



CHICANOS POR LA CAUSA
COMMUNITY SCHOOLS



CPLC COMMUNITY SCHOOLS HANDBOOK

2024-2025

Governing Board Approved: 07/10/2024



Visit Us

Envision High School
351 W. Prince Rd. Tucson, AZ 85705
520-887-0045

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 [Envision High School Official](#)  [Envision High School](#)  cplccommunityschools.org/envision



Visit Us

Toltecalli High School
251 W. Irvington Rd. Tucson, AZ 85714
520-807-7923

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CPLC SCHOOLS HANDBOOK

2024-2025

Welcome..... 4

Great Expectations 6

Calendar and Schedule..... 7

School and Community Services 9

Academic Requirements /Information 10

General Information.....15

Restorative Justice19

Enrollment/Admissions.....24

Legal Notices 29

Vision and Mission CPLC Community Schools' vision is to grow the future leaders of our community.

Toltecalli High School: We are an alternative school committed to serving the individualized needs of our at-risk youth. It is our mission to graduate leaders responsible for their community who are academically prepared, empowered to make informed decisions, and confident in their ability to succeed.

At Toltecalli, you will Experience success!

Envision High School is an alternative school that provides opportunities to youth with a safe and supportive learning environment. Students envision the endless possibilities for their future and are empowered to excel, change, and lead.

At Envision You Envision It, We Help Shape It!

History CPLC Community Schools is a nonprofit organization and the charter holder for Envision High School, the Girls Leadership Academy of Arizona, and Toltecalli High School. CPLC Community Schools is an affiliate of Chicanos Por La Causa, Inc. (CPLC), a statewide nonprofit community development corporation. CPLC is a progressive community-based organization that is recognized locally, nationally, and internationally as a model for unified human and economic development. CPLC, as the parent advocacy organization of CPLC Community Schools, builds proactive alliances, unifies borders, and empowers the community.

In 1995, the leadership of CPLC, under the direction of Lorraine H. Lee, Executive Vice President, had a vision to create a high school to advance CPLC's educational goal of increasing educational achievement and graduation rates, developing leadership, promoting civic participation, and increasing college entrance and graduation among Latino youth. A school model was developed that integrates cultural education and community service into the core curricula. Toltecalli High School means "House of People who Create Beauty" and is located on the south side of Tucson. Envision High School opened its doors in 2017 and is located in central Tucson. In 2021, CPLC added GLAAZ to its network. Founded in 2011 and located in midtown Phoenix, GLAAZ is Arizona's first single-gender traditional charter high school. GLAAZ empowers young women to succeed as leaders in their classrooms, communities, and lives.

Educational Philosophy: We value community-focused education (CFE) that integrates the knowledge base of the local community to create a contextual perspective for new learning to occur. The elements of a community-based education are:

- Recognition and use of the predominant language of the community to provide a linguistic context for instruction
- Pedagogy in which teaching strategies contextualize the learning experiences from the perspective of those served
- Curriculum that stresses the importance of the cultural context of the community served and values and celebrates the visual arts, legends, oral histories, and fundamental beliefs of the community
- Strong community participation (including parents, elders, and other community resources) in educating children is evident in the curriculum, planning, and operation of school/community activities
- Knowledge and use of the social and political mores of the community
- A strong desire of all stakeholders to improve the outcomes of the community through problem-solving and action research

Partner Organization Acknowledgements

The following are community partners that help us provide you with an exceptional learning experience:

- Chicanos Por La Causa (CPLC)
- Pima Community College
- J-TED
- Tucson Kino Rotary
- Nahui Ollin
- Community Food Bank of Southern Arizona
- Youth on Their Own
- Arizona Charter School Association
- Amistades
- Pima County Superintendent's Office
- Pima County Health Department
- University of Arizona
- EMERGE! Center Against Domestic Abuse
- El Pueblo Activity Center and Library
- Pima County Community Services
- Southern Arizona AIDS Foundation
- Pima County Juvenile Court
- COPE Behavioral Health Services

Rituals, Customs, Traditions, and Celebrations: The following are common elements students may participate in depending on their school site. Each of the following is a ritual, custom, or ceremony students will participate in as a member of the school family.

- Each morning, the staff will meet and greet students. Each guest, upon entering the building and the classroom, will be greeted with a name, an affirmation, and a sense of direction.
- Students and parents are highly encouraged to help with school activities, including fundraisers, site council meetings, student award nights, financial aid nights, and open houses.
- Families will regularly be contacted by school personnel to discuss grades, behavior, and other student topics. Please ask about opting into our school messenger system.
- Students will take part in school service projects and interschool cultural exchanges that may include the following:
 - Neighborhood Clean-Up
 - CPLC Para Los Niños
 - Xinachtli Youth Leadership Conference
 - Cesar E. Chavez Holiday
 - Coalition Corazón De Aztlán or other approved community activity/project
- Prom is organized every year, and students are encouraged to participate.
- The graduation ceremony is a full graduation event, including cap and gowns, state-recognized diplomas, and medallions. All students and their families are invited.
- Holidays and special observances may be celebrated at both campuses with academic and social activities to commemorate and increase awareness of the celebration. Our recognized holidays are:
 - Labor Day
 - Veteran's Day
 - Thanksgiving Day/Friday
 - Christmas Day
 - New Year's Day
 - Martin Luther King Jr. Day
 - Rodeo Holiday
 - Cesar E. Chavez Day Friday before Easter Memorial Day
 - Juneteenth
- Prior to starting the school year, students and parents are required to attend an orientation where policies and expectations will be shared.



4: Independence Day/Holiday *

JULY 2024						
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			

JANUARY 2025						
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	19

- 1: New Year's Day / Holiday/Winter Break/ No School
- 6: Second Semester Begins
- 8: ½ Day- Professional Learning
- 15: ½ Day- Professional Learning
- 16: 100th Day
- 20: Martin Luther King Day/ Holiday
- 22: ½ Day-Professional Learning
- 29: ½ Day-Professional Learning

- 5: First Day of School
- 7: ½ Day Professional Learning
- 14: ½ Day Professional Learning
- 21: ½ Day Professional Learning
- 28: ½ Day Professional Learning

AUGUST 2024						
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
						20

FEBRUARY 2025						
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	
						18

- 5: ½ Day- Professional Learning
- 12: ½ Day-Professional Learning
- 19: ½ Day Professional Learning
- 20-21: Rodeo Break/No School
- 26: ½ Day-Professional Learning

- 2: Labor Day/Holiday *
- 4: ½ Day- Professional Learning
- 11: ½ Day Professional Learning
- 18: ½ Day Professional Learning
- 25: ½ Day Professional Learning
- 30: 40th Day

SEPTEMBER 2024						
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					
						20

MARCH 2025						
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					15

- 5: ½ Day-Professional Learning
- 10-14: Spring Break/No School
- 19: ½ Day-Professional Learning
- 26: ½ Day- Professional Learning
- 31: Cesar Chavez Holiday*

- 2: ½ Day-Professional Learning
- 7-11: Fall Break
- 16: ½ Day Professional Learning
- 23: ½ Day Professional Learning
- 30: ½ Day Professional Learning

OCTOBER 2024						
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		
						18

APRIL 2025						
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			
						21

- 2: ½ Day-Professional Learning
- 9: ½ Day-Professional Learning
- 16: ½ Day-Professional Learning
- 18: Spring Holiday/ No School
- 23: ½ Day-Professional Learning
- 30: ½ Day-Professional Learning

- 6: ½ Day-Professional Learning
- 11: Veteran's Day/Holiday* 13: ½ Day-Professional Learning 20: ½ Day-Professional Learning
- 27: ½ Day Professional Learning
- 28-29: Thanksgiving Break/ Holiday

NOVEMBER 2024						
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
						18

MAY 2025						
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
						16

- 7: ½ Day-Professional Learning
- 10: Mexican Mother's Day
- 11: Mother's Day
- 14: ½ Day-Professional Learning
- 21-22: ½ Days (Finals)
- 22: Last Day of School
- 26: Memorial Day/Holiday*

- 4: ½ Day-Professional Learning
- 11: ½ Day Professional Learning
- 18: ½ Day Professional Learning
- 19-20: ½ Days (Finals)
- 20: Last Day of First Semester
- 23-31: Winter Break/No School
- 25: Christmas Day / Holiday*

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	14	21
15	16	17	18	19	20	
22	23	24	25	26	27	
29	30	31				
						15

JUNE 2025						
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					

- 9: Summer School Begins
- 15: Father's Day
- 16: Juneteenth/ Holiday*

First and Last Day of School
 ½ Days
 School Breaks/No School (Students & Teachers)
 Recognized CPLC Holiday (Students & All Staff)
 Governing board approved _____

Regular Day	
Period	Mon, Tues, Thurs, Fri
1	8:30 AM-9:25 AM
2	9:25 AM-10:20 AM
3	10:20 AM- 11:15 AM
4	11:15 AM- 12:10 PM
Lunch	12:10 PM - 12:40 PM
5	12:40 PM - 1:35 PM
6	1:35 PM - 2:30 PM

½ Day Schedule	
Period	Wed
1	8:30 AM – 9:50 AM
2	9:50 AM – 11:10 AM
Lunch	11:10 AM – 11:40 PM
3	11:40 PM – 1:00 PM
	Professional Development

National School Lunch and Breakfast Program

Breakfast and lunch are provided every day. Students may qualify for free or reduced lunch. Please see the front office for more details.

Family Site Council

The site council was established to provide a forum for parents to participate in the decision-making process of school activities. All parents are encouraged to attend. Please see your school principal for more details on meeting dates, times, and place.

Family Nights

Each school hosts a family night to bring the community of parents, students, and teachers together to view student presentations, discuss grades, and get to know the school. Please see the school principal for more details.

CPLC Community Services

Chicanos Por La Causa Inc. (CPLC) offers an array of community and social services; please feel free to reach out to us for assistance in the areas of housing, economic development, education and health, and human services. In Tucson, you may reach their offices by calling 520-882-0018 or visiting the website at cplc.org.

Multi-Tier System of Support (MTSS)

MTSS is an integrated, comprehensive framework that focuses on the Arizona State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. CPLC Community Schools provide numerous systems of support. These include the interventions within the RTI processes, support for Special Education, Title I, Title III, and support services for English Learners. RTI is a method of academic intervention that is designed to provide early, effective assistance to students who can use the additional learning support. RTI seeks to prevent academic failure through early intervention, frequent progress measurements, and research-based instructional interventions for students who require the services.

Behavioral Health Services

CPLC Community Schools, in partnership with COPE Behavioral Health Services, will host a referral program to improve students' social and emotional responses. Please see your site academic advisor or principal for more information.

Grading

Academic courses are graded with a letter grade of A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%) or F (59%-0%). No credit shall be granted to any student receiving a grade below D. A teacher may grant a student a No Grade (NG), which does not count for credit and does not affect GPA. Incomplete grades (I) may be offered under special circumstances and must be approved by the school administrator. Non-academic courses are given a Pass/Fail mark (P or F). Each student must comply with the Attendance Policy to pass a class. The Attendance Policy is located in the Enrollment and Admissions section of the handbook. College courses may be taken; students may receive dual enrollment credit for pre-approved courses. The letter grade assigned is the letter grade on the college transcript. Please see your academic advisor for more details.

Credit Deadline

It is the student's responsibility to present official verification of courses taken at institutions outside of his/her high school within thirty (30) school days of graduation.

Grade and credit appeals process

To ensure that a student's earned grades and credits have been reported correctly on each semester report card, students and parents must check and verify report card accuracy. A period of one semester is permitted to appeal or dispute any issues related to grades or credits. Failure to report inaccuracies may result in loss of credit for the student. To appeal the non-issuance of a grade or credit, the student and/or parent must provide a letter that indicates the name of the class, dates of attendance, and any other information that will aid in resolving the discrepancy.

CPLC Community Schools Graduation Requirements

Department Number	Department Name	Course Title	Number of Specific Course Credits Required for Graduation	Number of Subject Credits Required for Graduation
1	English	Any combination of courses included in Department 1		4
2	Mathematics	Any combination of courses included in Department 2 (Including 1 year of algebra)		4
3	Science	Any combination of courses included in Department 3		3
4	Social Studies	World History	1	3.0
		US History	1	
		US/AZ Government	0.5	
		Economics	0.5	
5	Fine Arts or CTE/Vocational	One full credit of Fine Arts or Career Technical Education or Vocational Education		1
6	SSLP	Senior Service Learning Project		1
7	Elective Credit			6.0
	Total Credits needed for graduation:			22

Transfer Credits/Transcripts

Credits from other schools will be counted based on criteria set by the school. Note that some courses may not count toward graduation requirements. See your school academic advisor for details.

Progress Reports, Report Cards, Unofficial Transcripts

Progress reports will be issued monthly by mail and will also be available on the Family link. Fall and spring semester report cards will be issued on a semester basis. Credit will be shown on the final semester report card. Updated transcripts will be issued with semester report cards by mail.

Scheduling

Upon enrollment, the following must be provided:

- A complete official transcript or an 8th-grade promotion certificate if the student is an incoming freshman.
- Any other information that could be considered when evaluating a student's academic level and placement (i.e., Individualized Education Plan – IEP)

To provide students with accurate and efficient service, it is essential that we receive all of the documentation before the student starts school. Students are required to complete an academic advising worksheet that will help in understanding a student's academic history and plans for post-secondary education. A transitional plan will be developed to outline a student's academic goals and objectives. Schedules are given at the beginning of each semester. The student has one week from the beginning of the semester to request any schedule changes. Schedule changes are allowed only under special circumstances and on a case-by-case basis.

Cohort and Class Standing

The Arizona Department of Education determines a student's Cohort class (9th, 10th, 11th, and 12th grade) by identifying the year in which the student should graduate from high school. This is also known as the student's cohort class. See the chart below for further examples.

Year	Start Year	Cohort Graduation Year
9th	2024-25	2028
10th	2023-24	2027
11th	2022-23	2026
12th	2021-22	2025

These distinctions are necessary to determine what level of annual state-required tests a student must take during the academic year.

A student's class standing is determined (freshman, sophomore, junior, senior) by the number of credits the student has been awarded and based on graduation requirements. Shown in the credit chart below:

Class Standing	Credit Total
Freshman	0 – 5
Sophomore	5.5 – 10.5
Junior	11 – 16
Senior	16.5 – 22

High School Diploma/Graduation Ceremony

Students graduate with a state-recognized high school diploma upon completion of their credit requirements. The graduation date is at the end of the semester when graduation requirements are completed. The graduation ceremony occurs at the end of the school year, in which all prospective graduates will participate. Diplomas will be issued once the graduation verification is complete. Confirmation of graduation status is submitted by the teacher thirty (30) days before the end of the semester in which the student is scheduled to graduate. It is important to understand that any student in danger of failing may be prevented from participating in graduation ceremonies and/or receiving a diploma. Students who receive special education services may have different criteria to meet graduation requirements. Consult with the Special Education Director regarding the student's Individualized Education Plan (IEP) for more details.

Civics Graduation Requirement

Effective the 2016-2017 school year, the competency requirement for Social Studies will include a civics test identical to the civics portion of the Naturalization test used by the United States Citizenship and Immigration Services. Each student must correctly answer at least seventy of the one hundred questions listed on the test to graduate from high school or obtain a high school equivalent diploma. For more details, please see the Academic Advisor.

College Admissions

Students planning on pursuing post-secondary education should work with the academic advisor to determine the entrance requirements of the school he/she plans to attend. This should be done by the end of the sophomore year. Please seek additional guidance from your academic advisor.

CPR Graduation Requirement

Effective the 2019-2020 school year, students will be provided with one or more training sessions in cardiopulmonary resuscitation. Successful completion of the course will result in CPR certification. Students who receive special education might have different criteria; please consult your special education director for more information.

Admission to State Universities

Students seeking admission to Arizona State University (ASU), the University of Arizona (UA), or Northern Arizona University (NAU) are required to meet the following criteria: A student must complete this curriculum as set forth by the Arizona Board of Regents:

- English - 4 years/units (grammar, composition, literary analysis)
- Mathematics - 4 years/units (Algebra I; Algebra II; Geometry; any advanced math course for which Algebra II is a prerequisite)
- Laboratory Science - 3 years/units (Chemistry, Physics, Earth science, Biology - One year each in at least three of the four areas, or a laboratory-based integrated science)
- Social Studies - 2 years/units (at least one course in American history and one year of an additional social studies field)
- Foreign Language - 2 years/units of the same foreign language; a third year is recommended
- Fine Arts or Career Technical Education - 1 year/unit in any combination of two semesters of fine arts or career technical education courses
- Plus additional courses needed for graduation

There are additional criteria focused on Grade Point Averages, SAT/ ACT scores, and course grades. Please see the academic advisor for more details.

Out-of-state Colleges and Universities

Out-of-state schools may have entrance requirements that differ considerably. It is recommended that the student work closely with the academic advisor to secure specific college entrance requirements.

Concurrent/Dual Enrollment

Students may take college courses in which they may be granted high school course credit and community college credit simultaneously. Community college credits earned in Arizona may transfer to Arizona public universities. There is no guarantee that they will transfer to out-of-state universities. Additionally, students who attend classes at more than one institution at the same time are considered dually enrolled. Currently, CPLC Community Schools offers this opportunity through Pima Community College.

Standardized Tests

Test Title	Who Gives It?	Who Takes It?	Why?
Benchmark Assessment	CPLC Community Schools	All students	To measure academic growth and deficiencies in the school curriculum: To measure student performance in reading, writing, math, and science
ACT	AZ Department of Education	Administered to students in Grade 11	To measure Annual Performance in reading, writing, math, and science
ACT Aspire	AZ Department of Education	Administered to students in Grade 9	To measure Annual Performance in reading, writing, math, and science
Civics Test	AZ Department of education	High School Seniors (12)	Require students, beginning with the graduating class of 2017, to pass a civics test based on the United States Immigration and Naturalization civics questions
SAT	College Board	College Bound Juniors/Seniors	Acceptance to colleges/universities and also connects students to scholarship opportunities
PSAT	College Board	College Bound Juniors/Seniors	SAT Practice along with a unique study plan that tailors student's strength and weaknesses. In addition, students receive the opportunity to be entered into the National Merit® Scholarship Program conducted by National Merit Scholarship Corporation
Pima Community College Basic Skills Assessment	Pima Community College	College Bound Seniors and/ or Dual Enrollment Students	Scores on each assessment determine if students are ready for college-level coursework OR require pre-college level courses in Reading, Writing, Mathematics, or English as a Second Language before courses determine the total number of courses a student must take to complete his/ her degree or certificate
Arizona English Language Learner Assessment (AZELLA)	AZ Department of Education	All students who have indicated a home or first language other than English	To determine English proficiency

School Supplies

Students must supply their own school materials. Please check in with your principal should you need school supplies.

Closed Campus

Our schools are closed campuses, with no exceptions. If it becomes necessary to leave during the day, students must sign out at the front desk. If a student is less than 18 years of age, a parent or guardian must sign him/her out of the building. Leaving campus without permission is a violation of attendance policies and will be considered truancy. Parents/guardians are asked to notify the school if his/her child needs to leave campus. Students are not to leave campus for any reason during school hours; this also includes lunch. Lunch deliveries will not be acceptable.

Lost and Found

Items found on campus will be kept in the principal's office. Students may check with office personnel for lost items. Any items not claimed by the end of the year will be donated to charitable organizations. It is important to note that the school and its staff are not responsible for any lost or stolen property.

Transportation

Students are responsible for transportation to and from school. Van transportation or free bus passes for the city transportation system will be available to those students who qualify. To ensure the safety and security of students during their commute, CPLC School vans are monitored through surveillance systems. For more information regarding transportation or the CPLC Community Schools vehicle and location recording policy, please contact office personnel.

Parking

Provided that students can present a valid driver's license and proof of insurance, students may park their vehicles in designated parking areas. Loitering in the parking lot is strictly prohibited. Students are not allowed to go to their vehicles or anyone else's during class time. The schools are not responsible for any damage done to students' vehicles or any parking tickets incurred by students. Inappropriate use of parking facilities, such as peeling out, excessive speed and loud music may result in the loss of parking privileges and may result in student suspension.

Emergency closure of the school

Within the limitations set out by statutory guidance and health and safety legislation, CPLC Community Schools aim to maintain regular operations during the school day to ensure continuous education delivery to our students. However, in exceptional circumstances, the Superintendent, in consultation with school site leadership and the CPLC Legal team, is authorized to declare an emergency closure when exceptional circumstances make it necessary and in the best interests of students. The health and safety of students and staff are our top priorities. Decisions will be based on comprehensive risk assessments, and all available options, such as full or partial closures and adjustments to opening and closing times, will be considered.

Public Display of Affection

Students shall not engage in the public display of affection either at school or while attending any school activities.

Skateboards or Rollerblades

Skateboards, rollerblades, or other similar devices may not be used on school property.

Noise Ordinance

Students are required to conform to the City of Tucson and Pima County Noise Ordinance and the policies of the school by keeping their car stereo systems and motor noise to a minimum.

Student Activities and Clubs

We encourage students to participate in student activities and clubs. All students should note that all policies and procedures, including the dress code, are in effect while students attend school-sponsored activities, whether on or off campus. This policy includes students, whether participants or spectators.

Field Trip Policy

At various times during the academic year, the school will schedule field trips. All students must obtain written permission from their parent/guardian before they may participate in a field trip. All policies and regulations of the school (including all dress code policies) are in effect while the students are being transported and while attending the field trip off-campus.

Special Activities

These activities will be scheduled with the authorization of the principal or superintendent. The following guidelines shall apply:

- All events must be sponsored by at least one school staff member
- Events will start and end at a predetermined time, but in no case shall it end later than midnight
- No evening activities will be scheduled on the evening preceding a school day
- All school policies apply to these events
- Once a student enters, he/she may not leave and re-enter
- Each student participating must have a Medical Release of Liability on file at the school
- Students who are suspended or expelled from school may not participate in any school-related activity

Transportation Policy

In general, parents/students are responsible for transportation needs. Sponsoring school staff will notify the parent/guardian when the school will provide transportation for students.

All School Meetings

School assemblies will be held at various times throughout the school year. All students must attend unless previously excused by the administration. Any student leaving the assembly without permission or prior to making arrangements with school administration will incur an unexcused absence.

Guidelines for Behavior

Each student has the responsibility to fully participate in his/her own learning experience and to refrain from preventing others from receiving this opportunity. All students are expected to treat other students and staff with respect. It is the goal and policy of CPLC Community Schools to provide students with a safe and secure learning environment. To ensure adherence to policy, the Governing Board authorizes the school to establish policies and procedures to address issues related to student discipline. Under certain circumstances, the Governing Board will be notified of the disciplinary actions taken. The following areas involve state and/or federal law. For minor offenses, school officials may need to notify appropriate law enforcement authorities. For serious offenses, school officials are **REQUIRED** to notify law enforcement.

All students are expected to behave in a respectful manner, not only during school hours but also at any out-of-school activity connected with the school, including but not limited to school functions, internships, field trips, and athletic games. Behavior at any such activity will be part of the student's record, and misbehavior will be dealt with accordingly by school officials. Students are expected to comply with the following:

Attendance

Students are expected to attend school on a regular basis, as required by state law, and to come to school on time.

Safety

Students are expected to behave in ways that are safe for themselves and others. Students, parents, faculty, and staff are expected to follow all universal expectations adopted by site leadership to ensure the safety of all in the school. Likewise, all persons involved with the school are expected to respect other people's property. Every attempt will be made to allow students to become equal partners in decision-making with regard to school rules and policies.

Cooperation

Students are expected to cooperate fully with teachers, administrators, and other adults in the school, not only when they are in the classroom but also when they are in the cafeteria, hallways, and other common areas. Students are always expected to be polite and helpful when dealing with others.

Illegal drugs and alcohol

Illegal drugs and alcohol are strictly forbidden at all times. If a student is taking medication for health reasons, he or she should notify the school registrar and the principal of the need for medication use.

Cell Phone Use

Students are not allowed to use cell phones during class unless the cell phone is being used for instructional purposes authorized by the teacher. School phones are available in case of emergencies. Arrangements for transportation must be made before the start of the school day. Cell phones may be confiscated and may have to be picked up by a parent/guardian.

Portable Electronic Devices

Portable electronic devices (such as AirPods) may not be used during class unless there is a specific academic need authorized by teaching professionals. As long as these items are not turned on or visible, students may store them in their backpacks or purses. Devices may be confiscated and may have to be picked up by a parent/guardian.

Bullying

CPLC Schools recognize that safe learning environments are necessary for students to learn and achieve high academic standards. Our school strives to provide safe learning environments for all students and all employees. All incidents of bullying, cyberbullying, and hazing are strictly prohibited.

School Dress Code

The general guide to acceptable dress is neatness, cleanliness, and appropriateness. It is expected that students will abide by the following rules, demonstrating appropriateness in dress as though this were a daily place of business.

- Shoes/sneakers/sandals are to be worn in school
- The hat policy will be determined per site
- Dark glasses may not be worn inside the building unless a documented health problem exists
- All bandanas are prohibited
- No gang-related apparel or items are allowed, which can include color apparel
- Students may not wear clothing or accessories in school or on school grounds that are :
 1. Hazardous, damaging, or presenting danger to school property or persons including but not limited to: extended belts, choke chains, dog collars, wallet chains, or any type of spiked apparel or jewelry
 2. Depicting and /or promoting and /or endorsing illegal or violent activities, illegal drugs, tobacco, or alcohol
 3. Vulgar, obscene, indecent, libelous, or degrading of others based on race, color, religions, ancestry, national origin, gender, sexual orientation, or disability
 4. Distracting to interfere with the teaching or learning process, such as extremely revealing garments including but limited to short shorts, short skirts, short dresses (must cover buttocks while standing and sitting) tube tops, net tops, swimsuits, strapless tops, spaghetti straps tops, halter tops, muscle shirts, basketball shirts without an accompanying T-shirt, no tights, or leggings to be worn as pants, garments with plunging necklines, transparent and see-through garments(midsections must be covered, and undergarments shall be completely covered with outer clothing)

Dress Code Compliance

Students who disregard the dress code may be asked to do any of the following depending on the specific circumstance;

- Turn inappropriate clothing inside out
- Change into clothing that may be provided by the school
- Change in other clothing that has been brought to school
- Remove jewelry or other accessories

RESTORATIVE PRACTICES

In the event students do not abide by the principles outlined in the Guidelines for Behavior (above), CPLC Schools will use the "restorative practices" approach. Restorative practices are grounded in "restorative justice," a new way of looking at wrongdoing that focuses on repairing the harm done to people and the relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, Staff, Faculty, and Board Members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class.

RESTORATIVE PRACTICES PRINCIPLES

1. Restorative Practices focus on harms rather than rules or persons and the consequent needs of victims, offenders, and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. Restorative Practices use inclusive, collaborative processes.
4. Restorative Practices involve all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done so that victims feel safe and valued and offenders feel restored to the school community.

RESTORATIVE DISCIPLINE

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish policies and procedures to prevent misbehavior in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem-solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

THE RESTORATIVE PRACTICE PROCESS

The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts, and goals of restorative practices in practicing discipline at CPLC schools. While the process outlined below is designed to provide a "map" for how instructional staff, students, and support staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision-making, not a hard and fast set of rules.

The Respect Agreement:

At the beginning of the school year, each instructional staff will lead his/her class in the development of a "Respect Agreement" for the class. The Respect Agreement's purpose is to have students and teachers agree on the guidelines for behavior that will create a safe, cooperative, and constructive classroom setting. The Respect Agreement will address the following four areas of behavior: Students respecting themselves and other students; Students respecting instructional staff and Adults in the school; instructional staff respecting Students; and Students and Teachers respecting school facilities and equipment. Respect Agreements must also include all universal school expectations. Once it is developed, respect agreements are posted in a classroom that is visible to all in the room.

In-Class Issues:

As issues of misconduct arise in the class, instructional staff will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students constructive reminders. If students admit their infraction and immediately seek to correct their behavior, students and teachers will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the teacher will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the teacher will handle the issue in class using an appropriate method, such as a class circle.

Respect Agreement Issues:

If the teachers attempt to use a constructive reminder that does not resolve the issue, teachers and students will refer to the class Respect Agreement for guidance. Teachers will remind students of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed-upon resolution is reached.

Conferencing and Support Circles:

If an incident occurs between students of different classes or attempts to resolve an issue in class has proven unsuccessful, students will be given one of three options:

1. The student may elect to have the school staff decide an appropriate resolution to the incident;
2. Students may request that the School Leader serve as a mediator to work with students or to come to a resolution; or
3. Students may choose to work at resolving the issue without a mediator. If the incident involves a student and a teacher and an appropriate resolution have not been reached, the teacher can then refer the student to the School Leader for a restorative conference.

If the incident involves a number of students, the School Leader may choose to hold a restorative circle with students and adults involved in the incident. Whom to include in the conference or circle will be up to the discretion of the School Leader. While the decision to refer to the School Leader will be up to the teacher/staff, common conferencing, and circle issues might include the following:

- Repeated failure to follow the dress code
- In-class possession of electronic devices (cell phones, iPods, computers, etc.)not being used in the learning process
- Lying to teachers or other staff
- Bullying behavior toward teachers or other students
- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass, or leaving class without permission.
- Littering anywhere on school grounds – inside or outside.
- Unexcused absences, lateness or cutting class
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

In the course of the discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the school staff, school leader, and other persons involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon. Restorative actions that might be suggested could include the following:

- Verbal or written apology to the person harmed or community as a whole
- Community service
- Action plan for correction of student behavior
- Notice being sent home to student's parents

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed.

- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, school leader, other students, community members, law enforcement officials, and the offender's family members. The participants in the conference will be determined by the principal in consultation with the offender and the primary victims of the misconduct.
- The restorative conference shall be facilitated by the school leader.
- The nature of the community service performed shall be related to the nature of the offense (e.g., vandalism would include repairing and/or paying for the damage done) and shall be determined in the context of the restorative conference.
- The School Leader and/or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the principal and the offender will sign the document, and it shall be placed in the student's file.
- The student will then be released from any further obligations to community service, and a message shall be sent by the School Leader to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

Taking a Break from the Community:

In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community and not come to school for a period of one to three days. Prior to being asked to take a break, the student will be asked to think about the reasons for his temporary suspension from the community and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the School Leader will meet with the student and his/her parent(s) to review what the student has written and to discuss appropriate measures for restoring the offending student to the community. Depending on the nature of the misconduct or harm was done, the student may be asked to take additional actions in order to be fully restored. Once those actions are completed, the student will be formally welcomed back into his/her classroom as a full participant. During the time away from school, the student is also responsible for completing any assignments that would be due during his/her time away. If a student continues to be uncooperative or engages in repeat behaviors of a similar nature to the first misconduct, he/she may be asked to take a second break from the community for 4 to 10 days. In addition to writing the paper addressing the four restorative questions, the student will need to write a formal letter of apology to the School Leader explaining the nature of the wrongs done and the concrete steps that will be taken to address the unacceptable behaviors in question. Prior to returning to the classroom, the principal will meet with the student and his/her parent(s)/guardian(s) to discuss the items discussed in the letter and the steps necessary for restoring the student to full inclusion in the community. During the time away from school, the student is also responsible for completing any assignments that would be due during his/her time away. While the decision to require a student to take a break from the community will be up to the discretion of the principal, some common behaviors requiring students to take a temporary/permanent break from the community might include the following:

- Voluntary sexual acts while in school
- Theft of school or personal property
- Truancy or leaving school property without permission
- Smoking on school grounds or school-sponsored events
- Possession and/or use or transfer of matches, lighters, or any incendiary devices
- Tampering with fire alarm/extinguishers
- Arson
- Threats
- Fighting or encouraging fighting
- Counterfeiting, forging another's signature on school-related documents, or presenting another student's work as one's own
- Failure to abide by previously decided resolutions

If the student's misconduct continues or is extremely severe as to jeopardize the safety/disruption of the school learning environment, and/or he/she does not appear in the School Leader's and/or designated personnel's judgment to be acting in good faith to change his offending behavior, the School Leader may recommend excluding permanently (i.e., expelled) the student from the CPLC Schools community. Students who are suspended or expelled from any CPLC Community school may not participate in any school-related activity.

Procedure for Suspension of Special Education/Disabled Students

All students should expect, generally, to be disciplined under the same standards of conduct and due process procedures. The discipline of disabled students, however, as defined by the Individuals with Disabilities Education Improvement Act, as amended in 2004 (IDEIA 2004) have special needs and different legal status than non-disabled students. The protocol for suspending or expelling a student with a disability will be in alignment with the federal and state requirements under IDEA 2004 or the Americans with Disabilities Act (ADA), depending on the eligibility status for special education or 504 Accommodation Plan.

Search and Seizure

The administration has the right to search and seize property, including school property, temporarily assigned to students when there is a reason to believe that some material or matter detrimental to the health, safety, and welfare of the students exists. A school principal or designee may search students, items in his/her possession, or a student-controlled vehicle on school premises under the following conditions: The administrator must have a reasonable belief that the person or property searched possesses or contains an item the possession of which violates federal, state, or local law or a district policy or an item that constitutes a threat to the health or safety of the student or others or a danger to property. In searching a student or his/her personal property, the administrator must consider the intrusiveness of the proposed search, considering the age and gender/sex of the student and the nature of the unexpected infraction. Items discovered, the possession of which violates law or district policy, or items that constitute a threat to the health or safety of the student or others or a danger to property may be seized. If the item seized by the administrator is unlawful, the administrator shall contact appropriate law enforcement officials for directions regarding the disposition of the item. Strip searches and body cavity searches by school administrators are prohibited. Students who are attending or traveling to and from school-sponsored events or when his/her conduct affects the operation of the school shall be subject to this search and seizure policy.

Registration

CPLC Community Schools admit students of any color, national and ethnic origin, gender, religion, or disability to all the rights and privileges, programs, and activities made available to students at the school. CPLC Community Schools complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1967 as amended in 1978 and 1986, and the Americans with Disabilities Act of 1990. Admission is open to all students ages 14 to 21.

Admission Process

To enroll in our schools' parents and prospective students will need to schedule an appointment with the school. If the student is younger than 18 years old, a parent or guardian must accompany the student to the appointment. Along with a completed enrollment packet, the following documents may be requested but not as a condition of enrollment:

1. Proof of Age/ Identify:

- Within 30 days of registration, the person registering the student must provide one of the following:
 - A certified copy of the pupil's birth certificate.
 - 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.
 - A letter from the authorized representative of an agency having custody of the pupil pursuant to Title 8, Chapter 2, certifying that the pupil has been placed in the custody of the agency as prescribed by law.

2. Official Withdrawal Form (original)

3. Eighth Grade Certificate and/or Official Transcripts from previous schools attended

4. Individual Educational Plan (IEP) and 3-year evaluation, if applicable

5. Proof of Residency

6. Any other documentation as specified at the time of enrollment

7. Immunizations -Pursuant to ARS 15-872, AAC 702, and 706, a student must be current with the following immunizations to attend 9th through 12th grade:

- Diphtheria, Tetanus, Pertussis (DTaP or DT or DTP)
- Polio (IPV)
- Measles, Mumps, Rubella (MMR)
- Hepatitis B (Hep B) Tetanus and Diphtheria Booster or Tetanus, Diphtheria, Pertussis Booster (Tdap) (Required for students 11 years and older)
- Varicella (Chicken Pox)
- Meningococcal (Meningitis) (for students age 11 and older)

OR

Have a current exemption form in the approved Department of Health format on file at school.

**Students who have been expelled from another school will be pending enrollment upon further investigation by the principal.

Enrollment List

Our schools will make every attempt to accommodate students seeking admission. When the enrollment cap is met, an enrollment list is established. When space becomes available, the school will use a lottery system to determine the next student to be enrolled from the student pool.

Attendance

Regular school attendance is essential in promoting responsibility and success in our programs; therefore, students are expected to attend school on a regularly scheduled basis. Students who accumulate a total of ten (10) consecutive unexcused absences during one semester may be automatically withdrawn from any CPLC Community School and placed on the enrollment list.

Reporting Absences

State law mandates that the school record a reason for each student's absence. Parents/Guardians must inform the school office of absences either by phone call or note on the day of absence. All absences not verified by parent/guardian or by administrative authorization will remain unexcused.

Excused Absences

- Illness of the student
- Family emergency/death
- Medical appointment verified by a doctor's note
- Family emergency when the family makes prior arrangements
- Out-of-school suspensions
- Verified religious holidays

All exceptions to this policy (serious health problems and 504 plans) will be subject to review by the principal. Extended absences may require a medical doctor's note.

Tardiness

Students are expected to arrive at school on time. Students arriving to class after the bell rings are considered tardy and may be sent home. School administration will determine additional disciplinary action for continued tardies.

Acceptable Use of Technology

In December 2000, Congress passed the Children's Internet Protection Act (CIPA), which requires schools to adopt a technology protection measure to block or filter certain kinds of Internet content, a monitoring process, and an Acceptable Use Policy as a condition of receiving certain kinds of educational technology funding.

In compliance with CIPA, our school has developed and implemented the Acceptable Use Policies to govern the use of its network and computers. The policies will describe the appropriate student behavior that is expected, the methods that will be used to police that behavior, and the consequences if these policies and rules are not followed. The full policy is located in the LEGAL NOTICES section of this student handbook.

Harassment Policy

Harassment can take many forms. Harassment is not necessarily sexual in nature, but it may be. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a teacher or staff member to a student, by a teacher or staff member to another teacher or staff member, or by a student to another student when such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance or creating an intimidating, hostile, or offensive employment or educational environment. Harassment categories include, but are not limited to, gender, race, religion, handicapping conditions, or sexual orientation. Harassment or discrimination against individuals who are immigrants, who speak another language or speak with a foreign accent, is also a violation of this policy.

Other types of harassment can include words, signs, articles, offensive jokes, cartoons, pictures, posters, emails, jokes, statements, or pranks that are intended to harass or offend; intimidation; physical assaults or threatening contact; or physical violence. Harassment may also take the form of derogatory statements that are intended to harass or offend and that are not directed to the targeted individual but that takes place within the individual's hearing. Other prohibited conduct includes taking retaliatory action against someone for discussing or making a harassment complaint.

Staff Conduct with Students

Inappropriate relationships and/or conduct between teachers and other staff members, and students are prohibited. Such conduct includes but is not limited to dating, public or private displays of romantic affection, harmful or offensive contact, actions intended to cause imminent apprehension of a harmful or offensive contact, physical conduct of a sexual nature, or other physical conduct intended to harass or offend, verbal conduct intended to harass or offend, and other profane, vulgar, or foul verbal conduct. Factors that tend to indicate whether contacts and/or conduct are not inappropriate to include but are not necessarily limited to the time, place, and circumstances between the teacher or staff member and the student

Reporting Harassment

Anyone who is subject to any harassment or who knows of the occurrence of such conduct should promptly report the conduct to a teacher, principal, superintendent, or any school employee with whom they feel comfortable. Teachers, principals, or other staff members who obtain reports of potential harassment must immediately inform the school Superintendent of the report and the known details of the incident or incidents. All reports will be promptly investigated, whether the alleged victim requests or desires an investigation or not, and will remain confidential to the extent possible, although confidentiality cannot be guaranteed.

Consequences of Substantiated Harassment Charges

Teachers and staff members who are determined to have engaged in inappropriate relationships or conduct with students or other teachers or staff members are subject to disciplinary action, including termination. A substantiated charge of harassment against a student shall subject the student to disciplinary action, including suspension or expulsion. Our schools may also take any additional action necessary and appropriate to suitably remedy the situation. CPLC Community Schools do not accept liability for harassment. The individual who engages in harassing or offensive behavior is personally liable for such actions and their consequences.

Anti-Bullying Policy

It is a fundamental belief in our schools that everyone deserves to be treated equally and with respect. All students and staff need to feel safe and accepted regardless of race, gender, abilities, religion, or nationality. To accomplish this, our schools have adopted a zero-tolerance policy on

bullying. Physical bullying refers to hitting, pushing, kicking, or tripping, while non-physical bullying includes threats, intimidation, and harassment. Others include conveying a threat on behalf of someone, groups engaging in name-calling, gossiping, making fun of, or excluding someone. Whatever the type, bullying causes pain and stress to victims. Bullying is never justified or excusable as "just teasing" or "kids being kids." The victim is never responsible for being the target. Please do your part to make our schools a safe and welcoming place for all students.

Petition and Complaint Procedure

Informal Complaint Process:

- Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the school level, procedures will be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistently with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainant of their right to and the process for filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.
- Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process:

- Anyone may initiate a formal complaint of harassment, intimidation, or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint. The school will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them if requested, during any school initiated the investigative process. The superintendent or designated representative may conclude that the school needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:
- All informal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions, or circumstances alleged to have occurred that might constitute harassment, intimidation, or bullying. The designated representative may draft the complaint based on the report of the complainant for the complainant to review and sign.
- Regardless of the complainant's interest in filing a formal complaint, the designated representative may conclude that the school needs to draft a formal complaint based on the information in the designated representative's possession.

The designated representative shall investigate all formal, written complaints of harassment, intimidation, or bullying and other information in the designated representative's possession that the designated representative believes requires further investigation. When the investigation is complete, the designated representative shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report. The principal or designee, who is not the designated representative, shall respond in writing to the complainant and the accused within thirty days, stating: whether the school intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that the school does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.

Corrective measures, deemed necessary, will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline, and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. If a student remains aggrieved by the superintendent or designee's response, the student may pursue a complaint with the school governing board. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying and their rights and responsibilities under this and other school policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying.

Instructional Qualifications/Resumes

CPLC Community Schools must notify parents/guardians that teacher resumes are available for review. You may contact the principal to review teacher resumes.

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 concerning their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. For a complete description of FERPA, please refer to the full disclosure in the registration packet.

Child Find Procedures for Parents

Our schools are a participant of the Child Find program. The intent of Child Find under both federal and state requirements is to ensure that all children ages birth to 21 with delays or disabilities are identified, located, and evaluated to receive needed early intervention supports or special education services. Public agencies responsible for providing the supports and services are obligated to actively search to "find" children who may be eligible and conduct an eligibility determination process that includes screening and evaluation according to state-established criteria.

McKinney-Vento Assistance Act

The McKinney-Vento Assistance Act (Subtitle B-Education) for Homeless Children and Youth, reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. Please see the detailed policy located at your school site.

Hearing/Vision Screening

All incoming freshman, new students, and students receiving special education services will have their hearing and vision tested within the first 30 days of enrollment. If the student does not pass any of the tests, a rescreening will be conducted within ten school days. Please contact the school for results and/or questions.

Asbestos Hazard Emergency Response Act (AHERA)

The AHERA was enacted in 1986 to require local education agencies (LEA) to identify asbestos-containing building materials (ACBM) in their buildings, develop a management plan, and take appropriate actions to control the release of asbestos fibers. All public and private nonprofit elementary and secondary schools are required to comply with the AHERA regulations. The buildings housing Toltecalli High School and Envision High School were found to contain no asbestos-containing building materials. An asbestos management plan detaining AHERA's required information is available for review at your school site. If you have any questions regarding asbestos-containing building materials at any of the school sites, you are encouraged to review the management plan or contact the school's designated person, as listed below and at the beginning of the handbook:

Superintendent of CPLC Community Schools
Chicanos Por La Causa, Inc.
373 W. Prince Rd
Tucson, Arizona 85705
(520) 882-0018

Parental Involvement Policy

Under Title 1, Part A of the Elementary and Secondary Education Act ESEA, CPLC Community Schools requires parental involvement in developing our school-wide plan related to performance and improvement. We believe parents' support is essential in the decision-making regarding their

children's education. Our schools will provide assistance to parents to help them understand standards and assessments to help their children meet the standards. For further information on how to get involved, please contact the school.

Computer Safety and Usage Policy/Acceptable Use of Technology

In December 2000, Congress passed the Children's Internet Protection Act (CIPA), which requires schools to adopt a technology protection measure to block or filter certain kinds of Internet content, a monitoring process, and an Acceptable Use Policy, as a condition of receiving certain kinds of educational technology funding. In compliance with CIPA, our schools have developed and implemented the Acceptable Use Policies to govern the use of its network and computers. The policies will describe the appropriate student behavior that is expected, the methods that will be used to police that behavior, and the consequences if these policies and rules are not followed. Computer, video, and other electronic equipment resources are provided to students to perform assigned classwork. Students using such resources are expected to act in a manner consistent with the Classroom Expectations and our code of conduct. Any violation of these policies may result in a student's loss of access to a computer, video, and other electronic equipment resources and may result in a referral to school administration for disciplinary action. The following list is not all-inclusive but summarizes the policies regarding computer, video, and other electronic equipment usage. While using a computer, video, and other electronic equipment resources, students may not do any of the following:

- Access chat rooms, Instant Messaging services, or any email systems
- Send Harassing or threatening messages via email or other electronic means
- Attempt to forge email or other electronic information
- Attempt any type of computer hacking
- Create, submit, publish, display, or retrieve any defamatory, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material via the Internet or any other electronic device or method
- Print any non-class-related material
- Install any non-class related software or hardware
- Modify any installed software
- Copy any software
- Install any software licensed to CPLC Community Schools on a personal computer
- Remove any hardware or software
- Use the computer and audio/video equipment for any non-CPLC Community Schools-related activity or profit-making activity of any kind
- Any activity that violates another person's privacy
- Any activity that violates copyright, local, state, or federal law
- Abuse or damage computer and audio/video equipment in any way
- Any activity deemed inappropriate by the course instructor or administration of CPLC Community Schools

To monitor student computer usage, our school has contracted with McAfee, a security software protection company, to prohibit inappropriate student usage. The schools, inclusive of all staff members, assume no responsibility for any abuse, misuse, illegal, or obscene use of a computer, video, and other electronic equipment resources by a student either during or after standard school hours, on or off-campus.

Disciplinary Actions

Routine maintenance and monitoring of our network may lead to the discovery that you have violated this policy, CPLC Community Schools Disciplinary Code, or the law. An individual search will be conducted if there is reasonable suspicion that you violate the policy. Our schools will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the schools' network. The infringement of any guideline, rule, policy, or regulation will result in the enforcement of the appropriate disciplinary action as specified in the handbook.

Drug-Free/Tobacco-Free School Policy

As designated by state law, the "Drug-Free Zone" is an area within three hundred (300) feet in any direction of the school. This means that no drugs or alcohol, legal or illegal, are permitted in this area, including cigarettes and other tobacco products. The policy applies to all students, parents, staff, and community members visiting the school.

School Policy on Wellness and Nutrition

Our school recognizes and appreciates our role in contributing to the general health and well-being of every student who attends our school. We strive to ensure all students have access to the most nutritious meals possible. Proper education will be provided as to the importance of good health and physical activity in the development, both mentally and physically, of every young person. Healthy eating and physical activity are linked to a reduced risk of mortality and the development of many chronic diseases as adults, and we recognize that the importance of teaching these habits is just as vital as any other knowledge that can be attained within our classrooms. To ensure the health and well-being of all students, our entire staff shall promote and monitor student wellness according to policy. This policy is included in your enrollment packet and explains specifically what you can and cannot eat while in school. See your NSLP Coordinator for more details.

Fire Drills

Fire drills are conducted once a month to ensure student safety. Students are evacuated to designated areas and must remain there with their teachers until allowed to re-enter the building.

Governing Board Meetings

The CPLC Community Schools Governing Board meets monthly. These meetings are open to the public, and agendas are posted at least 24 hours in advance. Please visit our school website, www.cplccommunityschools.org for the meeting agenda. Families and students are welcome to attend.