indicating that BWC and/or videos will be used will be prominently displayed at:
 - The front of the school;
 - In the school's hallway;
 - In each classroom;
 - Food preparation area; and
 - Copy room.
- B. **SIGNAGE IN PRIVATE AREAS:** Signage indicating that BWCs and/or videos may be used **for security purposes as permitted by [A.R.S. § 13-3019](#) will be placed in all areas considered private (e.g., restrooms, Principal's office, Academic Advisors' office)**
- C. **NOTIFICATION:** This policy will be placed in the student handbook and the location of the policy will be identified in the table of contents. This policy will also be provided to staff during the orientation by Human Resources. A copy of the acknowledgement will be kept in the personnel files.

ACKNOWLEDGEMENT: At the time of school orientation, parents, legal guardians, and/or students must acknowledge in a writing provided by the school that they have been notified that both video recording and BWC recording may occur, for security purposes, while in school or while participating in school.

- D. The written acknowledgement will contain the following information: Statement(s) that students engaged in conduct in violation of school policies, administrative regulations, codes of conduct, building rules, or any other applicable law shall be subjected to appropriate disciplinary action, and that the recording of video and/or BWC devices may be presented as evidence in disciplinary conferences, disciplinary hearings, and hearings in civil or criminal courts. The notification must state that video recordings and BWC recordings may be submitted to law enforcement agencies. The notification must include a statement that the video recording and BWC recording may become a part of the student's educational record.

VII. EDUCATION RECORD

Per FERPA guidelines, a photo or video of a student is an education record when the photo or video is: (1) directly related to a student; **and** (2) maintained by an educational agency or institution or by a party acting for the agency or institution.

- A. **(1) DIRECTLY RELATED TO A STUDENT:** A video recording will be considered directly related to a student if **any of the following apply:**
 - a. The EOC CHS uses the photo or video for disciplinary action (or other official purposes) involving the student (including the victim of any such disciplinary intent).

Example: A video showing two students fighting in a hallway, used as part of a disciplinary action, is directly related to the students fighting.
 - b. The photo or video contains a depiction of an activity:
 - That resulted in an educational agency or institution's use of the photo or video for potential or actual disciplinary action (or other official purposes) involving a student (or, if disciplinary action is pending or has not yet been taken, that would reasonably result in use of the photo or video for disciplinary action involving a student)
 - That shows a student violating local, state, or federal law

EOC Charter High School Student Handbook

- That shows a student getting injured, attacked, victimized, ill, or having a health emergency
Example: A classroom video that shows a student having a seizure is directly related to that student because the depicted health emergency becomes the focus of the video.
- c. The person or entity taking the photo or video intends to make a specific student the focus of the photo or video (e.g., photos IDs, or a recording of a student presentation).
Example: If a school maintains a close-up photo of two or three students playing basketball with a general view of student spectators in the background, the photo is directly related to the basketball players because they are the focus of the photo, but it is not directly related to the students pictured in the background. The EOC CHS **may designate photos or videos of students participating in public events as directory information.**
- d. The audio or visual content of the photo or video otherwise contains personally identifiable information contained in a student’s education record.
Example: A video recording of a faculty meeting during which a specific student’s grades are being discussed is directly related to the students because the discussion contains PII from the student’s education record.

A photo or video should not be considered directly related to a student in the absence of the above factors if the student’s image is incidental or captured only as part of the background, or if a student is shown participating in school activities that are open to the public and without a specific focus on any individual.

(2) MAINTAINED BY THE EOC CHS

To be considered an education record under FERPA, the EOC CHS or a party acting for the EOC CHS also must maintain the record.

Example: A photo taken by a parent at a school football game would not be considered an education record, even if it is directly related to a particular student, because it is not being maintained by the school or on the school’s behalf. If, however, the parent’s photo shows two students fighting at the game, and the parent provides a copy of the photo to the school, which then maintains the photo in the students’ disciplinary records, then the copy of the photo being maintained by the school is an education record.

VIII. PUBLIC RIGHT TO PRIVACY

The EOC CHS makes no promise of privacy; however, EOC CHS will adhere to the following privacy guidelines:

- a. No privacy exists in common areas. See definition of common areas on section II
- b. Although privacy is expected in non-common areas, BWCs will be activated if deemed necessary for security purposes (i.e., fights, bullying, vandalism, vaping, other drug related activities, etc.)
- c. Video documentation that only records directory related information, as defined in [FERPA](#), may be shared publicly without consent or notification to families and students. *Directory information* includes recordings of:
 - Certificates of honor and awards;
 - Recording that depict only name, address, telephone number, date and place of birth;
 - Recordings that depict dates of attendance.

Parents and eligible students may request in writing that the school do not disclose recording or documents that contain **directory information**.

- d. As permitted by Title [34, Section 99 of the Code of Federal Regulations \(C.F.R.\)](#), video documentation will disclose recordings, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interests;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a justice system, pursuant to specific state law.

EOC Charter High School Student Handbook

- e. Media Outlets and marketing outlets may receive recordings that are considered for public viewing but limited to the following parties or conditions:
 - Public ceremonies, organized/scheduled public gatherings, and public forums;
 - Board meetings and other governance meetings regulated by Arizona’s Open Meeting law ([A.R.S. § 38-431](#))
 - School ceremonies, such as award ceremonies, commencement, and community celebrations
 - Planned marketing events such as photo opportunities, commercials, and video recorded promotional;
 - Video productions and announcements related to communicating the social or environmental needs and strengths of the school that are considered for public awareness;
 - Videos that capture images and/or audio recordings of festivals and fundraisers.

- f. Video documentation either through photo, video, or BWC use that would capture information related to a student’s physical or mental health records and other identifiable health information will NOT occur without consent. If consent of video documentation is granted, the policy gives students rights over their health information, including rights to examine and obtain a copy of their health recordings, and to request corrections and non-disclosures of any and all part of the recording.

- g. Unless consent is received, video or BWC recording shall not be utilized for social and emotional counseling sessions; counseling sessions that are private in nature include, but not limited to:
 - Health related and hygiene related topics;
 - Emotional trauma conversations;
 - Conversations and counseling related to social inadequacies, such as homelessness, loss of income, and sexual activity.

- h. BWC users may video record in BWC events where students are displaying severe emotional distress or public disturbance, whether the demonstration of distress or disturbance occurs in a common area, or a private conversation or setting, to include a disturbance that occurs in an office or restroom.

- i. If a recording is occurring in a common area and a conversation occurs that is private in nature, the school staff must stop the recording as soon as possible and inform the participants of the conversation that part of their conversation was captured on the recording up to that point. BWC users may request that the remainder of the conversation be captured through video, BWC, or audio recording. Staff should move participants of the private conversation to an area that secures the greatest levels of privacy for that moment.

- j. BWCs will not be used to compile and later search videos using biometric means and biometric discriminators. BWC users may not, continuously nor over a consistent period of time, record one student or one set of students unless reasonable information exists that the student or group of students are planning to carry out or are carrying out violations of policy or law.

IX. RECORDING RETENTION/REQUEST

- A. RECORDING RETENTION:** All BWC users shall comply with all applicable state and federal laws related to record maintenance, retention, disclosure of information, and release of records. All raw, unedited recorded audio or video data will be stored and retained by the BWC user for no more than 90 days, or for no more than 90 days after the completion of all relevant administrative use.

- B. RECORD STORAGE:** When the recording is or will be utilized for disciplinary purposes, the Principal will store recordings electronically in a password protected file until the time of destruction.

EOC Charter High School Student Handbook

C. RECORDING REQUEST:

As required by [34 C.F.R. § 99.10](#), a parent or eligible student must be given the opportunity to inspect and review the student's education records.

The EOC CHS shall comply with a request for access to records within a reasonable period of time, but not more than **45 days** after it has received the request.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the EOC CHS must:

- (1) Provide the parent or eligible student with a copy of the records requested;
- (2) Make other arrangements for the parent or eligible student to inspect and review the requested records. (3) If the education record of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of **only the specific information about that student** ([34 C.F.R. § 99.12](#)). **The record may be redacted if possible.**

The EOC CHS shall not destroy any education records if there is an outstanding request to inspect and review the records under this section.

While an educational agency or institution is not required to give an eligible student access to treatment records, a student may have those records reviewed by a physician or other appropriate professional of the student's choice.

The request for records must be in writing; the **request in writing** may be used. The form will require the signature of one parent or the student.

X. COMPLAINTS

Per [A.R.S. § 15-142](#), any person who suspects that a school district or charter school has knowingly violated the Family Educational Rights and Privacy Act (FERPA) may notify the **principal of the charter school** or the superintendent of the school district. If the matter is not satisfactorily resolved by the principal for the charter school or the superintendent of the school **within sixty (60) days** after the notice, the person may file a complaint with the superintendent of public instruction. If the superintendent of public instruction determines that a school district or charter school is knowingly in violation of the Family educational rights and privacy act, the superintendent of public instruction shall notify the school that it is in violation of the family educational rights and privacy act. If the superintendent of public instruction determines that the school district or charter has failed to correct the violation within sixty days after a notice has been issued pursuant to this subsection, **the superintendent of public instruction may inform the family policy compliance office** of the United States department of education of a possible violation of the Family Educational Rights and Privacy Act.

**Educational Opportunity Center
Charter High School**
Principal
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Title IX Policy on Sexual Harassment and Sex Based Discrimination

I. BACKGROUND

The Department of Education Title IX regulations were first issued in 1975, reissued in 1980, and then amended after that, including in 2006 and 2020. Prior to 2020, the regulations set out requirements under Title IX for educational programs and activities that receive federal financial aid, but they did not include specific requirements related to sexual harassment. Instead, the Department of Education's Office of Civil Rights (OCR) had several guidance documents in place to assist schools in understanding how OCR interpreted the Department of Education's Title IX regulations. **The 2020 amendments added specific, legally binding steps that schools must take in response to notice of alleged sexual harassment.**

This policy is written as required by [34 CFR §106](#)

II. SCOPE

The Yuma Private Industry Council, Inc. (YPIC) is committed to maintaining an education and workplace environment for all Educational Opportunity Center Charter High School (EOC CHS) community members that is free from all forms of discrimination, retaliation, and sexual harassment. The members of the community include the EOC CHS Board, employees of YPIC, faculty, school staff, school volunteers, parties under contract to perform work at or for the EOC CHS, vendors, students and family members **while participating in education programs or activities.**

Education Program or activity means the locations, events, or circumstances over which the EOC CHS exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Programs and activities may be on-campus or off campus (including parking lots designated to students). Examples include but are not limited to: Classes (in-person or virtual), school sponsored field trips, school orientations, school officials' home visits, sports, etc. May also include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of the school, i.e. Tablets owned by the school.

To facilitate the understanding and scope of this policy, YPIC will be referred to as **EOC CHS**.

III. TITLE IX PROHIBITIONS

The EOC CHS fully complies with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. The 2020 amendments define **sexual harassment to include certain types of unwelcome sexual conduct, sexual assault, dating violence, domestic violence, and stalking.** Per Federal Regulations (34.CFR §106.30), **sexual harassment means** conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the school conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

IV. DEFINITIONS ([34 CFR §106.30](#))

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to a school official, Title IX Coordinator, or to any EOC CHS employee other than the respondent.

Complainant shall mean an individual who is alleged to be the victim.

Consent exists when all parties exchange mutually understandable affirmative words or actions indicating their agreement to participate voluntarily in sexual activity. Consent does not exist if the sexual act was forcible compulsion which is the use of physical, intellectual, moral, emotional or psychological force. Consent does not exist if a person is threatened, unconscious, incapacitated due to the influence of drugs and/or alcohol, or suffers from a mental disability that makes them incapable of giving consent. Consent may be withdrawn by either party at any time. Once withdrawal of consent has been expressed through words or actions, sexual activity must cease. **In Arizona, the age of consent is 18 years old. Under Arizona law, individuals 17 and younger lack the capacity to agree to participate in sexual activity. Even if it's consensual, sexual intercourse by an adult with an individual under 18 is considered statutory rape.**

Dating Violence means violence committed by a person:

- a. Who is or has been in a social relationship of a romantic or intimate nature with the victim, and
- b. Where the existence of such a relationship shall be determined based on a consideration of the following factors: length of relationship, type of relationship, and frequency of interaction between the persons involved.

EOC Charter High School Student Handbook

Decision-maker means the person(s) assigned to conduct a fair and impartial review of all facts and evidence in order to make a determination regarding whether a respondent is responsible for conduct alleged in a formal complaint. Decision-maker(s) must be unbiased and trained in Title IX policy and grievance procedures.

Deliberately Indifferent means not clearly unreasonable in light of the known circumstances.

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Education Program or activity means the locations, events, or circumstances over which the EOC CHS exercises substantial control over both the respondent and the context in which the sexual harassment occurs. Programs and activities may be on-campus or off campus.

Exculpatory Evidence means evidence tending to exonerate the accused or helps to establish their innocence.

Formal Complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the EOC CHS investigate the allegation under the grievance process for formal complaints.

"Document filed by a complainant" means a document or electronic communication that contains the complainant's physical or digital signature, or which otherwise indicates that the complainant is the person filing the formal complaint.

Inculpatory Evidence means tending to incriminate the accused or indicate their guilt.

Informal Resolution Process is a voluntary, structured interaction between the involved parties (complainant and respondent) to resolve the allegations following the filing of a formal complaint.

Investigator(s) means the individual(s) assigned to conduct a prompt, fair, an impartial investigation into a formal complaint. An investigator must be unbiased and trained in the Title IX policy and grievance procedures.

Preponderance-of-the-evidence standard means the decision-maker must determine whether alleged facts are more likely than not to be true.

Reporter means the person who reports sexual harassment to the school. This may be the complainant but may also be someone else (also known as "third party" reporter)

Respondent shall mean an individual who has been reported to be the perpetrator of the alleged conduct.

Sexual Assault means an offense classified as a forcible or non forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Sexual assault includes any sexual act including rape, sodomy, sexual assault with an object, or fondling "directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent. Non-forcible sex offenses include incest and statutory rape.

Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

1. **An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;**
2. **Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity, or**
3. **"Sexual assault", "dating violence", "domestic violence", or "stalking" as defined in this policy (definitions are based on [guidance by Department of Education](#) updated on June 28, 2022.**

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a. Fear for their safety or the safety of others; or
- b. Suffer substantial emotional distress.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be designed to restore or preserve equal access to the EOC CHS educational program or activity without unreasonably burdening the other party, and includes measures designed to protect the parties' safety or the safety of the educational environment, or to deter sexual harassment. The measures may include, but are not limited to: counseling, academic support services, assistance in requesting long-term academic accommodations if the individual qualifies as an individual with a disability, extensions of deadlines or other course-related adjustments, modifications to class schedules, campus or building escort services, mutual "no contact" orders, leave of absence, increased security, monitoring of certain areas of the campus and/or building, and/or assistance from community health resources such as domestic violence or rape crisis programs.

EOC Charter High School Student Handbook

V. MANDATORY REPORTING

If deemed applicable, the EOC CHS is required to report allegations of child abuse and professional misconduct as per State of Arizona Reporting Procedures ([A.R.S. §13-3620](#) and [A.R.S. §15-514.](#))

VI. RETALIATION & CONFIDENTIALITY

Retaliation is prohibited

No recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by [title IX](#) or this part, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or [sexual harassment](#), but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or [formal complaint](#) of [sexual harassment](#), for the purpose of interfering with any right or privilege secured by [title IX](#) or this part, constitutes retaliation.

Specific circumstances

- (1) The exercise of rights protected under the [First Amendment](#) does not constitute retaliation prohibited under [paragraph \(a\)](#) of this section.
- (2) Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under [paragraph \(a\)](#) of this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The recipient must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a [formal complaint](#) of [sexual harassment](#), any [complainant](#), any individual who has been reported to be the perpetrator of sex discrimination, any [respondent](#), and any witness, except as may be permitted by the FERPA statute, [20 U.S.C. 1232g](#), or FERPA regulations, [34 CFR part 99](#), or as required by law, or to carry out the purposes of [34 CFR part 106](#), including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

VII. PROCEDURE

A. RECEIVING AND ADDRESSING COMPLAINTS

The EOC CHS encourages students and third parties who believe that they or others have been subject to Title IX sexual harassment or any other form of discrimination to promptly report such incidents to a teacher, academic advisor, administrator, or other trusted employee. Reports may be made at any time, including during non-school hours.

A person who is not an intended victim or target of discrimination but is adversely affected by the conduct may file a complaint of discrimination. Reports may be made using a designated [report form](#) or by making a general report **verbally** or in **writing** to a school official, Title IX Coordinator, or by any method that results in the appropriate individual receiving the report (e.g. mail, telephone, e-mail).

Parents/guardians have the right to act on behalf of their student(s) at any time, including making a report under this policy and/or filing a written complaint.

An EOC CHS employee, volunteer, or independent contractor (“reporting adult”) who suspects or is notified that a student has been subject to conduct that may constitute a violation of this policy shall immediately report the incident to the individual’s immediate supervisor, the school Principal, or the Title IX Coordinator and shall make any mandatory police or child protective services reports as required by Arizona law. Failure of an EOC CHS employee to report instances of discrimination, including Title IX sexual harassment, may subject the employee to discipline.

B. INITIAL RESPONSE

When the EOC CHS has actual knowledge of Title IX sexual harassment, the school must respond promptly and in a manner that is not deliberately indifferent. All reports and complaints received by a school employee shall be directed to a Title IX Coordinator **within 24 hours**.

1. When a complaint or report of sexual harassment is made to the Title IX Coordinator, **the Title IX Coordinator shall:**
 - a. Confidentially contact the complainant to offer supportive measures, consider the complainant’s wishes with respect to supportive measures, and inform the complainant of the availability of supportive measures **with or without** filing a formal complaint.
2. The Title IX Coordinator shall evaluate the complaint or report and any additional information gathered to determine whether the allegations:

EOC Charter High School Student Handbook

- a. Occurred on or after August 14, 2020;
- b. Occurred while the complainant was in the United States;
- c. Occurred in a school program or activity under the control of the EOC CHS;
- d. Meet the definition of sexual harassment;
- e. Involves or implicates other policies or code of conduct;
- f. Raised an immediate threat to the physical health or safety of an individual, based on an individualized safety and risk analysis; and
- g. Involve a student identified as a student with a disability under the IDEA or Section 504.

If the allegations do not fall within the scope of Title IX sexual harassment, the Title IX Coordinator must dismiss the complaint. The Title IX Coordinator will refer any dismissed complaints to the School Principal to address the allegations under the appropriate school policy.

3. If the Title IX Coordinator determines through an initial assessment that the allegations may constitute Title IX sexual harassment, the **Title IX Coordinator shall:**

- a. **Promptly** explain to the complainant the process for filing formal complaint and inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.
- b. If deemed applicable, contact the parents/guardians of the complainant and provide them with information regarding the report and Title IX sexual harassment formal complaint procedures.

The Title IX Coordinator may determine to withhold or to delay notification of the report to parents/guardians, if the Title IX Coordinator is presented with information that indicates that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other individual(s). The Title IX Coordinator shall make this determination in consultation with individuals who have professional knowledge of the complainant's well-being and/or upon advice from legal counsel or authorities.

- c. Ensure that complainants and respondents are treated equitably by:
 - i. Offering supportive measures to the complainant and considering supportive measures that may be offered to the respondent and/or witnesses identified in the complaint.
 - ii. Following the process for formal complaints prior to any imposition of disciplinary sanctions or other actions on the respondent that are not supportive measures.
 - iii. Presuming that the respondent is not responsible for the alleged conduct until completion of the formal complaints.
 - d. Ensure that the reported conduct is appropriately addressed under other applicable school policies or Arizona laws, such as mandatory reporting, incident/data reporting, and threat assessment.
4. Requirements related to supportive measures:
 - a. All supportive measures provided to the complainant or respondent shall remain confidential to the extent that maintaining confidentiality would not impair the ability of the EOC CHS to provide such measures.
 - b. When any party is an identified student with a disability, or thought to be a student with a disability, the Title IX Coordinator shall notify the School Principal/Special Education Teacher to determine whether additional steps must be taken as supportive measures for the party while Title IX procedures are implemented.
 5. Requirements related to emergency removals:
 - a. When a respondent who is a student poses an immediate threat to the physical health or safety of any student or other individual due to the allegations of Title IX sexual harassment, the respondent may be removed from the

EOC Charter High School Student Handbook

school's education program or activity or moved to an alternative setting. Determinations regarding emergency removals shall be made by the School Principal or designee.

- b. Prior to consideration of an emergency removal, the feasibility of remote instruction or instruction in an alternate setting shall be assessed by the school Principal, in consultation with the Teacher of Special Education (for students with disabilities.)
- c. Emergency removals shall be governed by the EOC CHS normal procedures for suspension and expulsion, including procedural safeguards relating to students with disabilities.
- d. Nothing in this policy shall be construed to alter any rights of the EOC CHS to make employment decisions when an employee of the Yuma Private industry Council, Inc. is a respondent.

C. FORMAL COMPLAINT

The EOC CHS acknowledges that choosing to make a report, file a formal report, and/or meet with the Title IX Coordinator after a report or formal complaint has been made, and deciding how to proceed, can be a process that unfolds over time. The complainant will not be pressured to decide whether to pursue a formal complaint or to name the other party/parties at the time of the report.

The EOC CHS will attempt to honor the stated wishes of the complainant concerning whether to move forward with an investigation. If the complainant or the complainant's parents/guardians' requests that no investigation occur or refuses to participate in the formal complaint procedures, the Title IX Coordinator will determine whether the allegations, nonetheless, require an investigation under this policy to mitigate a potential health, safety, or other substantial risk to the EOC CHS community.

The Title IX Coordinator may initiate a formal complaint **by signing the formal complaint form**. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not considered the "complainant" for purposes of this policy.

Note: The EOC CHS may consolidate formal complaints as to allegations of Title IX sexual harassment against more than one respondent, or by more than one complainant against once or more respondents, or by one party against the other party, where allegations of sexual harassment arise out of the same facts or circumstances.

Upon filing of a formal complaint, the **Title IX Coordinator shall provide written notice to all known parties**, and the parents/guardians of known parties (where applicable). The written notice shall contain:

1. A copy of this policy and formal complaint procedures, and any informal resolution process that may be available.
2. Notice of the allegations which potentially constitute Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identity of the parties involved, if known;
 - b. The conduct allegedly constituting sexual harassment;
 - c. Date(s) and location(s) of the alleged incident(s), if known;
 - d. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - e. Notice that the parties may, at their own cost, have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
 - f. Notice that the EOC CHS code of conduct prohibits knowingly making false statements or knowingly submitting false information in connection with reports of misconduct or discrimination;
 - g. At the outset and during the course of the investigation, notice of any additional allegations that will be subject to investigation.

D. INFORMAL RESOLUTION PROCESS

Upon the filing of a formal complaint, a complainant who does not wish to pursue formal resolution/investigation may request a less formal proceeding, known as the "Informal Resolution". During the complainant's initial meeting with the Title IX Coordinator, the Title IX Coordinator will assess the severity of the alleged harassment and the potential risk of others in the school community to determine if an informal resolution may be appropriate.

The EOC CHS **may not** require the parties to participate in an informal resolution process;

The EOC CHS **may not** offer an informal resolution process unless a formal complaint is filed;

The EOC CHS **may not** require the parties to waive the right to an investigation or adjudication;

EOC Charter High School Student Handbook

Note: Informal resolution cannot be used to resolve allegations involving an employee sexually harassing a student.

The informal resolution requires the Title IX Coordinator to:

1. Obtain the parties voluntary and written consent to the informal resolution process;
2. Provide the parties with written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the formal grievance process with respect to the formal complaint, and
3. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. DISMISSAL OF FORMAL COMPLAINT

If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment, even if proved, the Title IX Coordinator must dismiss the formal complaint. “Dismissal” of a complaint only ends the formal grievance procedures in this policy; it does not preclude the Charter School from taking other action against a party in accordance with the EOC CHS Code of Conduct or other school policies.

The Title IX Coordinator **may, but is not required to**, dismiss the formal complaint or any allegations therein, if at any time during the investigation:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled at or employed by the EOC CHS/Council;
3. Specific circumstances prevent the EOC CHS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Proceeding with the formal complaint process may allow the EOC CHS to determine the scope of the harassment, whether employees knew about it but failed to respond, whether there is a pattern of harassment in particular programs or activities, whether multiple complainants experienced harassment by the same respondent, and what appropriate remedial actions are necessary.

Upon a dismissal required or permitted to these provisions, the EOC CHS will promptly send the written notice to the parties of the dismissal and reason(s) for the dismissal. Parties may appeal a dismissal of the complaint pursuant to appeal procedures set on this policy.

F. INVESTIGATION PROCESS

The Title IX Coordinator(s) will oversee the investigation and designate an investigator to conduct a fair, thorough, and impartial investigation. The Title IX Coordinator(s) shall assess whether the investigation should be conducted by one of the coordinators, both coordinators, an employee (that has received training in Title IX investigations), or another third party such as an attorney. The burden of gathering evidence sufficient to reach a determination regarding whether violation(s) of this policy occurred rests with the investigator. Absent extensions for good cause, the investigator should make reasonable efforts to complete the investigation in **30 school days** from the date of the notice of charges.

The investigator will be unbiased and free from conflicts of interest and will objectively review the complaint, any evidence, and any information from witnesses, expert witnesses, and the parties. The investigator will treat the complainant and respondent equitably.

The investigator will work with the Title IX Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed, and what records may be relevant to the investigation.

Parties whose participation is requested or expected during the investigation process shall be provided with the date, time, location, participants, and purpose of all investigative interviews or other meetings, in sufficient time for the party to prepare. The complainant and respondent will be provided an equal opportunity to meet with the investigator, submit evidence, identify witnesses who may have relevant information, and propose questions for the investigator to ask the other party or witnesses. The parties shall not be restricted in discussing the allegations under investigation or from gathering or presenting relevant evidence. The Investigator may request a non-disclosure agreement be signed by the parties and their advisors, if any, stating that they will not disclose evidence and documents exchanged in the investigation.

EOC Charter High School Student Handbook

The investigation may include, among other things, interviewing the complainant, the respondent, and any witnesses; reviewing law enforcement documents (if applicable); reviewing relevant student and employment files (preserving confidentiality wherever necessary); and gathering and examining other relevant documents, social media, and evidence.

The investigator has discretion to determine which witnesses to interview based on the relevance of the evidence offered, and to determine what questions to ask, and will decline to ask questions that are not relevant, are unduly repetitive, or which would not serve the goals of this policy. When a complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities, or school transportation, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The person making the report, complainant, respondent, parents/guardians, and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process, and that conduct believed to be retaliatory should be reported. To the extent permitted by law, all individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

Neither the complainant nor the respondent is required to participate in the resolution process outlined in these procedures. The EOC CHS will not draw any adverse inferences from a complainant or respondent's decision not to participate or to remain silent during the process. An investigator or decision-maker will reach findings and conclusions based on the information available.

When a party selectively participates in the process, such as choosing to answer some but not all questions posed, or choosing to provide a statement only after reviewing the other evidence gathered in the investigation, an investigator or decision-maker may consider the selective participation in evaluating the party's credibility.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Title IX Coordinator, who shall **promptly inform law enforcement authorities** about the allegations.

The obligation to conduct an investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should **coordinate** with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the EOC CHS investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Deferments shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Prior to completion of the investigative report, the investigator shall:

1. Send to each party and the party's advisor, if any, the evidence subject to inspection and review; the evidence may be sent via electronic format or hard copy;
2. Provide the parties at least ten (10) school days following receipt of the evidence to submit a written response; and
3. Consider any written response received prior to completion of the investigative report.

G. INVESTIGATIVE REPORT

The investigator shall prepare a written report that fairly summarizes relevant evidence; the report shall be submitted to the Title IX Coordinator (when the coordinator is not the investigator), to all the parties, and to the decision-maker.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated, the information and evaluation that formed the basis for this determination, credibility determinations when appropriate, an analysis of whether the conduct violated this policy and/or any other law or school policy which may warrant further action.

H. WRITTEN DETERMINATION REGARDING RESPONSIBILITY

The Title IX Coordinator (whom may also be the investigator) shall, as soon as practicable, send the completed investigative report to the designated decision-maker. The decision-maker cannot be the same person as the Title IX Coordinator, the investigator, or any individual who may have a conflict of interest.

The decision-maker must issue a written determination regarding responsibility based on the **preponderance-of-the-evidence standard**; the written determination will be provided to the parties at the same time. **The written determination must include:**

- a. Identification of allegations potentially constituting sexual harassment as defined in 34 CFR §106.30;
- b. A description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods to gather evidence;
- c. Findings of fact supporting the determination, conclusions regarding the application of this formal grievance process to the facts;
- d. A statement of, or rationale for, the result as to each allegation, including any determination regarding responsibility, any disciplinary sanctions the decision maker imposed on the respondent that directly relate to the complaint, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided to the complainant; and
- e. Procedures and permissible bases for the parties to appeal the determination.

EOC Charter High School Student Handbook

Remedies and supportive measures that do not impact the respondent should not be disclosed in the written determination; rather, the determination should simply state that remedies will be provided to the complainant.

I. SANCTIONS AND REMEDIES

When a respondent is found responsible for the prohibited behavior as alleged, sanctions are based on the severity and circumstances of the behavior, and based on the position/status within the EOC CHS community. Disciplinary actions or consequences can range from a conference with the respondent and a school official to suspension, expulsion, termination of employment, termination of contract, etc.

When a respondent is found responsible for the prohibited behavior as alleged, **remedies must be provided to the complainant.** Remedies are designed to maintain the complainant's equal access to education and may include supportive measures or appropriate remedies.

The Title IX Coordinator, following the receipt of the written determination from the decision-maker, shall facilitate the imposition of sanctions, if any, the provision of remedies, if any, and to otherwise complete the formal resolution process. The appropriate school official, after consultation with the Title IX Coordinator, will determine the sanctions imposed and remedies provided, if any.

J. APPEALS

Each party may appeal the dismissal of a formal complaint or any included allegations and/or a determination regarding responsibility.

Appeals will be examined and decided by an individual who will be free of conflict of interest and bias, and will not serve as investigator, Title IX Coordinator, or decision-maker in the same matter.

To appeal, a party must submit their written appeal within **five (5) school days** of being notified of the decision, including the grounds for the appeal. The contact information of the individual designated as appeal officer will be included in the written determination.

The grounds for appeal are as follows:

1. Procedural irregularity that affected the outcome of the matter (i.e. failure to follow the institution's own procedures);
2. New evidence that was not reasonably available at the time the determination regarding the responsibility or dismissal was made, that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.

Supportive measures (including remote learning, if applicable) remain available during the pendency of the appeal.

The designated appeal officer shall review the investigation report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.

The appeal officer shall prepare a written response to the appeal within **twenty (20) school days**. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

VIII. DELEGATION OF RESPONSIBILITY

The Council designates the individuals to act as Title IX Coordinator(s).

The Title IX Coordinators shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public. Nondiscrimination statements published on the EOC CHS's website and in student and employee handbooks shall include the position, the office address and telephone number of the Title IX Coordinators.

The Title IX Coordinators shall ensure adequate nondiscrimination procedures are in place, recommend new procedures or modifications to procedures and monitor their implementation.

The Title IX Coordinators provide or coordinate training as set forth on the regulations governing Title IX legal requirements.

1. Title IX Coordinators, investigators, decision-makers, and any other individual who facilitates an informal resolution process pursuant to this policy are required to have appropriate training.
2. All materials used to train Title IX Coordinators shall be made publicly available on the EOC CHS website.
3. All materials used to train employees who are also investigator(s), decision-maker(s), or individual(s) who facilitate informal resolution processes shall be made available on the EOC CHS website.
4. Information regarding community resources is maintained and provided to staff, so that staff may in turn make the resources available to complainants, respondents, or others who have been impacted by harassment or allegations thereof.

EOC Charter High School Student Handbook

IX. RECORDKEEPING

The EOC/CHS administrative entity (YPIC) shall (as required by 34 CFR 106.45 (b)(10)) maintain for a period of **seven (7) years** record of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the EOC CHS education program or activity;
2. Any appeal and the results therefrom;
3. Any informal resolution and its results; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

L. Sex Based Discrimination and Protection for Students that Pregnant or Parenting

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance[.]” All federal agencies that provide grants of financial assistance are required to enforce Title IX’s nondiscrimination mandate. The U.S. Department of Education (Department) gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs and libraries.

Examples of the types of discrimination that are covered under Title IX include but are not limited to: sex-based harassment; sexual violence; **pregnancy discrimination**; the failure to provide equal athletic opportunity; sex-based discrimination in a school’s science, technology, engineering, and math (STEM) courses and programs; **discriminatory application of dress code policies and/or enforcement**; and retaliation.

If you are student that is pregnant or has parental status, here are things you should know about your rights:

– The school must:

- Allow you to continue participating in classes and extracurricular activities even though you are pregnant. This means that you can still participate in advanced placement and honors classes, school clubs, sports, honor societies, student leadership opportunities, and other activities, like after-school programs operated at the school. Staff will not seek to dissuade a student that is pregnant or has parental status from participating in any event based on sex, pregnancy status, or sex-based parental status.
- Students of either sex have the right to choose whether they want to participate in special instructional programs or classes for pregnant students. Students can participate if they want to, but the school will not pressure you to do so. The alternative program will provide the same types of academic, extracurricular and enrichment opportunities as the school’s regular program.
- Allow you to participate in classes and extracurricular activities even though you are pregnant and not require you to submit a doctor’s note unless your school requires a doctor’s note from all students who have a physical or emotional condition requiring treatment by a doctor. Your school also must not require a doctor’s note from you after you have been hospitalized for childbirth unless it requires a doctor’s note from all students who have been hospitalized for other conditions.
- Provide you with reasonable adjustments, like a larger desk, elevator access, or allowing you to make frequent trips to the restroom, when necessary because of your pregnancy.
- The school will excuse absences due to pregnancy or childbirth for as long as your doctor says it is necessary.
- Allow you to return to the same academic and extracurricular status as before your medical leave began, which should include giving you the opportunity to make up any work missed while you were out.
- Ensure that teachers understand the Title IX requirements related to excused absences/medical leave. Your teacher may not refuse to allow you to submit work after a deadline you missed because of pregnancy or childbirth. If your teacher’s grading is based in part on class participation or attendance and you missed class because of pregnancy or childbirth, you should be allowed to make up the participation or attendance credits you didn’t have the chance to earn.
- Provide pregnant students with the same special services it provides to students with temporary medical conditions. This includes homebound instruction/at-home tutoring/independent study.
- Protect you from harassment based on sex, including harassment because of pregnancy or related conditions. Comments that could constitute prohibited harassment include making sexual comments or jokes about your pregnancy, calling you sexually charged names, spreading rumors about your sexual activity, and making sexual propositions or gestures, if the comments are sufficiently serious that it interferes with your ability to benefit from or participate in your school’s program.

EOC Charter High School Student Handbook

We encourage all students that have experienced sexual harassment or sex based discrimination to:

- **Report, seek help and guidance**—meet with your school’s Title IX Coordinator or counselor regarding what your school can do to support you in continuing your education if you believe you have experienced sexual harassment or sex based harassment by another student, staff of the school/agency, community member associated with activities of the school.
- **Keep notes about your pregnancy or sex based harassment or discrimination**-related absences, any instances of harassment and your interactions with school officials about your pregnancy, and immediately report problems to your school’s Title IX Coordinator, counselor, or other staff.
- If you feel your school or agents associated with the school are discriminating against you because of your sex or you are pregnant or parenting you may file a complaint:
 - ❖ Using your school’s internal Title IX grievance procedures.
 - ❖ With the U.S. Department of Education, Office for Civil Rights (OCR), even if you have not filed a complaint with your school. If you file with OCR, make sure you do so within 180 days of when the discrimination took place.
 - ❖ In court, even if you have not filed a complaint with your school or with OCR.

Contact the school or OCR if you have any questions. We are here to help make sure all students, including pregnant and parenting students, have equal educational opportunities.

If you want to learn more about your rights, or if you believe that a school district, college, or university is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: <http://www.ed.gov/ocr/complaintintro.html>.

EOC Charter High School Student Handbook

Safety During a Pandemic-Section 1

To ensure the safety of our community the following actions will be enforced during times of pandemic:

1. Students must participate in the sanitizing of classroom areas as directed by administration.
2. If students tested positive, have symptoms, or were exposed to COVID-19 and are NOT up-to-date on COVID-19 vaccinations, the school recommends wearing a well fitted mask..
3. Students, family members and those associated with students agree to a no-contact body temperature check upon entering the school.
4. Students, family members and those associated with students agree to social distance by at least a 6 foot separation from individuals in classrooms and open areas.
5. The student must limit movement within the classroom and open areas by permission of staff only. Seating charts will be enforced.
6. The student must wash or sanitize hands following each class.
7. The student will notify staff immediately if they are feeling ill.
8. The student must stay in the designated sick area until a student representative comes to pick up the student if they are feeling ill. The student will not be permitted to access public areas like bathrooms and eating areas without supervision.

Note: The school cannot fully protect students from pandemic exposure and the school is not liable for pandemic contact of the public, student, and/or family members.

Consequences for Violating Section 1 of Safety During Pandemic:

The Parent/Guardian/Student Representative and student understand that events that violate the above provisions will result in the student being sent home. The student will have the opportunity to access instruction virtually. Violations of the agreement may also result in administration placing the student in a virtual learning service delivery for the remainder of the pandemic.

Safety During a Pandemic-Section 2

The school will follow guidelines established by health agencies in regards to the presence of a pandemic. As such, the CDC and Arizona Health Department are recommending school's publicize the following information:

The best way to prevent illness is to avoid being exposed. The virus is thought to spread mainly from person-to-person between people who are in close contact with one another (within 6 feet). This occurs through respiratory droplets produced when an infected person coughs or sneezes.

There are effective ways to practice **physical distancing** and reduce the risk to yourself and the people you care about:

- **Wash your hands** often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
 - It is especially important to clean hands after going to the bathroom; before eating; and after coughing, sneezing or blowing your nose.
- **Avoid touching** your eyes, nose, and mouth with unwashed hands.
- **Stay at home** when you are sick.
- **Avoid close contact** (within 6 feet) with others.
- **Cover your cough or sneeze** with a tissue or your sleeve (not your hands) and immediately throw the tissue in the trash.
- **Clean and disinfect frequently** touched objects and surfaces.

EOC Charter High School Student Handbook

- **Consider wearing cloth face coverings**, if it can be safely managed, in public settings where other physical distancing measures are difficult to maintain.
- If you are at **higher risk** for severe illness, you should avoid attending congregate settings. People at higher risk for **severe illness** include adults 65 or older and people of any age who have serious underlying medical conditions.

These recommendations remain the best way to protect yourself and our communities as Arizona progresses through the phased reopening process.

Those who get flu-like symptoms at school should go home and stay home until at least 24 hours after they no longer have a fever or signs of a fever without the use of fever-reducing medicine. Those who have emergency warning signs should get immediate medical care.

Those who get flu-like symptoms and are at high risk of severe flu illness should ask a health care professional if they should be examined.

People experiencing these warning signs should obtain medical care right away.

In children

- Fast breathing or trouble breathing
- Bluish lips or face
- Ribs pulling in with each breath
- Chest pain
- Severe muscle pain (child refuses to walk)
- Dehydration (no urine for 8 hours, dry mouth, no tears when crying)
- Not alert or interacting when awake
- Seizures
- Fever above 104°F
- In children less than 12 weeks, any fever
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions

In adults

- Difficulty breathing or shortness of breath
- Persistent pain or pressure in the chest or abdomen
- Persistent dizziness, confusion, inability to arouse
- Seizures
- Not urinating
- Severe muscle pain
- Severe weakness or unsteadiness
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions

These lists are not all inclusive. Please consult your medical provider for any other symptom that is severe or concerning.

For a video on what you can do to prevent illness, please watch: <https://youtu.be/W-zhhSQDD1U>

For a video on what to do if you are feeling ill, please watch: <https://www.youtube.com/watch?v=ZxsrgzZgz1U>

EOC Charter High School Student Handbook

Transportation Policy

Part A:

The school will purchase YCAT bus passes for students who need transportation. The passes will provide students the ability to travel to all locations provided by YCAT services.

Each student in need of transportation will receive a YCAT pass that will be scanned upon entrance to the bus. The student will need to present the pass prior to boarding the YCAT bus. Loss of pass or failure to present pass will prohibit the student from boarding the YCAT bus. There is no charge for the first pass. In the event that a new pass needs to be reissued, the student will need to pay a cost established by the Yuma Metropolitan Planning Organization and YCAT.

The services provided by YCAT are outside the management of YPIC or the school. **If a student loses his/her riding privileges, the student will need to arrange their own transportation to school.** The school is not liable for any damage caused by students or responsible for locating alternative transportation. The school is not liable for damages, injury or illness to the student incurred to and from school as part of YCAT services. Students need to remember this is a public service not a school service.

School staff will assist students in learning the YCAT system. If a student or family requires initial assistance in planning routes please do not hesitate to call 329-0990 ext. 4001 to request assistance from staff.

Part B:

The school is not liable for the safety of students or student vehicles to and from school. Because of flexible scheduling, students arrive and depart from the school at various times of the day. Please notify school administration immediately of issues related to transportation safety.

Part C:

School Transportation for Field Trips or Other School Related Functions:

The school may continue to use buses or other vehicles for field trips and school functions. The following explains the typical rules of buses, vans and/or cars.

1. Students will obey the instructions of the driver at all times.
2. Students are to remain seated while the vehicle is in motion.
3. No use of tobacco products, drugs or alcohol on the bus.
4. Students will not create loud noises, disruptions or disturb other passengers.
5. Students will not throw or shoot any objects inside of or at the vehicle or at other passengers.
6. Students will conduct themselves in an orderly manner at all times.
7. Students will not hang any part of their body outside the window.

All policies that govern student behavior outlined in this handbook apply while students are traveling on school sponsored trips. Students are expected to act as representatives of the school. Any violation of school policy may result in expulsion if the violation occurred during a school sponsored event. Students recommended for suspension or expulsion will be awarded due process procedures as outlined in the handbook.

Serious incidents: Conduct violations such as, but not limited to the following, will result in immediate removal from the vehicle. These violations may also be subject to additional school and law enforcement action. Students that commit the following acts may be required to find transportation from the point of incident.

1. Fighting/ Assault
2. Possession of weapons
3. Possession of illegal drugs/alcoholic beverages
4. Vandalism
5. Threat/ Any act or conduct that threatens the safety of others.

The driver has the option to contact the school administrator on events where the safety of passengers, pedestrians or vehicles is jeopardized. The driver will exit at the safest location and wait until school administrator arrives. **No passengers will be permitted to leave the stop without approval of the driver or the school administrator.** Disciplinary actions may range from suspension from the bus to being expelled from school. If the school administrator suspends the student where the bus/vehicle is stopped, the student will need to find transportation home. Students recommended for suspension or expulsion will be awarded due process procedures as outlined in the handbook.

School and Employment Skills to Teach and Model

- Listening:** 1. Look at Person 2. Stay quiet 3. Answer questions
- Hallway Behavior:** 1. Stay quiet 2. Don't enter other classes 3. Follow directions
- Following Directions:** 1. Look at Person 2. Say "OK" 3. Do It
- Getting Teacher Attention:** 1. Raise Hand 2. Wait
- Handling No:** 1. Ask, "What Can I do?" or "When Can I?" 2. Accept the Answer
- Handling Conflicts with Peers:** 1. Pleasant Face and Voice 2. Agree not to fight
3. Seek help if you need too
- Handling Conflicts with Staff:** 1. Pleasant Face and Voice 2. Wait till Staff is Free
3. Discuss the Issue
- Positive Communication:** 1. Keep positive thoughts 2. Pleasant face and voice
3. Don't gossip or say negative statements 4. Don't hurt someone because you're angry
- Introducing and Conversing:** 1. Pleasant Face and Voice
2. State you name if introducing. 3. Say something about yourself
4. Respond to the person speaking
- Moving in Quiet Areas:** 1. Silently and slowly move 2. Take out appropriate items
3. Be aware of those around you
- Attendance:** 1. Check attendance daily 2. Talk to your teachers about missed assignments.
3. Get support to make up work

Basic School Rules

1. Allow others to learn

We will not tolerate anything that stops others from learning!

2. Be Respectful:

- Raise your hand to ask a question
- Ask permission
- Accept teacher and school decisions
- Stay quiet when others are talking
- Pleasant face and voice

3. Be Responsible:

Complete homework & class assignments

4. Be On Task

- Keep hands, feet & objects to self
- Keep head off the desk
- Look and respond to person talking

5. Follow Directions

6. Be Prepared

- Be on time
- Be seated at your desk
- Have your work, book and pencil/pen

Positive Consequences:

- Credits that will lead to a **DIPLOMA!!!!**
- \$25.00 for "A" Honor Roll
- Chance for \$25.00 for "A/B Honor Roll"
- Free Time Coupons
- Hall of Fame
- Other appropriate recognitions

Possible Negative Consequences:

- Detentions
- Isolations (In or Out of class)
- Sent Home
- Suspensions
- Expulsion by the school board
- Cleaning facilities to include restrooms and toilets
- Grounds Keeping and Litter Control

EOC Charter High School Student Handbook

Honor Roll:

Each student that achieves the “A” Honor Roll for a quarter will receive a gift certificate to a store of their choice for \$25.00. In addition, students on the “A” Honor Roll and “A/B” Honor Roll are registered for a drawing to receive another gift certificate for \$25.00.

Early Release Award:

Students that have perfect attendance; meet academic and discipline expectations will receive a weekly Early Release Pass. The Early Release Pass allows the student identified on the pass to leave school 15 minutes early each Wednesday. The student may also use the Early Release Pass to reduce absence time by 15 minutes or submit 6 passes to regain perfect attendance if cumulative unexcused absences are limited to 15 minutes or lower.

Hall of Fame:

Two students are selected each month that consistently display excellent behavior inside and outside the classroom, are well mannered, have a positive attitude toward others and toward learning, and are respectful to both peers and adults. Hall of Fame awardees display excellent citizenship by aligning themselves with the school-wide expectations of respect, responsibility, and safety and consistently strive to achieve academic success. Lastly, students of the month show exemplary character through their compassion, honesty, trustworthiness, optimism, and loyalty while creating a positive school environment.

Hall of Fame awardees may choose one of the incentive packages below:

A. Regain perfect attendance for the month if cumulative absences are at one day or less. Using make-up time voids the option.

B. One open lunch event with the option to invite up to two other student guests. The two student guests must be approved by each teacher and administrator. Student guest must have solid academic grades, less than two days of unexcused absences, and no disciplinary referrals within a week of the open lunch event. Permission slips are required for all students. A staff person will accompany the event. The open lunch permits the awardee and invited guest to be off campus from 11:30 to 1:20 (*Time may change due to scheduling).

C. Ten additional bathroom passes.

D. Friday Skip Day. The awardee may skip one Friday during any quarter. Permission slip is required. (McChicken Clause)

Peer Review Board:

Selected students will act as members of a Peer Review Board. The Peer Review Board reviews events in which a student feels a teacher has given a consequence unfairly. The board may decide to uphold the consequence of the teacher, apply additional consequences or over-ride the decision of the teacher and apply a lesser consequence. Students that wish to present to the board must contact the school administrator. The school administrator will decide which cases are reviewed by the board.

Suspension

Suspension days do not count towards absence days unless the total cumulative absences exceed Arizona’s excessive absence threshold. If the student accrues more than 10% of school days in a year; all absences, whether excused or unexcused, will be recorded as an unexcused absence. Suspended students, unless serving an alternative to suspension, may not be on campus. School leadership has the option to determine whether a student is permitted on campus outside of school hours. Law enforcement may be notified and trespassing charges may be filed for suspended students that are on campus without permission.

Alternative to Suspension

School administration may utilize alternatives to suspensions. Pupils who would otherwise be subject to suspension pursuant to Arizona statutes and school policies shall be transferred to a location on school premises that is isolated from other pupils or transferred to a location that is not on school premises. The alternative to suspension shall be discipline intensive and require academic work, and may require community service, grounds keeping and litter control, parent supervision, and evaluation or other appropriate activities. The community service, grounds keeping and litter control, and other appropriate activities may be performed on school grounds or at any other designated area. Alternative to suspension will not count towards absences, but all academic work must be completed to acceptable levels of performance.

Detentions

If a student is assigned detention, the student will be given at least a 24 hour notice in which the student will be required to serve the detention. This gives the student at least 24 hours to inform family, work and others that the student will be released 35 minutes later than usual. The student must report to the detention room no later than 5 minutes after dismissal. During detention, the student may be required to perform basic grounds keeping and/or academic work. Students are expected to follow the directions of the detention supervisor. If a detention is missed or the student fails to follow the directions of the detention supervisor, an additional two detentions will be added. Detentions must be cleared before a diploma or grades will be issued. **If the number of detentions exceeds 10 detentions or greater, the student may be suspended.** All detentions from previous quarters carry-over to following quarters. All detentions must be cleared prior to release of grades or credits.

School Lockdown and Evacuation Procedures

Students and Staff have permission to lock down the school if there is a valid external threat (i.e. Active Shooter, Disruptive mob, fallen powerlines, etc.) exists where presence on the outside of the building puts individuals in physical danger.

Remember: False alarms, hoaxes and false statements may result in expulsion by the school board and families may be held responsible for costs associated with false alarm, hoax or false statement.

Lock Down Procedure

1. On the discovery of an immediate threat dial 799 and say, "This is not a drill – Code Red at (Location)" Repeat the direction.
2. Students and Staff should move to the nearest open room.
3. Secure all internal and external doors to the building. If deadbolts are provided, engage the deadbolt.
4. Barricade doors with as many objects as possible.
5. Silent cell phones, turn off lights, turn off computers.
6. Reduce text messaging to one short text (i.e. "We are in lockdown at school. I'm okay.") per hour.

Do not give names, exact locations or overly identifying information.

7. Stay Silent – Any noise, no matter how small jeopardizes everyone's safety.
8. Prepare to fight with whatever objects are available.
- 9a. Wait for all clear from Alicia Huizar, Brian Grossenburg, or Paula Ramirez.
- 9b. Wait for Police to slide identifying article (badge, business card or some other identifier). Do not open door unless identity is established.

Evacuation and Fire Procedure

Prior to Evacuation event

Each teacher teaches the following behaviors and expectations:

- On-site evacuation site: Retention Basin
- Off-site evacuation site: Softball Field Near Cibola High School
- Staggered-line formation
- Stay low with hands up

Purpose of a staggered line: If someone falls, whole line doesn't fall; Easier to spot if someone is having trouble;
Opens up visual space for everyone; keeps line short

Fire and Fire Alarm:

1. Wait 1 minute before leaving. It could be a hoax. Check the following:

- Are the automatic sprinklers on?
- Is the door or walls hot?
- Do you see or smell fire and smoke

Don't leave the room if there is no evidence of fire

2. Teachers instruct students to get in staggered line and begin evacuation to retention basin.
3. Teachers secure Emergency Response Binder (Orange)
4. Teachers ensure computer is locked; lights are off; door is unlocked
5. Teachers ensure disabled and non-English speaking students are assisted appropriately
6. Prior to evacuating, check for potential dangers
7. Teachers ensure rooms are empty, and the teacher is the last to leave classroom.

Offsite Evacuation: Softball Field by Cibola

1. Regroup and stay with your assigned class.
2. If you are injured, let your teacher know.
3. Stay in shaded area and get permission to use the restroom.

Discipline Procedures for Disruptions:

All plans, techniques, strategies and procedures should be designed to accomplish the following goals:

- a. Stop problem behavior**
- b. Ensure correct behavior occurs next time**
- c. Avoid escalation**

Each Teacher will use the following procedure to correct behavior errors with the three goals in mind.

Annual evaluation of teachers will reflect establishing a positive learning climate.

General Procedure:

- *Teachers will teach necessary behaviors during the first week of each quarter. This is considered the warning.*
- *First incident: Teacher will decide to use proximity, non-verbal cue or a positive intervention statement and follow by asking student to recite the proper steps for the desired behavior.*

Example: “(Student’s Name), are you okay? What are the steps for following directions?”

- *Second incident: Teachers have the following options:*

- Student receives a teacher designed consequence*
- Student receives a detention*
- Student is isolated in class*
- Student is sent to an administrator*

*Third incident: Student goes home for remainder of the day. The teacher notifies the registrar. If the registrar is not available, notify the principal or academic advisor. **Student may report to teacher at end of day to receive abbreviated instruction they missed.** If the student is under the age of 18, the teacher must also notify the parent or guardian. Behavior skills will be taught prior to teacher’s academic instruction. **On 3 consecutive days of being sent home, student will be recommended for long term suspension.** Students recommended for suspension will be awarded due process procedures as outlined in the handbook.*

- **Teacher interventions should occur when: (List is not all inclusive)**
 1. Students talking to other students while instruction is occurring.
 2. Student is not responding, not working or responds inappropriately with intention to disrupt.
 3. Conversation between students whose sound travels more than 25 feet.
 4. Inappropriate behaviors or language
 5. **Staff may skip *First Incident* and *Second Incident* procedures if behavior or language is profane, sexual or aggressive in nature or behavior is an issue that has occurred more than two times in a week.**

If a student is sent out of the class

1. Report to the Registrar and inform the registrar you have been sent out of class.
2. Complete the Student Statement
3. Report to the principal’s office or counselor’s office
4. You are marked absent for the rest of the period
5. You may be given cleaning duties or other tasks

If a student is sent home or suspended

1. Report to the Registrar that you are being sent home or suspended.
2. Wait to speak with the Principal or Academic Advisor.
3. Complete the Student Statement while you are waiting.
4. If you are suspended, wait for Disciplinary Notice.
5. Notify your parent that you have been sent home or suspended.
6. Make arrangements for transportation home.
7. Sign the “SENT HOME” log.
8. Wait **outside** the school until your transportation arrives.
9. You **may** report to the teacher that sent you home at the end of the day to make up your missed work and time.

The school is not liable for the safety of the student once the student has signed out. The school will make adequate attempts to notify the parents and guardians that student has been released for the day.

EOC Charter High School Student Handbook

REFUSAL TO READMIT PER A.R.S. 15-841:

If the teacher refuses to readmit the student, the reason shall be written by the teacher, explaining the conditions used to determine the removal, and shall be provided to the administrator by the next business day following the temporary removal. The teacher will be required to state an intent to readmit or refuse to readmit the removed student.

The school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.

Specific Expectations

Dress Code

Staff and students shall be neatly dressed in such a manner that is clean, modest, and not disruptive to the school's program. Conditions that generate immediate referral for disciplinary action are:

1. Clothing and apparel with drug, alcohol, sexually explicit/implicit, abusive, vulgar or offensive messages/logos, gang emblems, and gang identifying articles of clothing or jewelry.
2. Immodest or indecent attire, (i.e., showing underwear, see-through blouses or shirts, excessive cleavage, halter tops, razorback t's, **blouses that expose midriff above the belly button**, etc.)
3. Clothing must cover the shoulder blades. Shirts must have a 1" band or greater that covers the shoulder. Bra straps may not be showing. Male staff must wear fully sleeved shirts.
4. Shorts and skirts must be long enough that are deemed reasonably modest. The thumb of each of finger must touch fabric.
5. Clothing with tears or visual openings may not expose areas of the buttocks, **midriff above the belly button**, chest area, or under garments.
6. No bare feet. Sandals, flip flops, slides are permitted unless the environment requires more safe footwear.
7. Disruptive personal objects are not allowed. Equipment such as iPods, digital media players, radios, cell phones, tape players, cd players and personal computers may be confiscated if used during school hours. The school and staff are not responsible for lost or stolen items.
8. All undergarments must be covered. Students with exposed undergarments (any clothing under outer clothing) may be asked to leave school to correct the violation or have clothing brought to the school that corrects the violation.
9. No bandanas or dew rags are permitted.
10. Sunglasses will not be worn in the building.

The policy is enforced based upon what a reasonable person would consider inappropriate without discriminating against student in regards to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, disability, age (age 40 or older), or genetic information. Every effort will be made to correct violations of the policy within school. The school attempts to provide alternative clothing that meets policy guidelines in which the student may wear the alternative clothing for a day. For repeated offenses and for events where the school does not have adequate alternative clothing to provide, families will either need to bring clothing that falls within the policy to the school or the student will be released from school to change into clothes that falls within the standards of the policy. Time outside of school will count against a student's attendance.

Any apparel or item which is offensive or disruptive to staff and students is prohibited. Students and staff will be appropriately groomed and clean. Items that interfere with the learning or are prohibited may be confiscated. Staff and administration have the right to confiscate items for a time period not to exceed 30 days from the date of the offense.

Restroom Procedure

The procedure was designed to accomplish two objectives. First, provide students a brief opportunity to use the restroom if necessary; and second provide teachers enough tools to ensure bathroom disruptions are kept to a minimum. The procedure must establish that restroom use during class time is only utilized during independent practice segments and direct instruction will not be occurring within the next 3 minute time frame.

The following criteria define the policy and procedure:

- 1. A non-negotiable criterion must be established that ensures no student is permitted to use the restroom if the teacher is involved in or within 3 minutes of initiating a direct instruction portion of the lesson.**
- 2. Students may only use the restroom during class if they have a school issued restroom punch card. Each student will be issued a pass with 20 punch holes at the start of the quarter. Each punch hole allows the student to leave the classroom for two minutes. If a student does not have an issued pass, they will not be permitted to leave the classroom unless willing to abide by the consequences defined by this policy.**

EOC Charter High School Student Handbook

3. If a student uses the restroom during the occurrence of direct instruction or without permission or without the required pass; the student will receive a disciplinary consequence outlined in this procedure.

Appropriate Definitions:

Direct Instruction: A period of time when the teacher is engaging the class from a point of presentation. The teacher is actively presenting information, providing directions or reviewing information.

Independent Practice: A period of time when the teacher is engaged in monitoring the class and the class is working without direct teacher assistance on a task. The teacher is passively monitoring the progress of students while they work independently or in small groups.

Procedure:

1. If a student must use the restroom during class time, the student will raise their hand and ask to use the restroom after the teacher acknowledges the raised hand.
2. The teacher will either grant or deny permission to use the restroom. Permission to use the restroom should only be granted if the class is completing independent practice and not within 3 minutes of upcoming direct instruction.
 - a. If the teacher grants permission to use the restroom during **direct instruction**, the teacher may not give a consequence unless the student is absent from the classroom for more than 3 minutes.
 - b. The teacher may not deny use of the restroom during direct instruction or independent practice if the student or family has provided medical information in writing from a doctor that explicitly releases the student to use the restroom as needed.
 - c. The teacher may not deny use of the restroom during **independent practice**, unless the student has not produced sufficient work.
 - d. **Restroom privileges will not be shorter than or extend past 2 minutes in time.** If the student is absent from the room for more than 2 minutes, the student will receive a consequence as outlined. If the teacher believes more time is warranted, the teacher may grant additional minutes.
3. If the teacher denies permission, the student may accept the decision or ask, “When can I use the restroom?” or “What can I do to use the restroom?”
4. The teacher will respond with a time frame or task expectation.
5. The student will accept the teacher decision or ask to meet with the teacher outside of class to discuss the issue. If the student refuses to accept the teacher decision, engages in other discussion during class time, and/or violates the denied request; the student will receive a consequence as outlined.

Students with medical conditions, that require access to the restroom more than defined by policy, need to submit medical documentation that defines the accommodations necessary. Documentation of a diagnosis without documentation of necessary accommodations will not be acceptable to excuse students from this policy.

Consequence Defined and Limitations:

1. Each violation of the above procedure will result in no more than 5 detention as outlined on page 22 of the student handbook.
2. Leaving the classroom without permission will result in consequences equivalent to multiple detentions as to not exceed 5 or suspensions as deemed appropriate by school leadership. Students recommended for suspension will be awarded due process procedures as outlined in the handbook.
3. Detention parameters may be altered by the principal, principal’s designee, YPIC leadership, and students’ peer court. Altering means the above entities may lengthen or shorten detention time frames and events as deemed appropriate.

Note: The school strictly encourages students to use the restroom before class, during lunch, and outside of the school day.

EOC Charter High School Student Handbook

Cell Phones

Students will not be permitted to carry cell phones on their person, back packs, purses, or other similar personal storage containers while in classrooms during school hours, but may check their cell phones in with teachers, principal or principal designee upon arrival to school or prior to the start of class, however the staff, school, principal nor designee are not responsible for lost or stolen cell phones.

If students do not turn in their phones to the principal or designee, they must place their phones in area designated by the teacher. On an individual basis, students may request permission to keep their phones visibly at the front of the table or desk in view of the teacher or staff, but are not permitted use of the phone for any reason without the explicit permission of the staff or teacher. The risk of liability due to loss or theft of a cell phone lies with the family and student. The school will make reasonable efforts to ensure cell phones remain safe and secure. All student cell phones that are not checked in appropriately will be confiscated immediately. This includes cell phones that are identified through school safety and school well checks.

On the first offense, the phone will be confiscated until the end of the school day. The phone will be returned to the student following a conference with the principal or principal's designee. If the student has not reached the age of 18, the parent will be notified of the offense.

On the second offense, the parent or guardian listed within the schools information system will be contacted to retrieve the cell phone if the student has not reached the age of 18. For students that have reached the age of 18 or older will have the phone returned at the end of the day following a conference with the principal or principal's designee. The principal will review the cell phone policy with family and/or student prior to the release of the phone.

On the third offense, the school will release the cell phone thirty days following the date of discovery. There will be no exceptions.

On the fourth and subsequent offenses, the student will be suspended until a disciplinary conference with the parents or guardians is concluded and a behavior contract established to prevent repetition of the offense.

Teachers have the option to design and implement instructional lessons that include the use of cell phones for specific educational purposes.

The school understands that contact with your child is important. We still encourage you to call our school at 329-0990 if you need to leave a message with the student. All emergency calls will be screened through administration. We still invite parents and guardians to visit the school at any time and still permit parental access to teachers, classrooms and their son or daughter.

If there are specific concerns, please contact me at 329-0990 extension 4111.

EOC Charter High School Student Handbook

Code of Conduct

- The school is a closed campus. All students, regardless of age, must receive permission from the school office and parents prior to leaving campus. (See map for campus boundaries.)
All students are expected to log out at the reception desk. Depending on the reason, time will need to be made up. Students who violate closed campus policy may need to comply with drug testing, which is assessed through saliva or urine. A positive screening will result in an additional violation of the schools drug policy.
- Student guests are not permitted. All visitors must log in at the reception desk. Visitors that are disruptive to function of the school will not be granted permission to visit. Parents and guardians are free to enter the school and class at any time after receiving a visitor's pass. Identification is necessary to visit or release students. Visitors, to include parents and guardians, are not permitted to confront other visitors or students regarding school based on non-school based conflicts without consent of school administrator. **Police will be notified in the event of any visitor that enters educational settings, offices, labs, service learning sites, etc without prior permission from the front desk or administration.** Any person found on agency grounds without permission will be considered a trespasser and subject to immediate arrest. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school function after being directed to leave by an administrator or designee of the campus or function.
- **Consent to record is required.** All individuals at the school retain some RIGHT TO PRIVACY Students shall not use cell phones, digital cameras or any other device to photograph or videotape other individuals (staff or other students) at school or at school sponsored activities without their knowledge and consent. Students shall not e-mail, post to the Internet, or otherwise electronically transmit images of other individuals taken at school without their expressed written consent. Use of cellular phones, cameras or other personal electronic devices is strictly prohibited in restrooms.
- Any parking or traffic violation, joy riding or cruising around the campus in or on cars, motorcycles, scooters, skateboards, roller skates, roller blades or any other type of vehicle is prohibited during the school day. Scooters, skateboards, roller skates, roller blades may not be rode on any surface (paved or unpaved) that is used for direct access or pathway to a building used for public service or is prohibited by signage by a property holder (Yuma City Ordinance 1798). Passengers and drivers are both guilty of this violation. Law enforcement may be notified. **Speed limit inside the school campus is limited to 10 miles/hr. The school reserves the right to restrict access to parking lots and campus driveways.**
- Aggressive physical contact is not permitted. If staff or students are approached by aggressive situation they need to flee and seek help immediately.
Providing due process, any student involved in an aggressive assault of another student will be recommended for expulsion. Expulsion means the student will not be able to apply for re-admission into EOC Charter High School.
- Intimidation, harassment or promoting violence of any form will not be permitted. Intimidation may result in suspension or expulsion. Negative remarks, comments, statements, liking posts that promote violence, and electronic posts that cause disruption will result in consequences ranging from detentions to a recommendation for expulsion. Electronic posts, Electronic communications, comments, and other actions that promote violence will result in either long term suspension or a recommendation for expulsion. Intimidation, harassment and promoting violence includes negative remarks that occur in response to being confronted by rude or disrespectful comments or actions.
- Damaging school property, which includes text books or the property of others, will not be permitted. The school reserves the right to seek equitable restitution for damaged property.
- Gambling, gaming for monetary value or non-monetary value, off-set speculation and other forms of chance betting are prohibited.
- Food and drinks are allowed by teacher permission only. The responsibility of ensuring a clean room falls upon the students and teacher. The school reserves the right to revoke food and drink privileges.
- Cheating will not be tolerated at Charter High School. The school reserves the right to require students to demonstrate knowledge on repeated events. Assessments of concepts may be given if staff believe students can not display mastery, even if mastery has been demonstrated on a prior event. Students will receive a failing grade for assignments, projects, and tests. With consultation with the school principal, the teacher may assign a failing grade for the course.
- Possession or use of cigarettes, cigars, chewing tobacco, or any other form of tobacco or simulated tobacco product such as e-cigarettes, aerosol and vapor products while under school jurisdiction is prohibited (ARS 36-798.03 and ARS 13-3622). Students who violate this policy may be assigned detention or may be suspended one to five days unless the severity of the violation justifies a more severe penalty. Repeated violations will result in long term suspension or expulsion. Tobacco products are prohibited on school grounds, inside school buildings, in school parking lots or

EOC Charter High School Student Handbook

playing fields, in school buses or vehicles or at off-campus school sponsored events. For purposes of this subsection, "school" means any public, charter or private school where children attend classes in kindergarten programs or grades one through twelve. A person who violates this section is guilty of a petty offense. The school reserves the right call law enforcement.

- Sleeping or placing heads on tables and desks will not be permitted even if not asleep. Students are expected to remain alert and on task for the entire time they are present in school. Students that are not able to stay alert will be referred to administration. Administration reserves the option to short term suspend the student. Repeated violations of the policy and additional violations of policy may result in long-term suspension or expulsion.
- Lending, borrowing, or selling items is not permitted unless it is directly related to the educational process (i.e. bake sale, group project, etc.), and approved by staff.
- Personal belongings that are not directly related to the educational process are not permitted on campus and will be confiscated. Items include but are not limited to water guns, electronic devices and skateboards. **Any item that interferes with learning will be confiscated. The school is not responsible for lost or stolen items.**
- Providing false statements to staff, government agents, professional agents or other individuals associated with the school will result in consequences ranging from short term suspension to expulsion.
- Any form of protest or demonstration that disrupts the normal educational process must be approved by the school board. Any protest or demonstration that violates legal restraints or legal access is prohibited. Violations may result in short term suspension, long term suspension or expulsion.
- Disruptive behavior is behavior which the school regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) interferes with the learning activities of other students, 3) impedes the delivery of services, and/or 4) has a negative impact in any learning environment - including department and staff offices, labs, service learning sites, etc. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the school. Disruptive behavior includes any other negative behavior covered by the handbook. Consequences may range from isolation in class to a recommendation for expulsion by the school board.
- Students are expected to follow reasonable directions of **all** school staff. A student would violate school policy if school leadership determines 1) the staff request was reasonable, and 2) the student did not comply with direction in a reasonable amount of time. Consequences may range from isolation in class to expulsion by the school board.
- Positive interpersonal relationships are encouraged. Positive interactions include but are not limited to appropriate public conversations, holding hands, and gestures of encouragement. Negative interactions will not be tolerated. Negative interactions include statements and gestures that degrade, threaten, humiliate or embarrass. Negative interactions also include statements and gestures of a sexual nature. Hand holding, appropriate hugs and limited pecks on the cheek in greetings and farewells are permitted. Other forms of affection such as; kissing, groping, sitting on laps of other students of the opposite gender is prohibited. Consequences may range from isolation in class to expulsion by the school board.

Penalties: Students who commit violations described above shall be subject to disciplinary action by the school as defined in each above section. If a section does not define consequences, then students who commit violations described above may be assigned detentions or may be suspended one to five days unless the severity of the violation justifies a more severe penalty.

Repeated violations shall be recommended for expulsion by the school board. Offenses that endanger human mental, physical health or cause damage to property shall be suspended the remainder of the current semester or longer or recommended for expulsion. Offenses that cause injury to a person shall result in recommendation for expulsion. Students and families may also be liable for any expenses that are incurred to the emergency response, and the investigation of the offense and the investigation of the offense, and the repair and/or repair of damaged property. Parent(s)/guardian(s) will be notified if under the age of 18. Students over the age of 18 must provide written permission to contact parents.

EOC Charter High School Student Handbook

Use of Police:

1. **Arson:** Arson of a structure or property or of an occupied structure is prohibited. Any attempt or successful act to start a fire will result in disciplinary action and require restitution. (ARS 13-1703, ARS 13-2911)
2. **Assault and Aggravated Assault:** to include but not limited to the physical assault of a staff member or of a student is prohibited. Assault –Intentionally, knowingly or recklessly causing any physical injury to another person; or intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult or provoke such person. (ARS 13-1203, ARS 13-2911)
3. **Sale, distribution, purchase, possession, use, or under the influence of drugs or alcohol:** Sale, Distribution, Purchase, Possession, Use or Under the Influence of alcohol, drugs (inhalants, prescription drugs, over the counter drugs), Illicit drugs (ecstasy, cocaine/crack, hallucinogens, heroin, marijuana, methamphetamine, spice, bath salts, any synthetic man made drug and other illicit drugs, unknown drugs, vape pens containing any drug other than tobacco), drug paraphernalia, and substance represented as illicit drug, inappropriate use of over the counter drugs while under school jurisdiction is prohibited. (ARS 13-3401, ARS 13- 3406, ARS 13-3407, ARS 13-3408, ARS 13-3411, ARS 13-3403, ARS 4-244.09, ARS 4-244.41). **Medications must be secured and logged in at the registrar’s desk. Medication may only be provided in a manner described on the label of the medication.** Inhalers may be carried by the student.
4. **Sexual Offenses:** Sexting, pornography, indecent exposure, public sexual indecency, sexual harassment with or without contact, sexual abuse/sexual conduct with a minor/child molestation, sexual assault (rape), are prohibited. Law enforcement will be notified as well as discipline imposed. (A.R.S. 13-1403) (A.R.S. 13-1404) (A.R.S. 13-1405) (A.R.S. 13-1406)
5. **School Threat:** Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff is prohibited. This includes, but is not limited to: bomb threats, chemical or biological threats, or fire alarm misuse. (ARS 13-2911)
6. **School Hoax:** Intentionally or knowingly engaging in any conduct that is likely to impart the false impressions that an act of terrorism or violence is taking place or will take place or would reasonably be expected to cause or that causes an emergency response by a governmental agency.(ARS 13-2925, ARS 113-2301)
7. **Theft:** Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his/her possessions is prohibited. This includes but is not limited to: burglary/breaking and entering, extortion (the threat or use of force to take something of value from another,) robbery, and armed robbery. (ARS 13-1802)
8. **Criminal Behavior/Identification as a Gang Member:** By definition, a gang is a group of three or more people who meet for anti-social or illegal activity. This would include recognized gangs and/or groups who gather to mimic gang activity. As per A.R.S. 13-105 and A.R.S. 13-2321, an individual to whom two of the following apply is considered gang association: A) self-proclamation, B) witness testimony or official statement, C) written or electronic correspondence, D) paraphernalia or photographs, E) tattoos, F) clothing or colors, G) any other indicia of street gang membership.
 - A. A person commits participating in a criminal street gang by any of the following:
 1. Intentionally organizing, managing, directing, supervising or financing a criminal street gang with the intent to promote or further the criminal objectives of the criminal street gang.
 2. Knowingly inciting or inducing others to engage in violence or intimidation to promote or further the criminal objectives of a criminal street gang.
 3. Furnishing advice or direction in the conduct, financing or management of a criminal street gang's affairs with the intent to promote or further the criminal objectives of a criminal street gang.
 4. Intentionally promoting or furthering the criminal objectives of a criminal street gang by inducing or committing any act or omission by a public servant in violation of the public servant's official duty.
 - B. A person commits assisting a criminal street gang by committing any felony offense, whether completed or preparatory for the benefit of, at the direction of or in association with any criminal street gang.
 - C. Participating in a criminal street gang is a class 2 felony.
 - D. Assisting a criminal street gang is a class 3 felony.
 - E. Use of a common name or common identifying sign or symbol shall be admissible and may be considered in proving the existence of a criminal street gang or membership in a criminal street gang.

EOC Charter High School Student Handbook

Students that meet the definition of association and display association will be subject to the criminal codes of State of Arizona and the City of Yuma as well as subject to disciplinary decisions of the school. Students may be expelled for behaviors of association and participation as outlined in this section of the student handbook.

9. ***Weapons and Dangerous Items:*** Possession and/or use of a dangerous weapon while under school jurisdiction is prohibited. Dangerous weapons may include, but are not limited to:

- Firearms: handgun or pistol, shotgun or rifle, starter gun or pistol, other firearms or destructive devices (bomb, grenade). (ARS 13-3102)
- Other weapons: billy club, brass knuckles, knife with blade length of at least 2.5 inches or greater, nunchakus.
- Dangerous items: air soft gun, BB gun, laser pointer, letter opener, mace, paintball gun, pellet gun, razor blade or box cutter, simulated knife, taser or stun gun, tear gas, or combustible materials (i.e. **lighters**, matches, gun powder, etc.).
- Simulated firearm: Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm, or device that is defined as, or is held to be, a dangerous weapon under the laws of the State of Arizona and Federal Statutes.
- Simulated Knife: Any item (i.e. pencil, compass point, sharpened stick, broken bottle, etc.) used with a slicing or puncturing action with the intention of injury or damage to person or property.

Penalties: Students who commit violations described above shall be subject to arrest by law enforcement. Students who commit violations described above shall be recommended for suspension for a minimum of 3 days for minimal offenses. Repeated minimal offenses will result in expulsion. Offenses that endanger human mental, physical health or cause damage shall be suspended the remainder of the current semester or longer or expulsion. Offenses that cause injury to a person shall result in expulsion and the student may not re-enroll at the school. Students that violate sections 1 through 9 under ***Use of Police*** shall be subject to long term suspension or expulsion by the school board. Students and families may also be liable for any expenses that are incurred to the emergency response, and the investigation of the offense. Parent(s)/guardian(s) will be notified if under the age of 18. Students over the age of 18 must provide written permission to contact parents.

Bullying, Hate Crime and Harassment

ARS 15-341 (A) (37) requires policies and procedures on harassment, intimidation and bullying. Arizona defines bullying as:

“ . . . a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing; verbal (e.g., making threats, taunting, malicious teasing, name-calling); or psychological (e.g., social exclusion, extortion, intimidation, spreading rumors, manipulating social relationships).”

Harassment is defined as an incident that meets one or more of the following conditions:

1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses.
2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
3. Repeatedly commits an act or acts that harass another person.
4. Use surveillance type activities or causes another person to survey a person for no legitimate purpose.
5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
6. Interferes with the delivery of any public or regulated utility to a person.

A. A person commits harassment against a public officer or employee if the person, with intent to harass, files a nonconsensual lien against any public officer or employee that is not accompanied by an order or a judgment from a court of competent jurisdiction authorizing the filing of the lien or is not issued by a governmental entity or political subdivision or agency pursuant to its statutory authority, a validly licensed utility or water delivery company, a

EOC Charter High School Student Handbook

mechanics' lien claimant or an entity created under covenants, conditions, restrictions or declarations affecting real property.

B. Harassment under subsection A is a class 1 misdemeanor. Harassment under subsection B is a class 5 felony.

C. This section does not apply to an otherwise lawful demonstration, assembly or picketing.

D. For purposes of this section, "harassment" means conduct directed at a specific person which would cause a reasonable person to be seriously alarmed, annoyed or harassed and the conduct in fact seriously alarms, annoys or harasses the person.

The policy on Bullying, Hate Crime and Harassment of the Educational Opportunity Center is as follows:

District programs and activities must be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin, sexual orientation, and physical or mental disability.

Students may be suspended or recommended for expulsion if they cause, try or threaten to cause, or participate in an act of hate violence; or a preponderance of evidence substantiates that acts bullying or harassment have occurred.

No person shall by force or threat of force, willfully injure, intimidate, interfere with, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the constitution or laws of this state or by the Constitution of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

No person, whether or not acting under color of law, shall knowingly deface, damage or destroy the real or personal property of any person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by the constitution or laws of this state or by the Constitution or laws of the United States, because of the other person's race, color religion, ancestry, national origin, disability, gender, or sexual orientation.

School leadership and staff are sensitive to and concerned about incidences of harassment on campus. We can only effectively stop harassment when we are made aware of the situation when it first develops. **Please, if you are aware of a situation involving harassment, contact the principal.**

Examples of Hate Violence or Hostile Harassment Include:

- Verbally abusing others by using bigoted insults, taunts or slurs.
- Physically intimidating or willfully injuring others motivated in part or in whole by hostility toward the victim's real or perceived ethnicity, religion, gender, sexual orientation, etc.
- Materially disrupting the classroom verbally or physically.
- Creating substantial disorder in the classroom or on the playground through interference, oppression, or threats.
- Knowingly defacing, damaging, or destroying real or personal property.
- Posting or circulating demeaning jokes, leaflets or caricatures.
- Defacing, removing or destroying posted materials, or announcements.
- Setting off explosives or making bomb threats.
- Unusually violent assault by groups of individuals which appear random.
- Unlawful use of the telephone (for harassment).

Sexual Harassment:

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to or rejection of the conduct by the individual is used as the basis for academic or employment decisions affecting the individual.

EOC Charter High School Student Handbook

- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of sexual harassment include:

- Unwelcome flirtations or propositions, sexual slurs, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, sexual jokes, stories, drawings, pictures, gestures, or spreading sexual rumors.
- Touching a student's body or clothes in a sexual way.
- Purposefully cornering or blocking of normal movement, or limiting a student's access to education tools.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against a person who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Penalties: Sexual harassment is forbidden and will result in disciplinary action up to and including expulsion, if the person doing the harassing is a student, and discharge, if the person doing the harassing is an employee.

ARS13-1202. Threatening or intimidating; classification

- A. A person commits threatening or intimidating if such person threatens or intimidates by word or conduct:
1. To cause physical injury to another person or serious damage to the property of another; or
 2. To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly, or transportation facility; or
 3. To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise.
- B. Threatening or intimidating pursuant to subsection A, paragraph 1 or 2 is a class 1 misdemeanor. Threatening or intimidating pursuant to subsection A, paragraph 3 is a class 4 felony.
- C. A school district or charter school shall expel from school for at least one year a pupil who is determined to have threatened an educational institution as defined in section 13-2911, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat.

Penalties: The Educational Opportunity Center Charter High School, as required by Arizona law, will inform law enforcement of events that include bullying, harassment and intimidation. If a student has violated policies of harassment, bullying and intimidation the school reserves the right to employ the process of expulsion or suspension for those found responsible of the offense of bullying, harassment and/or intimidation.

EOC Charter High School Student Handbook

Computer/Internet Usage Agreement and Release of from Liability

A student who violates this Policy may have his/her access denied. Students are responsible for the contents of their folders. Although the agency does not issue student e-mail accounts, students may use District computers to access their personal e-mail accounts via the Internet but must do so for educational purposes and must comply with all agency guidelines. Student use of agency computer technology is a privilege, which may be revoked at any time. Student access to the network will only be allowed on agency equipment. The agency is not responsible for personal computers or mobile devices brought to school, nor are they allowed to connect to the agency's network.

Acceptable Uses

The Agency is providing access to its equipment, computer networks and the Internet for educational purposes only. Such educational purposes, include, but are not limited to, research, preparing for educational instruction, and communicating with others, as it directly relates to the educational curriculum. Students shall comply with all copyright laws. Any teacher-directed student-created web pages that are intended for publication on school or agency web sites must comply with all agency guidelines.

Unacceptable Uses

Equipment use and network access is a privilege, not a right. Inappropriate use of the equipment and the network by a student will result in disciplinary action up to and including suspension, expulsion, cancellation of student' user privileges, and/or legal action (criminal and/or civil) in accordance with the law and the YPIC policy. Students must follow appropriate online behavior at all time, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The following uses of the network are considered unacceptable by YPIC.

1. Personal Safety

- a. Students may not post, use, or store personal contact information about themselves or other people when using electronic communication forms, such as but not limited to, email, chat rooms, social media sites.. Personal contact information includes the student's address, telephone, social security number or other personal data, or school address.
- b. Student will immediately disclose to their teacher or site administrator any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activity

- a. Students may not post, submit, publish or display harmful or inappropriate material that is harassing, insulting, threatening or attacking any individual, including prejudicial or discriminatory attacks or insults. This includes any material, taken as a whole, which to the average person, applying contemporary statewide standards, appeal to the prurient interest and is material which depicts or describes in an offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for students.
- b. Students may not vandalize, misuse or harm, and /or steal computers, software, computer systems, or computer networks.
- c. Students may not participate in hacking activities or any form of unauthorized access to other accounts (online or site stored), computers, networks, or information systems.
- d. Student may not deliberately attempt to disrupt the computer system or destroy data by uploading, downloading, or creating computer viruses.
- e. Students may not use the system to engage in any other illegal act, such as arranging for a drug sale illegal activities, or the purchase of alcohol, engaging in gang activity, or the threatening the safety of a person.

3. System Security

- a. Students are responsible for their individual account and may not reveal their personal computer log-on identification or those of other students, staff members.
- b. Students must immediately notify a teacher or other school employee if they have identified a security problem.
- c. Students may not download software to any computer unless instructed to do so by a teacher or site administrator.
- d. The system may not be used to connect personnel hardware such as iPods unless it is needed for educational purposes and a separate Internet Access Request Form is filled out by the teacher and student.

4. Inappropriate Language and Behavior

- a. Students may not use obscene, profane, vulgar, inflammatory, threatening, disrespectful or other inappropriate language on the system. This includes use of agency equipment and software and any use of the Internet..
- b. Student will not display inappropriate materials (i.e. offensive messages or pictures, obscene language references, etc.) on the system. This includes use of agency equipment and software and any use of the Internet..
- c. Students will not post, submit, or publish information that could cause damage or danger of disruption to the school agency, the student or others.

5. Inappropriate Access to Materials

- a. Students may not use the system to access materials that are profane or obscene, that advocates illegal or dangerous acts, or that advocates violence or discrimination towards others (i.e. hate literature).
- b. If a student mistakenly accesses inappropriate information, they should immediately report it to their teacher. This may protect students from any claim that they have intentionally violated the policy.
- c. Messages relating to or in support of illegal, inappropriate activities may be reported to the proper authorities.

6. Respecting Resources

- a. Students should frequently delete unnecessary files from their network folders. This must be done at the end of every quarter, at least.
- b. Student will not engage in vandalism (i.e. uploading/downloading inappropriate files, introducing computer viruses, disrupting the

EOC Charter High School Student Handbook

operation or the system through the abuse of hardware or software, modifying another person's files or data.)

c. Students may not attempt to read, delete, copy, modify or forge the content of other users' folders, files, electronic communications, or online accounts.

d. Students will subscribe to only high-quality discussion group mail lists that are relevant to education and/or career development.

e. Students will be supervised while accessing the Internet; however, they are still responsible for their proper use and access.

7. Plagiarism and Copyright Infringement

a. Students will not plagiarize works that they find on the Internet. Plagiarism is adopting the ideas or writing of others and presenting them as your own.

b. Students must respect the copyright owners. Copyright infringement occurs when the student inappropriately reproduces a work that is protected by a copyright. If a student has a question about this, they should ask a teacher.

c. Copyrighted material may not be placed on the system without the author's permission. Students may download copyrighted material for their own educational use only and must footnote copyrighted material when used in academic work.

8. Search and Seizure

a. Users should have no expectation of privacy when using the agency network or equipment. YPIC reserves the right to inspect student folders, personal files, electronic communications, downloaded material, including deleted files from a user's computer, records of online activity and other information on the Agency's network or equipment when necessary to ensure proper use of the system.

b. YPIC will strive to protect student privacy; however, The Agency will not be responsible for any damages (consequential, incidental or otherwise), which a student may suffer arising from access to or use of the Agency's computers and computer network, including damages arising as a result of the actions of the Agency. These damages include loss of data and delayed, lost or damaged electronic correspondence or files due to system or service provider interruptions and system shutdowns for emergency or routine maintenance of the system. Use or conveyance of information via Agency computer technology is at the user's own risk.

9. Other Misuse

Students shall not use Agency technology for:

a. commercial uses, including offering to sell or purchase products or services;

b. games, entertainment or personal non-education-related uses (downloading music or videos may violate copyright laws);

c. political campaigning, but may be used for communicating with elected representatives or expressing views on political issues;

10. No Guarantees

YPIC will make good faith efforts to protect students from improper or harmful matter which may be on the internet. At the same time in signing the Compliance Page of the student handbook, the student and parent recognize that YPIC makes no guarantees about preventing improper access to such materials on the part of the student.

11. YPIC Held Harmless and Promise Not to Sue

In order to protect itself from lawsuits where a student or parent alleges that the student suffered some kind of injury because the student used YPIC computer or net access, YPIC requires that the student and parent promise to forgo such claims against YPIC, employees and constituents in return for being allowed to use YPIC computers and net. Therefore, the student and parent agree to hold YPIC, employees and constituents harmless from any claim or liability arising from or resulting from student's use of YPIC computer or net – even though the nature, extent and seriousness of such claims are currently unknown. In other words, the student and parent agree that they will not sue YPIC, employees, constituents over any claim which comes as a result of the student using YPIC computers or net. In doing sue the student and parent waive any protection they have under Civil Code section 1542 with regards to claims arising from the student's use of YPIC computers or net.

Technology Protection Measure

1. The Agency makes use of an Internet content filter to prevent access to sites with obscene, pornographic, or harmful content. Given the nature of the Internet and the limitations of content filtering systems, it is impossible to block all inappropriate sites. Students who access inappropriate sites should immediately disclose the site to their teacher or the school principal.

2. Students may make written requests to the school principal if they believe the content filter is blocking access to appropriate sites.

For further information to use at home go to www.onguardonline.gov.

EOC Charter High School Student Handbook

School Right to Search:

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

School officials may conduct searches when there is reasonable grounds to suspect illegal drugs, potential weapons, and contraband are present at school or school sponsored events.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. **If the student refuses to consent to the search, school officials may recommend a long term suspension of up to one year.**

The following areas are available to the school official to search: personal belongings, and property located within school boundaries and parking lots, as and must fall within the parameters as follows:

1. Any search of a student conducted by a school employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.
2. School staff reserve the right to search the student, the student's personal belongings, and property located within school boundaries and parking lots (including vehicles) for contraband.

For the purpose of this policy, "contraband" means items, materials, or substances that are prohibited by law or school policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, cell phones or any object that can reasonably be considered a firearm, dangerous weapon or item that has been used to disrupt the services of the school.

2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. Searches may include, but are not limited to removing items from pockets; searching coats, sweatshirts and jackets after removed from the body as long as the student remains appropriately dressed after removal of the coat, sweatshirt or jacket; searching items in personal storage containers like back packs, wallets, purses, fanny packs, luggage, etc.; removing of shoes and socks; and searching vehicles that are in parking areas associated used by the agency and school.
3. For students under the age of 18, the school may request that a parent or guardian conduct a deeper search of a student. The parent, guardian, or student is not required to divulge the discovery of any item found by the search conducted by a parent or guardian.
4. No student shall be subject to a strip search or body cavity search by school staff.
5. School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

EOC Charter High School Student Handbook

Typical Consequences for Inappropriate Behaviors:

Please remember these are just typical consequences and should not be used as an exact measure to determine consequences.

Inappropriate Behavior	1st Infraction	Minor Repetition	Moderate Repetition
<ul style="list-style-type: none"> • Not following directions • Arguing with staff • Disruptive behavior 	Detention (lunch or after school)	Remove from class with cleaning toilets, grounds keeping, litter control	Sent home for day
Dress Code	Wear school providing clothing if available; sent home with option to return – absent time counts;	Wear school shirt with home contact	Sent home and may not return until dress is suitable
Ditching or violating closed campus	Detentions, Clean Toilets, drug test	Possible suspension, grounds keeping, litter control, and/or drug test	Possible suspension, grounds keeping, litter control, and/or drug test
Unwanted Visitor	Visitor asked to leave	Visitor asked to leave	Law enforcement notified
Aggressive physical contact	Recommend ended for Expulsion		
Intimidation of any form	2 day suspension – if time extends beyond 3 days –Possible expulsion	Possible suspension or expulsion	
Damaging property	Will need to replace damaged property or pay amount to replace property Police notified	Police notified and expelled/permanent suspension	
Food and drinks if not permitted	Food or Drink item thrown away	Food or Drink item thrown away	Sent Home for day
Sleeping in class	Told to lift head; administrative referral; short term suspension	Stand; administrative referral; short term suspension	Short term to long term suspension
Possession of cell Phone	Confiscated for day; contract holder/parent/documentated guardian picks up	Confiscated for 30 days	Suspended with contract
Use of materials that disrupt class (iPod, MP3)	Confiscated for day	2 nd time confiscated for week	3 rd time confiscated for 30 days
Profanity	Teacher Designed Academic Tasks, Cleaning of Classrooms, Detentions	Teacher Designed Academic Tasks, Cleaning of Classrooms, Cleaning of Grounds and Restrooms, Detentions	Sent Home for day
Providing False Statements/Reporting False Emergencies	Short term suspension (3 to 10 days) up to Expulsion.	Possible suspension or expulsion	
Gestures or comments that degrade, threaten, humiliate or embarrass	Depending on severity consequences may range from a minimum of being removed from class with the duty of cleaning bathrooms to being recommended for long term suspension and expulsion.		
Statements and gestures of a sexual nature			
Weapons	Contact YPD – Possible expulsion		
Gangs	Contact law enforcement – Suspension	Contact YPD – Possible Suspension or Expulsion	
Drugs and Alcohol	Contact YPD – will not be readmitted until you submit a statement to YPD stating details about the person that furnished the drug to the student. YPD must determine that information provided was valid. Student is recommended to receive a long-term suspension or expulsion.		
Tobacco	Confiscated items; detention	Confiscated items; suspension	Confiscated items; Suspension or recommendation by school board.

EOC Charter High School Student Handbook

Hearing and Appeal Procedures

1. Suspension for Nine Days or Less

A student recommended for suspension for nine (9) days or less has the right to be given either oral or written notice of the charges, an explanation of the evidence the authorities have, and an opportunity to present his/her version of the incident. Notice of the charges and an opportunity to be heard will generally but not required to precede the student's removal from school, but prior notice and hearing is not required where the student's presence endangers persons or property or threatens disruption of the academic process. If suspension occurs before an opportunity to be heard, the notice and hearing shall follow as soon as practical. The hearing shall be conducted by the school principal or designee.

A student or parent dissatisfied with the discipline imposed by the school principal or designee shall have the right to appeal the decision within ten (10) school days Superintendent of the agency. The suspension is enforced until a time in which the Superintendent may overturns or adjust the disciplinary. If the suspension is fulfilled without the resolution of a Superintendent and the Superintendent overturns the disciplinary decision, the student and family can be provided a decision that compensates the student for accumulated absences, failed assignments, failed assessments and lost time of instruction. The decision following an appeals shall be final. A student's parents or legal guardian shall be notified as soon as possible following the imposition of punishment.

2. Suspension for More than Ten Days or Expulsion (To exclude suspensions or expulsions related to attendance):

Expulsion. Students may be expelled from school only by the Governing Board (A.R.S. 15-342.1).

Long Term Suspension is the exclusion of a student from the school for more than 10 days but no more than one year. Students who have completed a long term suspension may reapply for enrollment. Students that return from a long term suspension will be placed on probationary status for a 9 week period. The school reserves the right long term suspend or expel a student during a probationary period if the student violates any regulation of school policy.

Expulsion is the exclusion of a student from the school. Students who have been expelled from the Educational Opportunity Center Charter High School cannot re-enroll at the school.

In any cases when the administration recommends a suspension of more than ten (10) days or the expulsion of a student the parents/legal guardians have the right to appeal. If the parent requests a hearing to contest the recommendation of the campus administration, a hearing officer will conduct the review, and issue a finding. The parent/legal guardian has the right to appeal the hearing officer's decision to the Governing Board by notifying the superintendent's office within five (5) working days.

If the hearing officer's decision is taken before the Governing Board for ratification, and the Governing Board has questions after review of the testimony/record, another hearing may be set. If the hearing officer determines that a violation has occurred and does not accept the recommendation for long-term suspension made by the administration, the student may be allowed back in school on probation. The terms of the probation may be determined by the campus administration, which could include up to nine (9) days of out-of-school suspension and/or community service.

Records of Student Violations

All violations of the Student Code of Conduct by a student will be maintained in his/her file. Removal of information from the file will only be carried out under the direction of the Operations Director. Parents and students may request copies of information and documents within the file. The school will have 10 days to process information requests.

EOC Charter High School Student Handbook

Arizona Statute Regarding Student Behavior and Discipline

15-840• Definitions

In this article, unless the context otherwise requires:

1. "Expulsion" means the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.
2. "Suspension" means the temporary withdrawal of the privilege of attending a school for a specified period of time.

15-841. Responsibilities of pupils; suspension; expulsion; alternative education programs; community service; placement review committee

A. Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the governing board. A teacher may send a pupil to the principal's office in order to maintain effective discipline in the classroom. If a pupil is sent to the principal's office pursuant to this subsection, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district governing board. A teacher may remove a pupil from the classroom if either of the following conditions exists:

1. The teacher has documented that the pupil has repeatedly interfered with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
2. The teacher has determined that the pupil's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.

B. A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802. A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate.

C. A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

D. A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider readmission.

E. As an alternative to suspension or expulsion, the school district may reassign any pupil to an alternative education program if the pupil does not meet the requirements for participation in the alternative to suspension program prescribed in subsection H of this section and if good cause exists for expulsion or for a long-term suspension.

F. A school district may also reassign a pupil to an alternative educational program if the pupil refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the governing board.

G. A school district or charter school shall expel from school for a period of not less than one year a pupil who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). For the purposes of this subsection:

1. "Expel" may include removing a pupil from a regular school setting and providing educational services in an alternative setting.
2. "Firearm" means a firearm as defined in 18 United States Code section 921.

EOC Charter High School Student Handbook

H. A school district or charter school shall expel from school for at least one year a pupil who is determined to have threatened an educational institution as defined in section 13-2911, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). A school district may reassign a pupil who is subject to expulsion pursuant to this subsection to an alternative education program pursuant to subsection E of this section if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the threat. A school district or charter school may require the pupil's parent or guardian to participate in mediation, community service, restitution or other programs in which the parent or guardian takes responsibility with the pupil for the threat. For the purposes of this subsection, "threatened an educational institution" means to interfere with or disrupt an educational institution by doing any of the following:

1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution.
2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution.
3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
4. Refusing to obey a lawful order to leave the property of an educational institution.

I. By January 1, 2001, each school district shall establish an alternative to suspension program in consultation with local law enforcement officials or school resource officers. The school district governing board shall adopt policies to determine the requirements for participation in the alternative to suspension program. Pupils who would otherwise be subject to suspension pursuant to this article and who meet the school district's requirements for participation in the alternative to suspension program shall be transferred to a location on school premises that is isolated from other pupils or transferred to a location that is not on school premises. The alternative to suspension program shall be discipline intensive and require academic work, and may require community service, grounds keeping and litter control, parent supervision, and evaluation or other appropriate activities. The community service, grounds keeping and litter control, and other appropriate activities may be performed on school grounds or at any other designated area.

J. Each school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.

EOC Charter High School Student Handbook

Special Education

Copies of the Special Education Policy and Procedure Manual are available in the Principal's office.

Special education services are provided as indicated in a student's Individual Education Plan (IEP). Adjustments to curriculum and teaching methods are often used to enable a student to succeed in the regular education classroom setting. However, if the IEP team feels that alternative curriculum or classroom placement is appropriate, then a student may be assigned to the resource room for his/her primary instruction in a specific course.

Every effort is made to identify students with a past history of special education (such as receiving services in speech therapy, physical/occupational therapy, being labeled as learning disabled, emotionally disabled, Intellectual Disability, otherwise health impaired, attending resource classes...) Parent/students are encouraged to take the initiative to ensure that school staff are aware of a student's educational needs. After the previous district has been contacted and records are received, a meeting will be held with the student/parents to review the records and develop a new Individualized Education Plan. All special education records are available upon request. For returning special education students, a meeting will be held at least once a year to review progress and develop a new IEP.

Teachers are active participants in the assessment, development and implementation of all special education processes. Teacher's that have a direct interest in the student's education may access special education documents via the school's student information system or by requesting copies of hard files.

The district recognizes the students as individuals striving toward self-sufficiency. All students are encouraged to become self-advocates. Once a student turns 18, he/she has the right to make educational placement decisions for him/herself. While the parents will be invited to the meetings, the ultimate responsibility for decision making lies with the student.

Parents who feel that their child is struggling in a course are encouraged to set up a meeting with the teacher to discuss the situation. Interventions will be tried within the regular education setting prior to referring a student for further evaluation.

CHILD FIND POLICY & PROCEDURE

A. POLICY

Yuma Private Industry Council, Inc (YPIC) will ensure that all children with disabilities within the boundaries of the public education agency, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

B. PROCEDURES

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

- 1) YPIC will identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services.

This procedure includes a search for:

- a) Children who are homeless;
- b) Children who are highly mobile, including migrant children;
- c) Children who are wards of the state; and,
- d) Children who are attending private schools or home schools.

YPIC will identify, locate, and evaluate all children with disabilities within the population they serve who are in need of special education and related services.

- 2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - a) They are advancing from grade to grade or
 - b) They are highly mobile children, including those who are migrant children.
- 3) YPIC will maintain a record of children who are receiving special education and related services.

EOC Charter High School Student Handbook

C. AAC R7-2-401.C PUBLIC AWARENESS

- 1) Each public education agency shall inform the general public and all parents within the public education agency's boundaries of responsibility of the availability of special education services for students aged 3 through 21 years and how to access those services. This includes information regarding early intervention services for children aged birth through 2 years.
- 2) School districts are responsible for public awareness in private schools located within their boundaries of responsibility.

D. AAC R7-2-401.D CHILD IDENTIFICATION AND REFERRAL

- 1) Each public education agency shall establish, implement, and make available (either in writing or electronically) to its school-based personnel and all parents within the public education agency boundaries of responsibility, written procedures for the identification and referral of all children with disabilities aged birth through 21, including children with disabilities attending private schools and home schools, regardless of the severity of their disability.
- 2) Each public education agency shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The public education agency shall maintain documentation of school-based personnel review.
- 3) Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, Chapter 7, and the State Board of Education rules R7-2-401.
- 4) The public education agency responsible for child identification activities is the school district in which the parents reside unless:
 - a. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
 - b. The student is enrolled in a nonprofit private school. In that event, the school district within whose boundaries the private school is located is responsible for child identification activities.
- 5) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b. Notification to the public education agency by parents of concerns regarding developmental or educational progress by their child (aged 3 years through 21 years).
- 6) Screening procedures shall include vision and hearing status and consideration of the following areas: cognitive or academic; communication; motor; social or behavioral; and adaptive development. Screening does not include detailed individualized comprehensive evaluation procedures.
- 7) For a student transferring in to a school, the public education agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
- 8) If a concern about a student is identified through screening procedures or through a review of records, the public education agency shall notify the parents of the student of the concern within 10 school days and inform them of the public education agency procedures to follow up on the student's needs.
- 9) Each public education agency shall maintain documentation of the identification procedures used, the dates of entry into school or the notification by parents made pursuant to subsection (D)(5), and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator.
- 10) If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. For parentally placed private school students, the school district within whose boundaries the nonprofit private school is located is responsible for such evaluation.
- 11) If, after consultation with the parent, the responsible public education agency determines that a full and individual evaluation is not warranted, the public education agency shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

EOC Charter High School Student Handbook

1. EVALUATION POLICY & PROCEDURE CHECKLIST

A. POLICY

A full and individual initial evaluation will be conducted by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with 34 CFR §§300.300–300.311 of the IDEA regulations. A reevaluation of each child with a disability will be conducted by the public education agency in accordance with §§300.300–300.311 of the IDEA regulations.

Child Find Procedures

1. Parents/Caregivers and staff who contact the school with concerns about a student’s development or mental health and the child is between the ages of 2 years and 10 months through 5 years, personnel are directed to inform the registrar-who then informs the principal.
2. The registrar will ensure the following is completed WITHIN TWO (2) BUSINESS DAYS of the date of the parental referral.
 - a. Assist and ensure the family has completed the application within the AzeIP Central Referral System or contacted the local AzeIP EIP to assist the family with (1) making a referral to the District of Residence using the Child Find Referral Form, after obtaining written consent or (2) provide the parent with district contact information, should the parent choose not to provide written consent.
 - b. Complete the Child Find Referral Form, fax the form with a cover sheet marked ‘confidential’ to the District of Residence, and maintain a copy of the form for verification purposes.
The form can be found at: <https://content.schoolinsites.com/api/documents/825d40d5d5354e1b9c70b0aed26889ec.pdf>
 - c. Print the fax transmittal form from the fax machine and ensure the district successfully received the copy. Retain the copy of consent with Child Find Referral Form for verification purposes.

NOTE!!!: The date the District of Residence receives the referral begins the timeline requirement for eligibility determination (45 calendar days to screen and 60 calendar days to evaluate).

Technical Assistance is available from:

ADE/Exceptional Student Services

AZ FIND Coordinator

(928) 637-1871

AZFIND@azed.gov

www.azed.gov/specialeducation/az-find

ADES/Arizona Early Intervention Program (AzeIP)

ADES/AzeIP Executive Director

(602) 532-9960

Allazeip2@azdes.gov

www.azdes/azeip

Other Activities of the Registrar:

1. When the Registrar of the EOC Charter High School receives such notice or through a family referral/community based the referral, the registrar will notify the home school of the child and assist the family in establishing the necessary screenings and transition services/activities. The registrar could help with activities such as:
 - Assisting with the home districts Developmental History Form
 - Assisting with home district or preschool registration Form
 - Assisting with home district PHLOTE (primary home language) Form if necessary
 - Assisting the family and home district with securing copies of the birth certificates, proof of residency, and picture IDs (typically a driver’s license)
 - Assist in requesting previous evaluations and/or assisting with scheduling current vision/hearing information from pediatricians through following the lead of the home district.
2. If the registrar is assisting the home district with vision and hearing screenings, the registrar will recommend that the child’s hearing and vision is checked to ensure that both are within the normal range.
3. The responsibility of ensuring a comprehensive Developmental Screening lies with the home district as well as any of the documents listed above that have not yet been completed.
4. If required, the registrar of the Educational Opportunity Center Charter High School will assist with logistical activities for the evaluation process, such as assisting with scheduling appointments, making copies, making phone calls for meetings.
5. The home district is responsible for any correspondence between the home school and the family.

EOC Charter High School Student Handbook

6. It is the responsibility of the home school to ensure all activities required by Federal, State and Local laws are completed as described in those laws.
7. It is the responsibility of the home district to maintain a system of record keeping that ensures compliance to Federal, State and Local laws.
8. If the registrar is required to assist the home district in processes the registrar can assist with providing information as it relates to:
 - Review of Existing Data (RED)
 - Prior Written Notices
 - Meeting Invitations
 - Consent for Evaluations
9. By request of the parent or home district, the home district and/or parent can ask the principal of the Educational Opportunity Center to assign a staff to call parents and point of contacts within home districts to check on the status periodically in order to move forward with an evaluation and planning.

Note!!!: The home district is responsible for ensuring the 45 calendar days to screen and 60 calendar days to evaluate time frame. If the registrar of the Educational Opportunity Center is involved in the process, the registrar will recommend that the child is assessed all five areas of development: Cognitive (Pre-academic), Social/Emotional, Adaptive Behavior, Physical (Gross/Fine Motor), and Communication Development.

Initial Referral

The Educational Opportunity Center Charter High School accepts responsibility for providing the highest level of support possible for quality teaching and learning for all students. It promotes, for example, the use of evidence based curriculum, evidenced based instruction, positive behavioral interventions and supports, diversity training, enhanced instructional program opportunities for students in grades 9 through 12, and extended day and summer opportunities for those students who are not making adequate progress.

The Educational Opportunity Center Charter High School promotes early intervention services to address children's learning and behavioral needs and reduce unnecessary labeling of children as having disabilities. Except for those children with obvious significant mental health challenges or other disabilities which require immediate intensive services, special education should normally be provided only to those students who do not respond to systematic, research-based, general education instruction and interventions.

Referral for special education services or mental health services should be considered for those students who are performing well below their peers and have not demonstrated sufficient progress despite being provided with effective instructional and/or behavioral interventions.

A. Students already enrolled and newly enrolled students: Any individual or group with knowledge of the student whether it be a teacher, parent, Student Study Team, PLC, external service provider like case workers, physicians, and others that may have knowledge of the student may refer when, despite a series of documented informal and formal interventions, a student has not made appropriate progress and there is reason to believe the student may have an emotional, mental, or educational disability. In addition to having a suspect of disability, the student requires specially designed instruction and (possibly) related services, such as mental health services.

Once the initial referral is made, the procedure to review existing data is as follows:

1. All staff will be trained by the principal on how to refer the case to the Special Education teacher or to an appropriate mental health provider.
2. If necessary, The Special Education Teacher establishes the SST team to meet within 10 calendar days of the referral; Or the principal establishes a team to review the referral and any existing information. The team, either convened by the Special Education Teacher must include the parent if the parent retains parental rights to make educational decisions. The student must present at the meeting if the educational rights have transferred to the student.
3. The team will seek to determine following but not limited to: the current level of performance in the areas of academics, parent provided information, student provided information, developmental information, past educational performance, medical information, functional information, historical information to include parentally obtained evaluations, prior evaluations and assessments whether they be past special education evaluations, district assessments, state assessments, class-room based assessments, behavior/social/emotional assessments, anecdotal information and/or any other data that is relevant to the performance of the student. The school assumes if the screenings are available, consent was provided as described in either IDEA or ARS 15-104.
4. Based on a review of the existing data, the team will determine if the educational problems, mental problems, emotional problems are related to or resulting from: Educational Disadvantage, Racial Disadvantage, Cultural Disadvantage, Limited

EOC Charter High School Student Handbook

English Proficiency, Hearing or Vision Deficits, Environmental Disadvantage, Economic Disadvantage, Lack of Instruction in Math and Lack of Instruction in Language Arts.

5. If the team cannot determine if educational problems are related to or resulting from any of the elements listed in number 4, the team, will develop an assessment plan to gather the necessary information needed or develop an intervention plan that provides increased support without the need of special education or related services. If an assessment plan includes a screening; whether defined as a survey, analysis or evaluation; the school will obtain written consent that complies with ARS 15-104.

6. If the team determines that the educational problems are not related to nor resulting from any of the elements listed in number 4 and the team still suspects a disability, the team, with Special Education Teacher facilitating, will consider if additional data needs to be collected, refer for disability identification and classification based IDEA established categories of disability, refer to a 504 team, and/or establish an intervention plan. . If an additional data must be collected and the additional data includes a screening; whether defined as a survey, analysis or evaluation; the school will obtain written consent that complies with ARS 15-104, Section 504 of the Rehabilitation Act, and/or of IDEA.

7. The team may refer when, despite a series of documented informal and formal interventions, a student has not made appropriate progress and staff has reason to believe the student may have an educational disability or psychological disability. In addition to having a disability, the student requires specially designed instruction and (possibly) related services. The team will then refer to the contracted school psychologist and/or principal or principal designee to review the data provided.

Note: The Educational Opportunity Center Charter High School requires that parents and students that have reached the age of majority must be provided with notification, consent documents, and Procedural Safeguards if required upon initial referral or parental request for evaluation. (See IDEA, Section 504, or ARS 15-104 for detailed information)

Initial Review of Existing Data (RED)

For any referral, whether based on a physical condition, mental health condition, or suspected educational disability must grow through a process in which data is reviewed. An Initial Review of Existing Data (RED) meeting should be scheduled in a timely manner following a referral. A RED must be scheduled within 15 school days following a written parent request for evaluation unless notice is sent to parents explaining why the district is declining the request (per Arizona Revised Statutes). The Educational Opportunity Center Charter High School provides that an initial evaluation must be completed within 60 days of receiving informed parental consent for the evaluation. Parents may sign consent for evaluation at the RED meeting. The RED Meeting is facilitated by the Special Education Teacher, Principal or Principal Designee.

Required Team Members for the Initial RED

A RED team is a school-district team of qualified professionals, including the parent and student that determines whether the need requires services that cannot typically be made through the normal operation of the school or normal conduct of staff.

Required members are defined below.

- a. Parent (Optional as determined by the student if the student has reached the age of majority)
- b. Special Education Teacher or Speech Language Pathologist with knowledge in the area of the suspected disability or Related Service Provider with knowledge in the area of the suspected disability (Inclusion in the team is dependent upon the student case, all roles could be required team members)
- c. Evaluation Representative who can interpret and explain screening results or describe the nature of possibly proposed screenings.
- d. General Education Teacher who provides direct instruction to the student or a teacher in an age appropriate grade level who is knowledgeable about the general curriculum
- e. District/Agency representative who must be knowledgeable of district/agency resources and able to commit those resources, as needed. Additionally, the role of this individual is to make a final decision when consensus cannot be reached.

Other members of the RED Team may include, but are not limited to the following: potential related service providers, school counselor, academic/career advisor, 504 coordinator, individuals related to the students transition from high school to adult life. The responsibility of ensuring required members will be invited to the meeting is the Special Education Teacher.

Informed Consent Requirements

“Consent” means that a parent, student that has reached the age of majority, and/or parent that retains educational decision making authority over a student that has reached the majority –

- a. Has been fully informed of all information relevant to the activity for which consent is sought, in the parent’s native language or another mode of communication,

EOC Charter High School Student Handbook

- b. Understands and agrees in writing to the carrying out of the activity, and
- c. Understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

As part of obtaining written informed consent, the RED team must provide a description of the evaluation procedures the team proposes to conduct. A PWN must be sent to the parents notifying them of the decision. The Special Education Teacher is required to maintain written documentation of efforts to meet obligations about obtaining parental consent (e.g., call logs, copies of correspondence sent to the parents and any responses received, or records of visits to the parents' home).

If a parent does not provide consent for an initial evaluation or fails to respond to a request to provide the consent, the RED team may, but is not required to, pursue the initial evaluation by requesting mediation and/or a due process hearing. Most frequently, the team will document the parents' refusal and close the file.

Who Can Provide Informed Consent

The school conforms to the Arizona Department of Education's Exceptional Student Services Department to define which individuals can provide consent for students in all situations. Definition of a parent, per ADE Evaluation AZ-TAS (AZ-TAS is a document published by the Arizona Department of Exceptional student services which were developed to assist school personnel and parents in the navigating through the special education process but also establishes guidelines that meet both state and federal requirements where parental consent is necessary.

Guidelines can be found at <https://www.azed.gov/specialeducation/az-tas-documents>) and include:

- a. A biological or an adoptive parent who still retains the authority to make educational decisions.
- b. A foster parent who still retains the authority to make educational decisions.
- c. A legal guardian, [but not the state if the child is a ward of the state] if the guardian retains the authority to make educational decisions.
- d. An individual acting in the place of a biological or adoptive parent (including a relative with whom the child lives or a person who is legally responsible for the child's welfare) who still retains the authority to make educational decisions.
- e. A surrogate parent who still retains the authority to make educational decisions.

A surrogate parent Arizona Department of Education requires: If more than one person is qualified to act as the parent, schools should presume that the biological or adoptive parent is the parent when that parent is attempting to act as the parent, unless the biological or adoptive parent does not have the legal authority to make educational decisions for the student (educational rights have specifically been severed by the court). Surrogate parent; notification; appointment (ARS 15-763.01.)

- f. A student that has reached the age of majority who still retains the authority to make educational decisions.

NOTE 1: Case managers from state agencies such as the Division of Developmental Disabilities, Department of Child Services, or group home personnel may not authorize evaluations or sign as the parent/guardian.

NOTE 2: For students with disabilities that fall under IDEA (Special Education), the school is required to beginning not later than one year before the student reaches the age of majority (age 18 in Arizona), that the child and his/her parents are informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court-appointed guardian).

Surrogate parent; notification; appointment (ARS 15-763.01.) Defined:

1. A petition for the appointment of a surrogate parent for a child with a disability shall be made to the department of education if any of the following conditions have been met:
 - a. A parent as defined in 34 Code of Federal Regulations section 300.30 cannot be identified.
 - b. A public agency cannot determine the whereabouts of a parent, after having made reasonable documented attempts.
 - c. The child is a ward of the state, and a parent as defined in 34 Code of Federal Regulations section 300.30 cannot be identified or a public agency cannot determine the location of a parent after having made reasonable attempts. In the case of a child who is a ward of the state, the surrogate parent may alternately be appointed by the judge who oversees the child's case if the surrogate parent meets the requirements of this section.
 - d. The child meets the criteria of an unaccompanied youth as defined in the McKinney-Vento homeless assistance act (42 United States Code section 11434a (6)).

If it appears that a surrogate parent is needed for Exceptional Education purposes, the primary evaluator should contact the Exceptional Education office at 602-683-8500 for additional assistance.

EOC Charter High School Student Handbook

Section 504 of the Americans with Disabilities Act

The Educational Opportunity Center Charter High School abides by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA) which prohibit discrimination on the basis of disability. The Educational Opportunity Center Charter High School shall comply fully with the nondiscrimination provisions of all federal and state laws by assuring that no person shall be denied admission to any public school in the District or be denied participation in, be denied the benefits of or be discriminated against in any curricular, co-curricular, pupil services, recreational or other program or activity because of the person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The school is firmly committed to an educational environment that is free from discrimination and harassment in any form and maintains Pupil Nondiscrimination and Anti-Harassment Policies. Questions concerning the interpretation or application of policies shall be referred to the principal or the Operations Director, Yuma Private Industry Council 3810 W 16 Street, Yuma, Az 85364, Phone: 928-329-0990.

Parents or students that have reached the age of majority are required to produce validation of a student's physical or mental impairment when the impairment is beyond the parameters of assessments/evaluations that can legally be performed by public school personnel (i.e., medical evaluation(s), psychological evaluations, etc.) 34C.F.R. §104.35. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504, just as an impairment, in and of itself, is not a disability. The illness and/or impairment must substantially limit one or more life activities, as determined by a Section 504 team, in order to be considered a disability under Section 504.

EOC Charter High School Student Handbook

Public Notice of Educational Rights of the Homeless

Homeless students are defined as lacking a fixed, regular and/or adequate nighttime residence, including:

- sharing the housing of others due to loss of housing or economic hardship
- living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations
- living in emergency or transitional shelters
- abandoned in hospitals
- awaiting foster care placement
- living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
- living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings
- migratory children living in conditions described above

Homeless children have a right to be enrolled in their school of origin or to attend school in the area where they are living. A child cannot be denied enrollment due to lack of immunization records. A homeless student is entitled to transportation to his school of origin if that is what his parent or guardian requests. A homeless student is entitled to all the educational services and extracurricular opportunities that would be available to any other student living in the district.

For help coordinating services for homeless youth in Yuma County please contact:

Amber Cygan
928-329-0990 extension 4001
Educational Opportunity Center
3810 West 16th Street
Yuma, Arizona 85364

EOC Charter High School Student Handbook

Parent Involvement Policy

EOC Charter High School believes that parent involvement will enhance the success of the school and students. Parental participation is encouraged.

In conformance with Section 1118 of the Elementary and Secondary Education Act and Arizona House Bill 2035 which amends Arizona Statutes 15-102, 15-113 and 15-711; the school, parents, teachers and administrators have developed this parent involvement policy.

The policy establishes the expectations for parent involvement, and commits the district and school to:

- Include parents in the development and ratification of the Parent Involvement Policy.
- Provide the coordination, technical assistance and other support necessary to assist the school in planning and implementing effective parent involvement.
- Build the school's and parents' capacity for strong parent involvement.
- Coordinate and integrate parental involvement strategies under Title 1 with parental involvement strategies under other programs.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the policy in increasing the participation of parents and to identify barriers to greater participation of parents, particularly to parents who are considered to be low income, disabled, limited English proficient, limited literacy skills, or are of ethnic minority backgrounds.
- Use the findings of the evaluations in designing strategies for school improvement and in revising, if necessary, the parental involvement policy.

To implement this policy, the school and district will:

- At least once annually, convene a meeting, at a convenient time, to which parents are invited and encouraged to attend, discuss the parent involvement policy, its requirements and their right to be involved.
- Offer a flexible number and times for meetings between parents, teachers and administrators.
- Make available e-mail addresses of all staff.
- Involve parents in planning, review and improvement of school programs and functions.
- Provide parents of students in Title 1 programs timely information in regards to school performance and their student's performance. The school will assist with the interpretation of results, description and explanation of curriculum, forms of assessment and the proficiency levels expected.
- Maintain a website that highlights school programs and student accomplishments.
- Post the parent involvement policy on the school's website.
- Issue, upon orientation or enrollment, a student handbook that explains school programs, policies and expectations, including the parent involvement policy.
- School staff will notify households of student absences daily by phone. If notification can not be made by phone and repeated absences occur, staff will notify household by mail or by home visit in an attempt to establish communication with parents.
- The school will host an annual open house in which parents are invited and at which faculty, staff and administrators are present.
- Notify parents on their students performance of the statewide assessment test, district assessment and other standardized normed referenced tests.
- Require parents and students that are deemed independent to make a choice in writing, about whether they accept to comply with school policies, programs and strategies.
- Provide a packet that outlines each staff members professional competency to include teaching background and experience in a particular academic content subject matter as pursuant to ARS 15-183 section F.

The family and the school staff share responsibility for improving student success. The following outlines specific responsibilities of involvement for the family.

Family responsibilities:

- Ensuring student is punctual and attends school.
- Provide home environment that facilitates the completion of academic studies
- Communicate daily with student about school activities
- Attend conferences, orientations and activities the student is involved in.

EOC Charter High School Student Handbook

Policy for Parental Classroom Visits, Tours and Observations

All visitors which include parents, guardians and primary caretakers must log in at the reception desk. Visitors that are disruptive to function of the school will not be granted permission to visit. Parents and guardians are free to enter the school and class at any time after receiving a visitor's pass for the following activities: visits, tours and observations. Identification is necessary to visit or release students. Visitors, to include parents, guardians, and caregivers are not permitted to confront other visitors or students regarding school based or non-school based conflicts without consent of school administrator. Police will be notified in the event of any visitor that enters educational settings, offices, labs, service learning sites, etc without prior permission from the front desk or administration; or threatens the health and safety of pupils and staff. Any person found on agency grounds without permission will be considered a trespasser and subject to immediate arrest.

Plan for Parent Participation in Discussing and/or Reviewing Course Materials

1. Teachers will submit daily lesson plans to the site administrator at least weekly.
2. Parents, guardians and custodial caregivers may request copies of curriculum, worksheets, activity packets, other learning materials and other support materials. A parent shall submit a written request for information during regular business hours to either the school principal or the superintendent of the school.
3. Within ten days after receiving the request for information, the school principal or the superintendent of the school district shall either deliver the requested information to the parent or submit to the parent a written explanation of the reasons for the denial of the requested information.
4. If the request for information is denied or the parent does not receive the requested information within fifteen days after submitting the request for information, the parent may submit a written request for the information to the school district governing board, which shall formally consider the request at the next scheduled public meeting of the governing board if the request can be properly noticed on the agenda.
5. If the request cannot be properly noticed on the agenda, the governing board shall formally consider the request at the next subsequent public meeting of the governing board.
6. Parents, guardians and custodial caregivers may schedule meetings with teachers to discuss course of study for their children and review learning materials by either emailing the teacher or calling 928-329-0990 to schedule an appointment with the teacher.

Procedure for Administering a Survey that Solicits Personal Information

Notwithstanding any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that solicits personal information about the pupil regarding any of the following:

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history. (ARS 15-117)

To accomplish compliance to Arizona Law, the school will, at least seven days before administering any survey to a pupil, the school shall provide a copy of the survey to the pupil's parent and eligible pupils along with a written informed consent form. The school will obtain written informed consent from the pupil's parent for the pupil to participate in the survey pursuant to the items listed in items 1 through 14 above. The pupil's parent may at any time revoke consent for the pupil to participate in any survey pursuant to the items listed in items 1 through 14 above. For any pupil who is at least eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to items 1 through 14 above of this section shall be approved and authorized by the school through review by the school's principal or principal's designee.

Parents have the right to seek due process and the school is subject to the penalties prescribed in Arizona law. A teacher or other school employee may not administer any survey pursuant that pertains to items 1 through 14 above of this section without written authorization from the school's principal. All staff of the school must comply with content and timelines outlined by this section.

EOC Charter High School Student Handbook

There are circumstances that exclude parental permission pursuant to this section which are defined as:

1. Mental health screening pursuant to section ARS 15-104 or the identification of or programming for children with disabilities or gifted pupils pursuant to chapter 7, articles 4 and 4.1 of this title. Even though Arizona law excludes parental permission for these cases, federal law requires specific due processes that ensure parental consent and notification are established.
2. Class instruction, discussion or assignments on subjects within the purview of the course.
3. The chemical abuse and related gang activity survey conducted by the Arizona criminal justice commission pursuant to section 41-2416 is exempt from the provisions of this section if the survey does not include questions related to depression or religiosity. (ARS 15-104.D)

The procedure the school uses to approve and collect permission to conduct surveys that contain survey questions pursuant to items 1 through 14 above:

1. Outside vendors or staff submit all surveys, regardless of content, to the principal's office unless the survey has been deemed exempt by state or federal law.
2. The principal reviews the survey in the entirety, assessing the content of each item based on the elements described in items 1 through 14 above.
3. Surveys that exclude content described in items 1 through 14 above are either approved by the principal to be disseminated, or the principal directs the outside vendor or staff member to disseminate or post the survey for public viewing with for a specific time period along with a permission slip.
4. Surveys that include content described in items 1 through 14 above are denied dissemination until the principal ensures parents and eligible students have had at least seven (7) days to review the survey in the entirety; and at least seven (7) days to review and submit a permission slip for the survey. Dissemination and review of the survey and review and acceptance of the permission slip may occur at the same time, but the survey may not be approved for completion by students until parents and eligible students have had seven (7) days to review the survey.
5. Once the principal verifies the survey has been disseminated or distributed for review for at least seven (7) days, the principal authorizes the outside vendor or staff to conduct the survey.

Procedure for Obtaining Biometric Information

ARS 15-109 Biometric information; prohibition; definition (See Attachment C for a Form to Collect Biometric Information_

Arizona law has special conditions for collecting biometric information. Biometric means/information/data is a method of focusing attention on a person or group based on physical traits or common behavioral traits.

Content of 15-109 appears below:

- A. A school in a school district or a charter school shall not collect biometric information from a pupil unless the pupil's parent or guardian gives written permission to collect biometric information from the pupil.
- B. At least thirty days before a school in a school district or charter school will collect biometric information, the school shall provide written notice to the parents and guardians of pupils of the intent to collect biometric information. The notice shall include a statement in eighteen point bold-faced capital letters that the parent or guardian must give written permission to collect biometric information from the pupil before the school may collect biometric information.
- C. For the purposes of this section, "collect biometric information" means the noninvasive electronic measurement and evaluation of any physical characteristics that are attributable to a single person, including fingerprint characteristics, eye characteristics, hand characteristics, vocal characteristics, facial characteristics and any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty.

Process for collecting Biometric Data

1. Outside vendors or staff submit a draft of the permission slip found in Attachment C to the principal in electronic form. Because ARS 15-109 requires 18 sized font in bold capital letters, the form may not be submitted for approval as a hard copy. Along with the permission slip, the external vendor or staff collecting the biometric data will submit to the principal a plan on how biometric data will be collected to include the title of the process, a description of the process, a list of tools/technology that will be used to collect data, and a description of how those tools/technologies will be used.
2. The principal reviews the permission slip and the plan to collect biometric data in their entirety, assessing the content of each item based on the elements described in ARS 15-109 and elements described in number 1 above.
3. Permission slips and plans that are complete in content and meet required elements of ARS 15-109 above are approved by the principal to be disseminated. The principal or principal's designee will be directed to disseminate the biometric

EOC Charter High School Student Handbook

consent/permission slip form. The principal designee may not be the vendor of permission slip nor the staff that developed the permission slip. This requirement is to ensure that the form is not altered in content, format, font type, or font size after approval and prior to dissemination.

4. Permission slips and/or plans that do not meet elements of ARS 15-109 and number 1 of that section are denied until the principal ensures an adjusted permission slip and/or plan meets all requirements of ARS 15-109.
5. The principal's office will ensure that biometric data is not collected prior to the 30 date of dissemination of the permission slip by noting the date of the dissemination of permission slips and first date of biometric collection on the school event calendar.
6. External vendors and staff collecting the biometric data will receive notice from the principal's office of the first date in which biometric data will be collected.
7. On the first day in which biometric data is to be collected, the External vendors or staff collecting will walk the principal or principal's designee through the process of collecting biometric data; demonstrating the same process that will be carried out with students. The principal will deny collection of biometric data if the collection process does not conform to the plan submitted along with the permission slip. Biometric data collection may not begin until the process aligns the procedures described in the plan.
8. The principal's office will monitor the collection process daily until the collection period ends to ensure the collection process continues as described in the plan. External vendors and staff that wish to alter the elements of the data collection process must submit an amendment to the plan prior to implementing any change to the plan. The principal or principal's designee will halt collection of biometric data and order destruction of biometric data if data is not collected in a manner that is described in the plan.
9. To ensure compliance with the procedure, the principal or principal's designee will submit an order to destruct biometric data no less than two weeks prior to the sixtieth (60) day from when the biometric data's purpose has been fulfilled.
10. External vendors and staff managing and retaining the biometric data will notify the principal that the data has been destroyed on a date that is on or prior to the the sixtieth (60) day from when the biometric data's purpose has been fulfilled.

Plan for Disseminating, Aggregating and Reporting Parent-Teacher Satisfaction Surveys.

1. The school-site leadership team will develop a parent-teacher satisfaction survey that includes a minimum of the following:
 - a. overall satisfaction with the educational services provided to the student
 - b. overall satisfaction with course materials
 - c. satisfaction with ability to be involved in overall school decision making process.
 - d. satisfaction with ability to be involved in the selection and review of course materials.
 - e. satisfaction with accessibility of teachers.
 - f. satisfaction with accessibility to school support staff (i.e. counselors, registrars, translators)
 - g. satisfaction with accessibility to school administrator.
 - h. satisfaction with accessibility to agency administrators.
 - i. section that allows parents, guardians and custodial caregivers to provide feedback.
2. A parent-teacher satisfaction survey shall be provided during the second semester of each school year.
3. The school administrator will collect and aggregate the data from the parent-teacher satisfaction surveys.
4. The school administrator will report a summary of findings to the school board and include the findings in the school's annual performance and perception report.
5. The annual performance and perception report will be made accessible through the school website or through written request.

Procedure for Parent to Withdraw their Student from an Activity, Class, or Program

Parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection may be made on the basis that the material or activity is harmful includes objection to the material or because it questions beliefs or practices in sex, morality or religion.

1. If a parent, guardian or custodial caregiver desires to remove their student from an activity, class or program. The parent guardian or custodial caregiver will submit to the school administrator in writing a request that indicates the following within 96 hours of the activity, class or program:
 - a. the name of the activity, class or program from which the student will be removed.
 - b. a statement that indicates whether an alternative activity, class or program is or is not desired.
 - c. the reason and rationale why the student is being removed from the activity, class or program
 - d. a date indicating the date in which the request was submitted to the school.

EOC Charter High School Student Handbook

2. Upon receipt of the request, school administration will inform in writing with approval or denial of the request within 24 hours. School administration may deny any request for removal that is specifically required by Arizona as either by law, statute, regulation or code; or is specifically required as presented in Arizona's High School Standards.
3. If the request for removal is approved and the parent has requested another activity, the teacher of the course will have 48 hours to provide an alternative activity. Parents, guardians and custodial caregivers may be liable for costs related to the obtainment of the alternative activity.
4. If the request for removal is approved and the parent has requested another course of study or program, the school administrator will have 5 working days to convene a conference with parents, guardians or custodial caregiver to discuss the parameters of an alternative course of study or program. Parents, guardians and custodial caregivers may be liable for costs related to the obtainment and participation in the alternative course of study or program.
5. Parents, guardians and custodial caregivers have the right to due process for decisions made in regards to denial of a request or objection to a proposed alternative activity, course of study or program. The school will at no cost to the parent, guardian or custodial caregiver engage an impartial hearing officer to review evidence and witnesses at a due process hearing. The impartial hearing officer's decision will be final.

Procedure for enrollment of a Student in an Activity, Class, or Program in the Area of Sex Education Instruction

1. School administration, prior to implementation of an activity, class, or program in the area of sex education instruction, will ensure all meetings related to the adoption of materials, activities, classes or programs in the area of sex education are open to the public prescribed in title 38, chapter 3, article 3.1.
2. School administration, pursuant to ARS 15-721.3 will make available at the school office for review by the public, for a period of sixty days prior to formal selection of textbook or curriculum, a copy of each textbook or curriculum that is being considered for selection.

For the purposes of this section, "textbook" or "curriculum" means printed instructional materials or digital content, or both, and related printed or non-printed instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

3. School administration, prior to implementation of an activity, class, or program in the area of sex education instruction will submit to the school governing body the proposed sex education program, mode of instruction, and content of the activity, program or course of study.
4. Prior to implementation, school administration will ensure at least two public hearings, including the submission of written comments, are completed within the 60 days prior to governing board approval pursuant to ARS 15-711.F.3
5. Prior to implementation of an activity, class, or program; the school governing body shall review and approve the sex education course of study that is developed, adopted, revised or updated pursuant to Arizona laws and regulations.
6. Prior to activity, class, or program in the area of sex education instruction; parents, guardians and custodial caregivers will be provided a permission to slip to include the student in the activity, class, or program. The permission slip will explicitly notify in advance of and given the opportunity to opt their children in to any instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula. Parents are informed of the right to opt-in to a sex education curriculum.
7. Permission slips will be retained in the cumulative file of the student.
8. Prior to the activity, class, or program the school district or charter school shall make the sex education curricula available for the parent's review online and in person pursuant to section 15-102, subsection A, paragraph 2. The school shall notify parents where the sex education curricula are available for review at least two weeks before any instruction is offered pursuant to this section.
9. The teacher that provides sex education instruction shall include instruction on the laws relating to sexual conduct with a minor for pupils in grades seven, eight, nine, ten, eleven and twelve.
10. The teacher will submit to school administration the roster of students that participated in the include instruction on the laws relating to sexual conduct with a minor for pupils in grades seven, eight, nine, ten, eleven and twelve.

Procedures by Which Parents May Learn About the Nature and Purpose of Clubs and Activities

Parents, guardians and custodial caregivers will be given opportunities to learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs and activities that have been approved by the school.

1. School administration will ensure the student handbook includes a section that describes the nature and purpose of clubs and student organizations.
2. Faculty or Club Sponsors must submit a statement to school administration on the nature and purpose of the club or organization.
3. An electronic version of the handbook will posted to the school's website upon school board adoption or revision.

EOC Charter High School Student Handbook

Enrollment Procedure and Parents Rights of Open Enrollment Pursuant to Section 15-816.01

1. School Administration will review enrollment procedures and documents at least annually to ensure they conform to the laws and regulations established by the state of Arizona.
2. Parents, guardians, custodial caregivers and students that have reached the age of majority may download forms online at <https://chs.ypic.com>, or acquire enrollment forms at the high school.
3. Enrollment procedures shall ensure an open enrollment without charging tuition to resident students and non-resident students that do not meet standards established in item 4 below.
4. Tuition may be charged to nonresident pupils only if the tuition is authorized under section 15-764, subsection C, section 15-797, subsection C, section 15-823, subsection A, section 15-824, subsection A or section 15-825 or if two school districts have entered into a voluntary agreement for the payment of tuition for certain pupils. These policies shall include the information required by 15-816.01.I, basic information that is needed to request enrollment and that is consistent with guidance and state and federal law regarding pupil privacy and civil rights, and information regarding the provision of transportation or resources for transportation.
5. School administration will ensure the policies of open enrollment are easily accessible from the home page on the school's website and be available in English and in Spanish or in any other language used by a majority of the populations served by the school.
6. For the definition of Open Enrollment, the agency will define Open Enrollment as:
 - a. the school shall provide enrollment preference to and reserve capacity until capacity is reached for all of the following:
 - Resident pupils of Yuma County
 - Pupils returning to the school from the prior year
 - Siblings of pupils already enrolled
 - Enrollment where the pupil is not currently expelled as defined under ARS 15-841 sections C or E.
 - Enrollment where the school total enrollment hasn't exceeded the enrollment numbers has not exceeded the number established in the charter of the school.
 - b. the school may give enrollment preference and reserve capacity for all of the following:
 - Pupils who are children of persons who are employed by or at a school in the school district
 - Resident transfer pupils and their siblings
 - Pupils who meet additional criteria established and published by the school district governing board in accordance to ARS 15-842 subsection A.
7. School administration will direct the technology department to update the school's website the school's capacity and whether the school is currently accepting open enrollment students, by grade level, at least once every twelve weeks unless there are no changes to report for the individual school. If the school has any other separate capacity by specialized program, the information required pursuant to this subsection shall also be posted by specialized program.
8. Schools shall accept pupils throughout the school year as capacity allows. Pupils who are denied access due to capacity shall be informed that they are on a wait list and of the details regarding the process prescribed in ARS 15-816.01 subsection E. Pupils shall be selected as seats become available.
9. If capacity at a school remains, but capacity is insufficient to enroll pupils that have submitted a timely request, the School administration will conduct a lottery to select pupils for enrollment, except that preference shall be given to the siblings of a pupil selected through an equitable selection process such as a lottery.

Procedure for Review and Adoption of Curriculum and Text Books

1. Instructional staff must complete a text and courseware evaluation tool for any textbook or primary courseware used for instruction. For the purposes of this section, "textbook" means printed instructional materials or digital content, or both, and related printed or non-printed instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.
 2. Instructional staff or school administrator will secure a sample text book or sample frameworks that includes course content for courseware that can be provided to the public.
3. The Governing Board shall approve the course of study and the basic textbook(s) and courseware for each course following a sixty day period in which the public has had opportunity to review the textbook(s) or courseware; and after the occurrence of at least two public hearings.
4. Proposed textbooks and courseware will be reviewed by a selection committee that includes parents prior to submission to the Governing Board for final approval.
5. A copy of each textbook that is being considered for selection shall be made available at the school for review by the public, for a period of sixty days prior to formal selection of textbooks.
6. The Governing Board may approve all supplemental books and teaching aids, including instructional computer software, that are used in the course prior to approval of the course.

EOC Charter High School Student Handbook

7. If instructional staff includes an adopted textbook for the course and uses supplemental books that has not been approved by the governing board at the time of approval of the course, a teacher may use the supplemental books at any time during the school year. Use of the supplemental books shall be brought to the attention of the governing board during the school year in which they are added for ratification.

Procedure by which Parents may Learn about Parental Rights and Responsibilities Under the Laws of Arizona

1. School administration will ensure at a minimum of at least twice a year that a link to the Arizona Department of Education Parental Rights Handbook is prominently posted on a publicly accessible portion of the school's website.
2. School administration will provide a newsletter describing the location on the school's homepage the location of the Arizona Department of Education Parental Rights Handbook and how to request a copy of the Arizona Department of Education Parental Rights Handbook at the beginning of each year.
3. School administration, in coordination with the technology department, will provide a statement describing the process in which parents can learn about parental rights and responsibilities under the laws of Arizona.

Procedure to Request Records and Information

While parents have a right to review records, schools are not required by Federal law to provide copies of information, unless providing copies would be the only way of giving parents access. Parents and eligible students have the right to access written and electronic records as defined by ARS 15-143. Schools may charge a reasonable fee for obtaining records, and they may not destroy records if a request for access is pending. The superintendent, registrar, principal, and academic advisor are assigned the role to approve a release of records. The superintendent may appoint a designee during events where no staff is assigned to approve the release of records. The principal ensures that notification to the IT department regarding information to request records is present on the homepage of the school's website and that information is also reflected in the student handbook. The following information should be posted verbatim in the handbook and school website:

For Student Records, Public Records and Information

If you desire records or information, please contact:

Amber Cygan (Assistant to the Administrator)

Educational Opportunity Center

Charter High School

3010 W 16th Street, Yuma, AZ 85364 Phone: 928-329-0990 x 4001

Email: chspublicrecords@ypic.com

The registrar or designee will process all records request in the following manner. The registrar or designee will record the request date and time on the records request or in the contact log of the student information system. The registrar or designee will ensure the requesting entity is a valid stakeholder in which access to records can be released as designated by the Family Rights to Educational Privacy Act (FERPA). The registrar or designee must also ensure the content released is compliance with FERPA. For FERPA Guidance refer to: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Procedure for Families and Eligible Students to Deny Access to Public Records and Directory Information

Schools are not required to gain written consent to release the following information:

student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance

If a parent or eligible student do not consent to the release of directory information, the parent or eligible student must submit notification in writing to deny release of directory information. The statement must include the specific information that the parent or eligible student does not wish released. A sample statement is provided below to assist parents and eligible students in drafting statements to remove consent to release directory information:

"I _____, do not consent to the release of my students name, address, or telephone number."

To be valid and secure legitimate authorization of removing consent, parents and eligible students need to print their name legibly, sign the statement, and date the statement based on the date the statement was written.

In addition the he Elementary and Secondary Education Act of 1965 (ESEA) requires local educational agencies (LEAs) receiving assistance under the ESEA to provide military recruiters with directory information (specifically names, addresses, and

EOC Charter High School Student Handbook

telephone listings) unless parents have opted out. Families may opt out by contacting the Academic Advisor at (928) 329-0990 ext 4112. The Academic Advisor maintains all records regarding families that have opted out.

Procedure for Protecting Pupil Rights to Privacy

PPRA is a federal law designed to protect the privacy of students in the administration of surveys, medical exams, and marketing.

PPRA restricts the non-educational uses of student data by requiring explicit parental consent before students can participate in any kind of government-funded survey, analysis, or evaluation covering particularly sensitive topics below

“Political affiliations or beliefs of the student or the student’s parent

Mental or psychological problems of the student or the student’s family

Sex behavior or attitudes

Illegal, anti-social, self-incriminating, or demeaning behavior

Critical appraisals of other individuals with whom respondents have close family relationships

Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers

Religious practices, affiliations, or beliefs of the student or student’s parent

Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).”

The procedure the school uses to approve and collect permission to conduct surveys that contain survey questions pursuant to items 1 through 8 above:

1. Outside vendors or staff submit all surveys, regardless of content, to the principal’s office unless the survey has been deemed exempt by state or federal law.
2. The principal reviews the survey in the entirety, assessing the content of each item based on the elements described in items 1 through 8 above.
3. Surveys that exclude content described in items 1 through 8 above are either approved by the principal to be disseminated, or the principal directs the outside vendor or staff member to disseminate or post the survey for public viewing with for a specific time period along with a permission slip.
4. Surveys that include content described in items 1 through 8 above are denied dissemination until the principal ensures parents and eligible students have had at least seven (7) days to review the survey in the entirety; and at least seven (7) days to review and submit a permission slip for the survey. Dissemination and review of the survey and review and acceptance of the permission slip may occur at the same time, but the survey may not be approved for completion by students until parents and eligible students have had seven (7) days to review the survey.
5. Once the principal verifies the survey has been disseminated or distributed for review for at least seven (7) days, the principal authorizes the outside vendor or staff to conduct the survey.

Parental Involvement/Permission/Consent in Regards to Finding Students Disabilities or Conducting Mental Health Screenings

Each charter school shall obtain written parental or guardian consent prior to conducting a mental health screening on a student, whether defined as a survey, analysis or evaluation; such written consent shall comply with ARS 15-104. Under the Individuals with Disabilities Act (IDEA), the school is required to carry out child find activities and procedures. Below outlines the process in which the school conducts child find procedures and ensures consent is obtained prior to conducting screenings as defined in A ARS 15-104.

EOC Charter High School Student Handbook

List of School Committees:

School committees provide numerous opportunities for parents, board members and administrators to work in partnership with one another, to improve the various facets of the school. A brief outline of the committees is as follows:

Leadership Team: The Leadership Team is composed of teachers, school and district administrators, parents and students. This team reviews all aspects of the school and is the primary body which leads the school.

Wellness Committee: The Wellness Committee consists of community members, school staff, school administrator, district administrator, parents and students. The School wellness committee assesses the school health environment, programs and policies. The committee identifies ways to strengthen the health of students and staff. The committee oversees the school wellness plan and provides feedback to the school regarding implementation of the wellness policies.

Committees are always looking for enthusiastic and dedicated parents and students. If you wish to serve on one of the committees, please contact the school.

Contact Information:

Brian Grossenburg
928-329-0990
bgrossenburg@ypic.com

Yuma Private Industry Council Wellness Policy Statement:

The [Child Reauthorization Act of 2004](#) requires that every U.S. school district participating in the National School Lunch and/or Breakfast Program develop and implement a local “wellness policy” by the beginning of school year 2020-2021. The intent of this mandate is to help protect and improve child health through adequate levels of physical activity and good nutrition during the school day. Congress recognized that each community is unique and has different needs, and so required that the policies be developed on a district-by-district basis. In addition, the law requires parents, students, and representatives of the school food authority, the school’s Board of Education, school administrators, and representatives of the school food authority, the school’s Board of Education, school administrators, and the public to be involved in the policy development process. This process is intended to help ensure that school policies will be realistic, practical, and representative of each district’s needs and values.

YPIC WELLNESS GOALS

The primary goals of the agency’s wellness program are to increase student achievement; promote student, staff, and community health; address the growing concern of overweight and obese children; and facilitate learning of lifelong healthy habits. To achieve our goals requires a coordinated effort between all stakeholders who have a vested interest in the health of our students.

Guidelines were developed to address the following components of the Local Wellness Program:

1. Nutrition Education
2. Physical Education and Activity
3. Nutrition Guidelines
4. School-based Wellness
5. Measurement and Evaluation
6. Civil Rights and Confidentiality
7. NSLP Meal Pricing
8. NSLP Application Procedures if not Operating CEP
9. NSLP Procedures for Operating CEP
10. Financial Management and NSLP Reimbursement
11. Food Safety and Sanitation Inspections

EOC Charter High School Student Handbook

For a full copy of the agency's Wellness Policy visit the agency's website at ypic.com or request a copy from the school administrator.

Notice of Community Eligibility Program for School Meals:

Children need healthy meals to learn. **Yuma Private Industry Council** will be offering healthy to all students **at no cost** every school day in School Year 2021-2022. Your child(ren) will receive free breakfast and lunch meals every school day without having to pay a fee or submit a household application.

No further action is required of you. Your child(ren) will be able to receive free meals without having to pay a fee or submit an application.

Your child(ren)'s school is approved to operate **Community Eligibility Provision**. This means your child(ren) may be eligible to receive additional benefits, such as Pandemic-Electronic Benefit Transfer (P-EBT) without having to submit an application.

MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR?

To find out how to apply for **Supplemental Nutrition Assistance Programs** or other assistance benefits, contact your local assistance office or call 1-855-432-7587.

If you have other questions or need help, call **928-329-0990 ext 4312**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>

from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**

program.intake@usda.gov

This institution is an equal opportunity provider.

EOC Charter High School Student Handbook

Los niños necesitan comida saludable para aprender. **Yuma Private Industry Council** estará ofreciendo alimentos saludables a todos los estudiantes sin costo alguno todos los días escolares en el año escolar 2021-2022. Su(s) hijo(a) recibirán desayuno y almuerzo gratis todos los días escolares sin tener que pagar una tarifa o presentar una solicitud para comidas gratis o a precio reducido.

No se requiere ninguna acción adicional de usted. Su(s) hijo(s) podrá participar en estos programas de comidas sin tener que pagar o presentar una solicitud.

La escuela de su(s) hijo(s) está aprobada para operar **Provisión de Elegibilidad Comunitaria**. Esto significa que su(s) hijo(s) pueden ser elegibles para recibir beneficios adicionales, como Transferencia Electrónica de Beneficios por Pandemia (P-EBT) sin tener que presentar una solicitud.

MI FAMILIA NECESITA MÁS AYUDA. ¿HAY OTROS PROGRAMAS PARA LOS CUALES PODEMOS SOLICITAR BENEFICIOS?

Para descubrir cómo aplicar para los programas de **Asistencia de Nutrición Suplementaria** u otros beneficios de asistencia, póngase en contacto con su oficina local de asistencia o llame al 1-855-432-7587.

Si usted tiene otras preguntas o necesita ayuda, llame al **928-329 – 0990 ext 4312**

De acuerdo con la ley federal de derechos civiles y el Departamento de Agricultura (USDA) reglamentos de derechos civiles y políticas, el USDA, sus Agencias, oficinas y empleados, y las instituciones que participan en o administran los programas del USDA de Estados Unidos tienen prohibido discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, edad o represalia o venganza para actividades antes de los derechos civiles en cualquier programa o actividad llevada a cabo o financiada por el USDA.

Las personas con discapacidad que requieran medios alternativos de comunicación para la información del programa (por ejemplo, Braille, letra grande, cinta de audio, Lenguaje de Signos Americano, etc.) deben ponerse en contacto con la Agencia (estatal o local) donde solicitaron beneficios. Las personas sordas o con problemas de audición o discapacidades del habla pueden comunicarse con el USDA a través del Servicio de Retransmisión Federal al (800) 877-8339. Adicionalmente, la información del programa puede estar disponible en otros idiomas además del inglés.

Para presentar una queja de discriminación del programa, favor de completar el Formulario de USDA Queja de discriminación del Programa, AD-3027, que se encuentra en línea en http://www.ascr.usda.gov/complaint_filing_cust.html, y en cualquier oficina del USDA, o favor de escribir una carta dirigida USDA y favor de poner en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al (866) 632-9992. Envíe el formulario completado o una carta al USDA por: (1) correo: Departamento de Agricultura, Oficina del Secretario Adjunto de Derechos Civiles, 1400 Independence Avenue, SW, Washington, DC 20250-9410 EE.UU.; (2) Fax: (202) 690-7442; o (3) Correo Electrónico: program.intake@usda.gov.

Esta institución es un proveedor de igualdad de oportunidades.

EOC Charter High School Student Handbook

National School Lunch Program Civil Rights and Confidentiality Procedures

1. The Agency/School will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The Agency/School will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, religion, age or disability.
3. The Agency/School will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established Agency/School procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP and SBP benefits and services, and employment practices with regard to the operation of its NSLP and SBP. The Agency/School will forward any civil rights complaint regarding the Agency/School's nutrition and food services to ODE's civil rights coordinator within three days of receiving the complaint.
5. The Agency/School will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The Agency/School will maintain strict confidentiality of all information on the confidential application for free and reduced price meals, including students' eligibility for free or reduced price meals and all household information. The Agency/School's NSLP and SBP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's confidential application for free or reduced price meals without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
 - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or the Food Stamp Program;
 - b. Any other confidential information contained in the confidential application for free and reduced price meals (family income, address, etc.) may be released without written consent only to persons who operate or administer NSLP, SBP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

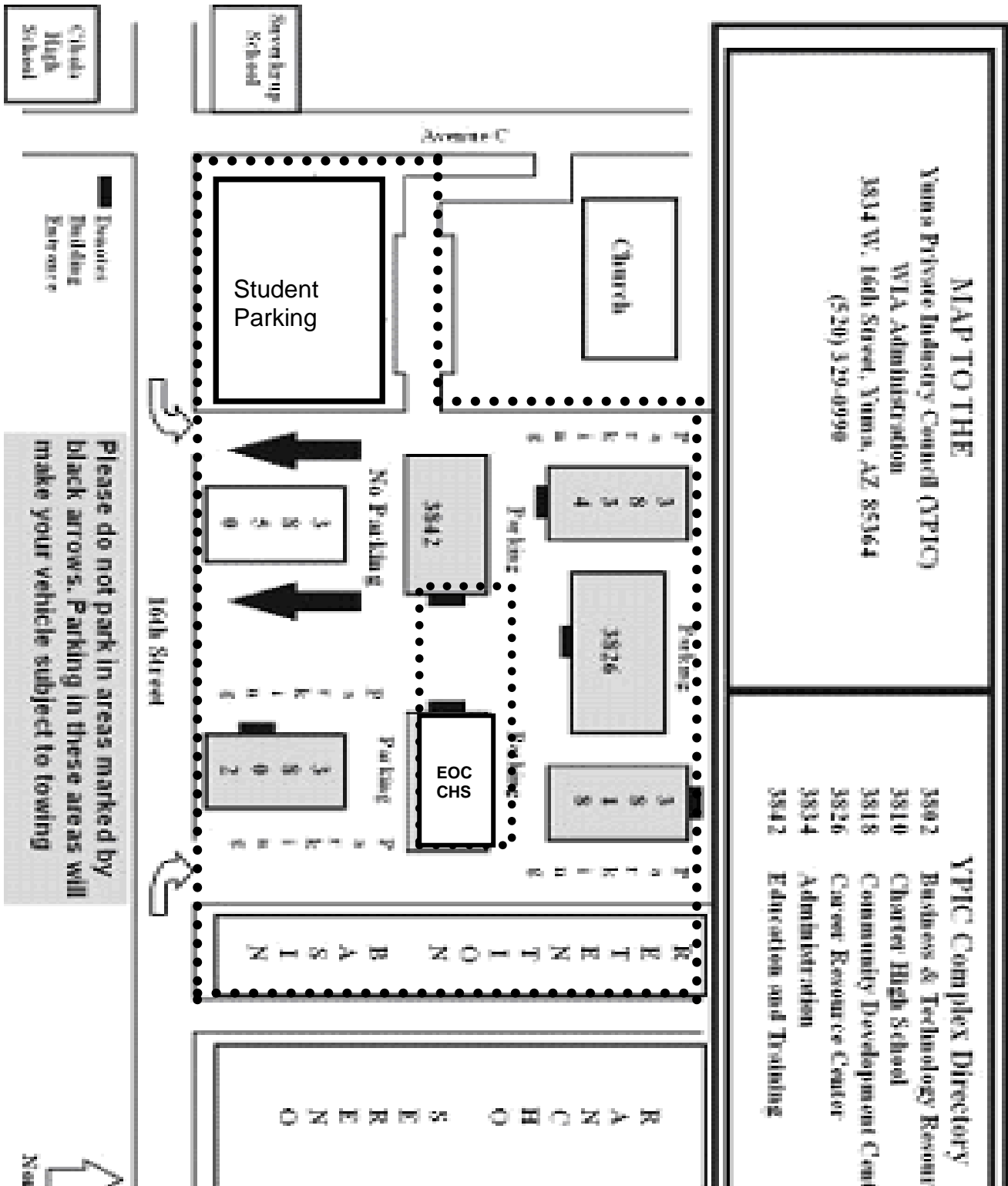
If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](https://www.ascr.usda.gov/complaint_filing_cust.html), found online at www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program_intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

Declaración de no discriminación: Explica qué hacer si cree que lo han tratado de manera injusta. "De conformidad con el derecho federal y con la política del Departamento de Agricultura de EE.UU., se prohíbe a esta institución discriminar por motivos de raza, color, nacionalidad de origen, sexo, edad, o discapacidad. Para presentar una queja por discriminación, escriba a USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, o llame gratuitamente al (866) 632-9992 (voz). Las personas con impedimentos de audición o discapacidades del habla se pueden comunicar con el USDA por medio del servicio de retransmisión federal (Federal Relay Service) al (800) 877-8339 o al (800) 845-6136 (en español). El USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos".

EOC Charter High School Student Handbook



1. Smoking is not permitted on school campus (East of Ave C; North of 16th Street; West of Rancho Sereno; South of North Wall) at any hour.
2. At lunch students are permitted in building EOC CHS, the North Side of building EOC CHS, and between buildings 3842 and EOC CHS.
3. During school hours, students must receive permission to go to other buildings or parking lots.

EOC Charter High School Student Handbook

**Educational Opportunity Center
Charter High School
Title I: School Wide
School-Parent-Student Compact**

This agreement constitutes the responsibilities of the school, parent, and student. Actions of all parties are necessary for successful completion.

General Responsibilities

School Responsibilities

- The school will take every action necessary to ensure a safe and productive environment.
- The school will consistently use effective researched practices for instruction. We will provide a high quality curriculum with immense support.
- The school will inform students and families of events that are pertinent to the success of the student. Such events include attendance, grades, behavior incidences, assessment results, and other situations that effect the education of the student. The school will welcome visits by parents on any occasion to ensure open communication.
- The school will teach necessary behaviors and routines that are crucial for school success.
- The school will evaluate all staff to ensure effective methods of instruction, guidance and management are being utilized consistently.
- The school will provide public transportation (YCAT) to and from school as a privilege to the student and family.
- The school will provide parents a systematic way to solve grievances or recommend changes to school programs and components.
- The school will provide students with a format in which school governance receives representation by students.

Parent/Guardian Responsibilities

- Ensuring student is punctual and attends school.
- Provide home environment that facilitates the completion of academic studies
- Communicate daily with student about school activities
- Attend conferences, orientations and activities the student is involved in.
- Work with the student to ensure they have an adequate place to live while enrolled at the school.

Student Responsibilities

- Students will be on time in their assigned seat daily.
- Students will demonstrate behaviors listed on “Behaviors skills to Teach and Model”.
- Students will follow rules listed on “Hornet Rules”.
- Students will follow special rules established by classrooms.
- Students will follow reasonable expectations established by parents, guardians, and caregivers- regardless of student age if they are receiving financial or housing from the parent, guardian, or caregiver – as long as the expectations are not beyond the rules, expectations, and norms of our community.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

EOC Charter High School Student Handbook

Compliance Page

Please initial each area to verify that you have read, understand and comply with the expectations and guidelines outlined in each section:

Parent	Student	
_____	_____	I have read, understand and comply with the enrollment guidelines and Academic Progress Policy.
_____	_____	I have read, understand and comply with Requirements for Graduation.
_____	_____	I have read, understand and comply with the Attendance Policy, Tardy Policy and Perfect Attendance Policy.
_____	_____	I have read, understand and comply with the Instructional Procedures; Mandatory Tutoring; Policy on Student Parking; and Telephone Messages
_____	_____	I have read, understand and comply with the Transportation guidelines.
_____	_____	I have read, understand and comply with the Behavior Skills and School Rules.
_____	_____	I have read, understand and comply with the Suspension; Alternative to Suspension; and Detention Policy
_____	_____	I have read, understand and comply with the discipline procedures .
_____	_____	I have read, understand and comply with the guidelines set forth for Personal Appearance; Restroom Procedures and Cell Phone policy.
_____	_____	I have read, understand and comply with all Policies outlined in the following headings: Closed Campus; Visitors; Aggression; Intimidation; Damaging Property; Food/Drinks; Cheating; Sleeping in Class; Lending/Borrowing Items; Personal Items; Providing False Statements; Creating False Alarms; Disruptive Behavior; Interpersonal Relationships
_____	_____	I have read, understand and comply with the policy regarding Use of Police and Serious Offenses
_____	_____	I have read, understand and comply with the policy regarding bullying and harassment
_____	_____	I have read, understand and comply with the language outlined in the document "Computer/Internet Usage Agreement and Release of from Liability."
_____	_____	I have read, understand and comply with the policy on search students and student property.
_____	_____	I have read, understand and comply with the Typical Consequences for Inappropriate Behavior.
_____	_____	I have read, understand and comply with the Hearing and Appeal Process
_____	_____	I have read, understand and comply with the regulations established by State of Arizona in Revised Statutes 15-841 regarding student behavior and discipline
_____	_____	I have read, understand and comply with all sections and policies established in the handbook and understand that the student listed on this page will be held accountable based on the policies established in this handbook.

Student and parent must sign below after discussing contents of the Student/Parent Handbook. By signing, you agree to abide by all of the regulations and Policies set forth in the handbook.

Parent: _____ ***Date:*** _____

Student: _____ ***Date:*** _____

Please Print Student Name Here: _____

EOC Charter High School Student Handbook

2024/2025 Calendar and Bell Schedule

<p>4 Independence Day 25 Teacher Return</p> <p>OTR start/end No students Holiday</p>	<p>JULY '24</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>JANUARY '25</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p>7 Winter Break ends 8 Q3 Begins 20 M.L. King Day 14 100th Day</p> <p>(17 School Days)</p>	S	M	T	W	Th	F	S							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								
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<p>2 Labor Day 25 Civics Celebration Day 26 40th Day</p> <p>(20 School Days)</p>	<p>SEPTEMBER '24</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>MARCH '25</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>6-7 Finals 7 Q3 Ends 10-11 Non Student Days 12 Q4 Begins 31 Spring Break</p> <p>(18 School Days)</p>	S	M	T	W	Th	F	S	1						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					
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<p>10-11 Finals 11 Q1 Ends 14 Columbus Day 15 In Service 16 Q2 Begins</p> <p>(21 School Days)</p>	<p>OCTOBER '24</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>APRIL '25</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table> <p>1-4 Spring Break 18 Good Friday 20 Easter</p> <p>(17 School Days)</p>	S	M	T	W	Th	F	S							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										
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Monday through Thursday Schedule

Activity	Time
Breakfast	7:45 – 8:10
Period 1	8:15 – 9:40
Period 2	9:47 – 11:17
Lunch	11:17 – 11:42
Period 3	11:42 – 1:07
Period 4	1:14 – 2:50

Friday Schedule

Activity	Time
Breakfast	7:30 – 8:10
Period 1	8:15-9:15
Period 2	9:21- 10:21
Period 3	10:27 – 11:27
Period 4	11:33 – 12:33
Lunch	12:33