

ECIA Student/Parent Handbook

Our Mission

Our mission is to prepare every student for a meaningful life of success by producing leadership, integrity, and service.

Our Vision

Our vision is to become a leading charter organization by providing academic excellence and character training that prepare students for life beyond school.

Our Values

Responsibility is personal
Learning is lifelong
Honesty is essential
Equality is inherent
Discipline is love

Our School Creed

I am an ECIA Charter Academy student
I have great expectations for myself
I accept the challenge to become the best that I can be

Yesterday's failures are behind me
Today's successes are now before me
I will make today the very best day of all
For this day begins the rest of my life

I accept the responsibility for my behavior and its results
I do not have the right to interfere with the
Learning and well being of others

With my family and teachers
I will determine what I will become
For the education I receive today
Will make me a leader of tomorrow.

Parent Advisory Committee (PAC)

A Parent Advisory Committee (PAC) was established to empower parents as advocates and to encourage participation of parents and guardians in their children's education.

Administration

Superintendent of Schools:
District Administrative Assistant:
Asst. Superintendent/Campus Principal
302 North Town East Blvd.
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Royse City

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Royse City, Tx 85089
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Rowlett Campus

8200 Schrade Road
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Sunnyvale Campus

302 North Town East Blvd.
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The Code of Ethics and Standard Practices for Texas Educators is reprinted below:

Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Professional Standards

1. Professional Ethical Conduct, Practices, and Performance

- a. **Standard 1.1** The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
- b. **Standard 1.2** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- c. **Standard 1.3** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- d. **Standard 1.4** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- e. **Standard 1.5** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.
- f. **Standard 1.6** The educator shall not falsify records, or direct or coerce others to do so.
- g. **Standard 1.7** The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.
- h. **Standard 1.8** The educator shall apply for, accept, offer, or assign a position or a responsibility based on professional qualifications.

2. Ethical Conduct Toward Professional Colleagues

- a. **Standard 2.1** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- b. **Standard 2.2** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- c. **Standard 2.3** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- d. **Standard 2.4** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- e. **Standard 2.5** The educator shall not discriminate against or coerce a colleague based on race, color, religion, national origin, age, sex, disability, or family status.
- f. **Standard 2.6** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- g. **Standard 2.7** The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

3. Ethical Conduct Toward Students

- a. **Standard 3.1** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- b. **Standard 3.2** The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
- c. **Standard 3.3** The educator shall not deliberately or knowingly misrepresent facts regarding a student.
- d. **Standard 3.4** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
- e. **Standard 3.5** The educator shall not engage in physical mistreatment of a student.
- f. **Standard 3.6** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- g. **Standard 3.7** The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

SECTION Two: General Information

Admission of New Students

Any student admitted to an ECIA CSD must have records such as report cards and / or a transcript from the previous school attended to verify his / her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in an Education Center International Academy school for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health.

No later than 30 days after enrolling in ECIA CSD 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. (Texas Education Code 25.002)

In order for a person other than a parent, legal guardian or other person having lawful control to enroll a student in ECIA CSD, all district administrative guidelines must be adhered to. Falsification of information required by these guidelines is a very serious offense. In addition to the penalty provided by Section 37.10, Penal Code, a person who knowingly falsified information required for enrollment of a student in a school district is liable to the district if the student is not eligible for enrollment in the district but enrolled on the basis of false information. The person is liable, for the period during which the ineligible student is enrolled, for the greater of:

- The maximum tuition fee the district may charge under Section 25.038; or
- The amount the district has budgeted for each student as maintenance and operating expenses. [Texas Education Code 25.001(h)]

Administering Medication to Students

Only designated employees can administer medication to students. A student who must take prescription medication during the school day must bring a written request from his or her parent and the medicine, in its original, properly labeled container. Contact the principal or designate staff for information on procedures that must be followed when administering medication to students. A **medical release form** must be signed by parent with all information and be on file in the office before an ECIA staff member can administer medicine to a student.

Attendance Policy - Student

All students must be in attendance 90% of the time each school year. The State of Texas requires students to be in attendance a minimum of **90%** of the time to receive credit for course work. If your student(s) do not meet these standards, course credit will be withheld. Parents/guardians can appeal attendance absences with proper documentation to the campus attendance committee.

- School starts at 8:00 a.m. Students will start the school day with BREAKFAST and then the American and Texas pledge of allegiance, School Creed, and a moment of silence will be held.
- Teachers will begin breakfast at 8:00 a.m. sharp. Students not in class by 8:15 A.M., are required to check in at the main office and receive a tardy slip. Students will be allowed THREE tardies per semester. Parents will be notified after the third tardy. On the fourth and preceding tardies, a parent conference will be held. It is imperative that students arrive on time for class. It is important to their success.
- All students that are tardy or later than 8:15 a.m. must check in with the main office and receive a tardy slip. Any attendance note received by the teacher must be sent in with attendance folder daily.
- Parents/guardians will receive notification(email, phone, text) regarding student absence after daily attendance is taken.

All absences excused and unexcused absences are counted toward the 90% policy. Only school sponsored absences are not counted as an absence. ECIA Charter School District will offer a process to regain credit. If absences are a case of truancy, ECIA CSD is required to file attendance charges with the proper authorities against the parents and/or guardians.

Attendance Intervention Program at ECI Academy

1. When a student is tardy more than 3 times, a Parent conference will be required.
2. When a student reaches 3 unexcused absences and/or 10 excused absences or a combination of both adding up 10 absences, a Parent conference will be required with the principal.
3. When a student reaches 5 unexcused absences and/or excused absences of 15 or a combination of both adding up to 15 absences, a Parent conference will be required with the principal
4. When a student reaches 18 excused or unexcused combined, a Parent conference with the Assistant Superintendent will be required. Legal action could result from the conference.

Attendance Procedure Policy – Teacher

Research tells us that student attendance has a direct correlation to student success. We expect our students to be on time to class.

- Teachers will begin breakfast at 8:00 a.m. sharp each day.
- Teachers will receive an attendance folder by 8:00 a.m. each morning by the attendance office
- Attendance will be taken daily at **10:30 A.M. approximately**
- Teachers are required to take attendance and enter it into their electronic grade book daily.
- Any attendance note received by the teacher must be sent to the office at the end of the day daily.
- All attendance notes will be kept in student folders in the admin office.

Backpacks/Book Bags (clear only)

ECIA CSD students may use backpacks, book bags, satchels or other items designed to carry bulky items only when bringing materials to school or taking materials home at the end of their school day. All student bags must have a **loop** that can be hung on a hook in their room.

Bad Weather Closing

The ECIA CSD may close schools because of bad weather or emergency conditions. When such conditions exist, the superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late or to release students early the parents and the community will be notified through the local radio and TV stations. If possible, ECIA will send a phone message to parents.

Building Access

ECIA CSD Students will be allowed to enter the building no earlier than **7:30 a.m.** on school days unless participating in a supervised activity. Students will be supervised until they are allowed to go to class at 8:00 AM. While waiting for the start of classes, students are to conduct themselves in an appropriate manner, refraining from making excessive noise or other disruptive behaviors.

Students will be allowed to enter the building under the supervision of their instructor at the time the teacher arrives for class. Students involved in activity groups that practice in the mornings will be able to enter the building under the supervision of the activity sponsor in charge of that activity arrives for practice.

Students who arrive to school late will report to the school office for a tardy pass. On the occasion students have to be picked up early parents or guardians must report to the school office to pick up their child and are required to leave campus **immediately** once their school day ends. Students are not allowed to stay past 4:00 PM each day. ECIA does not offer an extended day for parents that can not pick up their students past 4:00 PM

Bus Transportation

The Education Center International Academy Charter School District does not have a district transportation system.

Care of Valuables

Each student in the school shall be personally responsible for his/her valuables. ECIA will not assume responsibility for student valuables. Students are advised not to bring expensive jewelry, money in large amount, or other valuable possessions to school. Valuables that must be brought to school should be kept in a safe place on the student's person. **Students that bring phones and other items to school do so at their own risk. ECIA will not be held responsible if a phone or other item is lost, stolen, or misplaced, including those that have been confiscated.**

Cell Phone Policy

Cell phones should **not be seen or used** at school unless student is given permission by the administration/teacher. ECIA staff are **required** to confiscate any/all cell phones and turn them in to the administrative office. Cell phones have become disruptive in classes, as well as students text messaging during tests, assignments, or just visiting while classes are being conducted. Parents/guardians will be required to pick up confiscated cell phones in the administrative offices after a week.

Changing Address and Telephone Number

Students who change their residence, mailing address, or telephone number after enrollment are required to report the change promptly to the school administration so that records may be corrected and kept current. Proof of residence will be required.

Closed Campus

ECIA CSD schools operate on the closed campus concept. Specifically, this means that once the student arrives at school, he/she remains on campus until his/her regular dismissal time. Illnesses or other circumstances, however, may arise which would be considered by the Principal or administrative personnel as legitimate reasons to dismiss a student early. In such cases, the student is required to have permission prior to leaving the campus. Students are not allowed to leave campus for any reason without permission from the office.

Deliveries to Students

Because of the number of students enrolled at ECIA CSD Schools, office staff will accept deliveries for students under very limited circumstances. Office staff will accept delivery of items such as school work, books lunch, or class materials in addition to clothing or uniforms needed for class or other school related activities. Messages for students will be accepted only for emergencies or in regard to transportation changes. Office staff will not accept delivery of flowers, candy or gifts for students.

Shared Food and School

No food can be shared that is cooked by parents, students, teachers, or staff at school with other students. Only over the counter food can be shared (examples – Papa John’s pizza, cake and cookies from commercial store, and popcorn made at school by staff). Birthday parties will take place during lunch and only commercial food can be shared among the students.

Fundraising

There shall be no fund-raising activities except those approved school activities which have been sanctioned by the Board of Trustees and Superintendent or designee. All monies involved with the fundraising activity are to be accounted for through the proper accounting procedures established by the business office. Non school sponsored fundraisers are not allowed.

Daily Observances

Pledges of Allegiance and Moment of Silence

In the summer of 2003, the 78th Texas State Legislative Session mandated that each school district shall require students during each school day at each school in the district to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas State flag. In addition, each school is required to provide for the observance of one minute of silence following the recitation of the pledges of allegiance. During the one-minute period, each student, may, as the student chooses, pray, meditate, reflect, or engage in any other silent activity that is not likely to interfere with or distract another student. All ECIA CSD schools will observe this mandate. All students and staff are required to be respectful during the pledges and moment of silence.

1. The Pledge of Allegiance to the United States Flag - “I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”
2. Pledge of Allegiance to the Texas State Flag - “Honor the Texas Flag, I pledge allegiance to thee, Texas, one state under God, one and indivisible.”
3. Excusing a Student from Reciting a Portion of the Declaration of Independence - As a parent, you may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week, unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.

School Day Schedule

The instructional day for all students begins at 8:00 a.m. and ends at 3:15 p.m. Teacher work day begins at 7:30 a.m. and ends at 4:00 p.m. After dismissal of school in the afternoon, students are to leave campus immediately unless involved in an activity under the supervision of a teacher. No after school care is provided by the school district.

School Office

The school office is open from 8:00 a.m. until 4:00 p.m. All school business should be transacted during those hours. The school office is for the transaction of school business. Students go there to enroll, withdraw, file excuses for absences, secure reinstatement and secure permission to leave school during the day. **All calls made by students should also go through the school office.**

Statement of Non-discrimination

In its efforts to promote nondiscrimination, Education Center International Academy Charter School District (ECIA CSD) does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Student Picture/Photographs

If for some reason you do not authorize your child’s photograph/image to be taken, you must make objection to the principal in writing within 10 days of receipt of this notification. Please note that if we use a child’s image on the website we will not associate his/her full name directly with his/her image unless we have received special permission, such as in the case of members of media publication classes. The proper form for this objection can be obtained from your child’s school.

Gifted and Talented Program at ECIA

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity.

Program Goals for the Gifted/Talented Services Grades 3-8

1. **IDENTIFICATION** - Identify students in grades 3-8 who demonstrate an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. **SELF-DIRECTED LEARNERS** - Develop the student's capacity to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. **COMPLEX THINKING SKILLS** - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. **APPROPRIATE INSTRUCTIONAL STRATEGIES** - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

Should I Keep My Child Home From School?

Our goal in giving you these guidelines is to reduce the spread of communicable disease at school and to promote a healthy environment for students attending school. They were created to help you in your decision making process as to whether to send your child to school or to keep your child at home.

Following is a list of common ailments a child may have. If your child is ill, you may want to discuss these problems with your child's pediatrician to determine if an office visit is needed.

Fever If your child has a temperature at 100 degrees or over without medication, they should remain at home. When accompanied by sore throat, nausea, or rash a contagious illness is suspected. He/she must remain at home until fever free for twenty-four hours without medication.

Vomiting & Diarrhea A single episode of vomiting or diarrhea without accompanied fever may not be enough reason to miss school. However, children with watery diarrhea (loose runny stool or cannot get to the bathroom in time) must remain at home until diarrhea free for 24 hours without medication. Children that are vomiting must remain at home for 24 hours once vomiting has subsided. If diarrhea or vomiting is frequent or accompanied by fever, keep the child home and consult your doctor.

Runny Nose & Coughing A minor cold or allergy symptoms (stuffy nose with clear drainage, sneezing, and mild cough) should not be a reason to miss school. If your child's cough is persistent or productive and accompanied by thick or constant nasal drainage, he/she should be kept home.

Sore Throat With Fever Sudden onset of a sore throat accompanied by a fever may indicate a doctor visit. If the doctor diagnoses strep throat, the student must remain home for 24 hours after antibiotic treatment has begun.

Pink Eye (Conjunctivitis) If your child's eyes are mildly red and watery and no other symptoms are present, this may indicate irritation or allergy. However, if your child's eyes are markedly red (including under the eyelids) and accompanied by thick, yellow or green drainage, he/she may have pink eye or conjunctivitis. This condition can be

caused by a virus, bacteria, or allergies – only a doctor can determine the cause. Bacterial conjunctivitis is contagious if a child rubs his/her eyes, then touches another student or an object that another student uses, and that student then rubs his/her eyes. For this reason, your child should remain home until treatment has begun or the symptoms are gone.

Rashes Rashes can be caused by many things, a few of which may be contagious. A sudden appearance of a rash over any part of the body with an unknown cause and accompanied by fever or other symptoms should be evaluated by the doctor. However, a rash caused by poison ivy/poison oak is not contagious and is not a reason to miss school. You may always take the student to the school aide or office aide to see if he/she may remain in school or needs to be seen by the doctor.

Ringworm Any circular scaly patch seen along the hairline or in the scalp must be evaluated by a physician as it may be ringworm of the scalp, which is highly contagious. Oral medications are usually the treatment of choice, but your doctor may also recommend a special shampoo or ointment. Your child may return to school after treatment has begun.

Ringworm on the body is very difficult to spread to others, and these children may be present in school as long as the area is covered by a bandage or clothing. You can check with your pharmacist for over the counter treatments for ringworm on the body.

Open Sores If your child has a blister or open sore on the skin that becomes covered with a yellowish crust, it may be contagious. These open sores are often seen around the nose or mouth but could be seen anywhere on the body and need to be evaluated by a doctor. Your doctor will determine when your child can return to school. Any other open areas must be covered.

Lice If your child persistently scratches his head or complains of an itchy scalp, check for pinpoint sized grayish white eggs (nits) within 1/4 inch of the scalp that will not flick off the hair shaft. The louse bug is very small and wingless and the eggs are more easily detected. They are often found behind the ears, along the nape of the neck or on the crown of the head. If you notice these eggs or a live louse, your child must be treated with special shampoo available at drug stores and grocery stores before returning to school. Treatment must be repeated in 7-10 days. Please follow the instructions on the container carefully. Please notify the school nurse if your child is treated for head lice so that she can do appropriate case-finding. The student should be nit free and will be checked in the school office prior to returning to class.

Again, these guidelines are designed to assist in your decision-making process as to whether or not to send your child to school. Your doctor will assist you to determine if your child needs to be seen at an office visit.

Section Three: Academic Policies

Grading Procedures

Schools at ECIA will use a 6 week grade reporting period. Students and parents will receive a 3 week progress grade report in each subject during each 6 weeks grading period. Grade reporting calendar will be created and teachers will meet published deadlines for reporting grades and progress notices.

Each student will receive a minimum of **10** daily grades plus **2** major tests during each 6 week grading period. A daily grade can consist of quizzes, homework, projects, activities, etc. Major tests can consist of teacher created test covering a portion of student knowledge and skills, benchmarks, major projects/reports, etc. This is a minimum requirement and will be monitored by the administration.

All students will complete teacher assigned activities. Unfinished assignments can cause gaps in student learning. Teachers may arrange tutoring during, before, and/or after school for students to complete assignments. Completion of ALL assignments is required and mandatory. Penalty for late assignments will be assessed by the teacher.

Grading Scale

ECIA CSD has a school wide grading scale.

100	–	90	=	A
89	–	80	=	B
79	–	70	=	C
69	–	0	=	F

- No grade less than a 50 is recorded on 6 weeks report cards – progress notices will have the actual grade at the time
- Progress reports will be sent home every three weeks with actual grades
- Parents/Guardians will be contacted if student is failing

ECIA CSD has a school wide grade percentages

40% = Tests (major tests, benchmarks, assessments, major projects, etc.)

40% = Daily classroom work (activities, quizzes, group activities, participation, projects, labs, etc.)

20% = Homework assignments

- Expect your student to have homework Monday thru Thursday especially in math and reading.

Our Kindergarten students are evaluated by a readiness evaluation. The report card will be individualized for each kindergarten student.

Cheating/Plagiarism/Academic Dishonesty

Copying another person's work, such as homework, class work or a test, is a form of cheating. Plagiarism, which is the use of another person's original ideas or writing without giving credit to the true author, will also be considered cheating, and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties such as, community service, cleaning and picking up trash, detentions, suspension, or expulsion.

Conferences with Teachers

When parents feel it advisable to contact teachers personally, they are encouraged to leave their telephone numbers in the school office in order that the teacher may return the call later. Personal conferences are welcome if a telephone conversation does not prove adequate. Parents may also communicate with their child's teacher via e-mail. Parents/guardians are requested to contact the school when failing grades appear on the student's report card.

State and Federal Testing Standards

State Standards – The State of Texas requires that every student take achievement tests in grades 3 – 8. All tests are based upon the Texas Essential Knowledge and Skills (TEKS). Students receive a commended, pass, or fail score on each test given. Campus and school districts also receive a rating (exemplary, recognized, acceptable, unacceptable). Standards for passing are changed every year as well as the content on the state tests. Tests are given in the core subjects (Writing, Reading, Math, Science, Social Studies)

Federal Standards – The United States government requires that every student take an achievement test in grades 3 – 8. All tests are based upon the TEKS. Student receive a passing or failure score on Reading and Math tests. Standards for passing are changed every year as well as the content on the tests. Campuses receive rating of pass or failure on Average Year Progress (AYP score). The tests taken are also the same tests used in the state ratings.

Section Four: General Behavior and Conduct

Purpose of the Student Code of Conduct

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, or expulsion from school.

This Student Code of Conduct has been adopted by the ECIA CSD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Parents will be notified of any conduct violation that may result in a student being suspended, or expelled.

Because the district's Board of trustees adopts the Student Code of Conduct, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

Positive Learning Environment

All students at ECIA schools can expect a positive and safe learning environment. Classroom disruptions that impact other students ability to learn will **NOT** be tolerated.

Student Classroom Expectations – poster will be placed in each classroom

1. **Be in your assigned seat and ready to work when class starts**
2. **Raise your hand and wait to be called on before speaking out in class**
3. **HFBO – keep hands, feet, books, and objects to yourself**
4. **Profanity, rude gestures, cruel teasing, bullying, or put downs are not permitted**
5. **Follow the directions of any adult staff member at this school**

Sending Students to the Principal's Office

Students can only be sent to the office for the following two reasons:

1. **A student can NOT interfere with a teacher teaching**
2. **A student can NOT interfere with another student learning**

Disregard or Disrespect for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Refuse to accept discipline management techniques assigned by a teacher or principal.
- Use profanity or obscene gestures toward a teacher, district employee, or volunteer.
- Threaten a district teacher, employee, or volunteer, including off school property.
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward a teacher, employee, or volunteer.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle.
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or hazing.
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Hazing and/or Bullying

Hazing and/or bullying will **NOT** be permitted at ECIA schools. Any teacher, administrator, student, or employee who observes a student engaged in any form of hazing and/or bullying, which has reason to know or suspect that a student intends to engage in hazing and/or bullying, or has engaged in hazing and/or bullying must report that fact or suspicion to the designated campus discipline person. Definitions are included at the end of section four.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others.
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code.

Possession of Prohibited Items

Students shall not possess or use:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- a “look-alike” weapon;
- an air gun or BB gun;
- ammunition;
- a stun gun;
- a pocket knife or any other small knife;
- mace or pepper spray;
- pornographic material;
- tobacco products;
- matches or a lighter;
- a laser pointer for other than an approved use; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance.
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event.
- Abuse over-the-counter drugs.
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties.
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the education environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause
- Use safety equipment unless an emergency arises

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- The district may impose campus or classroom rules in addition to those found in the Code.

Discipline Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Behavioral contracts.
- Counseling by teachers, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- School-assessed and school-administered probation.
- Out-of-school suspension
- Expulsion
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Definition Of Bullying

Bullying is intentional aggressive behavior. It can take the form of physical or verbal harassment and involves an **imbalance of power** (a group of children can gang up on a victim or someone who is physically bigger or more aggressive can intimidate someone else, for instance).

Bullying behavior can include teasing, insulting someone (particularly about their weight or height, race, sexuality, religion or other personal traits), shoving, hitting, excluding someone, or gossiping about someone.

Bullying can cause a victim to feel upset, afraid, ashamed, embarrassed, and anxious about going to school. It can involve children of any age, including younger elementary grade-schoolers and even kindergarteners. Bullying behavior is frequently repeated unless there is intervention.

Definition of Hazing

The following Hazing Policy was passed by the Texas State Legislature relating to offenses related to hazing at or in connection with an educational institution.

"Hazing" means any intentional knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are students at an educational institution.

The term includes but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or safety of the student;
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk of harm or which adversely affects the mental or physical health or safety of the student;
4. Any activity that intimidates or threatens the student with ostracism that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subsection;
5. Any activity that induces, causes, or requires the student to perform a duty or task which involves a violation of the Penal Code Sec. 4.52

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, daily and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on district transportation;
2. During lunch periods in which a student is **NOT** allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school sponsored or school-related activity of another district in Texas; and
9. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or backpack when there is reasonable cause to believe it contains articles or materials prohibited by the district. School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus. The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

Section Five: Dress Code



Dress Code 2017 - 2018

Dress and Grooming Code

1. All students must wear a Polo shirt (any solid color). Polo's can be short or long sleeved.
2. If undershirts are worn, they must be white, black, or gray short or long sleeved T shirts (no thermals or designs). Navy, black, or khaki pants must be worn. No blue jeans or denim pants, sleepwear, jogging or exercise pants are allowed.
3. Navy, black, or khaki knee-length shorts no more than 2 inches above the knee may be worn. No boxers, sleepwear, exercise shorts or basketball shorts are allowed.
4. Girls may wear knee-length navy, black, or khaki skirts (with shorts underneath), skirts or one piece jumpers. Skirts, skirts or jumpers must be no more than 2 inches above the knee (NO EXCEPTIONS).
5. All uniforms must be neat/clean and worn properly. No sagging allowed at any time.
6. During cold weather, students are permitted to wear a sweatshirt (any solid color) with school Polo underneath. Non-hooded college sweatshirts with Polo underneath may be worn. Jackets will be allowed without hoods. No hoodies of any type will be allowed in classrooms.
7. Socks or tights must be worn at all time. No designs, no panty hose, fish net stockings or any other colors are permitted.
8. Students must wear athletic shoes. Shoe laces should be black, white, gray, or color of the shoe. No expensive designer athletic shoes allowed. No flashing lights, roller wheels or sequins... No house shoes, high heels, cleats, flip flops, sandals, or open toe shoes.
9. Facial hair such as beards, mustaches, and goatees will not be permitted.
10. Male students will not be permitted to wear makeup or earrings.
11. Male students will be required to wear their hair cleaned and combed, above the eyes, over their ears, and above their shirt collars.
12. No Mohawks, faux hawks or hair designs will be allowed by any student. Natural hair color only.
13. Facial and tongue jewelry are not permitted. Girls may wear one pair of earrings only.
14. Female students must be well groomed. Hair must be cleaned and combed. Hair in the eyes, hair glitter, and unnatural hair color are not permitted.
15. Caps or hats are not permitted in school building. However, these item are permitted while outside.
16. Tattoos of any kind are not permitted.
17. Sponsors of extracurricular activities may set individual dress and appearance standards with the approval of the principal.
18. **During free dress days the following additional rules will apply:**
 - a. Students will not be permitted to wear see-through or sleeveless clothing, tank tops, spaghetti strap tops or have midriffs exposed.
 - b. Clothes normally considered as undergarments are not permitted to be worn as outer garments.
 - c. Extremely sloppy or torn clothing (jeans) will not be permitted.
 - d. Apparel that advertises or depicts alcohol, drugs, nudity, tobacco products, satanic themes, skulls, gang membership, obscene language, graphics and/or other phrases that are offensive to others will not be permitted.
 - e. Any disruptive or distracting clothing or appearance that adversely impacts the educational process is not acceptable and is subject to interpretation by campus principal.
 - f. Cutoffs, boxer shorts, pajama bottoms, bike shorts, short leggings as outer garments, etc., will not be allowed.
 - g. No revealing tops or bottoms are to be worn.

Section Six: Campus Complaints in the ECIA CSD

Parent and Student Complaints

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint. Parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved should be directed to the campus principal.

The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response. Once all administrative complaint procedures are exhausted, parents and students can bring complaints to the board of trustees.

Procedure for Receiving and Resolving Campus Complaints

Complaints from ECIA CSD employees, students, parents, and the public, by formally adopted policy, should be registered and addressed in the following manner:

Informal Conference - Level One

In most circumstances, employees, students, parents, and the public are expected to discuss their complaint at the lowest possible administrative level, either with the appropriate supervisor for employee concerns, the appropriate teacher for student issues, or the applicable administrator for public complaints.

Principal Conference - Level Two

If the meeting at the informal level does not yield a satisfactory outcome, the complainant may request, **within ten days**, a conference with a campus administrator. The request must be filed in writing after receipt of a response or, if no response was received, within ten days of the response deadline. At the conference, the complainant will submit a written document that includes a statement of the complaint, any evidence in its support, the solution sought, complainant's signature, and the date of the Campus Team conference. The campus administrator shall have **ten days** following the conference within which to investigate, if necessary, and to provide the complainant with a written response.

District Administrator Conference - Level Three

If the campus administration outcome is not satisfactory, the complainant may submit to the district administrator or designee a written request for a conference. The request must be filed in writing **within ten days** after receipt of campus administration level response. The district administrator or designee shall hear the complaint and take whatever action he/she deems appropriate. The district administrator or designee shall respond **within ten days** of hearing the level two complaints. All administrative decisions are final and can not be appealed beyond the district level.

Expulsion Appeal

All expulsion appeals will be handled in accordance with school policy (District Administrative Level)

Special Complaints

Complaints alleging certain forms of harassment shall be processed in accordance with policy.

In summary, complaints should be resolved at the lowest administrative level. Complainants attempting to circumvent levels should be advised of the acceptable complaint procedure by the administrator or central office members who inappropriately receive the complaint. Note: "Days" shall mean District business days. In calculating timelines under this policy, the day a document is filed is "day zero," and all deadlines shall be determined by counting the following day as "day one."

Section Seven: Rights and Responsibilities

Family Educational Rights and Privacy Act (FERPA)

Both federal and state laws safeguard student education records from unauthorized inspection or use and provide parents and "eligible" students certain rights. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

The law specifies that certain general information about ECIA CSD "directory information" and will be released to anyone who follows procedures for requesting it. Directory information is information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of information being designated as directory information is to allow schools and the school district to include this type of information in school and district publications and information. That information includes:

- A student's name, age and grade level.
- The student's photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- The student's dates of attendance, enrollment status, honors and awards received in school, and most recent school previously attended.

Release of any or all directory information regarding a student may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of the child's first day of instruction for this school year. If, as a parent, you object to information being made public as directory information, please obtain a form from your student's school

(or use the back of the registration form) in order to document this refusal in writing within 10 days of receipt of this notification. ECIA CSD DOES NOT designate the following as directory information; consequently it DOES NOT release address, phone number or e-mail addresses.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the records goes to the student. However, the parents may continue to have access to the records if the student is a dependent for tax purposes.
- District staff members who have what federal law defines as a “legitimate educational interest” in a student’s records. Such persons would include school officials (such as Board members, the Superintendent, and principals), school staff members (such as teachers, counselors, and diagnosticians), or an agent of the District (such as a medical consultant).
- Various governmental agencies or in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate. The District must comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the District not to release their child’s information without prior written consent. The principal or superintendent is custodian of all records for currently enrolled students at the assigned school. The principal or Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be inspected by a parent or eligible student during regular school hours. If circumstances effectively prevent inspection during these hours, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. A parent (or the student if he or she is 18 or older or is attending an institution of postsecondary education) may inspect the student’s records and request a correction if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. If the District refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process. Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

Please Note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records. The District’s policy regarding student records is available from the principal’s or Superintendent’s office. The parent’s or eligible student’s right of access to and copies of student record does not extend to all records. Materials that are not considered educational records— such as teachers’ personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

It is your right as a parent to review your child’s student records when needed. You may review:

1. Attendance records
2. Test scores
3. Grades
4. Disciplinary records
5. Counseling records
6. Psychological records
7. Applications for admission
8. Health and immunization information
9. Other medical records
10. Teacher and administrator evaluations
11. Reports of behavioral patterns
12. State assessment instruments that have been administered to your child.

You as a parent may grant or deny any request from the District to make videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:

- When it is used for school safety
- When it relates to classroom instruction or a co-curricular or extra-curricular activity; or
- When it relates to media coverage of the school

Throughout the year we have the privilege of taking video footage of ECIA CSD students and the programs, activities, and honors in which they are involved. This film is used for video yearbooks, educational access programming and the ECIA CSD website for promotional and educational purposes as an avenue to honor student achievement. ECIA CSD also gives your child the opportunity to participate in distance learning field trips to places all over the world, as well as to other schools within the district.

Rights and Responsibilities of Students

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and district staff. Students shall exercise their rights responsibly, in compliance with rules established for orderly conduct of the district's educational program. The district's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community. Harassment of any nature is against the law and school policies. Students will be assigned appropriate consequences for such harassment.

Student responsibilities for achieving a positive learning environment at school or school-related activities shall include:

1. Attending all classes, daily and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being properly attired.
4. Exhibiting respect toward others.
5. Reading and supporting the programs and procedures outlined in the student handbook and other materials.
6. Conducting themselves in a responsible manner.
7. Paying required fees and fines, unless they are waived.
8. Refraining from violations of the student code of conduct.
9. Obeying all local school rules, including safety rules.
10. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
11. Cooperating with staff in the investigation of disciplinary cases and volunteering information when the student has knowledge relating to a serious offense.

Rights and Responsibilities of Parents

Throughout this plan, "parents" includes single parent, legal guardian or person having lawful control of the student.

Parents have the responsibility to:

1. Make every effort to provide for the physical needs of their child.
2. Teach their child to pay attention and obey the rules.
3. Be sure their child attends school regularly, and promptly report and explain absences and tardies to the school. When you call the school, the staff member may ask for symptoms if your child is ill in order to better allow personnel to track trends in illnesses.
4. Encourage and lead the child to develop proper study habits at home.
5. Participate in meaningful parent/teacher conferences to discuss their child's school progress and welfare.
6. Attend parent-training workshops for home reinforcement of study skills and specific curriculum objectives.
7. Keep informed of school policies and academic requirements of school programs.
8. Participate in school-related organizations.
9. Be sure their child is appropriately dressed for school and school related activities.
10. Discuss report cards and school assignments with their child.
11. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
12. Maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school.
13. Cooperate with school administrators and teachers.
14. Be sure their child attends school tutorials when required or as the need arises.
15. Read and support the programs outlined in the school handbook and other materials.
16. Submit a signed statement that they understand and consent to the responsibilities outlined in the district's discipline management plan.
17. Control their child. Under Family Code §41.001, a student's parent is legally liable for property damage caused by:
 - The negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty; or
 - The willful or malicious conduct of a student who is at least 12 but under 18 years of age.

Rights and Responsibilities of Administrators

Administrators have the responsibility to:

1. Respond to discipline problems referred to them by teachers.
2. Promote effective training and discipline of all students.
3. Encourage parent communication with the school, including participation in required parent-teacher conferences.
4. Provide appropriate assistance to students in learning mature self-discipline.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
6. Successfully complete effective training in the district's discipline management plan.
7. Serve as appropriate role models for the students on their campus in accordance with the standards of the profession.

Rights and Responsibilities of Teachers

Teachers have the responsibility to:

1. Successfully complete effective training in the district's discipline management plan.
2. Use discipline management techniques developed in the district's discipline management plan.
3. Ensure good student discipline by being in regular attendance and on time.
4. Be prepared to perform their teaching duties with appropriate preparation, assignments and resource materials.
5. Comply with district and school policies, rules and regulations, and directives.
6. Maintain an orderly classroom atmosphere.
7. Teach to the standards of performance required by the district.
8. Establish rapport and an effective working relationship with parents, students, and other staff.
9. Teach students to strive toward self-discipline.
10. Encourage good work habits that will lead to the successful completion of assigned work.
11. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

The following statement must be included in each school district's or charter school's student handbook. ENGLISH/SPANISH Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider 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 on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent. There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Athena Bivens
Phone Number: 214 628-9152

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Sandra Clark
Phone Number: 214 628-9152

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Athena Bivens

Número de teléfono: 214 628-9152

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Sandra Clark

Número de teléfono: 214 628-9152

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)