

STUDENT-PARENT HANDBOOK

PAYSON EDUCATION CENTER

"Home of the PEC Titans"



Peggy Miles, Principal

Payson Education Center
112 West Cedar Lane
Payson, AZ 85541
(928) 468-8509

GILA COUNTY REGIONAL SCHOOL DISTRICT NO. 49

Supporting educational growth and personal success for all students in a community-based setting

Dr. Linda L. O'Dell

Gila County Superintendent of Schools
Governing Board President/Superintendent

Welcome to Payson Education Center

Welcome to Payson Education Center, Home of the Titans. The term “Titans” is defined as “A person or thing of enormous size, strength, power, influence, etc...” You might ask how that would relate to PEC. The answer is simple. PEC started as a small school of 20 students in the spring of 2006. It was originally located in a small office building just north of the Swiss Village. Over the years, PEC has continued to grow. We currently have over 60 students attending PEC. We have additionally relocated to a larger building on Cedar Lane. Just this year we have expanded our building to add two new classrooms.

As we continue to grow, we will one day be of enormous size, strength, power and influence in Payson and around the state of Arizona. We will do this by continuing to provide for the individual needs of every student. We remain committed to working arduously until every student has learned to the best of his/her potential.

Please take a few minutes to familiarize yourself with this student handbook. We welcome any comments and suggestions. Feel free to call, email, or schedule a time to meet with me or any staff member. Go Titans!!

Have a great year!

For Kids' Sake,

Peggy Miles
Principal, PEC
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(928) 468-8509

WELCOME

The Teachers, Staff and Administration welcome you to the **Gila County Regional School District**, established in 2005 by Gila County Superintendent of Schools Dr. Linda O'Dell. The district has three schools: *Globe Education Center*, *Payson Education Center*, and *BijaGozhone Juvenile Detention Center*. The Globe and Payson Education Centers serve students in Grades 9-12. The BijaGozhone Juvenile Detention Center serves incarcerated youth in San Carlos.

It is our hope that each student attending our schools will find his/her educational experience to be successful and enjoyable. If at any time you have questions or concerns, please be sure to contact a staff member. Have a great school year!

MISSION STATEMENT

To provide a dynamic learning environment that addresses the individualized needs of at-risk or otherwise disengaged students, supports and celebrates the development and attainment of academic, personal and social skills and readiness for the workplace and/or postsecondary education through non-traditional means and in collaboration with parents, community partners, and pertinent service providers.

BELIEF STATEMENTS

- All children can learn, *but* children learn in different ways and at different rates.
- All children deserve the opportunity to experience success in school.
- All children have the right to feel safe and secure at school.
- High expectations for academic and personal success increase the likelihood of success.
- Strong relationships and meaningful communication with caring adults are foundational to student success in school.
- Student success in school can best be achieved through individualized programs of study and availability of appropriate support systems.
- It is the responsibility of the school and staff to create a safe and secure learning environment that supports the academic, social and behavioral success of each student.
- Our decisions are based on these questions: "Is it good for kids?" and "Will this support student success?"

GOALS FOR STUDENTS

1. Demonstrate competence in core academic subjects as measured by Arizona's Instrument to Measure Standards (AIMS) and other pertinent assessments.
2. Develop and attain individualized educational goal(s), such as: transition back to the home school, credit recovery, and/or graduation from high school.
 - Depending on their interests and abilities, some students may participate in career/vocational training programs or community college coursework.
 - Others may be counseled to pursue the attainment of a GED (General Education Development Certificate).
3. Develop those personal, social and work skills typically required to pursue and lead productive and

successful lives.

ENROLLMENT POLICIES AND PROCEDURES

The Education Centers welcome all new student inquiries. An eligible student may register at any time school is in session. Prospective students will be placed on a waiting list if the Education Center has reached its enrollment capacity; students on the waiting list will be enrolled as space allows. *A student who has dropped out or been withdrawn from the Education Center must re-apply for admission as a new student.*

New students must complete and submit required enrollment documents prior to admission. A potential student and his/her parents/guardians must participate in an intake interview with school staff prior to admittance. Contact the school office to obtain enrollment materials. Required enrollment documents are listed below:

REQUIRED ENROLLMENT DOCUMENTS

1. Withdrawal form from previous school
2. Transcripts from previous school(s)
3. Registration/Enrollment forms
4. Emergency/Medical forms
5. Primary Home Language Survey
6. National School Lunch Program forms
7. A certified copy of the student's birth certificate (ARS15-828), the record of immunizations (ARS15-872) and a copy of the student's social security card must be provided before a student is allowed to attend classes.

Note: A number of other documents related to school and district policies, including the Student/Parent/School Compact, must be signed by parents/guardians and/or the student before a student is allowed to attend classes.

TRANSFER STUDENTS

1. It is the responsibility of transferring students and their parents/guardians to assist school personnel in securing official transcripts and records from previous schools to complete enrollment at the Education Center.
2. The admission of students who have been suspended or expelled from a previous school requires the approval of the school administrator. If admitted, such students will be placed on *probationary status* upon initial enrollment at the Education Center, subject to compliance with conditions and requirements established between the school, student, and parents/guardians at the time of enrollment. These conditions and requirements may be in addition to those agreed to in the Student/Parent/School Compact which is signed by all parties upon initial enrollment.
3. Credit(s) earned by students at another school may be transferred for credit at the Education Center upon receipt of official transcripts. Students wishing to transfer credits from another school or community college must meet with the school administrator to determine the number of credits allowed from other educational institutions. Demonstration of mastery of Arizona State Academic Standards is used as the basic criterion for credits earned in coursework while in attendance at the Education Center.

TRANSFER OF CREDIT

The following guidelines have been established for acceptance of transfer credits from other institutions:

1. Credits from other high schools will generally be accepted for transferring students.
2. Students who were on track for graduation at their previous school may require an adjustment in graduation requirements to graduate from the Education Center. This process will be conducted on an individual basis by the school administrator.
3. Duplicated courses will not receive credit under any circumstances; the highest grade earned in a course from a previous school will be reflected in the student's Education Center transcript.
4. Credit earned through correspondence courses may be accepted for satisfaction of graduation requirements providing the coursework has been pre-approved by the school administrator. Arizona State law sets the following limits on correspondence credit:
 - State law directs that no more than four (4) total correspondence credits may be accepted for completion of the requirements for a high school diploma. Of those four correspondence credits, no more than one (1) credit may be in each of the following areas: English, Math, Science, and Social Studies.
5. A student must be enrolled at the Education Center in order to apply college credit toward high school graduation. Only college courses approved by the school board may be applied as high school credit toward graduation. In accordance with state law, one-half high school credit will be awarded for each three college units or credits.

PLACEMENT IN GRADE LEVEL AND COURSES

Placement in a grade level is determined upon a review of the student's records and transcripts from the previous school(s). Initial placement in a grade level will be based on the student's status as reflected in transcripts. Student cohort (regular graduation year) is used at the Education Centers to determine an enrolling student's grade level. A student's graduation cohort is based on the year in which the student first enrolled as a ninth grader.

Students will be placed in coursework as determined by a review of grades and previous attainment of credits as reflected on official transcripts from the previous school(s).

CLOSED CAMPUS

Students must remain on campus from the time of arrival until after their last class of the day. This requirement also holds true for adult students. Being off campus without permission will result in disciplinary action. For security and liability reasons, only enrolled students are permitted on campus during the school day. Parents and others wishing to conduct official business must first report to the school office. Others may be deemed as trespassers and are subject to arrest.

HALL PASSES

A student must carry a pass issued by a teacher or office staff if s/he is in the halls while classes are in session. Hall passes will be issued by staff only as necessary or in the event of an emergency. Time between classes and other designated break times are intended for students to use the bathroom and get drinks. Students out of class without a pass are subject to disciplinary action.

SCHOOL HOURS

The school year of the Payson Education Center is 182 school days, divided into four quarters of approximately nine week grading periods. Consult the school calendar for specific dates of grading periods, holidays and vacation days. Students are required to attend school Monday through Thursday as noted below. *Friday sessions are required for any student who has not met the required state law mandating school attendance of 20 hours per week.*

A.M. Session: 8:00 a.m. – 1:00 p.m.

P.M. Session: 1:00 p.m. – 6:00 p.m.

REPORTING ABSENCES

When a student is absent from school, the parent/guardian should contact the school by telephone on the day of the absence or in writing upon the return to school. The dates, times, and reason of absence should be noted. Please call (928) 468-8509 to report your student's absence.

The Education Center will contact a parent/guardian to verify a student's absence within the first hour of school if the parent/guardian has not notified the school of the absence. If the student is on probation, the probation officer will be notified of a student's absence.

ABSENCE AND TARDY POLICIES

It is the policy of the Education Centers that students maintain an attendance rate of at least 95%. Student learning is based on regular student attendance, as is funding for schools. Students are required to make up time and class work missed the Friday following the absence. If more time is needed the school staff will work with students to schedule make-up time within a ten-day period. At the discretion of the school administrator, awarding of course credit(s) may be withheld until a student has made up time missed due to absence or tardiness.

ABSENCE

By state law, absences may be *excused* for the following reasons only and must be substantiated by a written excuse from the parent/guardian, doctor or dentist or documentation of court appearance:

- Doctor's Appointment;
- Legal Appointment;
- Death in the Family;
- School Activity; or
- Circumstances approved by the administration

TARDINESS

Any student arriving at school after the start time is considered tardy. Tardiness may be *excused* for the following reasons only:

- Late bus;
- Illness substantiated by written excuse from parent/guardian, doctor or dentist;
- Official legal document (court appearance); or
- Circumstances approved by the administration.

EXCESSIVE ABSENCES OR TARDINESS

Students will be withdrawn by the school upon the tenth day of consecutive absences. Students may be withdrawn or receive long term suspension for excessive absences or tardiness (consecutive or not) prior to ten days as evidenced by a continued apparent refusal to attend school; students and/or parents/guardians may be referred to law enforcement officials in this event. Any student who has dropped out or been withdrawn for excessive absences may reapply for admission as a new student. The student and parent/guardian must meet with the school administrator to discuss remediation of attendance issues prior to consideration for re-admission.

EXEMPTIONS FROM THE ATTENDANCE POLICY

Students with chronic health conditions that affect attendance, as verified by a physician, may be exempt from fulfilling attendance requirements as per Governing Board Policy JHD. Such students should file an Exclusion and Exemption from School Attendance form. This form is available in the school office and must be completed by the physician and returned to the school administrator as soon as possible.

In the event that a request for exclusion from the attendance policy is accepted by the school administrator, qualified students may not lose credit because of non-attendance. However, assigned class work and tests must be completed and returned to the teacher(s) in a timely manner.

CHECKING IN AND OUT OF SCHOOL

Students who need to leave school for an appointment or other reasons must sign out through the office *before leaving the campus*. Students may leave campus under the following circumstances:

1. The parent/guardian or authorized adult emergency contact personally signs out the student.
2. The parent/guardian makes a request for the student to leave campus by phone or written permission. To the extent possible, prior notification should be provided to office staff.
3. The student is ill and staff obtains permission from the parent/guardian or another authorized adult for the student to leave campus.

Parents/guardians should contact the office before anticipated absences or when students need to leave during the school day. *A student leaving campus without checking out through the office will be considered truant; the student may be disciplined for such infractions. This also applies to adult students.*

CHANGE OF ADDRESS AND TELEPHONE NUMBER

When a student has a change of address or telephone number, this change should be reported to the office immediately by the student or the parent/guardian. Understandably, it is important that the school has accurate contact numbers and addresses, especially in the event of an emergency.

WITHDRAWAL FROM SCHOOL

In accordance with state law, withdrawal for students under the age of 18 requires permission of the student's parent/guardian. Withdrawal forms may be obtained from the school office. Please notify the school of a pending withdrawal as soon as possible before the student's final day so all records can be updated and debts cleared. ***Please note that all school materials must be returned and all bills paid before student records will be released to a new school.***

PRESCRIPTION MEDICATION

Students who require daily doses of a prescribed medication, or who take medication for a medical condition that may require an emergency dosage, must leave their medication with the school secretary or the school administrator during the school day. A parental consent form must accompany the medication. Any prescribed medication must be in the original container with the original label not altered and showing the student's name. (A.R.S. § 15-344)

ILLNESS/INJURY OF STUDENT

The school will make every attempt to contact the parents in the event a student becomes ill or injured during the school day. If a parent/guardian cannot be contacted, an attempt will be made to reach other contacts listed on the student's emergency card. The school reserves the right to call emergency medical technicians at any time the situation deems it necessary. ***The parents or guardians are responsible for any and all costs associated with any medical treatment and/or emergency medical transport of their student.***

PROGRAMS FOR PREGNANT & PARENTING STUDENTS

The Education Center affirms the right of a pregnant student to continue participation in the public school program. As soon as a pregnancy is medically confirmed, the student shall consult with the school administrator for the purpose of planning her educational program. The pregnant student may be eligible for the following educational plans or may suggest alternatives:

1. She may remain in her present school program, with modifications as necessary, until the birth of her baby is imminent or until her physician states that continued participation would be detrimental to her health.
2. If eligible for homebound or chronic illness status, in accord with ARS 15-901, she may receive homebound instruction until her physician states that she is physically able to return to school.

Efforts will be made to see that the educational program of the student is disrupted as little as possible; that she receives information on available health and counseling services, as well as instruction; and that she is encouraged to return to school after delivery. (Governing Board Policy IHBCA-R)

The Education Center affirms the right of a parenting student to continue or pursue participation in the public school program. The school administrator and teaching staff will assist a parenting student to design and implement an individualized educational program that facilitates his/her responsibilities as a parent and supports his/her continued progress in meeting educational goals.

The school will assist pregnant and parenting students through referral to agencies and other resources as appropriate to their individual situation and needs.

HOMEBOUND INSTRUCTION

Students with conditions or illness of a debilitating nature and of long duration may be eligible for homebound instruction as per Governing Board Policy IHBF. Inquiries about homebound instruction should be made at the school office.

NON-DISCRIMINATION

The Education Center is committed to a policy of equal opportunity and non-discrimination with respect to race, color, religion, gender, age, national origin and disability. This policy encompasses all matters concerning staff, students, the public, instructional programs, and services. The GCRSD will comply with all applicable federal, state and local laws relating to educational programs and personnel management.

ACADEMIC EXPECTATIONS

Enrollment at the Education Centers is open to all students who desire or who wish to earn a high school diploma, which means earning the minimum number of credits required for graduation *and* demonstrating mastery of the Arizona State Academic Standards in Reading, Writing, and Mathematics by “Meeting” or “Exceeding” the Standards on the AIMS Tests.

Students may complete required credits for the high school diploma at any time during the school year and participate in the next scheduled graduation ceremony.

Specific requirements for each course offered at the Education Center will be established by the instructor and/or school administrator in accordance with state standards and/or other guidelines. Completion of a course and awarding of credit may be based on tests, a final exam, projects or other benchmarks as established by the instructor and/or school administrator.

Depending on individual circumstances (e.g., a seventeen or eighteen year old student with minimal credits), a student may be counseled to pursue attaining the General Education Diploma (GED) as a viable alternative to a high school diploma.

REQUIRED MINIMUM PROGRESS

High school students must achieve a minimum of 1.50 credits by the end of each nine-week grading period to stay on track for graduation with 20-22 credits in a four-year period. Students who fail to earn at least one credit during a grading period may be placed on an Academic Probation Contract. High school students failing to achieve at least one credit during the grading period will receive notice by mail specifying the deficiency and the need for an Academic Probation Contract. The student and parent/guardian must meet with the school administrator to establish and sign the Academic Probation Contract.

HONORS FOR ACADEMIC ACHIEVEMENT & ATTENDANCE

Students receive public recognition and awards for outstanding achievement in many areas. The following is a partial list of possible recognition and awards:

1. *Honor Roll*: Students receive a certificate for a Grade Point Average of 3.0 and above at the end of each quarter for which the minimum number of credits is achieved.
2. *Superintendent's Award for Academic Excellence*: Students receive a certificate for a Grade Point Average of 4.0 at the end of each semester for which the minimum number of credits is achieved.
3. *Academic Achievement*: Students receive a certificate for academic achievement at the end of each quarter as determined by instructional and administrative staff.
4. *Scholarships* for continuing education or other opportunities are awarded to eligible students as such awards arise.
5. *Perfect Attendance Certificates* are awarded at the end of each quarter and the school year.
6. *Attendance and achievement incentives* may be awarded at the discretion of the instructors and/or school administration.

GRADES AND COURSE CREDIT

The Education Centers have been established to support student success. Assuming that a student is placed at the appropriate skill level in a given course, s/he must achieve an overall grade of 75% ("C") or better to receive credit. Students receive assistance from instructional staff as needed to ensure mastery of coursework at 75% or higher. Special Education students receive appropriate accommodations and support to master coursework in accordance with their Individualized Education Plan (IEP).

GUIDELINES FOR GRADING

The grade given a student shall be determined by the instructor of the course. In the event of a clerical or mechanical mistake, the determination of a student's grade by the instructor shall be final. Questions about grades should be directed to the instructor. Parents wishing to discuss grades with the instructor should call the school to schedule an appointment.

1. The grade a student receives reflects an evaluation of the student's performance in achieving expectations of course requirements, which are based on the Arizona Academic Standards.
2. For some students, the grade may reflect the extent to which the student is progressing from a given point with respect to his/her own abilities.
3. The instructor will use every means possible to arrive at a fair and impartial judgment in the evaluation of each student and his/her work.
4. Course credit will be given for percentages at or above 75%, as follows:

"A" = 90 - 100% EXCELLENT

"B" = 80 - 89% ABOVE AVERAGE

"C" = 75 - 79% AVERAGE

"I" = INCOMPLETE

NOTE: Repeated failure to complete classroom assignments and disregard for academic testing by a student will be viewed as non-compliance with the Student/Parent/School Compact and school policies. Such behaviors may result in disciplinary consequences, including suspension.

REPEATED COURSES

A student who wants to repeat a course in order to raise a grade must receive the permission of the teacher and the school administrator. No additional credit will be awarded for repeating a course; the highest grade earned will be awarded.

"TEST-OUT" OPTION

Prior to beginning a one-half credit required high school course, a student may request a "Test-Out Option" from the teacher. (Arizona Administrative Code: R7-2-302, B.2). The student will be tested on their understanding of the Arizona Academic Standards for the course. A score of 75% on the examination will entitle the student to one-half credit for the course with a "Passing" ("P") grade.

OTHER CREDIT COURSES

Enrolled students may receive credit for pre-approved classes offered by institutions other than the Education Center. Accredited correspondence or distance-learning courses and other classes offered through a community college, university, or adult education may be approved for credit. School Board approval is required prior to enrolling in any of these courses. Failure to receive prior approval may lead to no credit for such courses.

REPORTS TO PARENTS/GUARDIANS

It is the policy of the Education Center to inform parents/guardians if their student is not making satisfactory progress in a class. Parents/guardians will also be contacted in the event a student's attitude becomes unsatisfactory or shows marked or sudden deterioration.

Students are encouraged to request a conference with a teacher or other school staff if there are difficulties or issues affecting their ability to succeed in school. Likewise, parents/guardians are encouraged to meet with appropriate school officials to discuss issues of concern.

PROGRESS REPORTS

General progress reports for all students will be issued by the mid-point of each quarter and at the end of each nine-week grading period. More frequent progress reports may be provided, especially for students who are not making adequate progress. Teachers will conference with students experiencing difficulty with their school work as needed. Parents/guardians may also be contacted by school staff to discuss issues or concerns about their student.

It is sometimes helpful to hold a conference involving the parent/guardian, instructor and student for the purpose of reviewing the student's work for the grading period and to express expectations regarding the next grading period. Other persons, i.e., counselor, probation officer, or school administrator, may be invited to participate in such conferences.

Quarter-credit slips will be issued to high school students as they complete required coursework; issuance of quarter-credit slips may be withheld if students need to make up time due to tardiness or absences or have failed to fully complete course requirements to the teacher's satisfaction.

Parents/guardians are urged to follow-up with their student and with teacher(s) regarding progress reports that indicate deficiencies. Suggestions are as follows:

1. Discuss the notice with the student, increase monitoring of schoolwork, and have the student bring class work and tests home for review.
2. Call the teacher(s) or school staff to discuss questions or concerns.
3. Make a follow-up contact with the teacher or school staff to determine if the student has shown improvement.

NOTE: Parents may request a weekly progress report for a student, and/or school staff may suggest a weekly contract and/or progress report as a means of addressing student issues or concerns.

ACADEMIC DISHONESTY

Honesty is at the core of all human endeavors and successes. Scholastic dishonesty is not acceptable and will neither be tolerated nor ignored at the Education Center.

- Scholastic dishonesty includes, but is not limited to, the following: cheating, plagiarism, and/or facilitating academic dishonesty.
- The teacher will discipline the student for the first incident of academic dishonesty.
- Additional incidents require the teacher to refer the student to the school administrator for discipline.

GRADUATION REQUIREMENTS

The Education Center offers the basic curriculum required by the Arizona Department of Education curriculum for completion of a high school diploma. Graduation requirements established by the Arizona State Board of Education outline *minimum academic demands* placed on all students in Arizona.

Graduation requirements of the Education Center are based on state requirements, but also support individual goals as outlined in each student's Individualized Learning Plan (ILP) and reflect goals in three areas: Academic, Social/Behavioral, and Life/Employability.

Students are encouraged to earn credits beyond the minimum required in order to prepare for future roles and responsibilities in the adult world. It is the philosophy of the Education Center that all students will be offered as complete an education as possible. A variety of options will be made available to students to fulfill elective credits.

Students who plan to attend a community college or university should work with the school counselor and administrator to ensure the high school program of study meets entrance requirements of the intended school.

Students who earn more than the minimum number of required credits in Mathematics, Science and Social Studies are eligible for an "*Academic Recognition*" diploma from the Education Center.

STATE OF ARIZONA GRADUATION REQUIREMENTS

	Current (Prior to FY2011)	Class of 2012 (Freshman in FY08-09)	Class of 2013 (Freshman in FY09-10)
English (or ESL)	4 credits	4 credits	4 credits
Mathematics	2 credits	3 credits ⁽¹⁾	4 credits ⁽¹⁾
Science	2 credits	2 credits	3 credits ⁽²⁾
Social Studies	2.5 credits	3 credits ⁽²⁾	3 credits
CTE/Fine Arts	1 credit	1 credit	1 credit
Electives	8.5 credits	7 credits	7 credits
TOTAL	20 credits	20 credits	22 Credits
		(1) Mathematics courses shall consist of Algebra I, Geometry and an additional course with significant mathematics content as determined by district governing boards or charter schools. (2) Social Studies shall consist of one credit of American History, one credit of World History/Geography, ½ credit of government and ½ credit of economics.	(1) Mathematics courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant mathematics content as determined by district governing boards or charter schools. (2) Science courses shall prepare students for the high school AIMS test (life science). ARS 15-203 prohibits the SBE from adopting changes to these requirements that will impact "capital costs."

NOTES:

- English** classes must include but are not limited to grammar, writing, and reading skills; advanced grammar, composition, American literature; advanced composition, research methods and skills and literature. One-half credit shall include the principles of speech and debate but not be limited to those principles. (State of Arizona requirements.)
- Mathematics** credits shall be taken consecutively beginning in 9th grade, to include Number Sense; Data Analysis & Probability; Patterns, Algebra & Functions; Geometry; Measurement & Discrete Mathematics; and Mathematical Structure/Logic. Developmental or AIMS Math Readiness courses must be taken for elective credit. (State of Arizona requirements.)
- Social Studies** shall consist of one credit of American History, one credit of World History/Geography, ½ credit in the essentials, sources and history of the constitutions of the United States and Arizona and ½ credit in Economics, the instruction in American institutions and ideals. (State of Arizona requirements.) As of FY2008-09, coursework in the history of Arizona must be used as for elective credit.
- Students must complete one full credit of either Fine Arts or Career and Technical Education (State of Arizona Requirement).

GILA COUNTY REGIONAL SCHOOL DISTRICT REQUIREMENTS

The following chart depicts Graduation Requirements for the Gila County Regional School District. In accordance with basic requirements established by the Arizona Department of Education and the State Board of Education, Education Center students must accrue a minimum of twenty (20) credits to graduate with a high school diploma and "Meet or Exceed the Standards" on the AIMS Reading, Writing and Math Tests. *The minimum number of credits to graduate will increase to 22 for students entering the ninth grade in FY2009-2010.*

	Current (Prior to FY2011)	Class of 2012 (Freshman in FY08-09)	Class of 2013 (Freshman in FY09-10)
English (or ESL)	4 credits	4 credits	4 credits
Mathematics	2 credits	3 credits ⁽¹⁾	4 credits ⁽¹⁾
Science	2 credits	2 credits	3 credits ⁽²⁾
Social Studies	2.5 credits	3 credits ⁽²⁾	3 credits
CTE/Fine Arts	1 credit	1 credit	1 credit
Life & Employability (District Requirement)	1 credit	1 credit	1 credit
Electives	7.5 credits	6 credits	6 credits
TOTAL	20 credits	20 credits	22 Credits
Note: 100 hours documented employment = one-quarter credit: <i>while enrolled with GCRSD</i> , up to 1 credit may be applied toward Vocational/CTE requirement and 1 credit may be applied as an Elective. (District policy)		(1) Mathematics courses shall consist of Algebra I, Geometry and an additional course with significant mathematics content as determined by district governing boards or charter schools. (2) Social Studies shall consist of one credit of American History, one credit of World History/Geography, ½ credit of government and ½ credit of economics.	(1) Mathematics courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant mathematics content as determined by district governing boards or charter schools. (2) Science courses shall prepare students for the high school AIMS test (life science). ARS § 15-203 prohibits the SBE from adopting changes to these requirements that will impact "capital costs."

SUBSTITUTION OF REQUIRED HIGH SCHOOL CREDITS

Arizona State Board of Education rules allow local governing boards the option to grant **vocational-technological education program completers** a maximum of 3.5 credits to be used toward the English, Mathematics, or Science credit requirements for graduation.

The Gila County Regional School District Governing Board has approved the vocational-technological education program for equivalent credit to be used toward the English, Mathematics or science credit requirements for graduation, subject to the following restrictions:

1. Only one credit in each of English, Mathematics or Science may be granted.
2. For vocational-technological programs in which only one credit is offered, credit may be granted for Vocational, English, Mathematics or Science.
3. For vocational-technological programs in which two or more credits are offered, only one credit may be used for English, mathematics or science. (Arizona Administrative Code R7-2-302)

Credits earned through **correspondence courses** to meet graduation requirements shall be taken from an accredited institution as defined by the Arizona State Board of Education in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in English, Social Studies, Mathematics and Science.

COUNSELING, GUIDANCE, AND COLLEGE INFORMATION

The purpose of the guidance and counseling program is to assist students with academic matters (such as grades and registration), post-graduate plans (college, scholarships, military, jobs), and personal problems. If a student wants to see the counselor, s/he should fill out a request slip in the office. Serious problems requiring on-going care or therapy may be referred to outside agencies qualified to deal with them.

SCHOLARSHIPS AND SPECIAL PROGRAMS

When scholarship information is received, notice will be made available in the school office. It is the students' responsibility to check this information periodically and request any applications in which they are interested. Seniors are advised to check weekly for any new scholarships.

ADMISSION TO COLLEGES AND UNIVERSITIES

Students who plan to enter a college, university or institution of higher education should verify entrance requirements to ensure that appropriate and sufficient high school coursework has been completed. The school administrator will assist students in planning high school coursework to ensure they are prepared for admission to desired post-secondary education programs.

ADMISSION TO ARIZONA COMMUNITY COLLEGES

Admission to an Arizona Community College requires a high school diploma **or** a high school GED **or** a minimum age of 14. There are three basic curriculum programs in most community colleges: 1) courses that supplement high school and adult school courses; 2) special training in technical fields; and 3) two years of preparation for transfer to a four-year college or university.

While there are no high school subject requirements for admission to a community college, students planning to enroll in a technical training program should complete appropriate high school course work in science, mathematics, and other subjects needed for appropriate background in their chosen fields. Students planning to enroll in the college transfer curriculum program must earn a background in college preparatory subjects in high school. A placement exam will be administered to community college students enrolling in the transfer curriculum.

TESTING AND ASSESSMENT INFORMATION

SCHOOL ASSESSMENTS

The Education Center utilizes outcome-based testing to determine student mastery of required curriculum. Students may be given a variety of skill tests to determine individualized needs and to establish appropriate curricular offerings. The results of student assessments are confidential and shall not be discussed with or revealed to persons other than the student and professional staff involved with the student and his/her parent/guardian. The release of information to authorized personnel shall be conducted in accordance with the Family Educational Rights and Privacy Act (FERPA).

STATE ASSESSMENTS

Arizona's Instrument to Measure Standards (AIMS) – High School

Beginning with the Class of 2006, AIMS became Arizona's competency test for high school graduation. AIMS is based on the Arizona Academic Standards as developed by the Arizona Department of Education. The Arizona Academic Standards are statements of what Arizona students are expected to know in specific content areas by the time they reach stated grade levels.

Initial high school AIMS Reading, Writing and Math Tests are given in the tenth grade. Students have up to five opportunities to pass these tests. The AIMS test scores will be recorded on each student's transcript. A student's best score for each test will be noted on his/her transcript.

The Terranova Test – Grade 9

Students in grade 9 are administered the Terranova Test in Language Arts and Math. The results of this test provide a comparison of the student's skill level in each subject area with the abilities of students of the same grade level throughout the United States.

OTHER ASSESSMENTS

ACT/SAT

The ACT and SAT are admission requirement tests to enter most four year colleges and universities. Please contact the school administrator for information about these tests.

PSAT

The PSAT is offered every October by the College Entrance Examination Board for high school juniors. The test provides students with information about acquired verbal and math skills necessary to do well in college courses. Please see the school administrator or counselor for information about this test.

SPECIAL NEEDS STUDENTS

SERVICES

GCRSD ensures compliance with applicable laws regarding the education of students with special needs. Education Center students will be evaluated for appropriate academic placement as needed and, if qualified, special education services will be provided in accordance with the student's Individualized Education Program (IEP).

Special Education records will be requested from the previous school of new students, and the files reviewed to ensure full understanding of the student's disabilities and needs. Services will be provided in accordance with the most recent IEP, or a new IEP will be developed as appropriate to the Education Center setting. Please contact the school administrator for additional information regarding services for students with special needs.

504 PLANS

Students with a mental or physical impairment which substantially limits one or more of a person's major life activities may qualify for a Section 504 Plan. Such students may receive special classroom and testing accommodations. Inquiries about 504 Plans should be directed to the school administrator.

GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION STUDENTS

Completion of graduation requirements for a special education student is outlined in the Individualized Education Plan (IEP) in accordance with state and Federal laws. Special Education students are required to take all state tests; accommodations and modifications for testing are indicated in the IEP.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Disciplinary actions for students with disabilities will be determined according to the Individualized Education Program and per Governing Board Policies JKD and JKE.

CHILD FIND POLICIES AND PROCEDURES

The policies and procedures of the Gila County Regional School District assure that all children with disabilities who are in need of special education and related services shall be located, evaluated, and identified. A practical method shall be developed and implemented to determine which children are currently receiving needed special education and related services. This procedure applies to highly mobile children with disabilities and children who are suspected of being children with disabilities and in need of special education, even though they are advancing from grade to grade. Interested parents may request a copy of the Procedural Safeguards Notice for special education students at the school office.

TOBACCO-FREE SCHOOL

Arizona's Tobacco-Free Schools Law (ARS § 36-798.03) prohibits tobacco products on school grounds as well as at events associated with the school. "School" means any public, charter or private school where children attend classes in grades K-12. A person who violates this section is guilty of a petty offense. A student is also subject to school discipline.

STUDENT HARASSMENT

Verbal or physical acts of aggression relating to a person's race, ethnicity, religion, gender, disability or sexual orientation will not be tolerated. Students who engage in such behavior will be subject to disciplinary consequences. Any student who believes s/he has been harassed should inform school staff as soon as possible.

HAZING

There shall be no hazing of any student at the Education Center. Hazing is defined as any act that injures, degrades, or disgraces or tends to injure, degrade, or disgrace any student. Students found guilty of harassment may face suspension or expulsion from school. Students who believe that they may have been subjected to incidents of hazing should contact the school administrator and file an official complaint.

ELECTRONIC DEVICES/HATS & "HOODIES"

Compact disc players and music playing devices may be allowed during independent study by permission of the instructor. If allowed in class by an instructor, such items must be turned off upon request by staff.

Cell phones must be turned off during class periods. If cell phones are used for any purpose during class, they will be taken by staff and released to the student at the end of the school day.

Hats and "hoodies" may not be worn inside the school and classroom areas. Failure to comply with this guideline or with a staff members request that a student remove a hat/hood may result in disciplinary action.

NOTE: Items determined to be disruptive to the educational process are not allowed and will be confiscated.

MANDATORY REPORTING OF CRIMINAL ACTIVITY

In accordance with ARS § 13-3620, schools and school employees are required 1) to report criminal activity to local law enforcement and 2) to report incidences of child abuse, neglect, and crimes against children to local law enforcement and Child Protective Services. Recent changes in the law require schools to report threats, or rumors of threats, against schools, students and school personnel. Schools must also report all incidents of non-accidental injury which might occur during altercations at school.

KNOWINGLY INSULTING OR VERBALLY ABUSING STAFF

In accordance with ARS § 15-210, a person who knowingly insults or verbally abuses a teacher on school grounds or while the teacher is performing his/her duties is guilty of a misdemeanor and is punishable by a fine and/or punishment.

USE OF THE INTERNET

Students who wish to use the Internet at the Education Center must sign the “Electronic Information Services User Agreement”. Parents/guardians of student users of the Internet must co-sign this agreement. Completed agreements must be submitted to the school office prior to using the Internet. All school Internet policies will be strictly enforced. *Improper or illegal use of the internet may result in the student losing all internet privileges at the Education Center. If this should occur in a class or during the use of coursework that relies a great deal on the use of the internet, the student may lose credit in the class.*

SEXUAL HARASSMENT

Any student who feels unlawfully discriminated against or who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If you feel you have been a victim of sexual harassment, please contact the school administrator. The school administrator has the responsibility to notify the Superintendent of the complaint, and will proceed with an investigation.

DANGEROUS WEAPONS IN THE SCHOOL

No student shall enter the school premises with a firearm, explosive weapon, knife, any other dangerous or illegal instrument, or any instrument represented as such.

- No student shall interfere with school activities by exhibiting, using, or threatening to exhibit or use a firearm, explosive weapon, knife, other dangerous or illegal instrument, or any instrument represented as such. Any student violating this policy may be suspended or expelled.
- No student shall carry or possess a simulated weapon on school premises. No student shall use or threaten to use a weapon or simulated weapon to disrupt any activity.
- A student who violates this policy by carrying or possessing a firearm may be suspended for a period of not less than one year, or expelled and not be readmitted within a one-year period, if ever. The Governing Board in its sole discretion may modify the one-year duration of such disciplinary action on a case-by-case basis.
- A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with one or more disabilities shall be applied on a case-by-case basis in accordance with District policies and state and federal special education laws.

SEARCH AND SEIZURE

Searches on school property (including personal items found on school property) may be conducted at any time when there is reasonable cause for school employees to believe that anything which violates a law or school rule is on school property. If a search reveals illegal items (firearms, explosive devices, weapons, drugs, etc.), or other possessions reasonably determined to be a threat to the safety or security of others, or that might possibly interfere with school purpose, these items will be seized. Law enforcement will also be contacted. *Motor vehicles* parked on school property may be searched by school employees when there is reasonable cause to believe the health, safety, or welfare of students might be in jeopardy.

INTERPRETER SERVICES FOR THE HEARING IMPAIRED

Please be advised that the Gila County Regional School District offers interpreter services for the hearing impaired at school events. Such services may be requested by a student, parent, or community member by contacting the school administrator at least seventy-two hours prior to the scheduled event.

STUDENT RECORDS

The school administrator is the primary custodian of all records for students in attendance at the Education Center. Pursuant to ARS 15-828(F), official records must be requested from the previous school in writing by the student's new school. In accordance with state law, disclosure of educational records will comply with the Family Educational Rights and Privacy Act (FERPA) of 1974 (20 United States Code section 1232g). The FERPA affords parents and emancipated (eligible) students certain rights with respect to the student's educational records. Non-custodial and divorced parents have equal rights to access student records unless the school has been provided a court order to the contrary. Contact the school for further information about FERPA rights to student records.

STUDENT DISCIPLINE

Students are responsible for their behavior and are subordinate to all school personnel. Failure to abide by established rules or obey reasonable directives of school personnel will result in disciplinary action. Most classroom disciplinary situations will be handled by the teacher in cooperation with parents. Continual classroom problems and other major offenses will be dealt with by the school administrator.

Disciplinary actions will be based upon the offense committed, extenuating circumstances, and the student's disciplinary record. A progressive approach toward discipline will be used, which means that consequences may become more severe as the number or severity of incidents increases. Disciplinary actions are governed by district policies and other applicable regulations and laws.

REMOVAL FROM CLASS

Students whose behavior seriously interferes with classroom instruction may be removed from class on a temporary or permanent basis in accord with Governing Board Policies.

BEHAVIOR DISRUPTIVE TO THE EDUCATIONAL PROCESS

The administration has the responsibility to take action any time the educational process is threatened or disrupted. Nothing in the following provisions is intended to prevent a staff member, teacher, principal or other administrator from using his/her best judgment with respect to a particular situation. Provisions of the *District's Discipline Policy* are in force as noted below:

- on the way to and from school;
- any time students are on school property;
- during regular school hours;
- during transportation of students; and
- at times and places where appropriate school administrators and staff have jurisdiction including, but not limited to, school-sponsored events, field trips, and other school related activities.

The administrator, public school official, or designated chaperone is authorized to take action when a student's misconduct away from school or during a school activity has a detrimental effect on other students, staff or the orderly educational process. Students are reminded that negative behavior affects the reputation of their school.

DUE PROCESS

The district's Governing Board policies afford a student the opportunity to receive notice and give explanation in the event of disciplinary action. The school administrator shall make a determination as to what consequences, if any, shall be imposed regarding a disciplinary situation. Serious violations of school rules may result in suspension for up to ten (10) school days and/or recommendation to the Governing Board for long term suspension or expulsion.

DISCIPLINARY ACTION

The school's objective for taking disciplinary action is to change behavior. Depending upon the presenting behavior, one or more of the following actions will be taken by school staff, administrators and the Governing Board. As noted above, a progressive approach toward discipline will be used, which means that consequences may become more severe as the number or severity of incidents increases. Disciplinary actions are governed by district policies and other applicable regulations and laws.

INFORMAL DISCUSSION

A school official (teacher, counselor or administrator) will talk with the student and try to reach agreement regarding how the student should behave.

CONFERENCE

A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his/her behavior.

PARENT/GUARDIAN CONFERENCE

Parents/guardians will be requested to participate in a conference with school officials, the student and other concerned parties by telephone, personal contact, or in writing. Such a conference will be for the purpose of discussing and resolving behavioral and/or other presenting issues.

BEHAVIORAL CONTRACT

A behavioral contract may be developed for the purpose of monitoring behaviors and/or academic progress of a student. Depending on the situation and need, the contract may be signed by 1) the student and school officials or 2) the student, parent/guardian and school officials. Satisfactory and steady progress toward meeting goals of the contract will impact subsequent disciplinary action.

DETENTION

Detention (before, during or after school) may be identified by school staff as one means of addressing behavioral and/or academic issues. Parents/guardians will be notified if it is determined that after-school detention appears to be an appropriate consequence for addressing a student's behavioral and/or academic issues. A conference with the student, parent/guardian, and other appropriate follow-up actions will be taken as needed. The student assigned to detention shall perform work in one or more of his/her assigned courses during the period of detention.

STUDENT SUSPENSION

Suspension is the temporary removal of a student from contact with other students. Governing Board Policy JKD outlines the procedures to be followed regarding student suspension.

IN-SCHOOL SUSPENSION

Temporary removal from regular classes and assignment to an alternate setting may occur for all or part of a school day. Students may be assigned to in-school suspension for non-compliance with or violation of school rules. A parent/guardian will be required to participate in a conference with the student and school staff prior to a student being readmitted to classes. The student assigned to in-school suspension shall perform work in one or more of his/her assigned courses during the period of in-school suspension.

OFF-CAMPUS SUSPENSION

Students may be assigned off-campus suspension by the school administrator for up to ten (10) days for violation of school rules or policies after an informal hearing is held. In this event, students are removed from regular classes by the school administrator and assigned to a parent/guardian for a specified period of time. If a danger to students or staff members exists, the school administrator may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable.

Suspended students are not allowed in the school zone and may not participate in or attend any extra-curricular activities for the duration of their out-of-school suspension, including weekends. Parents/guardians may ask for homework requests when their student is suspended. A suspended student will not be readmitted to school until a conference with the parent/guardian, student, and school administrator has taken place.

STUDENT EXPULSION

Expulsion is the permanent exclusion of a student from school and school activities unless the Governing Board reinstates the student's privileges to attend school. Governing Board Policy JKE outlines the procedures to be followed regarding student expulsion.

A recommendation to expel is made to the governing board by the school administrator. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held. The authority to expel rests only with the governing board. All expulsions requested must have supporting data indicating the required due procedure provided at the time of the recommendation.

REMOVAL OF STUDENTS FROM SCHOOL-SPONSORED ACTIVITIES

Removal of students from school-sponsored activities is addressed in Governing Board Policy JKDA. The school administrator may remove a student from a school sponsored activity if s/he determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the school administrator determines that such removal is in the best interest of the school as a whole.

The school administrator may also remove a student from a specific position, such as officer, editor, or captain of an activity, without removing the student from the entire activity.

DRESS CODE

The responsibility of determining student appearance rightfully belongs with the student and parent/guardian. However, school authorities have an obligation to the school and community to ensure that standards of decency, health, safety, and a positive learning environment are maintained which will not disrupt the educational process.

The Education Center expects that parents support the concept that acceptable clothing for school may be different than clothing worn in other environments. **It is expected that students appear at school properly dressed. When in doubt, parents and students should select more conservative clothing.** Students are encouraged to observe the general guidelines listed below. Failure to do so may result in students being asked to change their clothing or, as a last resort, disciplinary action. In that regard, dress and grooming –

1. shall not present a risk to the health, safety or general welfare of students or others.
2. shall not interfere with or disrupt the educational environment or process.
3. shall not be contrary to curriculum goals and/or educational objectives. This includes advertising, promotion or pictures of alcoholic beverages, tobacco, drugs or illegal substances, sexual or violent behavior, or any illegal items.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

Any student may present a complaint or grievance to the school administrator regarding one or more of the following:

- violation of the student's constitutional rights
- denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities
- discriminatory treatment on the basis of race, color, religion, sex, age national origin, or disability
- harassment of the student by another person
- bullying by another student
- concern for the student's personal safety

Provided that:

- the topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District.
- the procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or professional staff member.
- The person receiving the complaint will discuss the situation with the student so that an investigation may be undertaken.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. *Forms are available in the school office.*
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent. Complaints by middle or high school students may be initiated by the parent/guardian or by the student on his/her own behalf. A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint. (Governing Board Policy JII-EB)

PUBLIC COMPLAINTS

At the Education Center, it is our desire to serve students to the best of our abilities. In the event that a parent or student wishes to make a complaint about personnel, a policy, instructional resources, or facilities and services, the concern should be addressed as per Governing Board Policies KEB, KEC, and KED - Public Complaints. That is, policy advises that complaints should be made first to the teacher and school administrative levels, after which the issue may progress to further administrative levels if not resolved to the satisfaction of the complaining party.

FIRE ALARM INSTRUCTIONS

When the fire alarm sounds, students, teachers, staff and visitors are to exit the building quietly, quickly, and in an orderly manner in accordance with the posted Emergency Exit Plan. Students should stay with their classmates, as attendance must be taken by staff members once everyone has exited the building.

CRISIS PLAN

There are four general emergency responses:

- ***Shelter in Place:*** Remain in classrooms or move to a designated place. Instructions will be given over the intercom or by staff. Students will remain in their classroom until notified otherwise. Instructions to “Drop/Cover with/or Lockdown” or to move to designated areas may be given.
- ***Evacuate to Grounds:*** Instruction to leave the building, ordinarily given by fire drill bell or staff. Everyone will evacuate and move to positions ordinarily used for a fire drill.
- ***Evacuate to an area farther away from the school:*** Students will be instructed by intercom or staff to move to a destination for possible bus evacuation to another site.
- ***Go Home Plan:*** Such a plan will be implemented in the event that students need to be sent home. Directions will be provided by intercom or staff.

School staff and students should be alert to rumors or other circumstances which may indicate that a violent act may be forthcoming. It is the responsibility of all staff members and students to notify the school administrator immediately of any such information.

THE NO CHILD LEFT BEHIND ACT

The *No Child Left Behind Act* (NCLB), approved by the U.S. Congress and signed into law on January 8, 2002, placed a number of responsibilities for the improvement of student achievement on schools and parents. Some important requirements of this Act follow.

Highly Qualified Teachers

Each school receiving assistance under the *NCLB Act* shall ensure that all teachers hired and teaching in a program supported with funds from the Act are *highly qualified* as defined in state and federal guidelines. The school administrator of a school receiving financial assistance must provide to each individual parent/guardian timely notice that the parent's child had been taught for four or more consecutive weeks by a teacher who is not highly qualified.

The Right to Request Professional Qualifications of Teachers

According to the *NCLB Act* as well as district policy, parents and guardians have the right to request information regarding the professional qualifications of their children's teacher(s). If you wish to exercise that right, please communicate your request, in writing, to the school administrator.

School Report Cards

The *NCLB Act* requires that school districts and schools provide School Report Cards to the parents in an understandable format and to the extent practicable. For additional information on the *No Child Left Behind Act*, contact the school administrator or the Gila County School Superintendent, or visit www.ed.gov and click on *No Child Left Behind*.

PARENT INVOLVEMENT POLICY

The staff of the Education Center believes that students are best served personally, socially, and academically when there is a shared commitment on the part of the school, parents/guardians, and the student. The teachers and staff of the Education Center promise to work together with students and parents/guardians to promote the optimum development of each student.

Parent/Guardian Participation

Parent/guardian participation in a student's education is critical to success. Research shows that students whose parents/guardians are regularly involved in the educational process succeed at more advanced levels and maintain higher scholastic grades. It is important that the school, parents/guardians, and students work as partners in planning and providing educational activities and opportunities that are in the best interest of all students.

Parents/guardians are encouraged to be involved in their student's academic and other school activities. An annual meeting is held to discuss such topics as school programs, curriculum, testing, and proficiency levels expected for students. Parents/guardians may schedule conferences with teachers or school staff by calling the school office to make an appointment. Likewise, teachers and other school personnel may request parents/guardians to meet discuss a student's progress.

School Site Council

The Education Center has a School Site Council comprised of students, teachers and parents/guardians that is focused on efforts to carry out the School Wide Plan. The School Site Council is focused on efforts another way for parents/guardians to be involved in the education of their students. If you are interested in serving on the School Site Council, please contact the school administrator.

Annual Evaluation of Parent Involvement Policy

Each year, a committee will be formed to evaluate the Parent Involvement Policy to determine its effectiveness in promoting the active engagement of parents/guardians in their students' educational programs.

PROTECTION OF PUPIL RIGHTS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). The PPRA is intended to protect the rights of parents and students in two ways:

1. It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an Education Department-funded survey, analysis, or evaluation in which their children participate; and
2. It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any Education Department-funded survey, analysis, or evaluation that reveals information concerning:
 - political affiliations or beliefs of the student or student's parent;
 - mental and psychological problems potentially embarrassing to the student and his/her family;
 - sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior;
 - critical appraisals of other individuals with whom respondents have close family relationships;
 - legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 - religious practices, affiliations, or beliefs of the student or parents; or
 - income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a written request to the school administrator. The school administrator will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to the student.

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the federal Education Department by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339, or you may contact by mail at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

NOTIFICATION OF CONFIDENTIALITY RIGHTS

Confidentiality of education records is a right of public students and their parents. Two federal laws, the Individuals with Disabilities Education Act (IDEA), and the Family Educational Rights and Privacy Act (FERPA) provide for this right. Under these laws, “education records” means those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. Of course, education records are maintained on every child enrolled in a public school.

The types of information gathered and maintained includes, but is not limited to: the student’s and parents’ name, address and telephone number; the student’s date and place of birth, date of enrollment in the school, records from previous schools attended, attendance record, subjects taken, grades, school activities, assessment results, number of credits earned, immunization records, disciplinary records, if any, correspondence from parents, and child find and other screening results, including hearing and vision screening results.

In addition, for children with disabilities, education records could include, among other things, evaluation and testing materials, medical and health information, each annual Individualized Education Plan (IEP), notices to parents, notes regarding IEP meetings, parent consent documents, information provided by parents, progress reports, assessment results, materials related to disciplinary actions, and mediation agreements.

The information is gathered from a number of sources including the student’s parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional sources including doctors and other health care providers.

This information is collected to assure proper identification of a student and the student’s parents and the maintenance of accurate records of the student’s progress and activities in school. For children with disabilities, additional information is collected in order to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

The federal Family Policy Compliance Office of the U.S. Department of Education has provided the following notice of parent's rights under FERPA. The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
 - Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
 - Parents of eligible students may ask a school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
 - If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their rights to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the parents of an eligible student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent of students serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, a school may disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll.
 - An agency reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime. An agency reporting a crime may transmit copies of the student's special education and disciplinary records only to the extent permitted by FERPA.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave, SW, Washington, D.C. 20202-4605. Telephone: 202-260-3887 Voice, 1-800-877-8339 TDD.
 - A school may designate information in education records as "directory information" and may disclose it without parent consent, unless notified that the school is not to disclose the information without consent. "Directory Information" includes the following: The student's name, date and place of birth, address, grade, school of attendance, most recent school attended, diplomas, awards and honors received, major field of study, and record of participation in officially recognized activities (sports and school events), such as weight, height, and team number.
 - Notice of these rights is available, upon request, on audio tape, in Braille, and in languages other than English. You may contact the Arizona Department of Education at 602-542-3111 for copies.

HOMELESS STUDENTS

In response to the “No Child Left behind Act”, the Gila County Regional School District actively attempts to identify and locate children who may be classified as “homeless students”. The term “homeless student” means an individual who lacks a fixed, regular, and adequate nighttime residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as homeless because the children are living in circumstances described above.

In the event that your student(s) may qualify as described above, please contact the Gila County School Superintendent’s Office at (928) 425-3231, ext. 8784 so that we may inform you of the services for which you may qualify. If you know of a child who may fit the description of a “homeless student”, please inform the parents of this notification so that they may contact this office.

TAX CREDITS

Arizona State law allows taxpayers up to \$400.00 in direct tax credits on their state income taxes for contributions to schools for the support of extracurricular activities. Total contributions cannot exceed \$400.00 per calendar year if filing status is Married Filing Joint Return and \$200.00 per calendar year if filing status is Single or Head of Household. Contributions may be made to the general extra-curricular fund of a school or to a specific activity. Donations cannot be made in support of a specific student. If interested in showing your support in this area, please contact the school office at 425-7800 for more information.

WEBSITE

The Office of the Gila County Superintendent of Schools maintains a website that contains a wide range of information regarding school districts, educational services and other pertinent activities for parents, school staff, students, governing board members and the public. Access the website as follows: www.gilacountyschools.org.

STUDENT/SCHOOL/PARENT COMPACT

In accordance with the NCLB Act, each school must develop with parents for all children a School/Parent Compact that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the state’s high standards. To the extent practicable, materials must be in a format and language understandable to the parents. The Education Center’s version of this document is the Student/Parent/School Compact which is signed by all parties upon initial student enrollment. A signed copy of the Student/Parent/School Compact must be submitted to the school administrator prior to the enrollment at the Education Center.

PAYSON EDUCATION CENTER STUDENT-PARENT-SCHOOL COMPACT

As described in our Parent Involvement Policy, a partnership among school, student, and parents leads to optimum growth of our children. As in any partnership, each member has a unique role to play. Following are the expectations of each partner in this relationship:

As a STUDENT at the Education Center, I will:

- Honor my promise to uphold this Compact with my parent(s) and the school.
- Represent the school in a positive way at all times.
- Ensure that school correspondence, including the Parent-Student Handbook, reaches home.
- Follow established rules and guidelines and participate actively in reaching my educational goals.
- Attend school every day and make up all unexcused absences within the same 9 week period.
- Arrive at school on time, and if I should be late or need to be away during regular school hours, I will make up required time no later than the end of the following week.
- Come to class prepared to participate and learn, with the necessary attitude, books and materials.
- Volunteer information and cooperate with school staff in disciplinary actions.
- Complete in-class assignments and meet deadlines for assignments.
- Take responsibility for all of my actions while at school and participating in school activities on or off campus.
- Not engage in the use or possession of tobacco, drugs, alcohol, or weapons.
- Work in a mature manner toward resolving conflicts with others and not engage in fighting.
- Not use offensive language.
- Dress appropriately as per school guidelines.
- Treat everyone with respect.
- Respect and protect the right of others to learn.
- Not willfully damage school property or equipment, and make prompt restitution for any damage for which I am responsible.

As the PARENT of a student attending the Education Center, I will:

- Promote a positive attitude of my student toward school.
- Support school attendance by my student, and notify the school of student absences or tardiness.
- Support self-discipline of my student with regard to attendance, school supplies, studies, and respecting the rights of other students and school property.
- Support school staff in their efforts to promote appropriate attitudes and behavior.
- Communicate regularly with my student's teacher(s), attend conferences, and contact the teacher(s) when I have questions or concerns.
- Encourage my student to respect the rights and property of others, and to obey school rules.
- Inform the school of changes in contact information.

The TEACHERS AND STAFF of the Education Center will:

- Address the individual and personalized learning needs of each student.
- Support and celebrate the development and attainment of academic, personal, behavioral and social skills of each student.
- Promote readiness for the workplace and/or postsecondary education of each student.
- Provide a safe and positive school environment and protect the right of all students to learn.
- Use a variety of teaching methods, and ensure that each student receives well-planned instruction which is aligned with the Arizona State Academic Standards.
- Frequently evaluate the proficiency level of each student in each subject area so that s/he has a good understanding of what needs to be learned and mastered.
- Maintain open communication by keeping parents informed of the student's performance, attitude and behavior at school.
- Work with each student as an individual at all times, promoting appropriate attitudes, behavior and high expectations for success.