

CPLC COMMUNITY SCHOOLS  
STUDENT & FAMILY HANDBOOK  
SY 2009-2010

Contact Information:

CPLC Community Schools - District Office  
200 N. Stone Ave.  
Tucson, AZ, 85701  
520-624-3673

Hiaki High School  
4747 W. Calle Vicam  
Tucson, AZ 85757  
520-883-5051

Calli Ollin High School  
200 N. Stone Ave., Third Floor  
Tucson, AZ 85701  
520-882-3029

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

School Hours

Office Hours: 8 A.M. - 4:30 P.M.

TEACHER HOURS: 8 A.M. - 4:00 P.M.

Name\_\_\_\_\_

Address\_\_\_\_\_

Phone\_\_\_\_\_

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## **WELCOME!**

We understand you have a choice and are glad you have chosen a Calli Ollin School to be your place to grow. CPLC Community Schools are committed to provide you with the best educational experience. If at any time you should have a suggestion or a comment to help us become better schools, let us know!

Again, thank you and wish you a successful voyage!

Magdalena Verdugo, M.Ed.  
Superintendent  
CPLC Community Schools

## Vision and Mission

*Innovation for social change to transform academic, career and personal outcomes.*

CPLC Community Schools provide opportunities in a unique learning environment that emphasizes culturally based education. We serve communities through responsive programs that encourage individual growth. We graduate students who have experienced academic achievement, service to the community, and personal success.

## History

CPLC COMMUNITY SCHOOLS is a non-profit charter holder for Calli Ollin High School, Hiaki High School and Toltecalli High School. CPLC COMMUNITY SCHOOLS is an affiliate of Chicanos Por La Causa, Inc., (CPLC) a statewide non-profit 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 Lee, Executive Vice President, had a vision of creating 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 then developed that integrated cultural education and community service into the core curricula to advance their goal. As a result, Calli Ollin High School -- meaning "House of Movement" in the Aztec Nahuatl language -- was chartered by the Arizona State Board of Education in 1996. Since, then we have expanded to 3 high schools - Toltecalli High School ("House of Beauty") and Hiaki High School, established in partnership with the Pascua Yaqui Tribe.

## Philosophy

We value **effective**, research-based curricula, interventions and programs to improve student outcomes. A regular system of assessment and evaluation is used to monitor effectiveness and inform decision making.

Our teachers use **active pedagogy**, including methods and procedures that engage students and facilitate learning, to ensure relevant instruction and promote student achievement.

We provide **culturally based education** that explores the importance of the 6 elements: language, foundational pedagogy, culturally based curricula, strategies for informing learning, and knowledge and use of social mores of the community. A culturally based curriculum is integrated across all content areas to provide relevance, develop critical thinking, and recognize collective community knowledge.

We believe that **service** transforms outcomes for both the individual and the community. Service instills a sense of commitment and ownership, which in turn, inspires the innate leadership abilities in us all.

## Governing Board Meetings

The CPLC Community Schools Governing Board meets every 3rd Friday of the month. These meetings are open to the public and agendas are posted at least 48 hours in advance. Families and students are welcome to attend.

## Partner Organization Acknowledgements

The following is a list of the community partners that help us provide you with a great learning experience:

Chicanos Por La Causa (CPLC)  
Luz Southside Coalition  
National Council of La Raza (NCLR)  
Pascua Yaqui Tribe  
Pima Community College  
Tucson/Pima Public Library  
Southern Arizona AIDS Foundation (SAAF)  
Pima Watershed Management  
Expeditionary Learning  
Arizona Charter School Association  
Pima County Superintendents Office

## Great Expectations

### Rituals, Customs, and Traditions

Rituals and customs are practices we do on a regular basis which build our community and our ability to focus on our mission of learning, leadership and service. Rituals also help us “switch gears” from one activity to the next. The following is a list of rituals common to all of our schools:

Mexican-American/Hiaki Studies is the core of our curriculum - students are required to take courses in these subjects.

Each morning, staff will be available for students to greet and check in with.

Students participate in investigations and expeditions to learn and teach others.

Every student will participate fully a Crew (advisory). Students are expected to take part in discussions, initiatives and activities with their peers and Crew leader.

Students and parents are expected to help with school activities, including fundraisers, site council meetings, and family nights.

Students are expected to demonstrate what they have learned through student showcases, where they teach their parents and others what they have learned.

Parent participation in Open House, site council meetings, family nights, student showcases, and fundraising is encouraged and expected.

Families will be contacted regularly by school personnel to discuss grades, behavior, and other student issues.

Students will take part in school service projects and youth conferences.

Prom is organized every year and students are encouraged to participate.

A recognition breakfast is organized every year to acknowledge graduating student achievements while enrolled at CPLC Community Schools.

Graduation Ceremony is a full graduation including cap and gown, state recognized diploma, medallion, and certificate from the Governor’s office. All students should plan to attend and invite their families.

Students, families, and community members are asked to participate in a small non-religious recognition of the four directions, an indigenous practice of acknowledging the cyclical movement of nature.

## Expeditionary Learning Design Principles

CPLC Community Schools is a part of Expeditionary Learning (EL) Schools, an organization committed to providing schools with cutting edge professional development and school design focusing on culture, curriculum, and assessment. Below are the "Design Principles" of EL Schools:

### THE PRIMACY OF SELF-DISCOVERY

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

### THE HAVING OF WONDERFUL IDEAS

Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

### THE RESPONSIBILITY FOR LEARNING

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

### EMPATHY AND CARING

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

### SUCCESS AND FAILURE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for

students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

### COLLABORATION AND COMPETITION

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

### DIVERSITY AND INCLUSION

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

### THE NATURAL WORLD

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

### SOLITUDE AND REFLECTION

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

### SERVICE AND COMPASSION

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

# CALENDAR AND SCHEDULE



## CPLC COMMUNITY SCHOOLS 2009-2010 SCHOOL CALENDAR CALLI OLLIN HIGH SCHOOL / HIAKI HIGH SCHOOL / TOLTECALLI HIGH SCHOOL



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

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

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

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

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

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

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

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

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

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

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

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

Testing Dates  
 HS AIMS Retake October 27-29  
 HS AIMS (Writing) February 23  
 HS AIMS (Reading) February 24  
 HS AIMS (Mathematics) April 7  
 HS AIMS (Science) April 8  
 HS Terra Nova (9<sup>th</sup> Grade) April 12-23

### Classroom Days

Semester 1 – 87 Days  
 Semester 2 – 95 Days  
 Total - 182 Days

**Governing Board Approved:**



First/Last Day of Classes  
 Holiday  
 School Break (No School)  
 Teacher Days (No School)  
 Staff Development (Half Day Schedule)  
 Grades Due

## Important Dates

### July 2009

20-31 - Student Registration/Orientation Begins

### August 2009

3 - All Staff Orientation  
4 - Back to School All Staff Meeting  
12 - Fall Semester Begins  
26-28 - Picture ID Days

### September 2009

1 - Staff Development (Half Day)  
7 - Labor Day (No School)  
17 - Board Meeting  
18 - Tribal Recognition (No School)

### October 2009

1 - Staff Development (Half Day)  
16 - Grades Due  
16 - Board Meeting  
27 - AIMS Writing Retake  
28 - AIMS Reading Retake  
29 - AIMS Math Retake

### November 2009

2 - Dia De Los Muertos (No School)  
3 - Staff Development (Half Day)  
11 - Veteran's Day (No School)  
20 - Board Meeting  
26-27 - Thanksgiving Break (No School)

### December 2009

3 - Staff Development (Half Day)  
18 - Final Grades Due  
21 - Winter Break Begins (No School)

### January 2010

4 - Spring Semester Begins  
5 - Staff Development (Half Day)  
18 - Martin Luther King, Jr. Day (No School)

22 - Board Meeting

### February 2010

4 - Staff Development (Half Day)  
19 - Board Meeting  
23 - AIMS Writing Test  
24 - AIMS Reading Test  
25-26 - Rodeo Break (No School)

### March 2010

2 - Staff Development (Half Day)  
2 - AIMS Writing Make-Up  
3 - AIMS Reading Make-Up  
13 - Grades Due  
19 - Board Meeting  
29-31 - Spring Break (No School)  
31 - Cesar Chavez Day (No School)

### April 2010

1-5 - Spring Break (No School)  
7 - AIMS Math Test  
8 - AIMS Science Test  
13 - AIMS Math Make-Up  
12-23 - Terra Nova Testing (9<sup>th</sup> Grade Only)  
23 - Board Meeting  
30 - Graduation Confirmation Deadline

### May 2010

6 - Staff Development (Half Day)  
8 - CPLC Community Schools Prom  
21 - Board Meeting  
15 - Recognition Breakfast  
25 - Memorial Day (No School)  
28 - Last Day for Students  
28 - Graduation Day  
29 - Last Day for Teachers (No School)  
29 - Grades Due

### June 2010

18 - Board Meeting

## Master Class Schedule

| Period | M-W-F       | Period | T-Th        |
|--------|-------------|--------|-------------|
| 1      | 9-9:55      | 1/4    | 9-10:15     |
| 2      | 9:55-10:50  | 2/5    | 10:15-11:30 |
| 3      | 10:50-11:45 | Lunch  | 11:30-12:00 |
| lunch  | 11:45-12:15 | crew   | 12:00-12:30 |
| crew   | 12:15-12:45 | 3/6    | 12:30-1:45  |
| 4      | 12:45-1:40  |        |             |
| 5      | 1:40-2:35   |        |             |
| 6      | 2:35-3:30   |        |             |

| Period | Half Days (T/Th)  |
|--------|-------------------|
| 1/4    | 9-9:50            |
| 2/5    | 9:50-10:40        |
| 3/6    | 10:40-11:30       |
| Crew   | None              |
| Lunch  | None              |
| Period | Half Days (M/W/F) |
| 1      | 9-9:30            |
| 2      | 9:30-10:00        |
| 3      | 10:00-10:30       |
| 4      | 10:30-11:00       |
| 5      | 11:00-11:30       |
| 6      | 11:30-12:00       |
| Crew   | None              |
| Lunch  | None              |

## **SCHOOL AND COMMUNITY SERVICES**

### **Lunch**

Students receive lunch every day. Some students may qualify for free or reduced lunch. Please see the admissions specialist for more details.

### **Parent 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, time, 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**

Our parent organization, CPLC, provides many services to the community, including first time home buyer assistance, new home construction, and other social services.

### **CPLC Youth Services**

CPLC also provides services to youth, including a drop-in center for students who need the use of a computer, scholarship programs, and leadership development. Contact your advisor for more details.

## ACADEMIC ISSUES

### Grading

Each student shall complete each scheduled course with a satisfactory grade or higher in order to count the course for credit towards graduation.

Academic Courses shall be graded with a letter grade of A (100-90%), B (89-80%), C (79-70%), or F(69%-0%). No credit shall be granted to any student receiving a grade below C (70%). A teacher may grant a student a No Grade (NG), which does not count for credit but does not affect the GPA. Incomplete grades (I) are not offered under any circumstances. Non-academic courses are given a Pass/Fail mark (P or F).

College Courses may be taken and will receive Full credit (1.0) if college level or half credit (.5) if developmental level. The letter grade assigned is the letter grade on the college transcript. Please see your advisor for more details.

### 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                       |   |   | 4.5   |
|                   |                                      | World History   | 1   |   |
|                   |                                      | US History  | 1   |   |
|                   |                                      | US/AZ Government  | 0.5   |   |
|                   |                                      | Mexican American Studies/Hiaki Studies [(MAS/HS 1 and MAS/HS 2) MAS/HS 1 will include exit portfolio] | 2   |   |
| 6                 | Fine Arts/CTE                        | Fine Arts must be from the following categories:<br>Music, Visual, Theatre, Dance                     |   | 1   |
|                   |                                      |   |   |   |
|                   |                                      |   |   |   |
|                   |                                      |   |   |   |
|                   | Elective Credit                      |   |   | 5.5   |
|                   | Total Credits needed for graduation: |   |   | 22  |

### **Transfer Credits/Transcripts**

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

### **Report Cards**

Reports are mailed out 2 times per semester (once at midterm, once at the end of the semester). Credit will be shown on the final report card of the semester.

### **Scheduling**

When a student enrolls at a COA school, the student must provide the following:

- A complete official transcript or an 8th grade promotion certificate if the student is an incoming freshman.
- Any previous testing information (AIMS, Terra Nova, and any other assessment results including language proficiency tests)
- Any other information that could be considered when evaluating a student's academic level and placement (i.e. Individualized Education Plan - IEP)

In order to provide accurate and efficient service, it is important that we receive all of the documentation before the student starts school.

Additionally, the student must complete an internal CPLC Community Schools assessment to evaluate his/her level of Reading, Math, and Writing. The results of this assessment are used to schedule the student in the appropriate classes. Students are also required to complete an Academic Advising Worksheet that will help in understanding a student's academic history and future plans for post-secondary education. A transitional plan will be developed to outline a student's academic goals and objectives at CPLC Community Schools.

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 with 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 began high school. This is also known as the student's cohort class. See the chart below for further examples.

| Year | Start Year | Normal Graduation Year |
|------|------------|------------------------|
| 9th  | 2009-10    | 2013                   |
| 10th | 2008-09    | 2012                   |
| 11th | 2007-08    | 2011                   |
| 12th | 2006-07    | 2010                   |

These distinctions are necessary in order to determine what level of annual state-required tests (either the AIMS or the Terra Nova, depending on grade level) a student must take during the academic year.

CPLC COMMUNITY SCHOOLS recognizes a student's class standing (freshman, sophomore, Junior, Senior) by the number of core academic credits the student has completed, as shown in the credit chart below.

| Class Standing | Credit Total |
|----------------|--------------|
| Freshman       | 0 - 5        |
| Sophomore      | 5.5 - 10.5   |
| Junior         | 11 - 15.5    |
| Senior         | 16 - 21      |

A student's class standing reflects academic progress and actual credit completion toward a high school diploma.

### **Course Availability**

CPLC Community Schools provide those courses required for a student to graduate. The availability of specific courses may depend on sufficient enrollment and/or staffing constraints.

### **High school diploma/graduation ceremony**

Students graduate with a state recognized high school diploma upon completion of their CPLC Community Schools credit requirements and passing of AIMS exams in the areas of Writing, Reading, and Mathematics. Students who do not pass AIMS exams but meet all other graduation criteria will receive a district recognized completion certificate.

The graduation date is at the end of the semester in which graduation requirements are completed. The graduation ceremony takes place at the end of the school year in which all prospective graduates will participate. Diplomas/Certificates will be issued once the graduation verification is completed.

Confirmation of graduation status is submitted by the teacher thirty (30) days prior to 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 the student's individualized education plan (IEP) 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 before the completion of arrangements for graduation exercises within thirty (30) school days from 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 (1) school year is allowed to appeal or dispute any issues related to grades or credits. Failure to report inaccuracies may result in loss of credit for the student.

In order to appeal non-issuance of a grade or credit, the student and/or parent must provide a letter that indicates the name of the class, the dates of attendance, and any other information that will help to resolve the discrepancy.

### **College Admissions**

While completion of the requirements for high school graduation will allow admittance to a community college, it does not ensure entrance into all colleges, trade schools, etc. Anyone planning on higher education should determine the entrance requirements of the school he/she plans to enter. This should be done by the end of the sophomore year. Admission requirements are subject to change.

### Admission to state universities

Students seeking admission to Arizona State University (ASU), the University of Arizona (U of A), 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 - 1 year/unit in any combination of two semesters of fine arts courses (visual and performing arts)
- Plus additional courses needed for graduation

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

### Out-of-state colleges and universities

Out-of-state schools may have additional entrance requirements that differ considerably. It is suggested that the student send for that school's catalog or go to the specific college website to see specific requirements. Please note that individual college and university requirements may vary.

### Concurrent/Dual Enrollment

Students who 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 the 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. This is restricted to CPLC Community Schools and Pima Community College only.

NOTE: No student may take a dual enrollment class during his/her regular school hours.

### Standardized Tests

| Test Title   | Who Gives It?              | Who Takes It?   | Why?  |
|--|----------------------------|---|---|
| Arizona Instrument to Measure Standards (AIMS)       | AZ Department of Education | 10th Graders and all 11th and 12th graders who have not achieved "Meets the Standard" on the test | Required to graduate. Measures whether or not a student has met the standards for writing, math, and reading as determined by the AZ Department of Education. |
| Terra Nova   | AZ Department of Education | 9th Graders   | Compare with national scores of 9th graders   |
| School Assessment                                    | COA SCHOOLS                | All students  | To measure academic growth and deficiencies in school curriculum  |
| Scholastic Aptitude Test (SAT)                       | College Board              | College Bound Seniors   | Acceptance to colleges/universities   |
| PSAT   | College Board              | College Bound Juniors/Sophomores  | Practice for SAT / National Merit Scholarship Application   |
| 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 and/or Spanish language abilities  |

**AIMS Graduation Requirement**

Students are given up to five opportunities to take and pass the AIMS exams. In addition, students are given the opportunity to improve their AIMS scores through the process of "augmentation". Please see your academic advisor for more details on this process.

## **STUDENT CODE OF CONDUCT**

The following are general rules of conduct for all CPLC Community Schools. However, each school has a unique population warranting specific needs. Therefore, each school may have additional conduct rules that are established by the school administration. See your local principal for more details.

### **Closed Campus**

CPLC Community Schools are closed campuses. If it becomes necessary to leave during the day, students must sign out at the Admission Specialist's office. 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.

### **Lost and Found**

Items found on campus will be kept in the administration 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. Bus passes for the city transportation system will be available to those students who qualify.

### **Parking**

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.

### **Cell Phone/PDA Use**

Students are not allowed to use cell phones during class for any purpose. School phones are available in case of emergencies. Arrangements for transportation must be made prior to the start of the school day.

### **Portable Electronic Devices**

Portable electronic devices may not be used during class unless there is a specific academic need authorized by a teaching professional. So 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.

## **Uniforms**

In an effort to promote school safety, improve discipline, and enhance the learning environment, all students must wear the appropriate school issued shirt for the entire time at school and follow the school dress code. School shirts are available for purchase prior to the start of enrollment (See the Admissions Specialist for more details).

The following school dress code is in effect for all students:

Tan, gray, olive, navy blue, black or white solid colored pants, fingertip length shorts, or skirts with our school shirt (with logo visible).

Hoodless black, gray, or white sweaters/sweatshirts may be worn over school t-shirt during cold weather (but NOT INSTEAD of school shirt)

Hats may not be worn at the school and if brought to school must be out of sight (stored in a back pack, book bag, or in the office) at all times.

Shoes should be white, black, or brown with little or no colored adornment.

Those items deemed inappropriate include, but are not limited to:

Pants which show underclothing

Bare midriffs

Hats, hair nets or bandanas (rags) or baseball caps

Colors denoting gang affiliation

Any clothing item with profanity or other inappropriate material

Shirts and other articles of clothing draped over the shoulders or hanging out of pockets

School staff will be responsible for judging whether attire is acceptable. If your clothes are unsuitable for school, a parent/guardian can bring a change of clothes, students will be sent home to change or sent home for the day in the case of repeated dress code violations.

## **School Supplies**

Students must supply their own notebooks, paper, pens, pencils, white out, folders, and calculators. Administration will not provide students with these items.

## **Public Display of Affection**

A student shall not engage in a public display of affection either at school or while attending any school activities.

## **Skateboards or Rollerblades**

Skateboards, roller blades, or other similar devices cannot 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.

## **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. Students are not allowed to use elevators for any reason during a fire drill or any emergency.

## **Student Activities and Clubs**

CPLC COMMUNITY SCHOOLS encourage students to participate in student activities and clubs. All students should note that all policies and procedures, including dress code (i.e. uniform t-shirt), are in effect while students attend school sponsored activities whether on the campus or

at any other location. This policy includes students who are participants, spectators and others.

### **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 through 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 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 may bring one (1) guest to the event but the student is responsible for his/her guest's conduct
- Each student participating must have a Medical Release of Liability on file at the school.
- Students who are suspended or expelled from any COA 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 parents 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. Should any student "ditch" the assembly, it is considered an unexcused absence.

## **Discipline Code**

Each student has the responsibility to fully participate in his/her own learning experiences 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 Superintendent 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 police authorities. For serious offenses, school officials are required to notify appropriate authorities.

A student may be withdrawn, suspended, or expelled for serious offenses, including:

- Disruptive conduct/general misconduct that prevents the operation of the school
- Defiance of authority
- Offensive material
- Cheating/plagiarism
- Sexual harassment/Sexual misconduct (See Sexual Harassment Policy)
- Bullying (See Anti Bullying Policy)
- Vandalism/graffiti to school property, materials, and/or equipment
- Smoking on school grounds
- Truancy and/or skipping class
- Excessive absences and/or tardiness
- Violation of the code of conduct

A student will be expelled (and authorities will be notified) for:

- Assault or fighting with or without a weapon
- Possession or concealment of a weapon
- Possession or use of illegal and/or dangerous substances (including alcohol) on campus
- Theft or robbery
- Arson
- Threats
- Violation of federal, state, or local laws

Students who are suspended or expelled from any COA 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 pursuant to the same standards of conduct and due process procedures. 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 a 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 IDEIA 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 reason to believe that some material or matter detrimental to 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 danger to property.

In conducting a search of a student or his/her personal property, the administrator must consider the intrusiveness of the proposed search in the light of the age and sex of the student and the nature of the unexpected infraction.

Strip searches and body cavity searches by the school administrators are absolutely prohibited. 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.

Students who are at school sponsored events, or who are traveling to and from school or school sponsored events, or when his/her conduct affects the operation of the school shall be subject to this search and seizure policy. These rules may be enforced without regard to the time of day where the motivation for the misconduct arose out of the school environment or the misconduct affect the educational and orderly mission and function of the district.

## **ENROLLMENT/ADMISSIONS**

### **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 generally accorded or made available to students at the school. CPLC COMMUNITY SCHOOLS is in compliance 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.

### **Requirements for Enrollment**

In order to enroll at CPLC COMMUNITY SCHOOLS, parents and prospective students must schedule an appointment with the Admissions Specialist. If the student is less than 18 years old, a parent or guardian must accompany the student to the appointment.

Along with a completed enrollment packet, the following documents are required:

Birth Certificate

Immunization Records

Official Withdrawal Form (original)

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

Testing Records

Social Security Card, if applicable

Individual Educational Plan (IEP) and 3-Year Evaluation

Any other documentation as specified at time of enrollment

\*\*Students who have been suspended or expelled from another school will be pending enrollment upon further investigation by the Principal.

### **Enrollment List**

All CPLC Community Schools will make every attempt to accommodate students seeking admission. However, each year the Arizona Department of Education limits the number of students who can be enrolled. When the enrollment cap is met, an enrollment list is established. When a space becomes available, the school will use a lottery system to determine the next student to be enrolled from the student pool.

### **Attendance**

Students are expected to attend school on a regularly scheduled basis. Students who accumulate six (6) unexcused absences (including absences due to tardiness or truancy) during one (1) semester may be withdrawn from any of the CPLC Community Schools and placed on the enrollment list. A student who is withdrawn for excessive absenteeism may be eligible for immediate re-enrollment based on: an administrative/faculty review of that student's recent curricular performance, disciplinary status, and class participation. Students who miss ten (10) consecutive days are automatically withdrawn.

### **Make-Up Time**

Students are required to make up time if they miss a day of school. The time needs to be made up within the week that they were absent. If school hours are not made up, the absence(s) will be considered unexcused and will be counted towards the students' six (6) absences placing him/her in jeopardy of being withdrawn. Make up time is to be completed by staying after school in a designated area of the school and working on missed classroom assignments or extra credit work.

NOTE: Students are required to sign in and out to receive credit for make up time. No exceptions.

### **Tardiness**

Students are expected to arrive to school on time and be in class by 9:00 a.m. Any student arriving to class after the bell has rung for any class is considered tardy.

Three (3) tardies will constitute one absence. Any student arriving after 9:00 a.m. will be marked tardy and may only proceed to class with a pass from a member of the administrative staff. The only exceptions will be if a parent/guardian calls the day before an absence to inform the Admission Specialist that his/her student will be late the next day. While COA Administration realizes that there are uncontrollable circumstances, we will not permit a student to enter the school if the Admission Specialist is not notified of a tardy at least a day in advance.

The only acceptable reasons for a tardy are:

- Medical/dental appointments
- Funerals
- Court Appearances

### **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, CPLC COMMUNITY SCHOOLS 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**

What is harassment?

Harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence. Harassment is not necessarily sexual in nature. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. Other prohibited conduct includes written material such as notes, photographs, cartoons, articles of a harassing or offensive nature, and taking retaliatory action against someone for discussing or making a harassment complaint.

**Sexual Harassment: Responsibility**

Anyone who becomes aware of an incident of harassment, whether by witnessing the incident or being told of it, must report it to a teacher, Principal, Superintendent or to any authority figure with whom they feel comfortable. When Administration becomes aware of the existence of harassment, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the school to do so.

**Sexual Harassment: Reporting**

Make it clear that the harasser's behavior is unacceptable, offensive or inappropriate. It is essential to report this behavior immediately even if you are not sure the offending behavior is considered harassment. All reports will be promptly investigated with due regard for the privacy of everyone involved. However, confidentiality cannot be guaranteed. Anyone found

to have harassed a fellow student or school staff person will be subject to severe disciplinary action up to and including suspension. CPLC COMMUNITY SCHOOLS will also take any additional action necessary to suitably remedy the situation. CPLC COMMUNITY SCHOOLS accept no liability for the harassment. The individual who makes unwelcome advances, threatens, or in any way harasses another is personally liable for such actions and their consequences. Legal action could be taken in some situations if a complaint is filed.

#### Anti-Bullying Policy

It is a fundamental belief at CPLC COMMUNITY 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, bullying must be eliminated at our schools. CPLC COMMUNITY SCHOOLS has 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 CPLC COMMUNITY SCHOOLS a safe and welcoming place for all students.

#### Petition and Compliant 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 consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complaints 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 complaint 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 investigatory activities. 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 completed 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 superintendent or designee, who is not the designated representative, shall respond in writing to the complainant and the accused within thirty days, stating:

That 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 the complaint with the school governing board.

Students will be provided with age-appropriate information on the recognition and prevention 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.

## **LEGAL NOTICES**

### **Instructional Qualifications/Resumes**

CPLC COMMUNITY SCHOOLS must notify parents/guardians that teacher résumés are available for review. You may contact the Principal to review teacher résumés.

### **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 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**

Calli Ollin High School Schools is a participant in 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 in order 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 of 2002, ensures educational rights and protections for children and youth experiencing homelessness. Please see detailed policy located in your school site's office.

### **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 10 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 Calli Ollin High School, Toltecalli High School and Hiaki High School were found to contain no asbestos-containing building materials. An asbestos management plan detaining AHERA required information is available for review in the Calli Ollin High School / District Administration Offices located at 200 N. Stone Avenue, Tucson, Arizona. 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:

Magdalena Verdugo -- Superintendent  
CPLC Community Schools  
200 N. Stone Avenue  
Tucson, Arizona 85701  
(520) 624-3673

### **Computer Usage Policy**

Computer, video, and other electronic equipment resources are provided to students for the purpose of performing assigned class work. Students using such resources are expected to act in a manner consistent with the Classroom Expectations and the CPLC COMMUNITY SCHOOLS code of conduct.

Any violation of these policies may result in a student's loss of access to 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 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 e-mail 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.

The course instructor and CPLC COMMUNITY SCHOOLS assume no responsibility for any abuse, misuse, illegal, or obscene use of 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 CPLC COMMUNITY SCHOOLS network may lead to 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 are in violation of the policy. CPLC COMMUNITY SCHOOLS will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through CPLC COMMUNITY SCHOOLS network. Infringement of any guideline, rule, policy, or regulation will result in the enforcement of the appropriate disciplinary action as specified in the CPLC COMMUNITY SCHOOLS Student Parent Handbook.

#### Annual Report Card

In accordance with the ARS § 15-746, CPLC COMMUNITY SCHOOLS will annually disseminate to all interested parties, an Annual Report Card that contains the following:

- A description of the school's curriculum and instructional program
- A description of the current academic goals

The student attendance rate  
The number of incidents that occurred on the school campus that required law enforcement officers  
The percentage of students who have graduated and advanced to the next grade level  
A description of the social services available  
The school calendar, length of day, and hours of operation  
The total number of students enrolled during the previous year  
Parent responsibilities  
School responsibilities

#### **Drug Free/Tobacco Free School Policy**

As designated by state law, the "Drug Free Zone" is any 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**

CPLC Community Schools 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 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 for all students, our entire staff shall promote and monitor student wellness according to policy. This policy is included in your enrollment packet explains specifically what you can and cannot eat while in school. See your NSLP Coordinator for more details.

## STUDENT/TEACHER/FAMILY COMPACT

Effective schools are a result of families and school personnel working together to insure that children are successful in school.

*The Student Will Be Responsible For:*

- Showing respect and cooperating with all adults in the school
- Coming to class on time and prepared to work
- Respecting the rights of others to learn without distraction and disruption
- Showing respect for people and property by not using profanity, stealing or vandalizing
- Abide by the Zero Tolerance Contract and school rules
- Completing all assignments to the best of my ability
- Spending the time at home to study and read daily

*Signature* \_\_\_\_\_

*The Teacher Will Be Responsible For:*

- Establishing clear classroom expectations
- Providing every student and parent a copy of the class syllabus (including expectations, instructional goals, grading system and classroom procedures)
- Providing a strong curriculum, that encourages problem solving and risk-taking
- Providing a safe and positive learning environment for students
- Explaining the conduct code to students and parents
- Contacting parents as needs arise concerning behavior and/or academic progress
- Supplying clear evaluations of student progress and achievement to both students and parents.

*Signature* \_\_\_\_\_ COA SCHOOLS Staff \_\_\_\_\_

*The Parent Will Be Responsible For:*

- Seeing that the student is punctual and attends school regularly and notifying the school of absences and tardies in the appropriate time frame
- Supporting the school in maintaining proper discipline
- Attending school events, including Parent Nights, Open Houses, and other school functions
- Responding promptly to communications sent home by the school that require a parent signature
- Providing a quiet place and time each day for study without distractions (television, stereo etc.)
- Helping the student to meet his or her needs
- Helping the student understand an education only comes with hard work and dedication.

*Signature* \_\_\_\_\_