

ResponsiveEd[®]

2016–2017 Parent/Student Handbook



2016–2017 ResponsiveEd® – Texas

PARENT/STUDENT HANDBOOK

and Student Code of Conduct

Adopted by the Board of Trustees – June 2016

WELCOME

Dear Students and Parents,

On behalf of the Campus Director, teachers, and other school staff, welcome! We wish this year to be an especially productive experience for each student. For this to happen, we all have to work together: students, parents, and staff. This Parent/Student Handbook (“Handbook”) is designed to help us accomplish that goal.

This Handbook contains information that both students and parents need for reference during the school year. **Throughout this Handbook, you will notice symbols that indicate whether a policy applies only to students at certain grade levels. “[E]” applies to grades K–5, “[M]” applies to grades 6–8, and “[H]” applies to grades 9–12. If there is no symbol next to a statement, then it applies to ALL STUDENTS.**

We have attempted to make the language as straightforward as possible; however, a couple of words should be defined. Please be aware that the term “parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume a school-related responsibility for a student. Also, the term “campus” is used to refer to school property as well as the geographic area within 300 feet of school property as measured from any point on the real property boundary line. Thus, to prohibit an activity on “campus” is to prohibit the activity on school property and within 300 feet of school property.

This Handbook is divided into six sections. The first section includes general information regarding school policy and procedures. The second section provides important health and safety information. The third section provides information about academics and grading. The fourth section is the Student Code of Conduct. Both students and parents need to be familiar with the Student Code of Conduct, which is required by state law and intended to promote school safety and an atmosphere for learning. In addition to its inclusion in this document, it is also posted on the school website. The fifth section is especially for parents, with information regarding parental rights. Finally, the sixth section contains important notices regarding student information, computer resources, electronic communication devices, and the school grievance policy.

Please be aware that this Handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect Handbook provisions will be made available to students and parents through newsletters, the school website, and other communications. **In case of conflict between Board Policy and any provision of this Handbook, the provision that was most recently adopted by the Board of Trustees will be followed.**

Please review this entire Handbook and keep it as reference during this school year. Please take the time to look over the information provided. If you have any questions about the material in this Handbook, please contact your Campus Director. Understanding this information will assist you in the path to success.

Sincerely,
Charles Cook
Superintendent

TABLE OF CONTENTS

Section I: General Policies and Procedures

Attendance Policy.....	1
Cell Phones and Other Electronic Devices	2
Change of Address or Telephone Number	3
Check Acceptance Policy	3
Closed Campus	3
Clubs and Organizations	3
Conferences With Teachers and Campus Director	4
Deliveries	4
Distribution of Materials or Documents	4
Dress Code.....	5
Enrollment of New Students	6
Fees.....	7
Before- and After-School Care Programs	8
Leaving Campus During the School Day	8
Lockers.....	8
Lost and Stolen Items	8
Meals	9
Messages for Students.....	9
Notice of Non-Discrimination	9
Parking Regulations [H]	9
Pledge of Allegiance/Minute of Silence	10
Religious Expression.....	10
Respect for All.....	11
School Calendar.....	11
School-Day Schedule.....	11
School Facilities Use.....	11
School Functions.....	11
School-Sponsored Trips	11
Skateboards	11
Student Speakers at School Events.....	12
Tardiness	13
Telephone.....	13

Transfers Within the ResponsiveEd Community of Schools	14
Transportation.....	14
Use of Student’s Image/Information.....	15
Visitors.....	15
Withdrawals.....	15

Section II: Health and Safety Information

Asbestos Management Plan	17
Bacterial Meningitis.....	17
Child Abuse Reporting and Investigations	18
Communicable Diseases	18
Dyslexia and Related Disorders	19
Emergency Medical Treatment	19
Fire, Lock-Down, and Disaster Drills	19
Health Care Appointments	19
Illness During School Hours.....	19
Immunizations	20
Injuries/Accident Insurance.....	21
Investigations and Searches	21
Law Enforcement Agencies	21
Medication Policies	22
Physical Restraint.....	24
Surveillance Cameras/Video Recordings.....	24
Cold/Heat/Ozone Guidelines	24
Mental Health Service.....	25
Substance Abuse Prevention and Intervention.....	25

Section III: Academics and Grading

Class Rank/Top Ten Percent [H]	27
Grade Level Classification [H]	27
College Days [H]	28
College Requirements [H]	28

Credit Recovery.....	29
Credit by Examination [H].....	30
Graduation Expenses [H].....	30
Graduation Programs [H].....	30
Participation in Graduation Ceremony.....	31
Assessment Graduation Requirements as Amended by Senate Bill (SB) 149.....	31
Awarding of Credit [H].....	31
College and Career Transitions Course [H].....	32
100% College Acceptance [H].....	32
Distance Learning [H].....	32
Physical Education.....	33
Promotion Requirements [E] [M].....	33
Requirements for Middle School Grades 6–8.....	34
Criteria for Pre-AP or Honor Level Courses.....	34
Report Cards.....	34
Special Needs Students.....	34
State Assessments.....	36
Student Success Team.....	36
Dual-Credit Program.....	36
Transcripts.....	37
Tutorials.....	37
Honor Graduate Certificates [H].....	37
Valedictorian/Salutatorian [H].....	37
Addendum A.....	39
Addendum B.....	40

Section IV: Student Code of Conduct

Preface.....	41
Responsibilities of Staff, Parents, and Students.....	41
Jurisdiction.....	42
Code of Conduct Violations.....	43
Offenses and Consequences.....	48
Conferences, Hearings, and Appeals.....	50
Suspension Process.....	50
Expulsion Process.....	51
Suspension/Expulsion Requirements for Special Education.....	51
Emergency Removal.....	51
Placement of Students with Disabilities.....	52

Section V: Parental Rights

Surveys and Activities.....	53
Requesting Professional Qualifications of Teachers and Staff.....	53

Appendix

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice).....	54
Computer Resources, Web Learning Tools, and Network Services Acceptable Use Guidelines.....	57
Electronic Communication Device Commitment Policy.....	59
Student or Parent Complaints and Concerns.....	60

SECTION I: GENERAL POLICIES AND PROCEDURES

Attendance Policy

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-supervised activities, to build each day’s learning on that of the previous day, and to grow as an individual. Absences from class may result in a serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Compulsory Attendance

The state compulsory attendance law requires that a student between the ages of 6 and 18 must attend school and school-required tutorial sessions unless the student is otherwise legally exempted or excused. School staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs (such as basic skills for ninth graders), or from required tutorials will be considered “truant” and subject to disciplinary action.

Truancy may also result in assessment of penalties by a court of law against both the student and his or her parent. State law permits the school to file a complaint against the parent in the appropriate court if the student is absent, without excuse, on three or more days or parts of days within a four-week period. **State law requires the school to file a complaint against the parent in the appropriate court if the student is absent, without excuse, on 10 or more days or parts of days within a six-month period in the same school year. Please refer to Texas Education Code 25 for more details.**

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. These days include both excused and unexcused absences. A student who attends fewer than 90 percent of the days the class is offered may be referred to the Attendance Committee to determine whether there are extenuating

circumstances for the absences and how the student can regain credit.

In determining whether there were extenuating circumstances for the absences, the Attendance Committee will use the following guidelines:

1. All absences will be reviewed, with special consideration given for religious holy days, documented health care appointments for which routine make-up work has been completed, and other special circumstances as defined by the Texas Education Code.
2. For a student transferring into the school after school begins, including a migrant student, only those absences after enrollment will be considered.
3. In reaching consensus about a student’s absences, the committee will attempt to ensure that its decision is in the best interest of the student.
4. The committee will consider whether the absences were for reasons over which the student or parent could exercise control.
5. The committee will consider the acceptability and authenticity of documentation expressing reasons for the student’s absences.
6. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student, parent, or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the Attendance Committee will decide how the student may regain credit. The student or parent may appeal the committee’s decision to the Board of Trustees by filing a written request with the Superintendent. The appeal notice must be postmarked to the following address within 30 days following the last day of instruction in the semester for which credit was denied:

Responsive Education Solutions®
Notice of Appeal: Class Credit
Attn: Superintendent
P.O. Box 292730
Lewisville, Texas 75029

The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

Excused and Unexcused Absences

The following absences are considered excused absences:

1. personal illnesses that do not exceed three consecutive days (Illnesses that extend beyond three days will require a doctor's note.);
2. family emergency;
3. observing religious holy days;
4. juvenile court proceeding documented by a probation officer;
5. appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship;
6. taking part in student's United States naturalization oath ceremony;
7. documented health care appointment, if the student begins classes or returns to school on the same day as the appointment;
8. serving as an election clerk;
9. required screening, diagnosis, and treatment for Medicaid-eligible students;
10. documented college visit by a junior or senior student (see "College Days [H]," p. 28); or
11. temporary absence resulting from any cause acceptable to the Campus Director.

Any absence not listed above will be considered an unexcused absence. Examples of unexcused absences include, but are not limited to, class cuts, car trouble, oversleeping, personal business, vacation, etc.

Required Documentation of Absences

When a student must be absent from school, it is the parent's responsibility to call the school office each day to explain the reason for the student's absence. Upon returning to school, the student

must bring a note to the school office, signed by the parent, which describes the reason for the absence. In order to excuse the absence, the note must:

1. be submitted to the school office within two school days of the student's return to school, and
2. describe an acceptable reason for the absence (see "Excused and Unexcused Absences" p. 2).

Notification to Parents

The school will notify the parent by mail when the student is absent from school, without excuse, on three days or parts of days within a four-week period. The notice will inform the parent of, among other things, the need for a conference between the parent and the Attendance Officer/Campus Director to discuss the absences.

Driver's License Attendance Verification

To obtain or renew a driver's license, a student under 18 years of age must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. Eligible students can obtain the required Verification of Enrollment ("VOE") form from the school office.

The school will issue a VOE form for any transfer student that is transferring with no more than three absences for the previous six weeks.

Cell Phones and Other Electronic Devices

Possession of cell phones, computers, and other devices capable of electronic communications at school is a privilege, not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations. Any such devices may be confiscated, powered on, and searched by school officials if there is a reasonable cause to believe that the devices have been used in the transmission or reception of communications prohibited by law, policy, or regulation (see "Electronic Communication Device Commitment Policy," p. 59).

Change of Address or Telephone Number

When the address or telephone number of a student has been changed, it is the responsibility of the parent to notify the school office immediately. Proof of residency at the new address may be required.

Check Acceptance Policy

All personal checks written to the school must include the current address and phone number of the account holder. The account holder's name should also be legible and printed on the check.

In the event that a check written to the school is returned unpaid by the bank, the account holder agrees that the school may collect a return check fee of \$30 plus applicable sales tax. The school may contract with a collection company in an effort to redeem returned checks. The use of a check for payment is the account holder's acknowledgement and acceptance of this policy and its terms.

Closed Campus

The school operates on the closed campus concept. Specifically, this means that students are not allowed to leave campus for any reason during the school day, including during meal periods, without first obtaining permission from the school office (see "Leaving Campus during the School Day," p. 8).

Clubs and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

All students are encouraged to participate and take an active part in student clubs and organizations.

Eligibility

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League ("UIL")—a statewide association overseeing inter-district competition or other organizations offering competitive opportunities for extracurricular

activities. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

The following requirements apply to all extracurricular activities:

1. A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual-credit course in English language arts, mathematics, science, social studies, economics, or a language other than English—may not participate in extracurricular activities for at least three school weeks. Students enrolled in honors must have a grade of 70 or higher at the end of a grading period for eligibility purposes only. Weighted grades may be used for determination of meeting the passing grade requirement. For example, AP classes may be weighted differently. As such, a passing grade in an AP course may actually be slightly below 70 before the weighting is applied. This circumstance will be examined and approved by the campus director for purposes of eligibility for school activities.
2. A student with disabilities who fails to meet the standards in the individualized education program ("IEP") may not participate for at least three school weeks.
3. An ineligible student may practice or rehearse.
4. A student regains eligibility after at least three weeks of ineligibility when the Campus Director and teachers determine that the student has earned a passing grade (70 or above) in all classes, other than those that are exempted.
5. Only students enrolled full time at the school may participate in school-recognized clubs and organizations unless the student is enrolled at another ResponsiveEd campus within the same charter and is approved for participation by the host campus director. This provision is governed by the rules of participation of the various leagues or competitions and by the discretion of campus directors. Students at the host campus should not be displaced by students from other campuses.
6. Written parental permission and all other medical, insurance, release, and other forms deemed appropriate by Responsive

Education Solutions, the local campus, and governing organizations are required in order for a student to participate in any club or organization that is not required for a particular course or does not result in academic credit.

Code of Conduct

Sponsors of student clubs and organizations may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the “Student Code of Conduct” or by local policy will apply in addition to any consequences specified by the organization’s standards of behavior.

For a student to be eligible to serve as a club or organization officer, he or she must be passing in all subjects. Unsatisfactory conduct while in office and/or failure to render satisfactory service shall be considered grounds for removal from said office. Removal from office shall be at the discretion of the staff sponsor of the club or organization with the approval of the Campus Director.

New Clubs or Organizations

Students desiring to form a new club or organization shall submit a written request to the Campus Director at the school office, containing the following mandatory elements:

1. a statement of the club’s or organization’s purposes, goals, and activities;
2. signatures of a minimum of 10 students who wish to participate in the club or organization;
3. if participation in the club or organization is not required for a particular course or does not result in academic credit, written parental permission of each student signatory to participate in the club or organization;
4. written agreement of a teacher who has agreed to serve as the staff sponsor for the club or organization;
5. a description of any funding or other assistance received from, or affiliation with, any nonstudent groups; and
6. a schedule of its proposed meeting times.

Fundraising

The Campus Director must approve any plan or activity used by a club or organization for making money. Only activities that raise money through payment of admissions or where value is received for money paid may be conducted. No advertising will be sold without the approval of the Campus Director.

Meetings

Only school-recognized student clubs and organizations are permitted to meet on school property during non-instructional time.

Yearbook

Only school-recognized clubs and organizations will be featured in the yearbook.

Conferences With Teachers and Campus Director

Because the Campus Director and teachers are busy serving students during the school day, they are unable to accommodate unscheduled telephone calls or in-person conferences. When parents feel it advisable to contact the Campus Director or teachers personally, they are encouraged to leave their telephone numbers with the school office in order that the Campus Director or teacher may return the call later. Personal conferences are welcome if a telephone conversation does not prove adequate. To schedule an in-person conference with the Campus Director or a teacher at a mutually convenient time, please call the school office for an appointment. Parents may also communicate with the Campus Director and teachers via e-mail regarding school-related business.

Deliveries

Packages such as flowers, balloons, etc., should not be delivered to the school for students. These will not be delivered to the classroom.

Distribution of Materials or Documents

Only publications relating to school-sponsored activities or school-recognized clubs and organizations may be posted or distributed. The publication, as well as the time and location of its

posting or distribution, must be submitted to the Campus Director for review and approval.

Dress Code

The school dress code is established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with this dress code.

In order to maintain an orderly environment, all students shall be required to meet the minimum expectations of the school dress code. Dress and clothing that unduly attracts the attention of other students often precipitate comments and/or other reactions that are disruptive.

Safety, general health, and hygiene are factors that are also considered in the establishment of this dress code. The provisions of this dress code shall be enforced equally with regard to all students to whom the provisions apply.

The following criteria for a student's personal dress and grooming standards provide the minimum requirements. Refer to the Campus Handbook Supplement for additional dress code requirements.

School Uniforms

The Board of Trustees has determined that school uniforms improve the learning environment at the school. As such, each school has been authorized to adopt rules that require students to wear school uniforms. Refer to the Campus Handbook Supplement for information regarding whether the school requires school uniforms and, if so, the applicable guidelines.

Exemption

Where students are required to wear school uniforms, parents may choose to exempt their student from the requirement to wear uniforms by providing a written request to the Campus Director at the school office, stating a bona fide religious or philosophical objection to the requirement.

General Criteria

A student's personal dress and grooming standards shall not:

1. lead school staff to reasonably believe that such dress or grooming will disrupt,

interfere with, disturb, or detract from school activities; or

2. create a health or other hazard to the student's safety or to the safety of others.

Specific Criteria

1. Clothing containing offensive slogans, symbols, or other suggestive or controversial designs is not allowed.
2. Clothing depicting drugs, alcohol, tobacco products, or violence is not allowed.
3. Startling, unusual, or immodest attire of any sort is not allowed. Fads in hairstyles, clothing, or anything designed to attract attention to the individual or to disrupt the orderly conduct of the classroom or campus is not allowed.
4. Hair is to be clean and well-groomed. Unusual coloring (e.g., red, blue, purple, etc.) or excessive hairstyles (e.g., "tails," "designs," "puffs," etc.) are not allowed.
5. Words, symbols, or designs shaved in hair (including facial hair and eyebrows) are not allowed.
6. Clothing, tattoos, and other articles that are considered "gang-related" are not allowed.
7. Extremely baggy clothing is not allowed. Pants, shorts, etc., are not to be worn below the waistline and should be appropriately sized.
8. Shorts may be worn, but must reach at least fingertip length. Tight-fitting shorts or "short shorts" are not allowed.
9. Tongue rings and visible body piercings, other than earrings, are not allowed. Dangling earrings are not allowed.
10. Visible tattoos and body art are not allowed.
11. Cutoffs, boxer shorts, pajama bottoms, bike shorts, short leggings as outer garments, etc., are not allowed.
12. Hats, scarves, bandanas, hair coverings, sweatbands, or hooded shirts are not allowed except under circumstances designated by the Campus Director.
13. Torn, ripped, or cut clothing is not allowed.
14. Trench coats and dusters are not allowed.
15. Grills or temporary decorations on teeth are not allowed.
16. Chains, handcuffs, jewelry, or accessories that suggest weaponry are not allowed.

17. Students are to wear appropriate shoes or sandals at all times. House shoes and shoes with wheels are not allowed.
18. Excessive makeup is not allowed.

Boys: Additional Guidelines

1. Shirts are to have sleeves.
2. Mustaches, beards, and other facial hair must be kept neat and trimmed.

Girls: Additional Guidelines

1. Apparel that is too tight or too short to prevent modesty is not allowed.
2. Low-cut apparel is not allowed.
3. Girls are to wear sufficient undergarments.
4. The following are unacceptable: clothing designed with shoulder straps less than three inches wide, bare midriffs, halters, or bare backs.

Enforcement Procedures

If the student’s dress or grooming is inappropriate or objectionable under these provisions, the Campus Director or designee shall request the student to make appropriate corrections. If the student refuses, the Campus Director or designee shall notify the student’s parent and request that the parent make the necessary correction. If both the student and parent refuse, the Campus Director shall take appropriate disciplinary action, including removal from school until the student is in compliance with the dress code. **Decisions of the Campus Director or designee regarding dress and grooming are considered final.** Failure to comply with the dress code will result in disciplinary action.

Enrollment of New Students

Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school’s charter, e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school’s charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school—i.e., the close of the “open-enrollment period.”

Lottery

If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have applied during the designated open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position in the lottery. Parents should call the school immediately upon receipt of the notice in order to preserve their student’s position in the lottery.

If a vacancy arises before the commencement of the school year, the individual on the waiting list for the current year with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant’s name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions

Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter’s founders, teachers, and staff.

Residency Information

To be eligible for continued enrollment in the school, the parent must show proof of residency at the time of enrollment. Failure to comply with this requirement will result in the immediate initiation of procedures to exclude students from enrollment.

Residency may be verified through observation, documentation, and other means, including, but not limited to:

1. a recently paid rent receipt,
2. a current lease agreement,

3. the most recent tax receipt indicating home ownership,
4. a current utility bill indicating the address and name of the residence occupiers,
5. mailing addresses of the residence occupiers,
6. visual inspection of the residence,
7. interviews with persons with relevant information, or
8. building permits issued to a parent on or before September 1st of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Falsification of residence on an enrollment form is a criminal offense.

Disciplinary History

As provided in the school's charter, the school *may* exclude a student from admission who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37, of the Texas Education Code. The school *shall* exclude a student from admission who has a documented history of an offense listed in Section 37.007(a) and (d) of the Texas Education Code. As such, if it is later discovered that the student failed to disclose a documented history of a criminal offense, juvenile court adjudication, or disqualifying discipline problems, the school will immediately initiate procedures to exclude the student from admission.

Student Information

Any student admitted to the school must have records such as report card and/or transcript from the previous school attended to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in the school for the first time must present documentation of immunizations as required by the Texas Department of State Health Services.

No later than 30 days after enrolling in the school, the parent and school district in which the student was previously enrolled shall furnish records which verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

The school forwards a student's records on request to a school in which a student seeks or

intends to enroll without the necessity of the parent's consent.

Providing False Information

A person who knowingly falsifies information on a form required for enrollment of a student in the school may be guilty of an offense under Section 37.10 of the Texas Penal Code.

Non-Discrimination

It is the policy of the school to prohibit discrimination in student admission on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the student would otherwise attend in accordance with the Texas Education Code.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, pens, erasers, notebooks, calculators, headsets, etc., and may be required to pay certain other fees or deposits, including payment of:

1. a fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. a security deposit for the return of materials, supplies, or equipment;
4. a fee for personal physical education and athletic equipment and apparel, although a student may provide the student's own equipment or apparel if it meets reasonable requirements and standards relating to health and safety;
5. a fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, graduation announcements, etc.;
6. a fee for voluntary student health and accident benefit plan;
7. a reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
8. a fee for items of personal apparel used in extracurricular activities that become the property of the student;
9. a parking fee;

10. a fee for a student identification card;
11. a fee for a driver training course, not to exceed the actual cost per student in the program for the current school year;
12. a fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff;
13. a fee for summer school courses that are offered tuition-free during the regular school year;
14. a reasonable fee for transportation of a student who lives within two miles of the campus;
15. a reasonable fee, not to exceed \$50, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program;
16. a fee for lost, damaged, or overdue textbooks, library books, technological equipment, and academic curriculum materials; or
17. a fee specifically permitted by any other statute.

Refer to the Campus Handbook Supplement for additional information regarding the amount and method of collecting specific fees.

Before- and After-School Care Programs

Before- and After-School Care Programs may be provided on a campus by campus basis. Fees for these programs may vary depending on the number of participants and need. Fines or penalties may be imposed for not adhering to mandated times for drop-off or pick-up of your child. At the discretion of the campus director, such services may be revoked for habitual abuse of early drop-off or late pick-up. Continual abuse of mandated program times may be considered as neglect and thus may be treated as such.

Students who are not enrolled in an After-School Care Program and whose parents are more than 15 minutes late for pick up may be placed in the After-Care Program for appropriate

supervision and the parents charged the daily rate for the service.

Leaving Campus During the School Day

A student who will need to leave campus during the day must submit a note to the school office from his or her parent which provides the following information:

1. student's name,
2. reason for student's need to leave campus,
3. time student will need to be gone from campus,
4. phone number where parent may be reached to confirm parent's permission,
5. parent's name, and
6. parent's signature.

No student will be permitted to leave campus before the school office confirms the student's need to leave campus with the student's parent by phone.

Students who fail to check in/out before leaving and/or returning to campus will be considered truant from any instructional hours missed.

Students will not be allowed to leave in the custody of any person not named on the Student Registration Card. Photo identification is required.

Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Lockers

If provided, lockers remain under the jurisdiction of the school even when assigned to an individual student. The school reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain that it is locked and that the combination is not available to others. Locker searches may be conducted at any time, whether or not the student is present. The decision to assign lockers rests with the Campus Director.

Lost and Stolen Items

All articles, including books, found on campus should be taken to the school office. All articles not

claimed at the end of the school year will be disposed of through proper channels. Students are not to bring electronic entertainment devices and other personal items to school. The school is not responsible for lost or stolen items.

Meals

The school serves breakfast or breakfast and lunch through participation in the National Breakfast and School Lunch Program. Texas Department of Agriculture (“TDA”) and United States Department of Agriculture (“USDA”) guidelines are followed to meet the nutritional needs for all students.

Menus

Menus may be obtained at the school office.

Payment for Meals

Students are encouraged to purchase meals from the school in advance. Payments may be made to the student’s account weekly, monthly, or yearly. See the school office for acceptable methods for payment.

State-Mandated Nutrition Guidelines

TDA policy places strict limits on any food or drink provided or sold to students, other than through the school’s Food and Nutrition Services. Elementary school students may not have access to candy or any other food of minimal nutritional value during the school day. Middle school and high school students also have restrictions during meal periods. The specific policy may be obtained at the school office or online at www.agr.state.tx.us.

Free and Reduced-Cost Meals

The school sends applications for free or reduced cost meals to the student’s home at the beginning of each school year. Applications must be complete, listing all members of the household and family income. Should the family income status change, assistance may be requested at any time during the school year. Only one application for each household is required. Completed applications should be returned to the school office.

Messages for Students

It is not possible to receive and deliver telephone messages and/or supplies to students without interrupting classes and interfering with the learning environment that the school staff works so hard to maintain. In the case of an emergency, the school office should be contacted for assistance.

Notice of Non-Discrimination

The school, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, disability, and/or age in educational programs or activities that it operates or in employment decisions. The school is required by Title VI and Title 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 Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as Board Policy not to discriminate in such a manner (not all prohibited bases apply to all programs).

Parking Regulations [H]

Being able to bring a vehicle on campus is a privilege. The school is not responsible for damage to a vehicle that occurs while it is on campus. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Permission is required for any student who finds it necessary to go to his or her vehicle during the school day.

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A copy of the student’s driver’s license and insurance must be on file in the school office.

Parking Fee

Students who drive to campus must park in designated student parking areas. Students may be required to purchase a parking sticker from the school office each year. If required, the failure to purchase a parking sticker will be considered a parking infraction and will result in appropriate disciplinary action. Refer to the Campus Handbook Supplement for additional information.

Operation of Motor Vehicles on Campus

Any law or ordinance regulating traffic on a public highway or street also applies to the operation of a vehicle on campus. In addition to potential city citations for violation of motor vehicle traffic laws or ordinances, students will receive a warning and referral to the Campus Director's office for the following violations:

1. parking in a fire lane,
2. failure to park in a designated student parking area,
3. jumping (driving over) a curb,
4. double parking,
5. parking in a handicapped space or walkway,
6. parking in a crosswalk or ramp,
7. ignoring instructions from school staff monitoring the parking lot, or
8. parking on a water sprinkler.

A student who has had parking privileges revoked may have his or her car towed at the student's expense. All students wishing to exercise their right to drive/park a motor vehicle on campus will be required to submit a vehicle identification form each school year which will remain on file in the campus office.

Pledge of Allegiance/Minute of Silence

As required by state law, each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Campus Director at the school office to excuse their student from reciting a pledge.

One minute of silence will follow recitation of the pledges. During the one-minute period, each student may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract others. State law does not allow students to be excused from participation in the required minute of silence.

Religious Expression

Student Expression of Religious Viewpoints

The school shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner

the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Religious Expression in Class Assignments

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

Freedom to Organize Religious Groups and Activities

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other non-curricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination based on the religious content of the group's expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

Prayer

Each student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Respect for All

The school has a diverse student population and strives to maintain an environment of respect and acceptance. Students must not engage in harassing behaviors motivated by ethnicity, gender, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

School Calendar

The school operates according to the annually Board-adopted school calendar. Refer to the Campus Handbook Supplement for procedures relating to the announcement of school closings in the event of bad weather. Holidays may be used as school make-up days for days lost due to bad weather. The latest changes to the calendar will be available on the school website.

School-Day Schedule

Refer to the Campus Handbook Supplement for information regarding the school-day schedule and whether supervision of students before or after school is available.

School Facilities Use

Certain areas of the campus will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the school staff member overseeing the activity gives permission, a student will not be permitted to go to another area of the campus. Unless involved in an activity under the supervision of school staff, students must leave campus once school is dismissed.

School Functions

Students are held responsible for their conduct while in attendance at any school function. A student who is on campus or in attendance at any school function at any place, night or day, is subject to all regulations of the school and will be governed accordingly. Student identification cards may be required to attend some school functions.

School-Sponsored Trips

Many school-sponsored trips are made each year for the various activities in which students participate. The following regulations govern trips sponsored by the school:

1. Students missing school when on a school-sponsored trip are not counted absent, but are required to make up the work missed. Arrangements should be made with each teacher for make-up work before the trip is made.
2. Students must take the responsibility of observing all safety rules.
3. Students making a school-sponsored trip are under the supervision of a sponsor and are expected to follow the school Student Code of Conduct and dress code.
4. Students may not miss any class more than 10 times within the school year, unless they are participating in competition beyond the district level.

Skateboards

Students are not permitted to use their skateboards, scooters, and/or roller blades on campus at any time. If a student is using any of the above instruments as a means of transportation to or from school, he or she must walk and carry the skateboard, scooter, and/or roller blades while on campus. Skateboards, scooters, or roller blades should be kept in a locker, or other designated place approved by a teacher or the Campus Director, until the end of the school day.

Student Speakers at School Events

Student Speakers at Non-Graduation Events

The school hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion. Student speakers shall introduce:

1. athletic events designated by the school;
2. opening announcements and greetings for the school day; and/or
3. any additional events designated by the school, which may include, without limitation, assemblies, and pep rallies.

The forum shall be limited in the manner provided by this section.

Only those students in the highest two grade levels of the school and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the school's sports teams, and other students holding positions of honor as the school may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the school office during an announced period of not less than three days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction. Each student may speak for one week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the school. The list of student speakers shall be chronologically repeated as needed, in the same

order. The school may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event. The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech.

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech, at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as,

The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the school.

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions. The school shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Graduation

The school hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and

another student to speak to end graduation ceremonies. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section.

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three academically ranked graduates, or a shorter or longer list of student leaders as the school may designate. A student who will otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the school creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The school shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise

permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

A written disclaimer shall be printed in the graduation program that states:

The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school; the school's employees, administration, or board of trustees; or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the school refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects.

Tardiness

Students who are late to class are designated tardy and will be assigned disciplinary consequences if they are tardy, without an acceptable excuse, on four or more days within a period of 45 rolling school days. Egregious tardiness—e.g., arriving to school after attendance has been taken—will be classified as an absence for the purpose of compulsory attendance enforcement if unexcused.

Nearly all tardiness is avoidable and is excusable only in cases of illness or emergency. To get an excused tardy slip, the student's parent must report to the school office the emergency which caused the delay.

Telephone

Because of the tremendous amount of essential business that must be transacted over the school office telephones, students are requested not to ask for use of the telephone except in emergencies. The school office staff will deliver messages in cases of emergency. No toll calls from office telephones are to be made by students.

Transfers Within the ResponsiveEd Community of Schools

Parents of students under 18 years of age and students 18 years of age and older may request a transfer to another ResponsiveEd community school operated under the same charter by submitting a “Student Transfer Request Form” to the Campus Director at the school office. A “Student Transfer Request Form” may be obtained at the school office.

Transfer Window

Transfer requests are accepted annually in the school office and must be received during the transfer window for consideration. The transfer window coincides with the established open-enrollment period for each year.

In general, transfer requests will not be considered outside the transfer window except for new ResponsiveEd employees within their first month of employment and those who move during the course of the school year. The Campus Director reserves the right to make exceptions in extenuating situations.

Notification of the decision for a transfer request will be communicated in writing by March 1.

The school may delay a decision when the school determines a delay is necessary to properly consider relevant information and operational needs.

Considerations of Transfer Request

Upon receipt of the “Student Transfer Request Form,” the Campus Directors of the sending and receiving schools will consider the following factors when approving transfers:

1. overcrowding at the sending and receiving schools;
2. size of the sending and receiving schools;
3. length of time for which the transfer is requested (The student must intend to remain for the full year.);
4. student attendance history;
5. student discipline history;
6. student academic performance;
7. whether the student is a child of a ResponsiveEd employee; and
8. the existence and extent of a waiting list at the receiving school; and

9. extenuating circumstances as determined on a case-by-case basis.

If approved, a transfer student may receive priority status.

Length of Approved Transfers

Once a transfer is granted, the student will transfer as a full-time student to the requested school. The parent may elect a one-time option to request a transfer returning to the student's sending school at the end of the semester (Grades 9–12) or the end of the year (Grades 1–8).

Reasons for Transfer Revocation

An approved transfer request is a privilege. These transfers may be revoked by the receiving Campus Director for any of the following reasons:

1. student becomes a disruption to school operations;
2. student becomes a detriment to the learning of other students;
3. student has persistent disciplinary or attendance problems;
4. lack of parental cooperation and support;
5. changes in the facility and/or instructional capacity at the receiving school;
6. falsification of residence, transfer, or enrollment documents; or
7. other relevant factors as determined by the Campus Director.

Once a transfer is revoked, the student must return to his or her sending school. Except when deemed necessary by the Campus Director, no further transfer request will be granted for this student.

Appeals

Decisions regarding student transfers may be appealed in accordance with the school grievance procedure (see “Student or Parent Complaints and Concerns,” p. 60).

Transportation

Students who participate in school-sponsored trips may be required to ride a school vehicle (i.e., a vehicle driven for school-related business or owned, leased, or rented by the school). The Campus Director, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent,

or if the parent presents—prior to the day of the scheduled trip—a written request that the student be permitted to ride with an adult designated by the parent.

Riding a school vehicle is a privilege. School vehicle drivers have the authority to maintain discipline and require seating charts. When riding a school vehicle, students are held to behavioral standards established in this Handbook and the Student Code of Conduct. Students must:

1. follow the driver’s directions at all times;
2. enter and leave the vehicle in an orderly manner;
3. keep feet, books, instrument cases, and other objects out of the aisle;
4. not deface the vehicle or its equipment;
5. not put head, hands, arms, legs, or any object out of any window; and
6. wait for the driver’s signal in order to leave or cross in front of the vehicle.

Only designated students are allowed to ride in the vehicle. Students may neither ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities.

If a special needs student is receiving bus transportation as a result of an Individual Education Plan (“IEP”), the Admission Review and Dismissal (“ARD”) Committee will have the discretion in determining appropriate disciplinary consequences.

Use of Student’s Image/Information

Photographs of students (including video images) along with student names, activities, honors, and achievements will be allowed for use in official school projects and events unless a parent specifically requests in writing that such usage be denied. Individual student photos for official campus identification cards may be taken as required.

Visitors

Parents and other visitors are welcome to visit the campus. No visitors will be allowed in any part of the building without first obtaining approval from the school office. The school will take the following actions when there is a visitor at the school:

1. The visitor must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID.
2. The visitor’s information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.
3. The school will verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by the school. Visitors identified as sex offenders shall be escorted by school staff at all times during a school visit.
4. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

Visits to individual classrooms during instructional time are permitted only with approval of the Campus Director and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Withdrawals

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. Less than three days’ notice may result in forms being mailed. A withdrawal form may be obtained from the school office.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature. In all cases, withdrawal forms must be appropriately completed and signed before withdrawal is complete.

The school may initiate withdrawal of a student for non-attendance if:

1. the student has been absent 10 consecutive school days and repeated efforts by the school to locate the student have been unsuccessful, or
2. the student is 18 years of age or older has more than five unexcused absences in one semester.

SECTION II:

HEALTH AND SAFETY INFORMATION

Student safety on campus and at school-related events is a high priority of the school. Although the school has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

1. avoid conduct that is likely to put the student or other students at risk;
2. follow the behavioral standards in this Handbook, including the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Campus Director, teachers, or school staff;
3. remain alert to and promptly report to school staff safety hazards, such as intruders on campus and threats made by any person toward a student or school staff;
4. know emergency evacuation routes and signals; and
5. immediately follow the instructions of school staff who are overseeing the welfare of students.

Asbestos Management Plan

The school has every facility inspected for asbestos before use by a licensed Asbestos Hazard Emergency Response Act (“AHERA”) inspector. An Asbestos Management Plan is created for the school in accordance to federal regulations by AHERA. Parents may view the Asbestos Management Plan by contacting the school office.

Bacterial Meningitis

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Students and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both students and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing and sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body’s immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Students should not share food, drinks, utensils, toothbrushes, or cigarettes. Students should limit the number of persons they kiss. While there are vaccines for some other strains of bacterial

meningitis, they are used only in special circumstances. These include a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should students do if they think they or a friend might have bacterial meningitis?

Students should seek prompt medical attention.

Where can students get more information?

A family doctor and the staff at the local or regional health department office are excellent sources for information on all communicable diseases. Parents and students may also call the local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at websites for the Centers for Disease Control and Prevention (<http://www.cdc.gov>) and the Texas Department of State Health Services (<http://www.dshs.state.tx.us>).

Child Abuse Reporting and Investigations

Reporting Procedures

Students who believe they are the subjects of sexual abuse or other maltreatment should report the incident immediately to a teacher or the Campus Director.

If a parent has cause to believe that a student has been or may be abused or neglected at school, the parent shall immediately notify the Campus Director at the school and make an oral report to Child Protective Services at 1.800.252.5400 or the local Police Department at 911.

Counseling Services

Counseling services will be made available for students affected by sexual abuse or other maltreatment.

Additional Information

Additional information regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, may be found at the following Texas Education Agency website:

<http://www.tea.state.tx.us/index.aspx?id=2820>.

Staff Training

All members of the school staff are trained annually in child abuse awareness and reporting procedures.

Student Interviews at School

The school cooperates with official child abuse investigators as required by law. The school may not interfere with an investigation of a report of child abuse or neglect conducted by the Texas Department of Family and Protective Services (“DFPS”). The school shall permit the investigator to conduct the required interview with the student at any reasonable time at the school. The school may not require the investigator to permit school staff to be present at a student interview conducted at school.

Notification of Parents

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student’s parents if necessary.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school office so that other students who might have been exposed to the disease can be alerted.

Dyslexia and Related Disorders

From time to time, students may be tested and, where appropriate, treated for dyslexia and related disorders in accordance with programs, rules, and standards approved by the State. Parents will be notified should the school determine a need to identify or assess their student for dyslexia and related disorders.

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, school staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an “Emergency Care Consent Form,” which includes information about their student’s allergies to medications, etc. Parents should keep emergency care information current (e.g., name of doctor, emergency phone numbers, allergies, etc.). An updated Student Health Form will be required at the beginning of each school year. Please inform the school office of any changes that occur during the school year.

Fire, Lock-Down, and Disaster Drills

Fire drills are conducted for two purposes:

1. to train students to leave the building orderly and quickly in case of an emergency alarm, and
2. to teach self-control in times of emergency.

When the fire alarm is sounded, all students should immediately walk out of the room and proceed to the designated exit. They should walk in an orderly manner, with no talking or pushing. When the students reach the safety zone designated by the teacher, they should face the building but remain in line.

In addition to fire drills, lock-down or disaster drills will also be conducted. Refer to the Campus Handbook Supplement for specific procedures relating to fire and disaster drills.

Health Care Appointments

A student may be excused for a temporary absence resulting from a visit to health care professionals if that student begins classes or

returns to school on the same day of the appointment. A note from the health care professional must be provided to the school office upon return of the student to school. Students whose absences are excused for these reasons may not be penalized for that absence and will be counted as if the student attended school for attendance purposes. The student will be allowed a reasonable time to make up the missed school work.

Illness During School Hours

A student who becomes ill during school hours is to report to the teacher, who will then send him or her to the school office. No student is allowed to go home without the parent being notified. Students are not to call parents from pay phones or cell phones asking to go home; such calls are to be made from the school office by school staff. A parent/guardian will not be called for each clinic visit. A parent/guardian will be notified by phone call, or clinic information form of the following types of injuries or illnesses:

1. Head Injury – potential for delayed repercussions/possible concussions
2. Vomiting, Diarrhea, and/or Fever greater than 100.0 degrees – potential for a contagious condition/illness
3. Ineffective Medication regime – such as, but not limited to, asthma inhaler, diabetes management, ADHD
4. Life threatening occurrences
5. Orthopedic injuries that are not relieved with rest and ice
6. Any injury/illness deemed necessary by the nurse

When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. Students should stay home from school due to illness if any of the following are present:

1. fever of 100 degrees Fahrenheit or higher in the past 24 hours;
2. vomiting and/or diarrhea in the past 24 hours;
3. itchy, red eyes with discharge;
4. unknown rash;

5. ringworm (until treatment has been started);
6. live head lice or
7. jaundice.

To protect students at school, students assessed with any of the signs and symptoms listed above will be sent home.

Immunizations

The State of Texas requires that every child in the state be immunized against vaccine preventable diseases caused by infectious agents in accordance with an established immunization schedule.

To determine the specific number of doses that are required for your student, please read “2015–2016 Texas Minimum State Vaccine Requirements for Students.” This document and more information about school vaccine requirements are available at the Texas Department of State Health Services (“DSHS”) Immunization Branch website: www.ImmunizeTexas.com (click on the “School Requirements” link, then “Main Page” link).

Proof of immunization must be in one of the following forms:

1. a copy made from the original health record;
2. a printed copy from the Health Dept/Physician with their signature and stamp on it;
3. a record that is printed from Imctrac.

Records from a previous school are not acceptable.

Provisional Enrollment

A student can be enrolled provisionally for 30 days from the first day of attendance only if:

1. he/she is transferring from a Texas school to a Texas school;
2. a dependent of a parent who is Active Duty Military with a valid ID card; or
3. the student is homeless or displaced.

Should on day 30 of the provisional enrollment an up-to-date compliant immunization record is not received, then the student will be excluded from school and marked absent until the record is provided.

A student may be enrolled provisionally if the student has an immunization record that indicates

the student has received at least one dose of each specified age-appropriate required vaccine. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. The school shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Exemptions from Immunization Requirements

Exemptions from immunization requirements are allowable on an individual basis for:

1. medical reasons;
2. reasons of conscience, including a religious belief; and
3. active duty with the armed forces of the United States.

To claim an exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exemption for reasons of conscience, including a religious belief, a signed Texas Department of State Health Services affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a two-year period. Information for obtaining an affidavit for exclusion from immunization requirements is available at www.ImmunizeTexas.com (click on the “School Requirements” link, then “Main Page” link). The official Texas Department of State Health Services affidavit form must be notarized

and submitted to the school office. The form must be submitted within 90 days from the date it is notarized. The school will accept only official affidavit forms developed and issued by the Texas Department of State Health Services. No other forms or reproductions will be allowed. The student who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

To claim an exemption for armed forces, the student must prove that he or she is serving on active duty with the armed forces of the United States.

Immunization Records Reporting

The school's record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and the Texas Department of State Health Services and transferred to other schools associated with the transfer of the student to those schools.

Injuries/Accident Insurance

The school is not responsible for medical costs associated with a student's injury nor is the school responsible for medical costs associated with injuries to parents, visitors, or volunteers. At the beginning of each school year, the school does make available, however, an optional, low-cost student accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her student will be responsible for paying insurance premiums and submitting claims.

Investigations and Searches

Students shall not place, keep, or maintain any article or material prohibited by school policy or that would lead school officials to reasonably believe that it would cause a substantial disruption at school or at a school-sponsored or school-related function. Campus Directors and teachers have the right to question students regarding their conduct or the conduct of others.

School staff may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent. However, consent obtained

through threat of contacting parents or the police authorities is not considered to be voluntarily given.

Student lockers, desks/offices, backpacks, vehicles parked on campus, and any other area that is owned or jointly controlled by the school, are under the jurisdiction of the school. As such, they may be searched any time there is reasonable cause to believe that they contain articles or materials prohibited by school policy, with or without the presence of the student. The parent will be notified if any prohibited items are found in the student's possession.

Random Drug Searches [M] [H]

In order to ensure a drug-free learning environment, the school conducts random drug searches of the school facilities. The school may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on campus. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Law Enforcement Agencies

Procedures for Law Enforcement Interviews

The following procedures shall be followed when law enforcement officers and other lawful authorities want to question or interview a student at the school:

1. The school shall verify and record the identity of the official and request an explanation of the need to question or interview the student at school.
2. The school shall make reasonable efforts to notify the student's parent.
3. Unless prohibited by law or when the student has been arrested or taken into police custody, a school staff member shall be present during the questioning or interview.

When the investigation involves allegations of child abuse, special rules apply (see "Child Abuse Reporting and Investigations," p. 18).

Procedures for Assuming Custody of Student

The school shall permit a student to be taken into custody:

1. pursuant to an order of the juvenile court;
2. pursuant to the laws of arrest;
3. by a law enforcement officer if there is probable cause to believe the student has engaged in conduct that violates a penal law, delinquent conduct or conduct in need of supervision, or conduct that violates a condition of probation imposed by the juvenile court;
4. by a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court;
5. pursuant to a properly issued directive to apprehend; or
6. by an authorized representative of the Texas Department of Family and Protective Services (“DFPS”), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in Section 262.104 of the Texas Family Code relating to the student’s physical health or safety.

Medication Policies

All Medication

Medicine At School – No Tolerance Policy

Responsive Education Solutions has a “no tolerance” policy for students in possession of medication of any kind, **including herbal supplements, vitamins, and all over-the-counter medications, including cough drops/lozenges.** All medications must be delivered and picked up by a parent or guardian. Students are not allowed to drop off or take home their medication(s) from the school clinic. All medications are to be stored in the first aid office with the exception of prescribed medications for the treatment of asthma, anaphylaxis, and diabetes. Please see the designated health person on your campus if your child has one of these conditions.

Students with asthma or anaphylaxis may carry prescribed inhalers or medications, provided written authorization from the parent or guardian is given to the campus, **as well as a written**

statement from the student’s physician or licensed health care provider stating that the student has asthma or anaphylaxis and is capable of self-administering the prescribed medication. The campus may provide you with a form if one is needed. The physician must also provide written information of the name and purpose of the medication and the prescribed dosage. All medications *must* be examined and approved by the designated health person and *must* also have the prescription label on the medication.

In accordance with a student’s individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity.

All other medications must be stored in the campus clinic in the original container clearly labeled with the student’s name. Failure to store medication in the campus clinic or follow the above mentioned procedure may result in serious disciplinary action.

Medication Guidelines:

1. All medication must be stored in the clinic except in special circumstances for a student with asthma, diabetes, or a life threatening allergy.
2. All prescription medication **MUST** be in the original container with pharmacy prescription label. No more than **two weeks’ supply** of medication in a prescription labeled bottle shall be brought to the clinic at one time. **ALL** prescription medication will be counted and documented upon arrival to the clinic.
3. Over the counter medication **MUST** be in the original container with the student’s name on the container. Due to limited storage, no more than a **30-count container** shall be stored in the clinic. Over-the-counter medications may be left in the clinic during the entire school year with a parent’s signature. We are unable to store any medication at the school during the summer and will dispose of all medication left in the clinic after the last day of school.
4. Over-the-counter medications will be given according to the label on the package unless otherwise directed by a physician.

5. Over-the-counter medications will not be given for more than 5 consecutive school days without a physician's signature.
6. Medication Administration Form must be complete with parent's signature.
7. Medications are to be brought to the clinic by the parent or guardian. Only an adult may pick up medications from the clinic.
8. All prescription medication given over 10 days will **require** a physician's signature.
9. No medication container may contain more than one (1) type of medication.
10. Medications prescribed or requested to be given three (3) times per day or less are not to be given at school unless it is determined that a special need exists.
11. A student **MAY NOT** share medication with another student. **Siblings MAY NOT share medication.**
12. Campus personnel do not administer dietary or herbal supplements.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs.

Prescription Medication

Prescription medication administered during school hours must be prescribed by a physician or advanced nurse practitioner ("ANP") and filled by a pharmacist licensed in the State of Texas.

Prescription medication labels must include the student's name and instructions, and be clearly legible.

Written instructions from a physician or ANP are required and must include the following information:

1. name of the student,
2. name of the medication,
3. reason the medication is being given,
4. specific amount to be given,

5. time the medication is to be given, and
6. the method used to administer the medication.

Changes to daily medications require written instruction from the physician or ANP and written permission from the parent. Parents are responsible for advising the school office that a medication has been discontinued.

Asthma and Anaphylaxis Medication

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions may be allowed to possess and self-administer prescription medications for those conditions during the school day or at school-related events. Student possession and self-administration of asthma or anaphylaxis medication at school require the student to demonstrate his or her ability to self-administer the medication for the physician or licensed health care provider and the Campus Director. Requirements also include written authorization from the student's parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. With these safeguards in place, the student may possess and self-administer his or her prescribed medication at his or her discretion during school hours or at school-related events.

Written authorizations to self-administer asthma or anaphylaxis medication should be updated annually unless otherwise indicated by the physician.

Medication in a student's possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

Diabetes Management

Students with diabetes may possess equipment and medication used in the treatment of diabetes during the school day and at school-related events given certain conditions. According to Texas Health and Safety Code Chapter 168, a diabetes management and treatment plan must be developed and implemented by the student's parent and the physician responsible for the student's diabetes treatment. This plan must evaluate the student's ability to manage diabetes and his or her level of understanding of diabetes and must be signed by the parent and physician responsible for the student's diabetes treatment.

An individual health plan must be implemented by the school and must incorporate components of the student's diabetes management and treatment plan. In accordance with the student's individualized health plan, which incorporates the diabetes management and treatment plan signed by the parent and physician that indicates the student's ability to manage diabetes and his or her level of understanding of diabetes, a school shall permit a student to attend to the management and care of his or her diabetes, which may include:

1. performing blood glucose level checks;
2. administering insulin;
3. treating hypoglycemia and hyperglycemia;
4. possessing necessary monitoring and treatment equipment designed for diabetes care; and
5. attending to the management of his or her diabetes in the classroom, in any area of the school grounds, or at any school-related activity.

Physical Restraint

School staff may, within the scope of their duties, use and apply physical restraint to a student that they reasonably believe is necessary in order to:

1. protect a person, including the person using physical restraint, from physical injury;
2. obtain possession of a weapon or other dangerous object;
3. protect property from serious damage;
4. remove from a specific location a student refusing a lawful command of school staff, including a classroom or other school property, in order to restore order or impose disciplinary measures;
5. restrain an irrational student; or
6. prevent student from fleeing when fleeing would put other students or others in danger.

Surveillance Cameras/ Video Recordings

For safety purposes, including the maintenance of order and discipline, surveillance cameras may be used to monitor student behavior in classrooms, on school vehicles, and school common areas. Video recordings may be reviewed

routinely to document student misconduct and used by school staff when investigating an incident. Tapes and other video recordings will not be available for parent viewing due to the Family Educational Rights and Privacy Act ("FERPA").

Cold/Heat/Ozone Guidelines

Weather conditions can pose a risk to the health of students. The following guidelines are intended to assist when making decisions regarding outside activities during periods of high heat or heat index, when there is an ozone warning or when other atmospheric conditions pose a health risk to students. Activity results in the loss of body fluids. Excessive heat and/or humidity increase the amount of fluid loss. The body needs a cool-down period to readjust itself to the cooler temperatures within the building. Efforts will be made to make sure that students consistently drink fluids so they do not dehydrate. If a student becomes thirsty, he or she is already under-hydrated. Fluids are especially important before any physical activity or before leaving an air-conditioned environment. Many medications prescribed for therapeutic purposes can potentially affect heat tolerance. Some students on medication have an impaired ability to dissipate heat from the body due to their medical conditions.

Parents should notify the school in writing if they do not want their children to go outside on days other than those mentioned above for recess or any other outside activity.

Hot Temperatures

When the temperature or heat index rises to 95 degrees or the ozone alert is orange, outdoor recess or activities should be limited to 10 minutes.

When the temperature or heat index rises to 100 or the ozone alert is red or purple no outside recess or activities should be allowed, except of normal dismissal procedures, but caution will be used during dismissal time to keep exposure to heat at a minimum.

Parents are encouraged to dress children in cotton material, loose fitting, lightweight, and light colored clothes. Parents are encouraged to provide a balanced diet including 4 to 5 servings of fruits and vegetables daily. These foods are not

only natural sources of vitamins and electrolytes, but provide additional water to the body.

To the extent possible schedules will be rearranged so that outside activities can occur in the mornings, when the temperature is cooler. Discretion will be used to decrease outside activities when seasonal temperatures and humidity exceed those normal for this area. Vigilance in hydrating students before, during, and after outside activities will be used.

Efforts will be made to ensure that all staff members are aware of the signs, symptoms, and treatment procedures for heat-related illnesses. A cool-down period once the students return to the building from outside activities will be encouraged.

Efforts will be made to ensure that students are aware that metal parts, including swing chains, metal slides, metal wheels, screws, and bolts will be hot and to avoid them as much as possible during this time.

During these times of heat, it is advised that students are to be kept inside the building while waiting for a bus, daycare van, or parent pick-up.

Cold Temperatures

During times of excessive cold weather the following precautions should be taken:

When the temperature or wind chill is at or below 25 degrees, no outdoor recess or activities should be allowed. Parents are encouraged to dress children in appropriate cold weather clothing, including dressing in layers during the cold weather months.

If students do not have appropriate outerwear, they will be kept indoors.

Efforts will be made to ensure that all staff members are aware of the signs, symptoms, and treatment procedures for cold-related illnesses. During these times of cold, it is advised that students are to be kept inside the building while waiting for a bus, daycare van, or parent pick-up.

Mental Health Service

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school for more information related to mental health services and to find mental health services available in your area.

<http://www.texassuicideprevention.org/>

<http://www.dshs.state.tx.us/mhservices-search/>

Substance Abuse Prevention And Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school office. The school office can provide a list of community resources that may be of assistance to you. The Texas Department of State Health Services maintains information regarding children's mental health and substance abuse intervention services on its Web site:

<http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SECTION III: ACADEMICS AND GRADING

Class Rank/Top Ten Percent [H]

Final class rank will be determined at the end of the spring semester (before graduation) each school year.

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas under admissions policies.

To be eligible for automatic admission, a student must:

1. Graduate in the top 10 percent of his or her class;
2. Graduate on the Recommended, Distinguished Achievement Plan, or the Foundation HSP with Distinguished Level of Achievement;
3. Enroll in college no more than two years after graduating from high school; and
4. Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).

Students admitted through this route may still be required to provide American College Test ("ACT") or Scholastic Aptitude Test ("SAT") scores. Students may also have to take the Texas Success Initiative Assessment (TSI test) unless exempted from the test requirement. Check with the admissions office regarding the TSI, SAT, and ACT requirements.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental course or intervention to prepare the student for success in college-level courses.

Admission to a university does not guarantee acceptance into a particular college of study or department. **Remember that students may not be admitted even if they are eligible, if they do not meet the admission deadline.**

Grade Level Classification [H]

Grade level classification of students is composed of two requirements:

- Units of credit for each grade
- Sequence of courses for each grade and prerequisites for each course as described:

Class of 2011 and thereafter (incoming freshmen of 2007–2008) are classified based on these units of credit:

- Sophomore: 7 units of credit
- Junior: 13 units of credit
- Senior: 19 units of credit

Grade 9 (Freshman)

- ✓ English I
- ✓ Algebra I
- ✓ Biology *or* IPC
- ✓ World Geography
- ✓ Language Other Than English (LOTE) 1 *or* LOTE 2
- ✓ Physical Education (PE) (0.5 credit)
- ✓ Electives (1.5 credit)

Grade 10 (Sophomore) 7+ Credits

- ✓ English II
- ✓ Geometry *or* Math Models *or* Algebra II
(Math Models must be taken before Algebra II.)
- ✓ Biology *or* IPC *or* Chemistry
(If IPC is taken in freshman year, Biology must be taken in sophomore year. If IPC is chosen, it must be taken before Chemistry and Physics.)
- ✓ World History
- ✓ LOTE 2
(must be in the same language as LOTE 1)
- ✓ Communications Applications (Speech) (0.5 credit)
- ✓ PE (0.5 credit)
- ✓ Electives (1.5 or 2 credits)

Grade 11 (Junior) 13+ Credits

- ✓ English III
- ✓ Geometry *or* Math Models *or* Algebra II
- ✓ Physics *or* Astronomy *or* Aquatic Science *or* Environmental Systems
- ✓ U.S. History Since 1877
- ✓ Fine Arts (1 credit)
- ✓ College and Career Transitions Course (0.5 credit)
- ✓ Electives (1.5 credits)

(Biology, Chemistry, and Physics must be taken —no exceptions.)

Grade 12 (Senior) 19+ Credits

- ✓ English IV
- ✓ Algebra II *or* Pre-Calculus
- ✓ Physics *or* Astronomy *or* Aquatic Science *or* Environmental Systems
- ✓ Government (0.5 credit)
- ✓ Economics (0.5 credit)
- ✓ College and Career Transitions Course (0.5 credit)
- ✓ Electives (0.5 credit)

Total 26 credits recommended guidelines. No substitutions.

Various ResponsiveEd school brands may offer additional courses and have more stringent graduation requirements than those listed above. Refer to the Campus Handbook Supplement for details.

College Days [H]

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

1. The student must have passed the required parts of the TAKS/EOC tests for the previous year.
2. The student must be on track to graduate on time.
3. The student must be classified as a junior or senior based upon credits earned.
4. The student must be passing all course work.
5. The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

The student will be required to make up any work missed, but will not be charged with an absence if official documentation of the visit is received by the school office within one week. Official documentation will be:

1. A letter on the college official letterhead giving the student's name, date, and reason for visit; and
2. An official visitation form from the college dated with student name and signed by a college official.

If the college visit cannot be made on the date specified on the approved written request, a new request must be submitted for consideration.

College Requirements [H]

Most colleges require either the American College Test ("ACT") or the Scholastic Aptitude Test ("SAT") for admission. Students are encouraged to talk with school staff during their junior year to determine the appropriate exam to take, as entrance exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, most students may need to take an assessment test, such as the Texas Success Initiative Assessment (TSI).

The ACT

The ACT is a three-hour, multiple-choice test measuring achievement in four areas: English, mathematics, reading, and science reasoning. The writing test which is optional measures skill in planning and writing a short essay. Each sub-test yields a score of 1–36. Averaging the four sub-tests produces a composite score that also is reported on a scale of 1–36.

The SAT

The SAT (Reasoning Test) is a three-hour and forty-five minute test of critical reading, writing and mathematical abilities administered by the College Board. It also includes an optional twenty-five-minute essay for the writing portion. Students

will receive two scores on the 200–800 scale—one for evidence-based reading and writing, one for math.

The TSI

The TSI is designed to measure college readiness skills in the areas of reading, writing, and math. Students planning to enroll in college level coursework may need to take the TSI.

Texas high school students planning to enroll in college courses that count for both high school and college credit under their school's dual credit or concurrent enrollment program are required to meet the program's requirements. These requirements may include passing the TSI test. Consult your campus director for the district's concurrent enrollment policies and with your college advisors for their admissions policies. Even students who wish to take dual-credit courses or to concurrently enroll in high school and college may need to have TSI scores prior to enrolling in college courses. TSI is not an admissions test. It will not limit students' access to college, but may determine that remedial coursework must be taken in college. Students may be exempt from the TSI test if they score sufficiently high on the ACT, SAT, or the exit-level TAKS or EOC tests. Students must score at or above the following to be exempt from the TSI Assessment:

- **ACT** – composite score of 23 with a minimum of 19 on both the English and math tests; or
- **SAT** – combined verbal and math score of 1070 with a minimum of 500 on both the verbal and math tests; or
- **TAKS** – Math 2200, Language Arts 2200, and Writing Subsection of 3 or better. Students should check with their counselor to see if they qualify for an exemption. Colleges vary in their admissions requirements and in their use of college admissions test scores. Students should consult the admissions offices for specific information.
- **STAAR End of Course (EOC)** – Check with college admissions office.

Students who complete courses and earn credits through dual credit programs will have to take the appropriate state assessments.

Non-citizen, In-state Tuition at Public Post-Secondary Institutions in Texas

Effective since Fall 2001, Texas Law HB 1403 enables immigrant students, including undocumented, to qualify as Texas residents and pay in-state tuition. This tuition is much lower than the tuition paid by international students. In August 2005, the state Congress approved a new law SB 1528 that expands the benefits of HB 1403. To qualify under SB 1528, students must meet the following four provisions:

- Graduate from a public or private high school, or receive a GED, in Texas; Reside in Texas for at least the 3 years leading up to high school graduation or receiving a GED;
- Reside in Texas for the 12 consecutive months right before the semester he/she is enrolling in college; and
- Provide the institution an affidavit stating that he/she will file an application to become a U.S. permanent resident as soon as he/she is eligible to do so.
- Other restrictions may apply. Check with the counselor at your high school. The student must be eligible for state aid.
- Check with your Campus Director for more information on Financial Aid and Scholarship Opportunities.
<http://www.collegefortexans.com>

Credit Recovery

A student who had previously taken a course or subject—but did not receive credit for it—may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, a non-accredited public or private school, correspondence courses, or independent study supervised by a teacher. The Campus Director will determine if the student can take an exam for the purpose of recovering loss of credit in a particular subject or course. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. Testing may be administered at any time throughout the school year and no district application is required.

Credit by Examination [H]

Without Prior Instruction (If a student has not taken the course)

A student may be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. A student will earn credit with a passing score of at least 80 on the exam. A student may not attempt to earn credit by examination for a specific high school course more than two times. If the student failed to earn the credit, the student must be enrolled in the class to complete the course. Additionally, students are limited to two credits by this process per academic year and they must take the appropriate STAAR/EOC test. Tests are administered upon submission and approval of a district application.

Graduation Expenses [H]

Because students and parents will incur graduation expenses—such as the purchase of invitations, senior ring, cap and gown, senior pictures, etc.—both students and parents should monitor progress toward completion of all requirements for graduation.

Graduation Programs [H]

Students Entering High School Prior to 2014–2015

There are two graduation plans available to meet ResponsiveEd graduation requirements for students who entered high school prior to the 2014–2015 school year. Those two graduation plans are the Recommended High School Program (RHSP) and the Distinguished Achievement Program (DAP). **[SEE ADDENDUM A FOR SPECIFIC REQUIREMENTS OF EACH GRADUATION PLAN]** Both the RHSP and the DAP require completion of 26 credits to graduate. ResponsiveEd encourages all students to transition from high school to college. The RHSP should be considered for all students to help them with their transition. The DAP goes beyond the RHSP requiring advanced school work that reflects college or professional-level skills. To earn the DAP honor, a student must complete three credits in the same foreign language, complete specific courses in core content areas, and complete a combination of four “advanced measures”. The RHSP or DAP is required for

students who entered high school prior to the 2014–2015 school year unless waived by a special committee at the campus level.

A student may be permitted to take the Minimum High School Program (MHSP) if the parent and Campus Director agree in writing, signed by each party, that the student should be permitted to take courses under the Minimum High School Program and the student:

1. Is at least 16 years of age;
2. Has completed two credits required for graduation in each subject of the foundation curriculum; or
3. Has failed to be promoted to the tenth grade one or more times as determined by the school.

A student has the right to re-enroll in the Recommended High School Program or switch to the Foundation Graduation Program at any time.

Students Entering High School 2014–2015 and thereafter

A new, more flexible graduation program that allows students to pursue their interests is in place for students who entered high school, beginning in the 2014–2015 school year. **[SEE ADDENDUM B FOR SPECIFIC REQUIREMENTS OF EACH GRADUATION PLAN]** The Foundation Graduation Program includes four parts:

1. A 22 credit Foundation program which is the core of the new Texas high school diploma
2. Five endorsement options that allow students to focus on a related series of courses
3. A higher performance category called Distinguished Level of Achievement
4. Performance Acknowledgments that note outstanding achievement

All incoming 9th graders will be enrolled under the Distinguished Level of Achievement graduation plan and must select an Endorsement. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can choose from five endorsement areas: Science, Technology, Engineering and Math (STEM); Business and Industry; Public Service; Arts and Humanities; or Multi-Disciplinary Studies. The availability of endorsements will

vary by ResponsiveEd school brand and location.

A student may be permitted to take the basic Foundation Graduation Program without Endorsements and/or Distinguished Levels of Achievement only after:

1. The student's sophomore year;
2. The student and student's parent(s) have been advised of the specific benefits of graduating with an endorsement, including but not restricted acknowledging that graduating *without* an endorsement may not satisfy the admission requirements of many four-year universities or colleges;
3. The student and student's parent(s) have submitted written acknowledgement to the Campus Director, signed by all parties, that the student should be permitted to take the basic Foundation Graduation Program;

After having satisfied the above criteria to move to the Foundation Graduation Program a student has the right—and is encouraged—to pursue at any time course requirements necessary to satisfy an Endorsement and/or Distinguished Levels of Achievement.

Foundation Graduation Program

The Foundation Graduation Program involves the term “Distinguished Level of Achievement.” This level allows students to best prepare for the transition to post-high school education or quality workforce training. Students must choose a plan and courses that will prepare them for college access and success. Therefore, students entering 9th grade during the 2014–2015 school year and thereafter shall be enrolled in the Foundation with Distinguished Level of Achievement graduation program in order to be best prepared for college. It requires 26 credits, a total of four credits in math, including Algebra II; a total of four credits in science; and successful completion of an endorsement in an area of interest. Furthermore, it will also allow students to compete for the Top 10% automatic admissions eligibility at any Texas Public University.

A personal graduation plan will be completed for each high school student. Graduating under the Foundation Graduation Program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a

dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate.

The criteria for earning these performance acknowledgments are prescribed by state rules, and the schools can provide more information about these acknowledgments. A student enrolled in high school prior to the 2014–2015 school year has the option of graduating under the Foundation Graduation Program rather than the previous graduating programs that would otherwise be applicable to that student. **(SEE ADDENDUMS A and B FOR SPECIFIC REQUIREMENTS OF EACH GRADUATION PLAN.)**

Participation in Graduation Ceremony

A student may participate in graduation ceremonies and activities if he/she has satisfactorily completed all required course credits, even though he/she may have failed to pass the required state mandated test (exit-level TAKS or EOC tests). Participation in the graduation ceremony does not constitute “graduation” and the receipt of a diploma. Such students will be required to return to school to complete pending graduation requirements.

Assessment Graduation Requirements as Amended by Senate Bill (SB) 149

SB 149 has revised the state's assessment graduation requirements for students enrolled in the 11th or 12th grade for the 2014–2015, 2015–2016, or 2016–2017 school years. A student who has failed the End-of-Course (EOC) assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). Under the legislation, a student may not graduate under an IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment.

Awarding of Credit [H]

A student must earn a minimum average grade which is the equivalent of 70 on a scale of 100 to

pass a course and be awarded credit. The district typically awards credit for a full-credit high school course on a semester-by-semester basis. If a student passes one semester but fails the other semester, credit shall be awarded for the semester passed. However, the district reserves the right to average the two semesters of a full-year course and award credit for the entire course, with a passing grade, if and when deemed appropriate. The district's individualized program has curriculum modules composed of 5 KnowledgeUnits® for ½ credit when completed and passed and 1 credit when 10 KnowledgeUnits® have been completed and passed. Eligibility for End-Of-Course assessments is determined by the completion of 90 percent of the course. A student may not earn more than 10 credits in one year without administrative approval.

Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal ("ARD") Committee, a student with disabilities who is receiving special education services may be permitted to graduate under the provisions of his or her Individualized Education Program ("IEP").

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

College and Career Transitions Course [H]

The district has made a commitment to all potential high school graduates and is working to ensure that each graduating student has the capacity and confirmation that future opportunity is available through higher education. To further the end of post-secondary readiness, all graduating juniors (11th grade) and seniors (12th) will be required to complete one-half credit of the College and Career Transitions Course ("CLTRGN") or some approved alternative equivalent as part of their elective requirements prior to being considered eligible for graduation.

100% College Acceptance [H]

Responsive Education Solutions seeks greater opportunities for students as they transition to adulthood. The ability to go beyond a high school diploma and onto college admission is an important consideration for any graduate. Each graduating student must have the capacity and confirmation that future opportunity is available through higher education. Therefore, each graduating student from a ResponsiveEd campus will apply to an institution of higher learning. The institute will be an authentic and established entity designed to award credits and offer courses of a scholarly nature, i.e., two-year or four-year colleges. Some ResponsiveEd school brands or locations may have a more stringent expectation for college acceptances.

The campus administration will provide resources and assistance to students during this process. No student is required to attend an institution of higher learning upon graduation from high school. However, all students must have on file in the school office a letter or official document of record that confirms the student has been invited and has met all criteria to attend the institution before they are eligible to receive a high school diploma. The documented proof of admission must originate from the college or university official admission or administration department. This documentation will be verified by the campus administration before final approval of eligibility for diploma.

Distance Learning [H]

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. The TxVSN provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the Campus Director. Unless an exception is made by the campus director, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the campus director prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Physical Education

Requirements K–8 [E] [M]

All students in grades K–5 must engage in at least 135 minutes of physical activity each week as part of the physical education curriculum. Students in grades 6–8 must engage in at least 135 minutes of physical activity each week for at least four semesters during those grade levels as part of the school’s physical education.

Requirements 9–12 [H]

Students are required to complete one (1) credit in physical education (“P.E.”) and are no longer required to complete the Foundations of Personal Fitness. Students may continue to use the Foundations course to fulfill (0.5) credit of their one total credit of physical education required for graduation.

Physical Education Exemption

Short-term exemption from physical education is possible for students who have physical handicaps, illnesses, or other incapacities that a physician deems severe enough to warrant exemption or severe enough to warrant modified

activity in such classes. Each case is handled on an individual basis as follows:

1. Each request for exemption or for modified activity must be accompanied by a physician’s certificate. Such certificates are honored, but must be renewed each year.
2. When the certificate will allow modified activities in class, the student should remain in physical education class. The teachers adjust the activities of the student to the disability.
3. An exempted student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.
4. The Foundation HSP allows a physically exempt student to substitute an academic elective in ELA, Math, Science, or Social Studies. The decision for this substitution is made by the student’s ARD committee, 504 committee, or a district approved group if none of the above groups are applicable.

Physical Education Substitutions [M] [H]

Students who receive prior approval can earn a maximum of four state credits for physical education through substitution of appropriate private or commercially-sponsored physical activity, provided that the program meets school criteria and is approved by the Campus Director. Questions regarding the process of yearly approval should be addressed to the Campus Director.

Physical Fitness Assessment

Except for students for whom, as a result of disability or other condition identified in law, assessment is inappropriate, the school will assess the physical fitness of students annually.

Promotion Requirements [E] [M]

To be promoted from one grade level to the next, students shall obtain an overall average of 70 or above in all four core subjects (Math, ELA, Science and History). **In addition**, students must receive a Met Standard score on the State Assessment for their grade level.

If both of these criteria are not met, a committee lead by the Campus Director will determine if summer school and/or retention is required.

Requirements for Middle School, Grades 6–8

Requirements for Grade Advancement:

The following criteria will be used to determine if a student may be considered for grade advancement. MAP and state assessment scores, demonstration of academic proficiency in all core subjects, as well as social readiness and student maturity will be factors used for consideration. The final decision for a student to bypass a grade will be made by a committee consisting of the parent, teachers, and school administration. Some type of credit for each core course must be earned by the student with either mastery of tests and/or completion of Knowledge Units. Other assessments may be required but will be determined on an individual basis.

Diagnostic Reading Assessment:

A student in Grade 7 who does not have a score for the statewide reading assessment from sixth-grade, or received a failing grade on the sixth grade state reading assessment will be administered a reading diagnostic exam during the first six weeks of school. Additional reading instruction and intervention will be given to each student in Grade 7 who did not meet the passing standard on the Sixth Grade state assessment in reading. This intervention may take place before, after, or during the school day.

Criteria for Pre-AP or Honor Level Courses:

For schools offering an accelerated course track in math and/or reading, the following criteria for placement will be used for students completing the sixth grade. A committee led by the Campus Director will use previous MAP scores (High/High Average), teacher recommendations and STAAR results (Level I or II) to recommend students for advanced courses. Students must meet some or all of the criteria in order to be reviewed by the committee. Specific criteria may vary by school brand. Parents will be contacted with committee recommendations.

Report Cards

Parents must be kept informed about their student's grades, overall performance, and

absences. Therefore, report cards will be sent to parents at intervals corresponding with the grading period length used at any given school, typically ranging from six-week to nine-week intervals. Parents are requested to schedule a conference with their student's teacher if he or she is not making adequate progress.

Special Needs Students

Bilingual/ESL Services

The school offers Bilingual Education and English as a Second Language (ESL) services to students who are English Language Learners (ELLs). Students with a Home Language Survey identifying a language other than English is used at home are assessed with a state-approved oral language test and a norm-referenced test in reading and language arts. The results of those tests determine if a student qualifies for placement in the Bilingual or ESL program. Parents have a right to receive or deny Bilingual/ESL services. The student is placed in the appropriate program and provided with additional support. Both programs assist students in the development of language proficiency in listening, speaking, reading, and writing domains. Students are assessed for their progress in language and in academic content.

The Bilingual program is designed to provide ELLs with a full opportunity to access the curriculum and become competent in literacy and academic skills through instruction in English and in their native language. The Bilingual program is offered to students at selected elementary level campuses in Spanish and English. The goal of the program is to provide academic instruction and English language instruction simultaneously in order to support English language learners to master academic skills and become proficient in English. When students gain proficiency, they are removed from the program and placed in regular education.

The goal of the ESL program is to provide cognitive academic language support via English as the language of instruction to all identified ELLs to guarantee that they will be successful in an all-English curriculum going forward. Specific second-language-learning instructional strategies are used to help the English learner succeed in the English classroom.

Special Education Services

The school has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5 to 21 years of age and who fall within the school's jurisdiction. If a parent knows or suspects their student has a disability, please contact the school's Campus Director for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan ("IEP") which is developed by the student's Admission, Review, and Dismissal ("ARD") Committee. The ARD Committee considers the student's disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the Campus Director.

If a student is experiencing learning difficulties, the parent may contact the Campus Director to learn about the school's overall general education referral or intervention system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention ("RTI"). The implementation of RTI has the potential to have a positive impact to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within fifteen school days, the school must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The school must complete the evaluation and the report within 45 calendar days of the date the school receives the written consent. The school must provide a copy of the report to the parent.

If the school determines that the evaluation is not needed, the school will provide the parent with a written notice that explains why the student will not be evaluated. This written notice will include a statement that informs the parents

of their rights, if they disagree with the school. Additionally, the notice must inform the parent how to obtain a copy of the "Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities."

The "Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities" can be obtained from the school office or at the Texas Education Agency Special Education Website: www.tea.state.tx.us/special.ed. For further information, please contact the Executive Director of Special Education at (972) 316-3663.

All special education services are provided in the least restrictive environment which may be special education settings, general education settings, or a combination of both. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are disabled.

Section 504 Services

To become eligible for services and protections under Section 504 of the Americans with Disabilities Act, a student must be determined, as a result of an evaluation, to have a "physical or mental impairment" that substantially limits one or more major life activities. If a student has, or is suspected of having, a disability under this act and requires special services, parents or teachers should contact the Campus Director for information concerning available programs, evaluation, and services. For further information, please contact the Section 504 Services Director at (972) 316-3663

Services for Title I Participants

The Parent Involvement Coordinator who works with parents of students participating in Title I programs is the Campus Director and may be contacted at the school.

State Assessments

Grades 3–8 [E] [M]

Students in grades 3 through 8 will take state-mandated tests as well as routine testing and other measures of achievement:

1. Mathematics, annually in Grades 3–8 ;
2. Reading, annually in Grades 3–8;
3. Writing, including spelling and grammar, in Grades 4 and 7;
4. Social Studies in Grade 8;
5. Science in Grades 5 and 8

Certain students—some with disabilities and some with Limited English Proficiency—may be eligible for an accommodated version of the STAAR test.

The Student Success Initiative (SSI) grade advancement requirements apply to grades 5 and 8 students who take the STAAR reading and mathematics tests. State law requires a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee.

Grades 9–12 [H]

STAAR

Students entering Grade 9 beginning with the 2011–2012 school year will be required to take five (5) End-of-Course (“EOC”) assessments during high school. These students will take the following EOC exams:

1. English I
2. English II
3. Algebra I
4. Biology
5. U.S. History

Certain students—some with disabilities and some with Limited English Proficiency—may be eligible for an accommodated version of the STAAR test.

EXIT LEVEL TAKS

Students in Grades 11 and 12 who were classified as Grade 9 prior to the 2011–2012 school year will continue to take the Texas Assessment of Knowledge and Skills (TAKS) Exit Level test in the following subjects during the 2015–2016 school year:

1. Mathematics, with the aid of technology
2. English Language Arts
3. Social Studies
4. Science

To receive a high school diploma, students must successfully pass exit-level tests. Test results will be reported to students and parents. Certain students—some with disabilities and some with Limited English Proficiency—may be eligible for exemptions or accommodations.

Texas English Language Proficiency Assessment System (“TELPAS”)

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

- **Grades K–1:** TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- **Grades 2–12:** TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.

Student Success Team

The Student Success Team is a campus-level committee comprised of the Director and other key personnel on each campus. Committee members evaluate student academic progress based on various diagnostic data. Recommendations for individual accommodations and/or to initiate the RTI process are then made. All requests for special education screening/testing begin with this committee.

Dual-Credit Program

Students may earn dual credit, i.e., credit toward high school and college simultaneously, through either partnerships with neighboring colleges or

through virtual courses. Students who earn credit through this option will still have to take the appropriate STAAR/EOC test. Students should contact their Campus Director for more information.

Transcripts [H]

The high school transcript is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC §28.025(e)).

The school maintains as complete a set of records as possible to assist in student guidance. The academic achievement record (transcript) for each student enrolled lists complete personal student data and gives complete scholastic grades.

Every student who graduates is entitled to two free transcripts. For each additional transcript, a charge of \$5 is made. This fee must be paid at the time the request is made.

Tutorials

Students are encouraged and may be required to see teachers for tutoring schedules, including mandatory tutoring after school or on Saturday.

Private tutoring is the responsibility of the parent. Teachers are not permitted to privately tutor their students for pay.

Mandatory Tutorials

Every campus shall follow the Responsive Education Solutions Time-on-Task Advanced Learning (T.O.T.A.L.) system to identify and place students in a remediation program designed to offer learning opportunities beyond the prescribed campus hours of operation. Each campus will implement the assigned and prescribed program according to the specific directives given in the T.O.T.A.L. System documentation. Students identified for mandatory tutoring either during the school week or on Saturdays must attend. Failure to participate appropriately in the tutoring system may be grounds for disciplinary action up to and including dismissal from the school.

Honor Graduate Certificate [H]

The Texas Education Agency allows each public and accredited non-public high school in Texas

one "Honor Graduate Certificate." This Certificate shall be presented to the highest-ranking graduate in the senior class. Under no circumstances should a student ranked lower than "highest" be awarded this honor. The highest-ranking graduate should receive a Certificate and a declaration document authorizing the president of any state-supported college or university to provide a waiver for tuition as specified in the law (Texas Education Code, §54.201). Some non-state-supported colleges and universities may also recognize this award and provide the tuition waiver. Students should present the declaration document to the college or university upon admission and retain the certificate for personal use.

The recipient of this honor must:

1. Be enrolled in a minimum of three consecutive calendar semesters prior to graduation and meet state and school attendance requirements;
2. Be graduating under the Recommended, the Distinguished Achievement Plan, or the Foundation HSP with Endorsement, Distinguished Level of Achievement;
3. Be the highest-ranking graduate with the highest grade point average ("GPA") of all students meeting the aforementioned criteria. In determining grade point average, under no condition will the GPA be rounded up.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school calendar year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted.

Valedictorian/Salutatorian [H]

The following is the selection method to determine the valedictorian and salutatorian for the school:

1. The student who is selected as the highest-ranking graduate eligible to receive the Honor Graduate Certificate will serve as valedictorian, with the second highest-ranking graduate serving as salutatorian.
2. In the event no student meets the criteria to receive the Honor Graduate Certificate, the valedictorian and salutatorian will be selected according to the following criteria:
 - a. Both the valedictorian and salutatorian must have been enrolled in the

ResponsiveEd school for no less than three consecutive calendar semesters or all semesters the school has been opened, if less than the three consecutive calendar semesters; and

- b. By the date of graduation, both the valedictorian and salutatorian must have met all Texas State Graduation Requirements applicable to him or her, including meeting all state assessment requirements; and
- c. The student with the highest cumulative grade point average graduating under the Recommended, Distinguished Achievement Plan, or the Foundation HSP with Endorsement, Distinguished Level of Achievement will be selected as valedictorian, with the second-ranking student serving as salutatorian. Under no circumstance will a student with a higher GPA who is graduating under the Minimum Graduation Program or the Foundation HSP with no endorsement rank higher than a student graduating under the Recommended, Distinguished

Achievement Plan, or the Foundation HSP with Distinguished Level of Achievement or

- d. In the case where no students are graduating under the Recommended, Distinguished Achievement Plan, or the Foundation HSP with Endorsement, Distinguished Level of Achievement, the student with the highest cumulative grade point average out of all graduating seniors will be selected valedictorian, and the student with the next highest GPA will serve as salutatorian. Valedictorians and salutatorians graduating outside of these plans will not receive an honor graduate certificate.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted. Grade Point Average will be calculated in accordance with the existing policy adopted by the Board of Trustees.

ADDENDUM A

Students Entering High School in 2013–2014 and Prior Minimum High School Program, Recommended High School Program And Distinguished Achievement Program

Curriculum Areas	Minimum High School Program (MHSP)	Recommended High School Program (RHSP)	Distinguished Achievement Program (DAP) ¹
English/Language Arts	4	4	4
Mathematics ²	3	4	4
Science ³	2	4	4
Social Studies ⁴	3	4	4
Physical Education ⁵	1	1	1
Speech ⁶	0.5	0.5	0.5
College Transitions	0.5	0.5	0.5
Academic Elective	1	0	0
Languages other than English (LOTE) ⁷	0	2	3
Fine Arts ⁸	1	1	1
Electives	6	5	4
TOTAL	22	26	26

¹ Effective with the freshman in 2011–2012 and beyond, the Distinguished Achievement Program (DAP) recognizes students who demonstrate levels of performance equivalent to those of college students or work done by professionals in the areas of art, science, business, industry, or community service.

² The mathematics requirements for RHSP and DAP are Algebra I, Geometry, and Algebra II. The fourth mathematics credit for RHSP may be Math Models with Applications; however, it must be successfully completed prior to Algebra II. MMA will NOT count as one of the four mathematics credits for the DAP. The fourth mathematics class for DAP may be selected from the following list after meeting course pre-requisites and successful completion of Algebra I, Geometry, and Algebra II: Pre-Calculus, AP Statistics, AP Calculus AB, AP Calculus BC, Advanced Quantitative Reasoning, AP Computer Science, Independent Study in Mathematics, or concurrent enrollment in a related college course.

³ Four science courses for the RHSP or DAP must be selected from the following areas with no more than one credit chosen from each of the areas to satisfy this requirement:

- One credit must be a Biology credit (Biology or AP Biology or IB Biology)
- One credit must be a Chemistry credit (Chemistry or AP Chemistry or IB Chemistry)
- One credit must be a Physics credit (Physics, AP Physics, Principles of Technology or IB Physics)

⁴ Courses must include World Geography Studies, World History Studies, U.S. History Studies since Reconstruction, U.S. Government and Economics with Emphasis on the Free Enterprise System and its Benefits.

⁵ A student may only earn credit for a specific TEKS-based PE course one time (i.e., no more than four credits total). State Board of Education administrative rules continue to allow certain substitutions for TEKS-based P.E. courses. Regardless of which substitution activities a student participates in, the student may not earn more than a total of four credits toward graduation for P.E. substitutions.

⁶ Only Communications Applications or Professional Communications in the Career and Technology Program (CTE) meet the Speech requirement.

⁷ Three credits of the same language are required for the DAP, but only two credits of the same language are required for the RHSP. Students who successfully complete Level I of a foreign language in grade 8 will be awarded one state graduation credit that may be counted toward the required foreign language courses. This graduation credit will count toward the 26 total credits needed for graduation.

⁸ One Fine Arts credit which may be satisfied by any course in Chapter 117, Subchapter C relating to the Texas Essential Knowledge and Skills for Fine Arts (i.e., Art I–IV, Music I–IV, Theater I–IV, Dance I–IV, etc.) is required for graduation. Career and Technical Education (CTE course) Principles and Elements of Floral Design is also an option for the fine arts credit for students entering 2012–2013 and beyond. *Note: For students who entered Grade 9 in 2010–2011 or thereafter, and are graduating under the Minimum High School Program, one Fine Arts credit is required.*

ADDENDUM B

Students Entering High School in 2014–2015 and Thereafter Foundation Graduation Program, Endorsements, and Distinguished Level of Achievement

Curriculum Areas	Foundation Graduation Program	Foundation Graduation Program Endorsement(s) ¹	Foundation Graduation with Distinguished Level of Achievement ²
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	3	4	4
Social Studies, including Economics	3	4	4
Physical Education ³	1	1	1
Speech	0.5 or Demonstrated proficiency	0.5	0.5
College Transitions	0.5	0.5	0.5
Languages other than English (LOTE) ⁴	2	2	3
Fine Arts	1	1	1
Electives	4	5	4
TOTAL	22	26	26

¹ Available Endorsements:

- Science, Technology, Engineering, and Math (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

² In order to obtain the Distinguished Level of Achievement under the Foundation Graduation Program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

³ A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

⁴ Students are required to earn two credits in the same language other than English to graduate. A student may use computer programming languages for this requirement. In limited circumstances, a student may be able to substitute this requirement with other courses as determined by a district committee authorized by law to make these decisions for the student. Students who successfully complete Level I of a foreign language in grade 8 will be awarded one state graduation credit that may be counted toward the required foreign language courses. This graduation credit will count toward the total credits needed for graduation.

SECTION IV: STUDENT CODE OF CONDUCT

Preface

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others.

However, no school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The school has both the responsibility and authority to enforce the Student Code of Conduct, question students, counsel them, and assign discipline when deemed appropriate.

Students live and function, as do adults, in the general community. As citizens, students are entitled to our society's benefits; but as citizens, they are also subject to its national, state, and local laws and rules governing various aspects of their conduct. Not all laws are easy to follow, nor need one necessarily agree with each and every law or rule. Often a law or a rule seems unjust or inappropriate, but the law or rule must be obeyed.

In much the same manner, students live and function in a second community as well—namely, the school community. Education confers its own benefits, but it, too, requires acceptance of individual responsibilities. It must at the same time have an orderly and manageable framework within which to operate.

The rules and standards set forth in this Handbook apply to conduct:

1. on school premises or on school vehicles or involving school property,
2. off school premises which directly affects other students or the school, and
3. at school functions of any kind.

This Handbook does not define all types and aspects of student behavior; however, the Board of Trustees has the responsibility to set forth policies, rules, and regulations to help each student conduct himself or herself in a proper manner as a good citizen of the school community. If changes in state law become effective after the

printing of this Handbook, the state law will supersede the local policy.

The Board of Trustees and the Superintendent may establish written policies, rules, and regulations of general application governing student conduct in all schools. In addition, each Campus Director, within his or her school, may establish certain rules and regulations not inconsistent with those established by the Board and the Superintendent.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, or well-being or the rights of other students is prohibited.

A teacher may send a student to the Campus Director's office to maintain effective discipline in the classroom. In addition, a teacher may remove from class a student:

1. who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
2. whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

The Board of Trustees has authorized detention, in-school and out-of-school suspension, and expulsion as methods of disciplining students. The Board of Trustees has also given authority to the Superintendent or his designee to use any other disciplinary actions which, in his or her judgment, is appropriate for the violation.

Responsibilities of Staff, Parents, and Students

Each member of the school community must fulfill certain responsibilities if a positive learning environment is to be achieved. A cooperative

relationship among staff, parent, and student requires that:

School Staff

1. maintain an atmosphere conducive to good behavior;
2. are in regular attendance and on time, and are prepared to perform their duties with appropriate working materials;
3. exhibit an attitude of respect toward individuals and property and conduct themselves in a responsible manner;
4. plan a flexible curriculum to meet the needs of all students;
5. promote effective training and discipline based upon fair and impartial treatment of all students;
6. encourage parents to keep in regular communication with the school and encourage parental participation in school affairs;
7. develop a cooperative working relationship among staff and students; and
8. obey school policies and regulations.

Parents

1. ensure their student's compliance with school attendance requirements and promptly report and explain absences and tardies to the school;
2. assist their child in being properly attired;
3. take an active interest in the overall school program;
4. communicate regularly with the school concerning their student's conduct and progress;
5. discuss report cards and work assignments with their student;
6. bring to the attention of school authorities any problem or condition that affects their student;
7. maintain up-to-date home, work, and emergency telephone numbers at the school;
8. cooperate with the Campus Director and teachers in their efforts to achieve and maintain a quality school system; and
9. provide transportation for their student to and from mandatory tutorials and Saturday school.

Students

1. attend all classes daily and on time;
2. prepare for each class, taking appropriate materials and assignments to class;
3. meet school standards of grooming and dress;
4. exhibit an attitude of respect and courtesy toward individuals and property, and conduct themselves in a responsible manner, always exercising self-discipline;
5. refrain from making profane, insulting, threatening, or inflammatory remarks;
6. refrain from engaging in disruptive conduct or cheating;
7. obey all school and classroom rules;
8. seek changes in school policies and regulations in an orderly and responsible manner through approved channels;
9. respect the rights and privileges of students, teachers, and other staff and volunteers;
10. cooperate with and assist the school staff in maintaining safety, order, and discipline; and
11. adhere to the requirements of the Student Code of Conduct.

Jurisdiction

The school may discipline a student for any violation of the Student Code of Conduct committed while a student is:

1. on school property;
2. within 300 feet of school property as measured from any point on the real property boundary line;
3. attending any school-related or school-sponsored activity no matter when or where it takes place;
4. on the property of another school;
5. attending another school's school-sponsored or school-related activity; or
6. off school property, if
 - a. the violation causes a material and/or substantial disruption at school, or
 - b. it is reasonably foreseeable to school officials that the violation will cause a material and/or substantial disruption at school.

The school may also discipline a student for any offense listed in Sections 37.006(a) or 37.007(a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.

Code of Conduct Violations

Abuse

Actions or threats of actions which constitute verbal or physical abuse of any employee or volunteer of the school by a student or any other individual will not be tolerated. Appropriate measures necessary to correct these situations shall be taken by the school, including expulsion.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

Alcoholic Beverages

Any student found to have sold, given, delivered, been in possession of, or been under the influence of any alcoholic beverage while in school or while a participant in or spectator of a school-sponsored event, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. An “alcoholic beverage” means any beverage containing alcohol, including wine or beer. A student is considered “in possession” if he or she has contact with the alcohol regardless of the amount of time it is in the student’s possession. If a student becomes in possession of alcohol, he or she needs to immediately inform an adult on campus. The smell of alcohol detectable on one’s breath is sufficient evidence to indicate being “under the influence.”

Bomb Threats

Any threat of this type will not be tolerated. A student making a bomb threat will be subject to expulsion and dealt with to the full extent of the law.

Conduct While Riding in School Vehicles

The Campus Director shall take steps to maintain acceptable student conduct while riding a school vehicle. Students who fail to follow the behavioral standards described in this Handbook (see “Transportation,” p. 14) may be denied the privilege of school transportation. Parental involvement will be sought before a student is excluded from riding a school vehicle, except in situations involving a flagrant violation. Flagrant violations include fighting, gross insubordination, and other acts that may cause a safety hazard. It should be understood by all that the driver has the responsibility for maintaining order in his or her school vehicle. It is the duty of the Campus Director—not the driver—to exclude a student from riding a school vehicle. However, the driver is not prohibited from exercising reasonable judgment in order to protect other passengers from bodily harm.

Disruptive Activity

In order to protect student safety and sustain an educational program free from disruption, state law permits the school to take action against any person—student or non-student—who:

1. interferes with the movement of people in an exit, an entrance, or a hallway of a school building without authorization from the Campus Director;
2. interferes with an authorized activity by seizing control of all or part of a building;
3. uses force, violence, or threats in an attempt to prevent participation in an authorized assembly;
4. uses force, violence, or threats to cause disruption during an assembly;
5. interferes with the movement of people at an exit or an entrance to school property;
6. uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from the Campus Director;
7. disrupts the conduct of classes or other school activities while on school property or on public property that is within 500 feet of school property (disruption includes making loud noises; enticing, attempting to entice, preventing, or attempting to prevent a student from attending a required class or school activity; entering a classroom without the consent of either the Campus Director or

the teacher and, through either acts of misconduct or the use of loud or profane language, disrupting class activities); or

8. interferes with the transportation of students in school vehicles.

Electronic Devices

Students are not permitted to possess electronic devices (e.g., electronic games, iPod and mp3 players, pagers, radios, cameras, etc.) at school, unless prior permission has been obtained from the Campus Director. Without such permission, teachers will collect the items and turn them in to the Campus Director's office. The Campus Director will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

For safety purposes, the school permits students to possess cell phones; however, cell phones must remain turned off during the instructional day, including during all testing.

Sending, sharing, viewing, or possessing pictures, text messages, e-mails, or other material of a sexual nature in electronic or any other form on a cell phone or other electronic device is prohibited and dealt with to the full extent of the law.

Electronic Equipment in the Classroom

Students may only use audio visual or electronic equipment in the classroom with permission of the teacher. These items include, but are not limited to, audio or video taping equipment. The school is not responsible for the damage, loss, or theft of these items.

Exposure

Inappropriate exposure of body parts, even without any sexual intent, is a serious offense and will be subject to disciplinary action.

Gambling

Students are forbidden to gamble in a school building or on school property.

Gang-Free Zones/Gang Activity

Any student found to have engaged in organized criminal activity, gang-related, and other criminal acts will be subject to appropriate disciplinary action. Student behavior considered to be "gang related" will not be tolerated at school or at any school activity regardless of the location of the

activity. This includes, but is not limited to: articles of clothing, hand signs, graffiti, and any other behaviors considered by the administration to interfere with the educational program of the school.

Harassment on the Basis of Race, Color, Religion, National Origin, or Disability

Students must not engage in harassing behavior directed toward another student.

Students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The school encourages parental and student support in its efforts to address and prevent harassment in any form in schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher or with their Campus Director.

A student who believes he or she has been harassed by another student or by school staff is encouraged to report in writing the incident to the Campus Director. The allegations will be investigated and addressed. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct.

The student or a parent may appeal the decision of the Campus Director in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 60).

Harmful Drugs

The use of "Harmful Drugs" poses a serious threat to the physical, psychological, and emotional health of individuals, their families, and their communities. In recognition of this fact, the school enforces this policy.

The term "Harmful Drugs" includes, but is not limited to, all those substances considered to be marijuana, dangerous drugs, narcotics, depressants, stimulant substances, controlled substances, and simulated controlled substances listed in the state and federal codes covering the possession, sale, and use of such controlled substances, drugs, and narcotics. The term also includes all forms and species of the plant substance known as marijuana as well as any abusable chemical substance used for inhalation such as glue, aerosol paint, thinners, etc.

Any student found to have had a Harmful Drug in his or her possession, or found to have been under the influence thereof while in school or while a participant in or spectator at a school-sponsored event, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. A student is considered “in possession” if he or she has contact with a Harmful Drug regardless of the amount of time it is in the student’s possession. If a student becomes in possession of a Harmful Drug, he or she needs to immediately inform an adult on campus. Those students involved in selling or distributing a Harmful Drug while in school or while a participant in or spectator at a school-sponsored event will be subject to disciplinary penalties in accordance with the Student Code of Conduct. Other sanctions may include completion of a drug rehabilitation program or referral for prosecution.

A student may not keep in his or her possession any medication, even medication for which he or she has a prescription (see “Medication Policies,” p. 22). Failure to comply may result in Level II discipline. The only exception to this policy is doctor-prescribed asthma medication (see “Asthma and Anaphylaxis Medication,” p. 23).

Hazing/Bullying

Texas Laws prohibit students from engaging in, encouraging, aiding, or assisting in hazing or bullying. Hazing is defined as harassment, humiliation, and/or embarrassment of other students, which may or may not include some physical abuse. Bullying is defined as written, verbal, or physical conduct that, in the judgment of the Campus Director, is sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for the student and is harmful to a student or a student’s property. A student found to have engaged in, encouraged, aided, assisted in, or had knowledge of and failed to report a hazing or bullying incident will be subject to discipline.

Inappropriate Sexual Conduct

Inappropriate sexual conduct encompasses any inappropriate, indecent, or offensive act that implies or involves contact of a sexual nature.

Insensitivity to Others

Inappropriate verbal or physical behavior that is motivated due to race, ethnicity, culture, gender, or disabilities will not be tolerated.

Interference with School Activities or Discipline

Any student whose conduct, whether in class or out, materially and substantially interferes with school activities, school-sponsored functions (whether on public or private property), or school discipline, or invades the rights of school staff or other students, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

“Conduct” includes, but is not limited to, the following activities:

1. preparing, circulating, or presenting petitions;
2. displaying on or about his or her person, books, materials, locker or vehicle, symbols, arm bands, flags, pennants, signs, or other decorations; and
3. preparation, printing, publishing, or distributing any unauthorized publication, periodical, paper, pamphlet, magazine, or book.

Lockers: Security and Search

Lockers, if provided by the school, are purchased, furnished, and maintained by the school and remain the property of the school. The decision to assign lockers rests with the Campus Director. No charges are made for their use. Items of non-school nature should not be placed or kept in lockers as they are subject to inspection at any time without prior notice to or permission from students. A student has full responsibility for the security of the locker and is responsible for making certain that it is locked and that the combination is not available to others. Searches of lockers may be conducted at any time, whether or not the student is present.

Any student who shall place, keep, or maintain any article or material in a school-owned locker that is of a non-school nature and materially and substantially interferes with, or the Campus Director has reasonable cause to believe would materially and substantially interfere with, school activities or school-sponsored functions or with the rights of school staff or other students, shall be subject to discipline.

School Property

A good citizen, among other things, takes pride in the care of school property, realizing that the appearance of the building and campus is a credit

or discredit to him or herself, as well as to the student body in general.

Any student found to have intentionally, knowingly, or recklessly damaged or destroyed school property shall be required to compensate the school for the full extent of the damage and shall be subject to disciplinary measures. Students found to have intentionally, knowingly, or recklessly damaged or destroyed school property may be refused admittance to school or school-sponsored functions until full restitution has been made for such damages.

Self Defense

The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

1. the student provokes, invites, or encourages the use of physical force by another person;
2. the student has an opportunity to avoid physical force or to inform school staff of the threatened use of force;
3. the student uses physical force after the other party abandons or attempts to abandon a fight or confrontation;
4. the student does not attempt to walk away from a confrontation; or
5. the student does not attempt to get help from school staff.

Sexual Harassment

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or school staff. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The school will notify the parents of all students involved in sexual harassment by student(s) and will notify parents of any incident of sexual harassment or sexual abuse by school staff. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by school staff may be presented in writing by a student and/or parent in a conference with

the Campus Director or designee or with the school Title IX Coordinator. Students who believe they are the subjects of sexual harassment by other students or school staff should report the incident immediately to a teacher, the Campus Director, or the Title IX Coordinator. School staff members who receive complaints of sexual harassment are to report the matter as soon as practically possible to the Campus Director, the Title IX Coordinator, or staff with the authority to undertake investigations of sexual harassment complaints.

The name, office address, and telephone number of the Title IX Coordinator is Rosalinda Gonzalez, 1301 Waters Ridge, Lewisville, TX 75057; 972.316.3663.

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with Board Policy.

Social Media

Responsive Education Solutions social media sites are intended to serve as informational outlets for the community. Inaccurate, threatening and/or inappropriate posts involving ResponsiveEd social media accounts may be reported to the relevant social media provider and law enforcement authorities. ResponsiveEd students involved in such behavior are subject to disciplinary action.

Telecommunications or Other Electronic Devices

Students are prohibited from using a telecommunications device, including a cellular telephone or other electronic devices (unless otherwise issued by the school for the purpose of instruction), within a school building before or during school hours or on a school campus during school hours and devices are to remain off during the school day. Devices that are on and/or cause a disruption during the school day will be confiscated. The school will not be responsible for damage, loss, or theft of these items. Once a device has been taken up, the following procedure will be used to return the device:

1. First Confiscation: The device can be picked up by the student or parent no earlier than the end of the school day. An administrative fee of \$5 will be charged before the device can be returned.
2. Second Confiscation: The device can be picked up by the student or parent no earlier

than the following school day. An administrative fee of \$10 will be charged before the device can be returned.

3. Third Confiscation: The device can be picked up by the student or parent no earlier than the following Monday. An administrative fee of \$15 will be charged before the device can be returned.
4. Fourth Confiscation: The device will be kept for 30 days. An administrative fee of \$15 will be charged before the device can be returned.
5. Fifth Confiscation: The device will be kept until the end of the school year. An administrative fee of \$15 will be charged before the device can be returned.

Any student refusing to give the device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. The campus is not responsible for damage that may occur to a confiscated device while awaiting pick up from a student or parent.

Campus Directors shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities while on school property or while attending school-sponsored or school-related activities on or off school property.

Threats

Oral or written threats to cause harm or bodily injury to another student, an employee, or school property, including threats made using the Internet or other computer resources at school will not be tolerated.

Tobacco

Matches, lighters, etc., are not permitted at school or at school-related functions. A student is considered “in possession” if he or she has contact with tobacco or tobacco products, regardless of the amount of time it is in the student’s possession. If a student becomes in possession of tobacco or a tobacco product, he or she needs to immediately inform an adult on campus.

Smoking and using smokeless tobacco, e-cigs, vapor devices, or tobacco products are not permitted in school buildings, vehicles, or on school property, 300 feet from school property, or at school-related or school-sanctioned events off school property.

Weapons

A student shall not possess, exhibit, use or threaten to exhibit or use any firearm, explosive weapons, knife, or materials that could be used as a weapon to inflict physical harm or damage to persons or property on school property or at any school-related function, whether on or off school property. A student is considered “in possession” if he or she has contact with a weapon regardless of the amount of time it is in the student’s possession. If a student becomes in possession of a weapon, he or she needs to immediately inform an adult on campus. Weapons include, but are not limited to:

1. Firearm: any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use;
2. Knife: blade or a hand instrument designed to cut or stab another by being thrown, a dagger, a bowie knife, a sword or a spear;
3. Club: an instrument that is specifically designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument;
4. Explosive weapon;
5. Firearm silencer;
6. Knuckles (i.e., brass knuckles);
7. Chemical dispensing device (such as mace or pepper spray);
8. Zip gun;
9. Any object used in a way that threatens to inflict bodily injury on another person;
10. Firearm ammunition;
11. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
12. Chains;
13. Razors (including box cutters);
14. Pellet gun;
15. BB gun;
16. Stun gun;
17. Air gun; and
18. Toys that imitate weapons (“look alike”).

Offenses and Consequences

Level I: Major Offenses

Examples (not inclusive list):

1. Being in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with directives of school staff (insubordination)
6. Failure to comply with school dress code policies
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Parking infraction
15. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days)
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping or not attending class, detention, tutorial sessions, Saturday school or extended day
19. Using a skateboard, scooter, and/or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours
21. Vehicle operation infraction

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques

3. Community service
4. Cooling-off time or “time-out”
5. Counseling by teachers or Campus Director
6. Demerits
7. Detention
8. Fee for the return of telecommunications device that has been confiscated
9. In-school suspension up to 30 days
10. Parent contracts to restrict home privileges
11. Parent observations in student’s classes
12. Parent conference with teacher or Campus Director
13. Peer mediation
14. Placement in another appropriate classroom
15. Restitution/restoration, if applicable
16. Saturday school
17. Seating changes within the classroom
18. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
19. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

Disciplinary actions may be used individually or in combination for any offense.

No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list):

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang, as defined in Texas Education Code 37.121
3. Bypassing of internet blocks on school computers or networks to enter unapproved sites
4. Causing an individual to act through the use of or threat of force (coercion)
5. Engaging in conduct on campus that constitutes dating violence, including

- intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
6. Engaging in conduct that constitutes sexual harassment (verbal and/or physical)
 7. Engaging in offensive conduct of a sexual nature (verbal or physical)
 8. Extortion/blackmail
 9. Failure to comply with conditions of in-school suspension placement
 10. Failure to comply with school medication policies
 11. False accusation of conduct that would constitute a misdemeanor or felony
 12. Falsification of school records
 13. Fighting/mutual combat
 14. Gambling
 15. Gang activity (nonviolent)
 16. Hazing, harassment, or bullying of students (physical)
 17. Inappropriate behavior (e.g., violent; threat of being violent; threat of self-harm; racially, ethnically, or culturally motivated actions)
 18. Interference with school activities or discipline
 19. Leaving classroom, school property, or school-sponsored events without permission
 20. Making an obscene gesture
 21. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
 22. Possessing a look-alike weapon, including without limitation, BB guns, CO² guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
 23. Possessing a stun gun, mace, or pepper spray
 24. Possessing ammunition
 25. Possessing drug paraphernalia
 26. Possessing or selling “look-alike” drugs
 27. Possessing or using fireworks or other explosive devices
 28. Possessing or using tobacco
 29. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug
 30. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual or inappropriate nature in any media format including but not limited to cell phones
 31. Posting inappropriate or disparaging remarks, pictures, videos or links to any ResponsiveEd-managed social media site.
 32. Refusing to allow student search
 33. Sexual harassment/sexual abuse not defined as a Level III or IV offense
 34. Theft
 35. Threats (nonviolent/verbal or written) including those initiated through social media, or other electronic forms, made outside of the campus setting for action or threat of action to be taken while on campus
 36. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
 37. Unruly, disruptive, or abusive behavior that interferes with the teacher’s ability to communicate effectively with the students in the class
 38. Use of profanity or vulgar/offensive language (orally or in writing)
 39. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
 40. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.)
 41. Willful destruction of school or personal property and/or vandalism
 42. Self-harm, including but not limited to severe scratching, branding, cutting, self-hitting, burning, and biting.

Appropriate Disciplinary Actions:

1. Level I disciplinary techniques
2. Out-of-school suspension for up to three days

Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list):

1. Any offense listed in Sections 37.006(a) or 37.007(b) of the Texas Education Code, no matter when or where the offense takes place
2. Burglary of a motor vehicle on campus
3. Conduct punishable as a felony not defined as a Level IV offense
4. Criminal mischief against school, student, or school staff
5. Deliberate destruction of or tampering with school computer data or networks
6. Disruptive activity (see “Disruptive Activity,” p. 43)
7. Gang activity (violent)
8. Inappropriate exposure of body parts
9. Inappropriate sexual conduct
10. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
11. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
12. Possessing a knife, razor, box cutter, or chain
13. Possessing any object used in a way that threatens or inflicts bodily injury to another person
14. Possessing, selling, distributing, or under the influence of a Harmful Drug (see “Harmful Drugs,” p. 44)
15. Posting any vulgar, grossly inappropriate or illegal remarks, pictures, videos or links on any ResponsiveEd-managed social media site.
16. Setting or attempting to set a fire on a school property (not arson)
17. Targeting someone for bodily harm
18. Threats (violent/verbal or written)

Appropriate Disciplinary Actions:

1. Out-of-school suspension for up to three days
2. Expulsion

Level IV: Mandatory Expulsion

Examples (not inclusive list):

1. Any offense listed in Section 37.007(a) and (d) of the Texas Education Code, no matter when or where the offense takes place
2. Required to register as a sex offender

Appropriate Disciplinary Actions:

1. Expulsion

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Suspension Process

In addition to the above list of Student Code of Conduct violations, the Campus Director has the authority to suspend a student for any of the following additional reasons:

1. the need to further investigate an incident,
2. a recommendation to expel the student, or
3. an emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Campus Director must attempt to hold an informal conference with the student to:

1. notify the student of the accusations against him or her,
2. allow the student to relate his or her version of the incident, and
3. determine whether the student’s conduct warrants suspension.

Notification to Parents

If the Campus Director determines the student’s conduct warrants suspension during the school day, the Campus Director will make reasonable effort to notify the student’s parents that the student has been suspended before the student is sent home. The Campus Director will notify a suspended student’s parents of the period of suspension, the grounds for the suspension, and

the time and place for an opportunity to confer with the Campus Director.

Credit during Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Expulsion Process

Hearing

Students alleged to have committed an expellable offense will receive a hearing before the Campus Director within a reasonable time following the alleged misconduct. Prior to the hearing, the school will send a written notice to the student and the student's parents, including:

1. the basis for the proposed expulsion;
2. the date, time, and location of the hearing; and
3. the right of the student, at the hearing, to:
 - a. be present;
 - b. be accompanied by his or her parents;
 - c. be represented by any adult representative, including legal counsel;
 - d. present evidence, call witnesses, and testify; and
 - e. be informed of the school's evidence.

After making a good faith effort to inform the student and the student's parents of the time and place of the hearing, the school shall hold the hearing regardless of whether the student, the student's parents, or another adult representing the student attends. The Campus Director shall audio record the hearing.

Expulsion Order

Within seven days following the hearing on expulsion, the Campus Director will notify the student and the student's parents in writing of his or her decision. If the outcome of the expulsion hearing is that the student will be expelled, the Campus Director will enter an expulsion order and provide a copy to the student and the student's parents specifying:

1. the length of the expulsion;
2. the procedures for re-admittance at the end of the expulsion period, if applicable; and

3. the right to appeal the Campus Director's decision.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeals

The student or a parent may appeal the decision of the Campus Director in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 60).

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion.

Effect of Student Withdrawal

If a student withdraws from the school before the expulsion hearing is conducted or an expulsion order is entered, the school may continue with the proceedings and enter an order. If the school fails to enter an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Suspension/Expulsion Requirements for Special Education

A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Trustees for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, unless the school and parents agree otherwise, a student with a disability shall remain in the present education setting.

Emergency Removal

If a Campus Director reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director may order immediate removal of the student.

Immediate suspension may be imposed by a Campus Director or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

SECTION V: PARENTAL RIGHTS

Surveys and Activities

Students will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

1. political affiliations or beliefs of the student or the student’s parent;
2. mental or psychological problems of the student or the student’s family;
3. sexual behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of individuals with whom the student has a close family relationship;
6. relationships privileged under law, such as relationships with lawyers, physicians and ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

“Opting Out” of Surveys and Activities

Parents have a right to receive notice of and deny permission for their student’s participation in:

1. any survey concerning the private information listed above, regardless of funding;
2. school activities involving the collection, disclosure, or use of personal information gathered from their student for the purpose of marketing or selling that information;
3. any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered and scheduled by the school in advance and not

necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law).

Excusing a Student from Reciting a Portion of the Declaration of Independence

Parents may request that their student be excused from recitation of a portion of the Declaration of Independence. State law requires that students in social studies classes in grades 3–12 recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless:

1. the parent provides a written statement requesting that their student be excused,
2. the school determines that the student has a conscientious objection to the recitation, or
3. the parent is a representative of a foreign government to whom the United States government extends diplomatic immunity.

Requesting Professional Qualifications of Teachers and Staff

Parents may request information regarding the professional qualifications of their student’s teachers, including:

1. whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and
3. undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree.

Parents also have the right to request information about the qualifications of any paraprofessional who may provide services to their student.

APPENDIX

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

The Right to Inspect and Review

Parents or eligible students have the right to inspect and review the student’s educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Campus Director a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student’s educational records, the school shall provide the parent or eligible student with a copy of the records requested or make arrangements for the parent or eligible student to inspect and review the requested records.

The school shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The school may charge a fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records. The school will not charge a fee to search for or to retrieve the student’s educational records.

If the student’s educational records contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student’s Educational Records

Parents or eligible students may ask the school to amend a record that they believe is inaccurate, misleading, or in violation of the student’s privacy

rights. Parents or eligible students should submit to the Campus Director a written request that clearly identifies the part of the record they want changed, and specifies why it is inaccurate, misleading, or in violation of the student’s privacy rights. The school will decide whether to amend the record as requested within a reasonable time after the school receives the request. 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 right to a hearing to challenge the content of the student’s education records on the grounds that the information contained in the educational records is inaccurate, misleading, or in violation of the student’s privacy rights.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the student’s privacy rights, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing. If, as a result of the hearing, the school decides that the information in the educational record is not inaccurate, misleading, or in violation of the student’s privacy rights, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If the school places an amended statement in the student’s educational records, the school is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents or eligible students have the right to consent to disclosures of personally identifiable information (“PII”) contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

Disclosure without Consent

Officials with Legitimate Educational Interests

The school may disclose PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible

student if the disclosure is to school officials with legitimate educational interests. A school official is:

1. a person employed by the school as a Campus Director, teacher, teacher aide/ paraprofessional, or support staff member (including health or medical staff and law enforcement unit personnel);
2. a person serving on the Board of Trustees;
3. a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (e.g., attorney, auditor, medical consultant, therapist, etc.);
4. a parent or student serving on an official committee (e.g., disciplinary committee, grievance committee, etc.), or
5. a parent, student, or other volunteer 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 educational record in order to fulfill his or her professional responsibility.

Officials of Another School

The school may disclose—and does so upon request—PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled, if the disclosure is for purposes related to the student’s enrollment or transfer.

Federal and State Program Purposes

The school may disclose PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to authorized representatives of:

1. the U.S. Comptroller General,
2. the U.S. Attorney General,
3. the U.S. Secretary of Education, or
4. State and local educational authorities.

Disclosures under this provision may be made in connection with an audit or evaluation of Federal-

or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

Financial Aid

The school may disclose PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

State and Local Officials

The school may disclose PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released.

Certain Studies

The school may disclose PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to organizations conducting studies for, or on behalf of, the school, in order to:

1. develop, validate, or administer predictive tests;
2. administer student aid programs; or
3. improve instruction.

Accrediting Organizations

The school may disclose PII contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to accrediting organizations to carry out their accrediting functions.

Tax Purposes

The school may disclose PII contained in the student’s educational records without obtaining

prior written consent of the parent or eligible student if the disclosure is to parents of an eligible student, if the student is a dependent for IRS tax purposes.

Judicial Order or Subpoena

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to comply with a judicial order or lawfully issued subpoena.

Health and Safety Emergency

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to appropriate officials in connection with a health or safety emergency.

Directory Information

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the school has designated the information as "directory information."

The school has designated the following categories of information as directory information for the purpose of disclosure relating to school-sponsored/school-affiliated purposes:

1. student's name;
2. address;
3. telephone listing;
4. electronic mail address;
5. photographs (including video images);
6. date and place of birth
7. major field of study
8. dates of attendance;
9. grade level;
10. participation in officially recognized activities and sports;
11. weight and height of members of athletic teams
12. degrees, honors, and awards received
13. the most recent educational agency or institution attended; and
14. student identification ("ID") number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. A student's SSN, in whole or in part, cannot be used for this purpose.

School-sponsored/school-affiliated purposes are those events/activities which the school conducts and/or sponsors to support the school's educational mission. Examples include, but are not limited to:

1. extracurricular programs or events (e.g., plays, sporting events, graduation ceremony, etc.),
2. publications (e.g., newsletters, yearbook, etc.),
3. honor roll and other recognition lists, and
4. marketing (e.g., videos, print media, website, newspaper, etc.).

The school has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. student's name,
2. address, and
3. telephone listing.

The school shall not release directory information except for the purpose indicated above, namely:

1. disclosure relating to school-sponsored/school-affiliated purposes; and
2. disclosure to military recruiters and institutions of higher education, but only for secondary students.

A parent or eligible student may opt out of the release of directory information for either or both of these purposes by submitting a written objection to the school office within 15 school days after receiving this "Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)."

Records

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA requires the school to record the disclosure. Parents or eligible students have a right to inspect and review the record of disclosures.

The Right to File a Complaint

Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education

("Office") concerning alleged failures by the school to comply with the requirements of FERPA. The name, address, and phone number of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202
Phone: 1.800.872.5327

A complaint must contain specific allegations of fact giving reasonable cause to believe that a FERPA violation has occurred. A complaint does not have to allege that a violation is based on the school's policy or practice.

The Office investigates a timely complaint filed by a parent or eligible student, or conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether the school has failed to comply with FERPA. If the Office determines that the school has failed to comply with FERPA, it may also determine whether the failure to comply is based on the school's policy or practice.

A timely complaint is defined as an allegation of a FERPA violation that is submitted to the Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation. The Office may extend the time limit for good cause shown.

Access to Medical Records

Parents are entitled to access their student's medical records.

Computer Resources, Web Learning Tools, and Network Services Acceptable Use Guidelines

Computer Resources

To prepare students for an increasingly computerized society, the school has made a substantial investment in computer technology for instructional purposes. Use of those resources is restricted to students working under a teacher's supervision and for approved purposes only. Students with access to school computers and their parents agree to follow the following user

agreement regarding use of these resources. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action. Electronic communications such as e-mail using school computers are not private and may be monitored by school staff.

Technology Mission Statement

The school is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the school is dedicated to providing an integrated technological curriculum for all students and staff. Students will have access to the technology necessary to produce, manage, communicate, and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the school will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resource

The school is proud to bring network and Internet access to school staff and students. The school believes the Internet offers many diverse and unique resources to both students and staff. The school's goal in providing this service to staff and students is to promote educational excellence by facilitating resource sharing, innovative teaching, and communication skills.

The Internet is a global electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Services available to our school Internet users include:

1. educational opportunities and electronic field trips,
2. public domain software and shareware,
3. access to university libraries and various museums,
4. online encyclopedias,
5. access to research databases,
6. access to hundreds of reference sources,
7. online subscriptions to educational journals,
8. virtual classrooms and laboratory simulations, and
9. information and news from NASA and other research institutions.

Through the school, students and staff have access to numerous research oriented and instructional resources via the Internet. Online encyclopedias, professional journals, and databases filled with timely information on thousands of topics are just a few of the resources provided. Computers at the school have the technology necessary to support student research and to promote academic achievement.

Student Safety

The school is aware that resources which are inappropriate or not designed for use in the educational setting may be accessed on the Internet. To protect students and staff from such inappropriate material, the school's Internet access is filtered with one of the highest rated Internet filtering systems available. However, users must recognize that it is impossible for the school to restrict access to all controversial material and individuals must be responsible for their own actions in navigating the network.

Purpose

The purpose of this policy is to ensure school-level compliance with all procedures and regulations regarding the local area network and Internet usage. All students, parents, teachers, administrators, and school staff who obtain their Internet access through the school are expected to use these services appropriately.

User Responsibilities

1. The school is providing Internet resources for educational purposes only. Student/staff use of Internet resources must be related to an expressed educational and/or administrative goal or objective.
2. The use of the school Internet and computer network must be in support of educational goals, research, and class assignments and be consistent with the educational objectives of the school.
3. Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
4. Individual accounts may be used only by the owner of the account except where specifically authorized by school administrators. In the case of class accounts, all use must be under the supervision of the sponsoring teacher/supervisor.

5. The user is responsible for safeguarding the computer account. Users are expected to protect access to accounts by periodically changing the password and keeping it confidential. They must respect the privacy of others by not tampering with their files, passwords, or accounts.

Policy Terms and Conditions

Acceptable Use

Users are to properly use school network resources for educational and/or administrative purposes. Respectful and responsible network etiquette and behavior should be in keeping with the school's mission statement. Students and staff are expressly prohibited from accessing obscene, profane, vulgar, or pornographic sites or materials.

Privileges

The use of the Internet is a privilege. Abusive conduct will lead to the privilege being revoked.

Warranty

The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for loss of data resulting from delays, non-deliveries, missed deliveries, viruses, or service interruptions caused by its own negligence or user errors or omissions. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the school. The school specifically denies any responsibility for the accuracy or quality of information obtained through the school network services.

Disclaimer of Liability

The school shall not be liable for user's inappropriate use of electronic communication resources or violations of copyright restrictions, user's mistakes or negligence, or costs incurred by users. The school shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information available on the Internet.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and staff shall not be considered confidential and may be monitored at any time by designated school staff to ensure appropriate use for

educational or administrative purposes. Forgery or attempted forgery of electronic mail messages is prohibited. Only authorized school personnel designated by the Director of Technology Services, may read, delete, copy, or modify the electronic mail of other system users. Deliberate interference with the ability of other system users to send/receive electronic mail, or the use of another person's user ID and/or password is prohibited. Forgery or attempted forgery will result in the cancellation of system privileges, as well as other appropriate consequences.

Vandalism

Vandalism is prohibited and will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, disrupt, or destroy data of another user of the school's network, or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of school policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users. Users will not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user unless explicitly authorized to do so by that user. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt, or bypass system security are violations of school policy and administrative regulations and may constitute criminal activity under applicable state and federal laws.

The school will, in accordance with school policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of the school's network.

Network Etiquette

The user is expected to exhibit the following behavior:

1. Be polite (e.g., an all caps message implies shouting);
2. Use appropriate language;
3. Maintain confidentiality of the user, colleagues, and students;
4. Respect copyright laws; and
5. Be respectful in all aspects of network use.

Consequences

Students found to have violated school policies and procedures concerning use of school computers or networks shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

Vandalism Prohibited

Any malicious attempt to harm or destroy school equipment or data or data of another user of the school's system, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of school policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses. Vandalism as defined above will result in the suspension of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences as allowed by school policy and state and federal law.

Violations of law may result in criminal prosecution as well as disciplinary action by the school.

Electronic Communication Device Commitment Policy

Electronic communications at school and at school-related functions are subject to regulation by the school.

This Electronic Communication Device Commitment policy grants authority and permission to the school to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include, but are not limited to cell phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies, and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities, together with their parent, agree to the following:

1. The possession and use of cell phones, pagers, PDAs, and other electronic communication devices by a student on school property or at school-related events is a privilege and not a right.
2. In consideration for the privilege to possess and use such devices on school property and at school-related events, the school is authorized and has the student's full consent to confiscate, power on or off, manipulate and do all things necessary to search his or her device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy, or school regulation.
3. An electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy, or school regulations is subject to confiscation and may cause the loss of the privilege to possess and use such devices on school property and at school-related events for an indefinite period of time.

Student or Parent Complaints and Concerns

The purpose of this policy is to secure, at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints and/or concerns. Usually, student or parent complaints can be resolved simply by an informal phone call or conference with the teacher or Campus Director who is the subject of the complaint. Generally, should the complaint involve a problem with a teacher, the student or parent is expected to discuss the matter with the teacher before requesting a conference with the Campus Director. For those complaints that cannot be handled informally, the school has adopted the following grievance policy.

Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process.

Definitions

For the purposes of this policy, "days" shall mean calendar days.

For the purposes of this policy, "parent" shall mean a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.003(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

Level One

A student or parent who has a complaint that could not be resolved informally shall request a conference with the Campus Director by filing the complaint in writing on a form provided by the school. The form must be filed with the school office within seven days of the time the student or parent knew, or should have known, of the event or series of events about which the student or parent is complaining. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the student or parent did not know the documents existed before the Level One conference. A complaint form that is incomplete in any material way may be dismissed, but may be re-filed with all the requested information if the re-filing is within the designated time for filing a complaint.

The Campus Director shall hold a conference with the student or parent within seven days of the request. The seven-day timeframe for holding the Level One conference may be extended if mutually agreed to by both the student or parent and the Campus Director. An adult may represent a student at this and any level of the complaint.

The Campus Director shall have seven days following the Level One conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Should the complaint involve a problem with the Campus Director, then the Level One complaint form should be submitted to the Regional Director at the following address:

Responsive Education Solutions
Complaint: Level One
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

Level Two

If the outcome of the Level One conference with the Campus Director is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level One decision to the Regional Director by filing the appeal notice in writing on a form provided by the school.

Note: In the event that the Level One conference was held by the Regional Director or designee, the Level Two conference shall be held by another Regional Director or designee.

The appeal notice must include a copy of the Level One complaint, a copy of the Level One decision being appealed (if applicable), and a copy of any documents presented at the Level One conference.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Two
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

The Regional Director or designee shall hold a conference with the student or parent within seven days of the appeal notice. The seven-day timeframe for holding the Level Two conference may be extended if mutually agreed to by both the student or parent and the Regional Director or designee.

The Regional Director or designee shall have seven days following the Level Two conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level Three

If the outcome of the Level Two conference with the Regional Director or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Two decision to the Superintendent by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint, a copy of the Level Two appeal notice, a copy of the Level One and Level Two decisions being appealed (if applicable), and a copy of any documents presented at the Level One and Level Two conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Three
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

The Superintendent or designee shall hold a conference with the student or parent within 14 days of the appeal notice. The 14-day timeframe for holding the Level Three conference may be extended if mutually agreed to by both the student or parent and the Superintendent or designee. The Level Three conference may be held via telephone or video conference at the discretion of the Superintendent.

The Superintendent or designee shall have seven days following the Level Three conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level Four

If the outcome of the Level Three conference with the Superintendent or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Three decision to the Board of Trustees by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint; a copy of the Level Two and Level Three appeal notices; a copy of the Level One, Level Two, and Level Three decisions being appealed (if applicable); and a copy of any documents

presented at the Level One, Level Two, and Level Three conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Four
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

The appeal will then be placed on the agenda of a future Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

The Board of Trustees is not required to consider documentation not previously submitted or issues not previously presented. The presiding officer may set reasonable time limits. The Board of Trustees shall hear the complaint and may request a response from the school. The school shall make an audiotape record of the Level Four proceedings before the Board of Trustees. The Board of Trustees shall then make and communicate its decision orally or in writing at

any time up to and including the next regularly scheduled Board meeting. If for any reason the Board of Trustees fails to reach a decision regarding the complaint by the end of the next regularly scheduled Board meeting, the lack of a response by the Board of Trustees upholds the decision at Level Three.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board of Trustees in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

Consolidation of Complaints

When the school determines, in its sole discretion, that two or more individual complaints are sufficiently similar in nature and remedy to permit their resolution through one proceeding, the complaints may be consolidated.

Modification of Procedures

The Superintendent may, at his sole discretion, modify this complaint process or require an alternative process, so long as the Board of Trustees retains final authority to hear and decide complaints and concerns brought hereunder.

RESPONSIVE EDUCATION SOLUTIONS®

2016–2017 Parent/Student Handbook

Acknowledgment Form and Agreement to Abide by the Parent/Student Handbook

Dear Parent,

The effective schools research tells us that a safe, orderly, school is essential to student learning. The importance of that kind of an environment has been a long-standing value of this school. That environment promotes a positive school climate and high expectations for both behavior and learning.

This Handbook is published to outline those expectations. We want to assure and protect the rights of all students to a safe, orderly, and educationally efficient environment. If we can free the school from disruptions that result from inappropriate behavior and appearance, we seek to do so. We solicit your support and cooperation in a partnership which provides the best possible learning environment for your student.

This Handbook, including the Student Code of Conduct, has been developed through the cooperative efforts of our school community. It is extremely important that all students are aware of the expectations that the school has for them and that each parent encourages their student to accept and follow the behavioral standards outlined in this Handbook.

Your signature is requested to acknowledge your receipt of this Handbook and your commitment to abide by the provisions contained herein.

MY SIGNATURE INDICATES THAT I HAVE RECEIVED AND AGREE TO ABIDE BY THE PARENT/STUDENT HANDBOOK, INCLUDING, *BUT NOT LIMITED TO*, THE FOLLOWING PROVISIONS THEREOF:

- 1. STUDENT CODE OF CONDUCT (pp. 41–52);**
- 2. COMPUTER RESOURCES, WEB LEARNING TOOLS, AND NETWORK SERVICES ACCEPTABLE USE GUIDELINES (pp. 57–59); AND**
- 3. ELECTRONIC COMMUNICATION DEVICE COMMITMENT POLICY (p. 59).**

MY SIGNATURE FURTHER INDICATES THAT I UNDERSTAND THAT ANY CAMPUS HANDBOOK SUPPLEMENT I MAY RECEIVE IS DESIGNED TO BE IN HARMONY WITH THE PROVISIONS OF THIS PARENT/STUDENT HANDBOOK. AS SUCH, I UNDERSTAND THAT, IN THE EVENT OF A CONFLICT BETWEEN THIS PARENT/STUDENT HANDBOOK AND ANY PROVISION OF ANY CAMPUS HANDBOOK SUPPLEMENT, THIS PARENT/STUDENT HANDBOOK WILL BE FOLLOWED.

Student Name

School

Grade Level

Student Signature

Parent Signature

Date

Parent E-mail Address

Please remove/print this page, sign it, and keep it for your records.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

PARENT/STUDENT COPY

RESPONSIVE EDUCATION SOLUTIONS®

2016–2017 Parent/Student Handbook

Acknowledgment Form and Agreement to Abide by the Parent/Student Handbook

Dear Parent,

The effective schools research tells us that a safe, orderly, school is essential to student learning. The importance of that kind of an environment has been a long-standing value of this school. That environment promotes a positive school climate and high expectations for both behavior and learning.

This Handbook is published to outline those expectations. We want to assure and protect the rights of all students to a safe, orderly, and educationally efficient environment. If we can free the school from disruptions that result from inappropriate behavior and appearance, we seek to do so. We solicit your support and cooperation in a partnership which provides the best possible learning environment for your student.

This Handbook, including the Student Code of Conduct, has been developed through the cooperative efforts of our school community. It is extremely important that all students are aware of the expectations that the school has for them and that each parent encourages their student to accept and follow the behavioral standards outlined in this Handbook.

Your signature is requested to acknowledge your receipt of this Handbook and your commitment to abide by the provisions contained herein.

MY SIGNATURE INDICATES THAT I HAVE RECEIVED AND AGREE TO ABIDE BY THE PARENT/STUDENT HANDBOOK, INCLUDING, *BUT NOT LIMITED TO*, THE FOLLOWING PROVISIONS THEREOF:

- 1. STUDENT CODE OF CONDUCT (pp. 41–52);**
- 2. COMPUTER RESOURCES, WEB LEARNING TOOLS, AND NETWORK SERVICES ACCEPTABLE USE GUIDELINES (pp. 57–59); AND**
- 3. ELECTRONIC COMMUNICATION DEVICE COMMITMENT POLICY (p. 59).**

MY SIGNATURE FURTHER INDICATES THAT I UNDERSTAND THAT ANY CAMPUS HANDBOOK SUPPLEMENT I MAY RECEIVE IS DESIGNED TO BE IN HARMONY WITH THE PROVISIONS OF THIS PARENT/STUDENT HANDBOOK. AS SUCH, I UNDERSTAND THAT, IN THE EVENT OF A CONFLICT BETWEEN THIS PARENT/STUDENT HANDBOOK AND ANY PROVISION OF ANY CAMPUS HANDBOOK SUPPLEMENT, THIS PARENT/STUDENT HANDBOOK WILL BE FOLLOWED.

Student Name

School

Grade Level

Student Signature

Parent Signature

Date

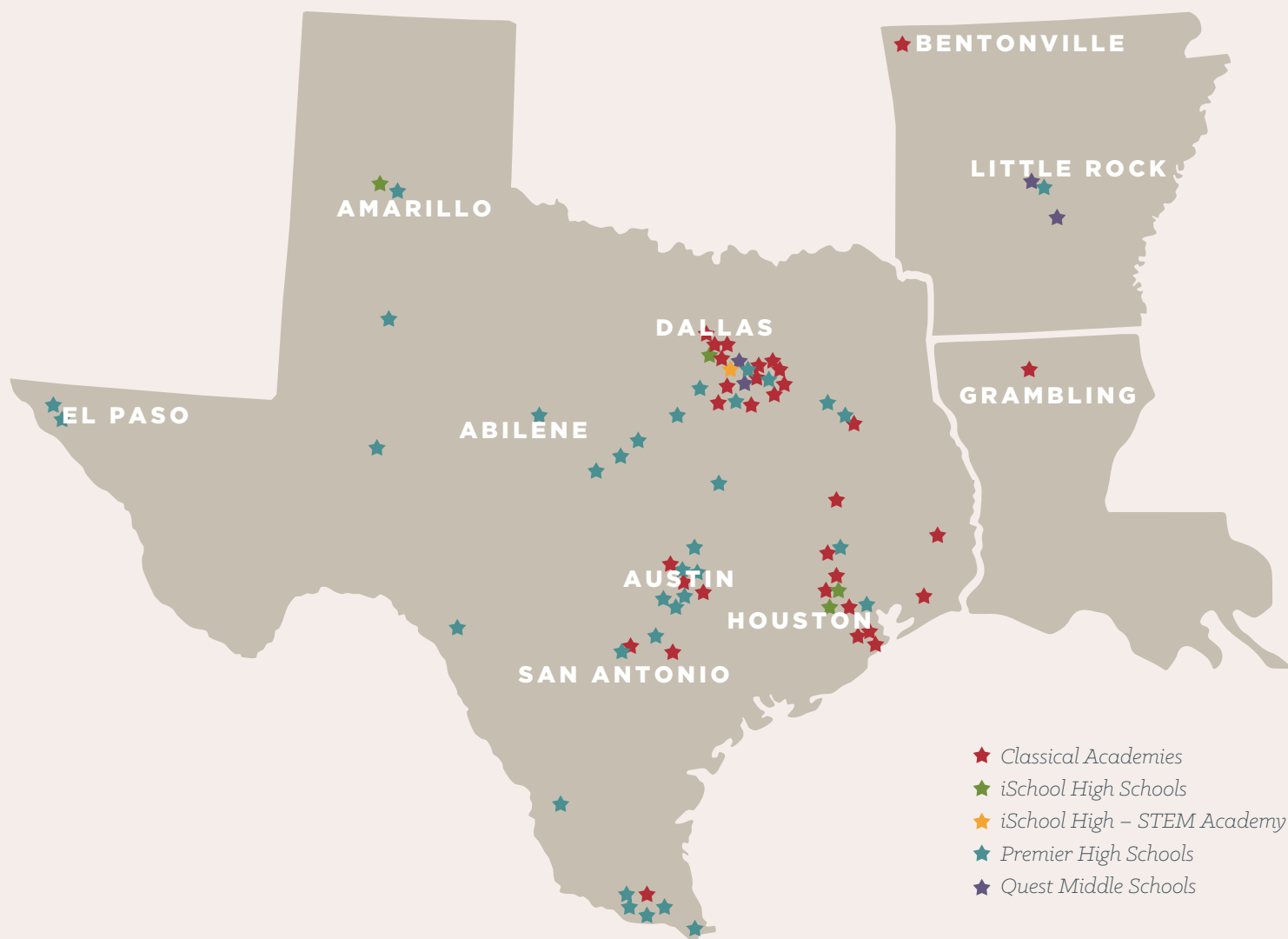
Parent E-mail Address

Please remove/print this page, sign it, and return it to the school office.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

SCHOOL COPY

ResponsiveEd® Schools



OUR MISSION

is to provide hope to students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.