

**E.O.C High School
2013-2014
Handbook**



EOC Charter High School Student Handbook

School Mission Statement

The mission of the Educational Opportunity Center is to provide an **exceptional learning opportunity** that will **maximize student achievement to include demonstrating proficiency on State Exit Exams** through a **high support environment** to enable students to become productive, contributing, and successful citizens.

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 similar to the AIMS math and reading tests to assess math and reading levels. The assessments will 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:
 - 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:

Dear Parent or Guardian:

June 3, 2013

In accordance with the *No Child Left Behind Act*, we want you to know that every parent of a student in a Title I school has the right to request and receive information regarding the professional qualifications of your student's classroom teachers.

Information regarding the professional qualifications of your child's classroom teacher includes the following:

Access to Teacher Qualifications and Resume:

- A teacher's professional qualifications, licensure, grade/s certification, waivers
- A teacher's baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- An annual notice of Student Education Records Privacy and Notice for disclosure of School Directory Information
- An assurance that their child's name, address, and telephone listing not be released to military recruiters

All parents will receive information on the following:

- Their child's level of achievement in each of the State academic assessments
- Notification of right to transfer child to another school in the district if student becomes the victim of a violent crime or is assigned to an unsafe school.
- District Family Involvement Policy and School Parent Involvement Policy
- Their right to public school choice, supplemental services, and more effective involvement if their child's school is identified for school improvement.

Please make all requests to 329-0990 extension 131.

Sincerely,

Brian Grossenburg
Principal

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Staff and Levels of Support

EOC School Board

Edward Ford

Ken Rosevear

Steve Miller

Tom Tyree

Maria Chavoya

Yuma Private Industry Council, Inc. Administration

John Morales

Executive Director

Pat Romant

Operations Director
(Superintendent)

EOC Staff

Brain Grossenburg

Principal

Theresa Dover

Counselor

Amber Cygan

Registrar
Homeless/Dropout
Liaison

Obdulia “Duly” Gamez

Lunch Program
Coordinator

Teachers

Juan Lerma

Math Teacher

Danielle Munoz
Special Education
Teacher

Jackie Perez

History Teacher

Prabha Nair

English Teacher

Adam Carrizales

Science Teacher

Para educators

Obdulia “Duly” Gamez

Ruben Soqui

Sylvia Lopez

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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

The following items and activities must be completed prior to enrollment:

- Enrollment packet: If a student is under 18, the parent or guardian must sign the enrollment forms.
- Enrollment packet must contain the following items: Copy of Social Security Card, Birth Certificate, Proof of Residency, Official Transcripts, Immunization Record, and Withdrawal Slip from previous school
- Students must complete testing as required (TABE, , State Tests & Language Assessments). Failure to test will result in a withholding of credits until testing is complete.
- Students must attend orientation to review procedures and expectations. Special needs will also be identified at orientation.

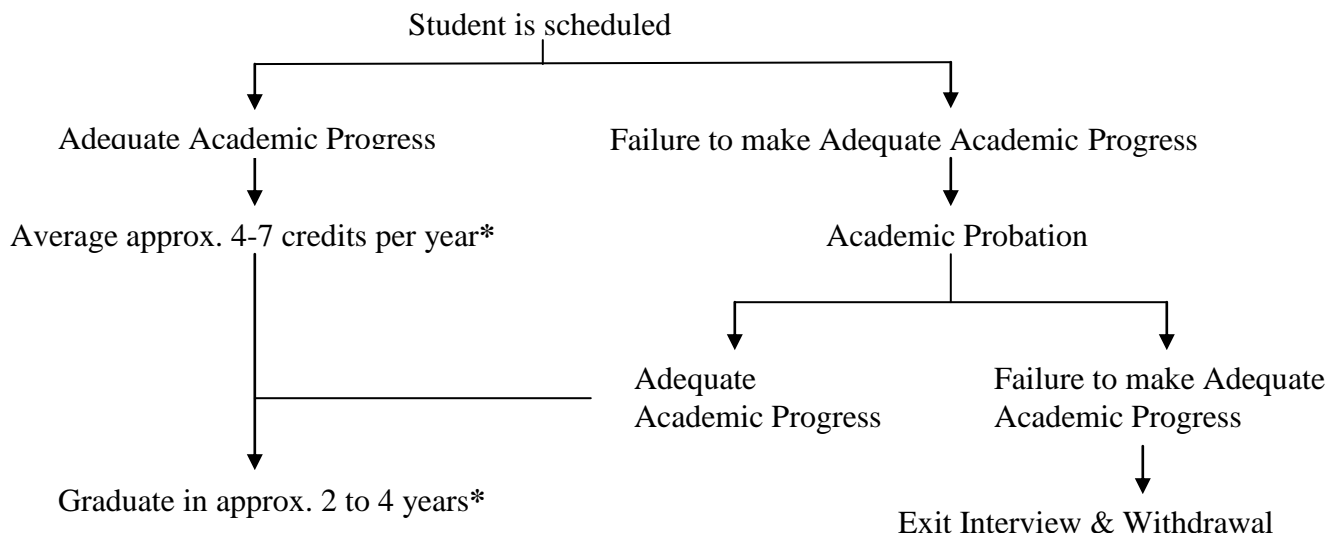
Students will not be enrolled unless all of the above items are met.

Academic Progress Policy:

In order to accomplish graduation with 22 credits students must continue to make sufficient academic progress each instructional block. Progress reports are mailed to the most recent address listed with the registrar at the week following the instructional block.

Adequate academic progress is defined as having a grade of a D or better in at least 50% of scheduled courses at the end of each quarter. If a student fails to maintain academic progress, the student will be notified that they have been placed on academic probation. On Academic probation, the responsibility then falls on the student to pass at least 75% of scheduled classes the following quarter. If the student is not passing at least 75% of classes the student will be withdrawn from the school list at the end of the quarter. An exit interview will be conducted by school administration upon withdrawal.

Flow Chart for Academic Progress



*** Note:** Credits earned and time of graduation is influenced solely on the student's ability to progress successfully through the school's standards of performance. The times listed are only approximate time frames based on past performance of most students.

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Course Credit & Graduation Plan

The Educational Opportunity Center has developed a mastery-based approach to student achievement. The Arizona Standards are reflected in the courses. As students demonstrate mastery in coursework, they receive academic credit. Students move to higher course offerings as the block schedule progresses. The mastery-based approach ensures that all graduates will have at least the minimum skills necessary to work proficiently.

Students are required to achieve 22 academic credits to become eligible for graduation. A graduation plan is developed that outlines credits toward graduation. Students are advised on courses required for graduation. All transfer credits must be validated by a transcript from the school in which the credit was earned. The student and school counselor will prepare the graduation plan

Graduation Requirements

Language Arts and Public Speaking	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Lab Sciences	3 Credits
Health and Physical Education	1.5 Credits
Fine Arts/Technology	1 Credit
Electives	5.5 Credits
Total Credits	22 Credits

Arizona High School Graduation Requirements*

<p><i>Class of 2014</i></p> <p>English 4 credits Mathematics⁽¹⁾ 4 credits Science⁽²⁾ 3 credits Social Studies 3 credits CTE/Fine Art 1 credit Electives 7 credits</p> <hr/> <p>Total 22 credits</p> <p>(1) Mathematics courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant mathematics content as determined by district governing boards or charter schools. (2) Science courses shall prepare students for the high school AIMS test (life science). A.R.S. § 15-203 prohibits the SBE from adopting changes to these requirements that will impact “capital costs.”</p>

*This document is a summary of Arizona’s minimum course of study. Please refer to A.A.C. R7-2-302, R7-2-302.01 and R7-2-302.02 to view the complete requirements. These rules can be accessed through the Secretary of State’s website at: http://www.azsos.gov/public_services/Title_07/7-02.htm

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.

Basic Employment Skills Proficiency Assessment (BESPA):

The BESPA is a measurement that scores a student's ability to maintain the basic skills and behaviors necessary to maintain employment. Each student is measured for eight weeks during their first period each quarter. Competency on the BESPA is valued at .25 credits. The student must achieve an overall score of 80% in 4 categories. The BESPA measures the following categories:

- **Punctuality:** Students must be in the classroom by 8:30 a.m.
- **Participation:** Students must respond to questions, follow directions and complete activities.
- **Work Completion:** Students must complete all tests and assignments with a score of 60% or better.
- **Interpersonal Relationships:** Students must follow staff directions, keep pleasant face and voice, and handle conflicts in a positive manner.

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.

Arizona Instrument to Measure Standards (AIMS):

The school awards .5 credits for passing each area of the AIMS. The credits may be applied to ninth or tenth grade curriculum.

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.

*** Independent study credits earned within a given quarter will not be awarded if student loses credit for given quarter due to excessive absences.**

*** 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.**

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School Schedule:

Monday through Thursday Schedule

Activity	Time
Breakfast	7:55 – 8:20
Period 1	8:30 – 9:50
Period 2	10:00 – 11:30
Lunch	11:30 – 11:55
Period 3	11:55 – 1:20
Period 4	1:30 – 2:50

Friday Schedule

Activity	Time
<i>Breakfast</i>	8:10-8:30
Period 1	8:30-9:45
Period 2	9:50- 11:05
Period 3	11:10 – 12:30
Lunch	12:30 – 1:00
Period 4 does not meet on Fridays	

Students with **perfect attendance for the week will be released at **12:00**.

Students with time **under 2 days of absences release at **12:30**.

****Mandatory** make-up for students **over 2 days** of absences **12:30- 1:00**.

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).

Attendance Policy

Students are expected to attend all classes. Students must attempt to schedule work, job interviews, and nonessential appointments before or after school. Students will be held accountable for all absences. An absence is defined as a student's non-attendance in his/her classroom during an assigned period for any reason. Please review attendance guidelines below:

Absences will be limited to **3 absences per 9-week** quarter. If absences extend beyond **3 days** of absences, **the student may be dropped**. If the student has more than 3 cumulative absences at the end of the quarter the student may be dropped and forfeit earned credits. If the student is not dropped, the student will forfeit earned credits. This includes any credits earned through independent study.

Students that accumulate more than two days of absences may be required to complete mandatory make-up time in addition to being released later on Fridays.

The responsibility of knowing and ensuring that absences do not extend past 3 days falls upon the student. If your name is highlighted on the attendance bank, you need to **make up time**.

All absences, unless otherwise stated, will need to be made up outside of class time. **Make up time will be limited to 15 hours each quarter.** See Below for available times:

Time	Days	Location
2:15 – 3:45	Mon - Thur	Computer Lab

*****If the absence occurs in the last week of the academic block, the absence must be made up in that last week.** Transportation is not provided.

Students are required to call or have a parent/guardian call the school at 329-0990, ext 130, Calls from students are not acceptable unless they are 18 years of age or older. **If a parent or student that is 18 years or older calls prior to 8:00 a.m. on the day of the absence, thirty minutes will be deducted from the time that is owed.**

Legitimate absences due to illness or other extenuating circumstances, verifiable by the appropriate professional, must be reported to the school attendance office in writing upon return to school.

The educational opportunity Center Charter High School reserves the right to verify all excuses.

In adherence to ARS 15-802, the school principal or designee has the right to review and excuse student absences. Documentation must be provided.

The following list explains valid absence reasons:

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- Personal hospitalization or hospitalization of a dependent child, parent, or spouse verified by hospital discharge papers.
- Death of a family member (mother, mother in-law, step mother, father, father in-law, step father, brother, brother in-law, step brother, sister, sister in-law, step sister, son, step-son, daughter, step-daughter, husband or common law husband, wife or common law wife, niece, nephew, aunt, uncle, grandparent) verified by an obituary and documentation form the mortuary. 1 absence excused for funerals within Yuma/La Paz counties, 4 absences excused for out-of-town funerals. If more time is required a request in writing to the purpose of the extended time.
- Emergency doctor/dentist appointment verified by a doctor. Personal illness that results in 4 days or more of absences. All days absent need to be verified by a doctor.
- Extreme illness of a child, parent, or spouse verified by a doctor
- Childcare emergencies verified by childcare provider. The childcare provider must provide an excuse that is on the list of legitimate excuses.
- Extreme transportation emergencies (i.e. accident) to exclude traffic violations.
- Recommendations by law enforcement personnel.

Tardy Policy

A tardy is defined as not being in class ready to work at the beginning of the period for any reason. Tardiness will only be excused if a student meets one of the criteria for a legitimate absence and brings the appropriate documentation with them when they come to school (this means the same day). Students who fail to provide documentation of a legitimate tardy will be considered tardy. **A tardy will result in a detention for the day after the tardy occurred.**

Time late to school accumulates as absences. There is an average of 300 instructional minutes (5 hours) in a school day. In circumstances where tardies extend the time past 3 days of absences during a 9 week instructional block, the student may be dropped. Again, Make-up time must be completed in the 9-week instructional period in which the absence occurred.

Attendance Bank

The attendance bank tracks the amount of time each student owes or has accumulated in reserve. Some absences can be predicted (i.e. maternity leave, required family events, etc.) and can therefore be dealt with before the absence occurs. **The charter school allows students the flexibility to attend extended school days in which the student can complete assignments and accumulate time in the bank. Time in the bank may not exceed 15 hours each quarter.** In order for time to be recognized, the student needs to report to a classroom, sign in with the teacher and complete tasks that are assigned. **Only time on assigned tasks is recognized as make up time.**

The attendance bank is posted a minimum of two times per week. Remember that students that have more than 3 days of accumulated absences at the end of a 9 week quarter may be dropped and could lose credits earned that quarter.

Below is an example of a page from the Attendance bank:

	Name	time owed			time credited			Daily Activity			Tot	ex dy	ex hr	Dys ab	Make -Up		
		dys	hr	mi	Dy	hr	mi	Mon	Tue	Wed					Hrs	Min	
			s	n	s	s	n	8	9	10							
1	Doe Jane				1	3	30	30				30					
2	Smith Juan	1	3	52				-3				-3					2
3	Re Oscar	3	4	36				-5	30			-27					3
4	Solo, Hans		15	41				180	-90			90					4
5	Manila, Sal	2	6	30				-150				-150					5

A. Name: Each student can be located by last name then first name.

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- B. Time owed: These 3 columns list the amount time students need to make up. For example, Oscar Re needs to make up 3 days, 4 hours and 36 minutes.
- C. Time Credited: These 3 columns list the amount time students have “banked”. For example, Jane Doe has 1 day, 3 hours and 30 minutes in the bank. If Jane is absent for 1 day, it will reduce her bank time by 1 day, but the absence will not show in the time owed.
- D. Daily activity: These columns display whether the student made time up or was late for the day. A positive number indicates time made up; a negative number indicates time late.
- E. Tot: This column calculates the amount time either owed or made up. Depending on the results, the time is reflected in the time owed or time credited columns.
- F. Make-Up: This is the total amount of Make-Up time each student has accumulated in the 9-week period. Total amount limited to 15 hours.

Attendance Interventions

Interventions will be made by first period teachers. Teachers will check attendance bank daily and keep track of first period class student’s attendance. The following interventions will be used to encourage student attendance and to assist students whenever possible.

- In school contact with student
- Phone call to student
- Phone call to parents
- Home visits

Due Process Procedure

- a. A student or parent(s)/guardian(s) disagreeing with the decision to withhold credits due to excessive absences (or any other disciplinary action) may request in writing a review of the school official's decision by the school board. Such request shall be made within three school days following the imposition of the decision. The school board shall consider only the following grounds in reviewing the decision:
 - i. alleged denial of a right available to the student that resulted in an unfair hearing
 - ii. new evidence
 - iii. allegation of insufficient evidence
 - iv. allegation of excessive punishment
- b. The school board may affirm the decision or reduce the discipline imposed. **The decision of the school board, upon review of the decision and the relevant facts available to them, is final.**

Small or Large Group Instruction Procedures

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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.

Reading Acceleration and Math Acceleration Classes

Students that have not displayed competency on state exams or lack academic credits in math or English will be enrolled in mandatory classes that will improve their abilities to read, write and complete math more effectively. **The school will award academic credit for the courses; but because of educational experiences of each student, total cumulative credits may exceed the minimum necessary credits for graduation.** Based on assessments, a student will be enrolled in 1 of 5 leveled classes. Levels one through three can be counted towards beginning course credits and work place credits. Level four and five can be counted towards any course credit with in its realm of study, technology credit, and work place credit.

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 withdraw or assign detentions when students miss mandatory tutoring sessions. The school will, to its best ability, work with families to establish a tutoring schedule that works around family and student responsibilities.

Lunch Intervention

Starting the fourth week of each quarter, students that are failing classes will be assigned an intervention period from 11:30 to 11:55 to complete missing work. Students will have their lunches postponed until 1:20 p.m. . This lunch period will only be ten minutes so students will need to move and eat with diligence. Once **all teachers** verify that the student is passing assigned classes, the student will return to a normal schedule. Because it takes time to validate that work is done accurately, clearing a student back to normal schedule usually takes an extra day under the intervention framework. **The most important goal is to provide every student the opportunity to pass their classes which will lead to graduation.**

Withdrawal 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.

Withdrawal from school due to failure to maintain academic progress, will result in a conference with school administration. Parents will be notified.

Parking

Students will park their vehicles in West Yuma Southern Baptist Church parking lot. The school assumes no responsibility for items left in vehicles or the vehicles itself. Students will not be allowed to

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loiter in the parking area or use their vehicles as lockers. **Parking in front of YPIC offices or other 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. Students need to enter and exit through Avenue C. Students may not drive through the parking areas that directly service agency buildings.

Telephone Messages

Telephone messages for students will be recorded and delivered to a student during breaks unless the call is an emergency. This does 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 School Manager. Items are discarded at the end of each academic block.

Confidentiality of Student Records

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 Counseling Office. Federal Law also permits parents to file a complaint with the Family Educational Rights and Privacy Act in Washington, D.C., (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. These rights transfer to the student when he/ she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- 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.

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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.

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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 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 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 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. 130 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.

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. Students will not use profane or offensive language.
4. No use of tobacco products, drugs or alcohol on the bus.
5. Students will not create loud noises, disruptions or disturb other passengers.
6. Students will not throw or shoot any objects inside of or at the vehicle or at other passengers.
7. Students will conduct themselves in an orderly manner at all times.
8. Students will not hang any part of their body outside the window.

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.

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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 withdrawn from school. If the school administrator withdraws the student where the bus/vehicle is stopped, the student will need to find transportation home.

Basic School Rules

1. Allow others to learn

- **We will not tolerate anything that stops us 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 from 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 with you.

Positive Consequences:

- Credits that will lead to a **DIPLOMA!!!!**
- **\$25.00** for "A" Honor Roll
- Chance for **\$25.00** for "A/B Honor Roll
- **Snack passes & Bank Time Coupons**
- **Goal Setter and Hero Awards**
- **Other appropriate recognitions**

Negative Consequences:

- **Detentions**
- **Isolations (In or Out of class)**
- **Sent Home**
- **Suspensions w/ responsibilities**
- **Drop from school**
- **Cleaning restrooms (toilets) or other facilities**

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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.

Hero Pack:

Students that have perfect attendance; meet academic and discipline expectations will receive a Snack Pass and Bank Time Coupon weekly. The snack pass can be used to purchase any item from our Snack Room. The Bank Time Coupon is presented to the registrar and will deposit fifteen minutes to your make-up time.

Student Council:

The Student Council is made up of representatives of the student body. Teachers recommend students to represent them for the school year. The exiting student council selects replacements for graduating or exiting council members. The student council has guidance over student activities, clubs, and organizations. The student council decides on how student raised funds will be spent.

Peer Review Board:

In addition to completing student council responsibilities, Student Council members also 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 with Responsibilities

If you are suspended for more than part of a day, you will be given responsibilities to complete at home. This is referred to as, “**Suspension with Responsibilities**”. Responsibilities may include cleaning your yards, kitchen, living room, bathroom, and/or your bedroom. Prior to returning to school, a school representative(s) will visit to ensure the areas have been cleaned. If the areas do not meet the approval of the representative(s), the student will not return to school until the responsibilities have been completed satisfactorily. Suspension days will count towards absence days.

Detentions:

If you are assigned detention, you will serve the detention the following day. This gives you 24 hours to inform family, work and others that you will be released 30 minutes later than usual. You must report to the detention room no later than 10 minutes after dismissal. During detention, you may be required to perform basic physical exercises 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 withdrawn from the school list.** All detentions from previous quarters carry-over to following quarters. All detentions must be cleared prior to release of grades or credits.

Discipline Procedures:

Each Teacher will use the following procedure to correct behavior errors.

- Teach Behaviors before class for first week and once a week after week or as needed
(Students: This is considered you're warning!)

Consecutive Events that occur in one class period:

- *First incident: Ask student to recite the proper steps for the desired behavior.*
Example: “(Student’s Name), 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. Student **may** report to teacher at end of day to receive abbreviated instruction they missed. Behavior skills will be taught prior to teacher’s academic instruction. On 3 consecutive days of being sent home, student is withdrawn from school list.*

When should procedure be used:

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.**

What happens if:

○ You are sent out of the class

1. You need to report to the principal’s office or counselor’s office
2. You are marked absent for the rest of the period
3. You may be given cleaning duties or other tasks

○ You are sent home or suspended

1. Report to the registrar that you are being sent home.
2. Notify your parent that you have been sent home or suspended.
3. Make arrangements for transportation home.
4. Sign the “SENT HOME” log.
5. Wait **outside** the school until your transportation arrives.
6. 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.

If you disagree with the direction given to you or the consequence given to you – you need to follow these steps:

1. **Keep a pleasant face and voice**
2. **Wait till Staff is Free**
3. **Discuss the Issue**

Or,

- **You may request a school administrator to assist with the meeting between the teacher and student.**
- **You may request the school administrator to present the issue to the Peer Review Board.**

EOC Charter High School Student Handbook

Specific Expectations

Personal Appearance

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 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., see-through blouses or shirts, halter tops, razorback t's, blouses that expose midriff, 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 where the fingertips of an extended arm touch the fabric of the shorts or skirt.
5. No bare feet
6. 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.
7. All undergarments must be covered.
8. No bandanas or dew rags are permitted.
9. Sunglasses, caps and hats will not be worn in the building.

Any apparel which is offensive or disruptive to staff and students is prohibited. Students and staff will be appropriately groomed and clean.

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. **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. If a student uses the restroom during the occurrence of direct instruction; the student will receive a disciplinary consequence outlined in this procedure.** 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.

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.

EOC Charter High School Student Handbook

- 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 3 minutes in time. If the student is absent from the room for more than 3 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.

Consequence Defined and Limitations:

1. Each violation of the above procedure will result in 1 detention as outlined on page 15 of the student handbook.
2. 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.

Cell Phones

Students will not be permitted to bring cell phones into the school. Student’s may check their cell phone’s in with the registrar, counselor or school manager upon arrival to school, however the school is not responsible for lost or stolen cell phones. All student cell phones that are not checked in with staff will be confiscated immediately. **This includes cell phones that are identified through school safety and school well checks.**

On the first offense, **the parent or documented guardian** must retrieve the cell phone for the student between the hours of 3:00 to 4:00 Monday through Thursday. The phone will be returned to the individual listed on the most recent cell phone bill or the parent or guardian. Friends and other relatives, such as spouses, siblings, grandparents, aunts and uncles are not be permitted to retrieve the cell phone. There will be no exceptions.

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

On the third and subsequent offenses, the student will be suspended until a disciplinary conference with the parents 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. Such implementation must be accompanied with a detailed plan of implementation.

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 131.

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 visitors 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, classrooms, offices, labs, service learning sites, etc without prior permission from the front desk or administration.**

- Aggressive physical contact is not permitted. If staff or students are approached by aggressive situation they need to flee and call out for help immediately.

Any Student involved in an aggressive assault of another student will be withdrawn from school and will not be able to apply for re-admission into EOC Charter High School. Unless a clear victim can be established, all students involved are dropped.

- Intimidation of any form will not be permitted.
- Damaging school property, which includes text books or the property of others, will not be permitted.
- 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.
- Sleeping in class will not be tolerated. Students will not be allowed to rest their heads on the desks even if not asleep. Students are expected to remain alert and on task for the entire time they are present in school.
- 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.**
- 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-also includes any other negative behavior covered by the handbook. Consequences for disruptive behavior 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 are not. The following question will set the limits well:

“Would my parent like a _____ from me?”

EOC Charter High School Student Handbook

Weapon/Gang/Drug Free School Code

Weapons: are any item used to harm a person or property.

Gang: association through demonstrated appearance and/or behaviors to a group that encourages illegal behaviors and/or actions with the purpose to physically, psychologically or socially harm.

Drug: any item that is used to negatively alter the physical and/or psychological state of a person and is not within the monitoring of a health professional (i.e. misuse of prescription and/or over the counter drugs). Items include paraphernalia such as pipes, bongs and syringes. Other items include illegal narcotics, tobacco and alcohol.

Items and actions that fit the above definitions result in referrals to outside agencies such as law enforcement, juvenile services, child protective services, and various social service agencies. In conjunction with the referral, the school will not permit a student on site that possesses, demonstrates or is under the influence of weapons, gangs, or drugs. This strict stance is to ensure the safety of all members of the learning community.

Use of Police

It is the philosophy of the school that the responsibility for managing student behavior rests with the student and staff. Efforts will be made to handle behavior challenges in house, according to the policies and procedures set forth by the Board. However, when violations of state laws or municipal ordinances occur, or when students or parents refuse to work within the established policies of the school, or where security of person or property appears to be in jeopardy, the staff will not hesitate to call the police and initiate arrest and prosecution proceedings.

The following is a list of severe items that will constitute the involvement of law enforcement:

1. Possession of dangerous weapons on school property or at a school-sponsored activity. The school may seek full prosecution under the law for the possession of weapons and actions that cause harm. **Permanent expulsion by the School Board may occur.**
2. **Gang Behavior**, such as bandannas, signing, inappropriate language, tagging, etc will result in a referral to law enforcement. If gang behavior results in harm to person or property the school will seek full prosecution under the law. **Permanent expulsion by the School Board may occur.**
3. Possession of illegal drugs, adaptable synthetic drugs such as “Spice” (Synthetic Cannaboid), drug paraphernalia, or alcohol will result in referral to law enforcement. A student may request services to assist in breaking the dependency upon drugs, alcohol and tobacco. Plans will be created for those that display the courage to seek out help. **Permanent expulsion by the School Board may occur.**
4. Distribution of illegal drugs, over the counter drugs and prescription drugs; which includes concealing in an area that is not under direct contact, may result in referral to law enforcement and the school will seek full prosecution under the law. **Permanent expulsion by the School Board may occur.**
5. **All medications (prescription and nonprescription) must be logged with the registrar and left in the custody of the registrar. Disbursement of the medication will only be authorized according to the instructions written on the medication. You must sign the medication log if you receive any type of medication.**
6. Arizona requires schools to take the following actions towards the use and distribution of tobacco products (ARS36-798.03 and ARS13-3622). Tobacco products are prohibited on school grounds, inside the school buildings, school parking lots or playing fields, in school buses/vehicles, or at off-campus school sponsored events. A person who knowingly sells, gives or furnishes cigars, cigarettes or cigarette papers, smoking or chewing tobacco, to a minor, and a minor who buys, or has in his possession or knowingly accepts tobacco of any kind, is guilty of a petty offense. For the first offense the police will be notified and the tobacco will be confiscated. Further offenses will result in notifying the police, confiscation and short term/long term suspension with the **possibility of expulsion by the School Board.**

EOC Charter High School Student Handbook

Bullying and Harassment

The following bill was passed by the Arizona Legislature and became effective August 2005:

- **HB 2368** – Modifies ARS 15-341 by requiring school policies and procedures on harassment, intimidation and bullying

HB 2368 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).

HB 2368 defines harassment 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 surveil 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.
- B. 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 mechanics' lien claimant or an entity created under covenants, conditions, restrictions or declarations affecting real property.
- C. Harassment under subsection A is a class 1 misdemeanor. Harassment under subsection B is a class 5 felony.
- D. This section does not apply to an otherwise lawful demonstration, assembly or picketing.
- E. 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.

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.

Please be advised EOC 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 for those found responsible of the offense of bullying, harassment and/or intimidation.

EOC Charter High School Student Handbook

EOC Charter High School Staff reserve the right to perform searches of students and student property. A search is defined as:

1. *Students is asked to empty all contents from pockets.*
2. *Student property will be searched by staff. Property includes any item driven, carried or worn that exists within the campus area. This area includes the parking lots that service YPIC and buildings that support YPIC services.*
3. *If 2 causal pieces of evidence exist, the student may be asked to supply a drug test. Refusal to comply will result in immediate suspension. The student may not return until the student complies with the screening request.*

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 staff • Disruptive behavior 	Detention (lunch or after school)	Remove from class with cleaning toilets	Sent home for day
Dress Code	Wear school shirt	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	Suspension, Clean Entire restroom, drug test	On 3 rd event - dropped
Unwanted Visitor	Visitor asked to leave	Visitor asked to leave	Student is dropped
Aggressive physical contact	Dropped and may not reapply		
Intimidation of any form	2 day suspension – if time extends beyond 3 days - dropped	Dropped and may not reapply	
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	Stand up	Loss of chair for day
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	Push-ups or sit-ups Detentions	push-ups or sit-ups Detentions	Sent Home for day
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 withdrawn from school without option of readmission to Charter School.		
Statements and gestures of a sexual nature	Depending on severity consequences may range from a minimum of being removed from class with the duty of cleaning bathrooms to being withdrawn from school without option of readmission to Charter School.		
Weapons	Contact YPD – possibility of being withdrawn from school without opportunity to be readmitted		
Gangs	Contact YPD – Suspended for 2 days	Contact YPD – Dropped from school without opportunity to be readmitted	
Drugs	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. The school may require that YPD is able to determine that information provided was valid. Student receives a long-term suspension or expulsion.		

EOC Charter High School Student Handbook

Special Education

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, mildly/moderately mentally retarded, 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 kept locked in the special education classroom. For returning special education students, a meeting will be held at least once a year to review progress and develop a new IEP.

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.

We do not have a school psychologist on staff because we are a small school district. We contract with school psychologists from neighboring schools to provide evaluations as they are needed. Because the school psychologists are employed by other districts, this often results in setting up the evaluation time for after school or on a Saturday. A student will earn make-up credit for the time spent at school during the evaluation process.

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

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 130
Educational Opportunity Center
3810 West 16th Street
Yuma, Arizona 85364

EOC Charter High School Student Handbook

2013/2014 Title 1 and School Wide 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, the school and parents have developed this parent involvement policy. The policy, which outlines the schools common practices, is incorporated into the district plan and is available to parents and students.

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.

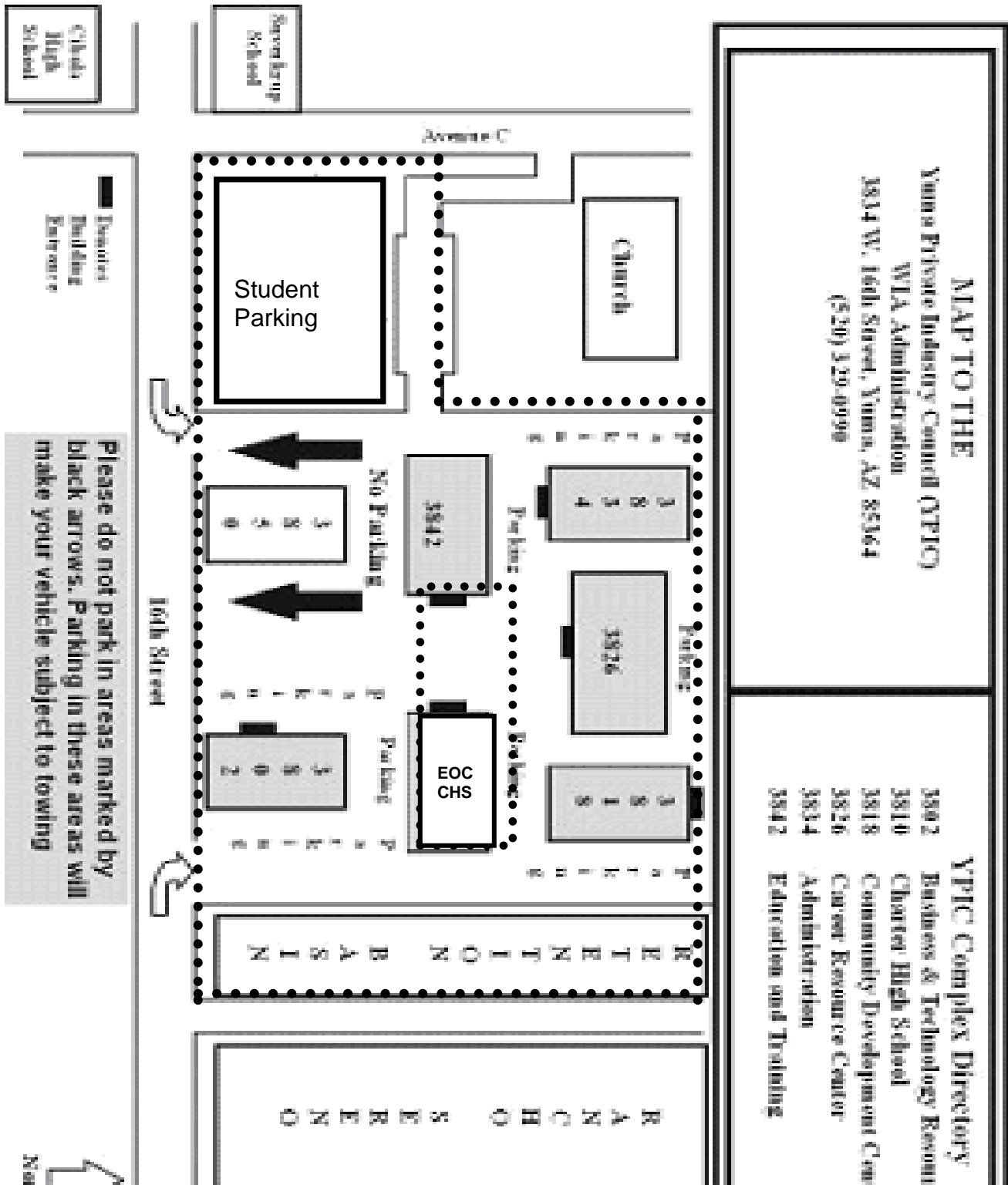
To implement this policy, the school and district will:

- 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, 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 and 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.
- Implement Individual Service Plans in which parents are active participants in their student's education.
- Notify parents on their students performance of the statewide assessment test, district assessment and other normed referenced test.
- 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 growth to include post high school coursework, professional goals and courses the teacher instructs.

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.



MAP TO THE
Yuma Private Industry Council (PIC)
 WIA Administration
 3834 W. 16th Street, Yuma, AZ 85364
 (520) 329-0990

YPIC Complex Directory
 3802 Business & Technology Resource
 3810 Charter High School
 3818 Community Development Center
 3826 Career Resource Center
 3834 Administration
 3842 Education and Training

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

- Parents and guardians will ensure students arrive to school on time and daily.
- Parents and guardians will attend conferences, meetings and events that celebrate or discuss the success of the student.
- Parents will support school philosophies, methodologies, strategies, rules and procedures.

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.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

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Signature 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. |
| _____ | _____ | I have read, understand and comply with Academic Progress Policy and Requirements for Graduation. |
| _____ | _____ | I have read, understand and comply with the Attendance & Tardy Policy. |
| _____ | _____ | I have read, understand and comply with the Instructional Procedures; Reading/Math Acceleration classes; Mandatory Tutoring and Lunch Intervention procedures. |
| _____ | _____ | I have read, understand and comply with the Parking, Telephone and Transportation guidelines. |
| _____ | _____ | I have read, understand and comply with the Behavior Skills and School Rules. |
| _____ | _____ | I have read, understand and comply with the discipline procedures and consequences. |
| _____ | _____ | 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 elements outlined in the Code of Conduct. |
| _____ | _____ | I have read, understand and comply with the guidelines regarding Weapons, Drugs and Gangs. |
| _____ | _____ | I have read, understand and comply with the guideline that EOC Charter High School staff has the right to 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 language outlined in the document "Computer/Internet Usage Agreement and Release of from Liability." |
| _____ | _____ | I have read, understand and comply with the School-Parent-Student Compact and Parent Involvement Policy. |

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 set forth in the handbook.

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

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

Please Print Student Name Here: _____

EOC Charter High School Student Handbook

2013/2014 Calendar

First Day of School (1 st Quarter Begins)	Monday, August 5
Labor Day (No Classes)	Monday, September 2
First Grading Block Ends	Friday, October 11
Columbus Day (No Classes)	Monday, October 14
No School (teachers attend)	Tuesday October 15
Second Quarter Begins	Wednesday, October 16
Veteran’s Day (No Classes)	Monday, November 11
Thanksgiving (No Classes)	Wed, Thurs & Fri, November 27-29
Quarter 2 Ends	Thursday, December 18
Winter Break (No Classes)	December 19 – January 4
Second Semester	
Third Quarter Begins	Monday, January 6
Civil Rights Day (No Classes)	Monday, January 20
President’s Day (No Classes)	Monday, February 17
Third Quarter Ends	Friday March 7
No School (teachers attend)	Monday March 10
Fourth Quarter Begins	Tuesday March 11
Spring Break ***	April 14-April 18
Last Day Seniors	Friday May 16
Final Exams	Tues. May 20 and Wed. May 21
Last Day of School	Wednesday May 21
Graduation	Thursday May 22

1 st block 44 days	2 nd block 46 days
3 rd block 44 days	4 th block 46 days

***Spring Break does not occur with other schools in Yuma or align with the fair. Students are expected to attend school during the fair week.

School Schedule:

Monday through Thursday Schedule

Activity	Time
Breakfast	7:55 – 8:20
Period 1	8:30 – 9:50
Period 2	10:00 – 11:30
Lunch	11:30 – 11:55
Period 3	11:55 – 1:20
Period 4	1:30 – 2:50

Friday Schedule

Activity	Time
<i>Breakfast</i>	8:10-8:30
Period 1	8:30-9:45
Period 2	9:50- 11:05
Period 3	11:10 – 12:30
Lunch	12:30 – 1:00
Period 4 does not meet on Fridays	

Students with **perfect attendance for the week will be released at **12:00**.

Students with time **under 2 days of absences release at **12:30**.

****Mandatory** make-up for students **over 2 days** of absences **12:30- 1:00**.

TESTING DATES:

Name of Test	1 st Date	2 nd Date	Required
AIMS	Oct 21 – Oct 24	Feb 24 – 25*, April 8-9**	If have not passed
District Math Assessment	Aug 5	May 14	
ELL Identifier	Given at each orientation for students with PHLOTE		

* AIMS reading and writing

** AIMS math and science