



**2025-2026**

**PARENT & SCHOLAR  
HANDBOOK**



## Houston Campuses

# ARROW ACADEMY 2025 - 2026 CALENDAR

AUGUST											
4-8, 11 Teachers' 1st Day & Professional Development											
12 Students' First Day											
SEPTEMBER											
1 Labor Day											
26 Early Release											
OCTOBER											
13-14 Staff Development											
13-17 Fall Break											
NOVEMBER											
24-28 Thanksgiving Break											
DECEMBER											
19 Early Release/Staff Development											
22-31 Winter Break											
JANUARY											
1-5 Winter Break											
5 Staff Development											
6 1st Day of Spring Semester											
19 Martin Luther King, Jr. Day											
FEBRUARY											
13 Staff Development											
16 President's Day											
MARCH											
16-20 Spring Break											
APRIL											
3 Good Friday											
6 Professional Development											
MAY											
25 Memorial Day											
28 Students' Last Day/Early Release											
29 Teachers' Last Day/ Teacher Work Day											
JUNE											
19 Juneteenth											
JULY											
June 29 - July 3 Independence Holiday Week											
KEY											
[ ] Grading Period Begin/End											
□ Staff Development/Student Holiday											
○ Holiday											
◊ Early Release Day											
△ Report Cards in Skyward											
△ Make-up Day (if needed)											
GRADING PERIODS											
1st 9 Weeks	August 12 - October 10										
2nd 9 Weeks	October 20 - December 19										
3rd 9 Weeks	January 6 - March 13										
4th 9 Weeks	March 23 - May 28										
Total	175 Student Days										
	187 Teacher Days										

Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
<b>AUGUST</b>													
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# Save Our Streets Center

## ARROW ACADEMY 2025 - 2026 CALENDAR

AUGUST											
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13 Fall Holiday											
NOVEMBER											
24-28 Thanksgiving Break											
DECEMBER											
19 Early Release/Staff Development											
22-31 Winter Break											
JANUARY											
1-6 Winter Break											
5 and 6 Staff Development											
7 1st Day of Spring Semester											
19 Martin Luther King, Jr. Day											
FEBRUARY											
16 President's Day											
MARCH											
9-13 Spring Break											
APRIL											
3 Good Friday											
6 Staff Development											
MAY											
22 Students' Last Day/Early Release											
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	187 Teacher Days										

Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
AUGUST							SEPTEMBER						
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## **LEADERSHIP EDUCATION FOUNDATION OPEN-ENROLLMENT CHARTER SCHOOL**

Arrow Academy is a member of the Leadership Education Foundation (LEF) family of schools. LEF is a non-profit organization that holds the charter for Arrow Academy through the Texas State Board of Education.

### **ARROW ACADEMY MISSION STATEMENT**

Arrow Academy, a school of choice, exists to prepare scholars to excel academically and socially and to become motivated members of our community.

### **ARROW ACADEMY VISION STATEMENT**

The vision of Arrow Academy will be to become a nationally recognized educational model of success.

### **WE WILL ACHIEVE THIS MISSION AND VISION BY:**

- ★ Providing a comprehensive and quality educational experience designed for all scholars, based on proven methods of instruction in a safe, flexible, non-threatening and adult-supported environment.
- ★ Using integrated technology that supports scholar academic progress, blending this environment with classroom teachers trained in research-based instructional and management strategies and protocols.

Through instructional innovation and a strong commitment to child-centered education, Arrow Academy will advance academic achievement, character building, and leadership development, while enhancing scholars' life skills.

We believe that learning cannot be a one-time event for scholars. Instead, it must be part of an ongoing effort to meet scholars where they are in their learning. Therefore, our teachers provide direct instruction, followed by whole class practice then small group practice, and finally independent practice, with ongoing peer and teacher feedback throughout. Therefore, scholars have multiple chances to practice and demonstrate their learning and understanding.

### **SCHOOL COMMITMENT**

As your educational partners, we fully agree with and commit to the following:

- We will teach using educational best practices and will work extensively to meet individual scholar needs.
- We will attend and participate in all staff meetings and professional development to ensure continuous improvement of our practice.
- We will make ourselves available before and after school to conference with scholars and parents and to address any concerns they have.
- We will respond to communications from scholars and parents within twenty-four (24) hours during the school week.
- We will strive to successfully implement the mission of Arrow Academy.

- We will utilize data to support and measure curricular and academic achievement.
- We will protect the safety, interests and rights of all scholars in the classroom.
- We will enforce all rules, codes, policies, procedures and core values of Arrow Academy.

#### **STATEMENT OF NONDISCRIMINATION**

Arrow Academy prohibits discrimination, including harassment, against any scholar on the basis of race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of Arrow Academy policy.

#### **Leadership Education Foundation Board Members**

*David Shellenberger*  
Chair

*Carmen Maxwell*  
Secretary

*Myrna Lopez*

*Sam Smith*

*Tony Bloom*

# Arrow Academy Parent Communication Policy

## PURPOSE:

This policy outlines the procedures for effective communication and engagement between Arrow Academy and parents. It defines how parents can communicate suggestions, feedback, or concerns to the school administration, faculty, and staff, and how the school will strive to keep parents informed, involved, and engaged in their child's education. This policy aims to foster a positive and productive partnership between home and school, ensuring timely, respectful, and efficient communication that ultimately promotes scholar success.

## Guiding Principles:

- **Timeliness:** The school will strive to respond to parent communications in a timely and efficient manner.
- **Respect:** All communication will be conducted with mutual respect and courtesy.
- **Efficiency:** Communication channels and processes will be designed to maximize efficiency and minimize unnecessary delays.
- **Scholar Success:** The primary goal of all communication and collaboration will be to promote the academic, social, and emotional well-being of scholars.
- **Collaboration:** The school recognizes the value of parent input and is committed to working collaboratively to find solutions.
- **Clarity:** Communication will be clear, concise, and easy to understand.

## COMMUNICATION CHANNELS AND PROCEDURES:

Parents are encouraged to utilize the following channels for communication, directing their message to the most appropriate individual or department:

**Classroom Teacher:** For concerns or questions related to curriculum, instruction, scholar progress, or classroom management, the classroom teacher is the primary point of contact. Communication can occur through scheduled parent-teacher conferences, email, phone calls, or other mutually agreed-upon methods. Teachers will aim to respond to parent communications within twenty-four hours.

- **School Administration:** For concerns that have not been resolved at the classroom level, policy-related inquiries, or broader school-wide issues, parents should contact the school administration. Communication can be initiated via phone call, email, or a scheduled meeting. The administration will aim to acknowledge receipt of communication within one business day and provide a substantive response or arrange a meeting within three business days, as appropriate.
- **Specialized Staff:** For concerns related to scholar support services, parents should directly contact the relevant specialized staff member via phone or email. These staff members will follow communication timelines appropriate to their roles and responsibilities.
- **Formal Written Communication:** For formal complaints or suggestions, parents may submit a written letter to the school principal. The principal will acknowledge receipt of the letter within three business days and initiate a review process.
- **School Website and Communication Platforms:** The school website ([arrowacademy.org](http://arrowacademy.org)) and designated communication platforms (e.g., learning management systems, communication apps) will be used to disseminate important school-wide information.

announcements, and updates. Parents are encouraged to regularly check these resources.

### **COMMUNICATION PROCESS:**

#### **EXPECTATIONS FOR PARENT COMMUNICATION:**

To ensure respectful and productive communication, parents are expected to:

- Communicate respectfully and professionally in all interactions with school staff.
- Direct their concerns to the appropriate personnel using the designated communication channels.
- Provide accurate and complete information when communicating concerns.
- Allow reasonable time for school staff to respond to inquiries.
- Work collaboratively with the school to find mutually acceptable solutions.

#### **EXPECTATIONS FOR SCHOOL COMMUNICATION:**

The school and its staff are expected to:

- Communicate with parents in a timely, respectful, and clear manner.
- Actively listen to and consider parent feedback and concerns.
- Provide parents with relevant information about their child's education and school activities.
- Engage in collaborative problem-solving with parents.
- Maintain confidentiality in accordance with school policies and legal requirements.

### **PARENT CONTACT INFORMATION:**

Parents/guardians enrolling a scholar must provide their current address, phone number, and email no later than two weeks after the beginning of each school year. If contact information changes during the year, updates must be submitted within two weeks of the change. Parents are required to update any changes to their phone number, address, or email as soon as possible to ensure effective school communication.

### **SCHOOL COMMUNICATION METHODS:**

The school utilizes various methods to communicate with families, including but not limited to:

- Handbooks and newsletters
- Progress reports and report cards
- Scholar work and classroom updates (Arrow Notes via the school website or email)
- Messages and phone calls between school staff and parents
- Information on campus and district web pages
- School events such as Open Houses and Back-to-School Nights

### **GENERAL COMMUNICATION POLICIES:**

- The school uses board meetings, advisory board meetings, electronic mail, newsletters, and the website to maintain open communication.

- Parents are encouraged to use email appropriately for official school communication and to be mindful that it is not suitable for conflict resolution due to potential tone misinterpretation.
- Teachers and administrators will maintain regular email contact with parents.
- The school's website ([arrowacademy.org](http://arrowacademy.org)) is updated regularly with events, announcements, and policy updates.

### **COMMUNITY ADVISORY BOARD**

The Community Advisory Board (CAB) serves as a liaison between parents and school leadership. The CAB is not a platform for personal conflicts but addresses broader policy, operational, and program feedback. CAB responsibilities include:

- Collecting feedback on school policies.
- Answering parent questions on communication.
- Attending regular CAB meetings.
- Conducting the annual Parent Survey.

### **GRIEVANCE PROCESS:**

Arrow Academy's grievance process and forms can be accessed at: [[arrowacademy.org](http://arrowacademy.org) → Resources → School Policies → Board Policy Section 3: Students].

### **CAMPUS-BASED DECISIONS:**

Each Campus Director has the final say on all campus-based decisions.

By adhering to this Parent Communication and Engagement Policy, Arrow Academy aims to cultivate strong partnerships with parents to support the academic, social, and emotional growth of every scholar.

# Arrow Academy Pick-Up and Drop-Off Policy

At Arrow Academy, scholar safety and the efficient flow of traffic are our top priorities during morning drop-off and afternoon pick-up. All families are expected to follow the procedures outlined below to ensure a safe and orderly school environment.

By following these procedures, families help us provide a safe, structured, and efficient experience for all scholars and staff. We appreciate your cooperation in upholding these standards.

## Morning Drop Off Procedures

- Drop-off begins at 7:30 A.M. Scholars may not be dropped off before this time unless they are participating in a staff-supervised, pre-approved school activity.
- All vehicles must use the designated driveway lane for drop-off. Do not block crosswalks or stop in unauthorized areas.
- Please pull all the way forward in the lane near the school to allow your child to safely exit the vehicle directly onto the sidewalk.
- Handicap parking may only be used with appropriate authorization. Do not park or idle in these spaces unless you have valid credentials.
- Scholars must remain in their vehicles until a staff member signals for them to enter the building.
- If you wish to escort your child inside, park your vehicle in a designated space, turn off your engine, and enter through the main entrance. You will be required to sign in and present a valid photo ID to proceed to the cafeteria or classrooms.
- All parents must exit instructional areas, hallways, and classrooms by 7:59 A.M. to preserve instructional time.

Morning Engagement is a special time at Arrow Academy. Parents are invited to participate on Fridays or other days as designated by the school.

## Afternoon Pick Up Procedures

- Dismissal begins at 3:30 P.M. and all scholars not participating in after-school programs must be picked up by 3:45 P.M.
- For safety and efficiency:
  - Pull as far forward as possible in the lane to avoid gaps between cars.
  - Remain in your vehicle at all times. Walk-ups are not permitted.
  - Scholars will remain near the front doors under staff supervision until they are called to their vehicles.

Scholars arriving late or leaving early miss valuable instruction. For example, leaving 15 minutes early three times a week equals an entire missed class period. Please limit these occurrences.

\* All scholars must be picked up no later than 4:00 P.M. If a scholar is not picked up and no contact has been made with the campus, a report may be filed with the Texas Department of Child Protective Services (CPS).

## **Early Pick-up Procedures**

To ensure a smooth and secure early dismissal process:

1. Submit a signed note to the front office before 8:15 A.M. with a verifiable phone number.
2. If the appointment is scheduled later in the day, call the front office so your scholar can be prepared.
3. Unscheduled early pick-ups may cause delays.
4. Scholars will receive a dismissal slip and present it to their teacher. If no slip is issued, the early departure is unexcused.
5. Parents or authorized adults must sign the scholar out at the front office. If someone other than the parent/guardian will pick up the scholar, prior written authorization must be on file.
6. Anyone picking up a scholar must present a valid photo ID.
7. If the scholar returns to campus later that day, they must be signed back in through the office and provide documentation (e.g., doctor's note) to validate the absence.

behavior will be addressed by staff.

## **Change in Transportation or Pickup Plans**

- All changes to afternoon transportation must be communicated to the front office by 2 P.M.
- Last-minute changes may not be honored due to the time needed to inform staff and scholars.

# **ARROW ACADEMY SPECIAL EDUCATION POLICY**

## **OVERVIEW**

Arrow Academy is committed to providing a **Free and Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)** to all scholars, including those with disabilities. Our Special Education Program delivers individualized support tailored to scholars' unique needs as determined by eligibility under the **Individuals with Disabilities Education Act (IDEA)**.

## **REFERRAL FOR SPECIAL EDUCATION SERVICES**

### **Initiation of Referral**

Scholars not making adequate academic progress, despite general education interventions, may be referred for a special education assessment. This is a general education responsibility and should include documentation of:

- Instructional strategies attempted
- Intervention efforts implemented
- Scholar responses to those interventions

### **Who May Initiate a Referral**

- Parent or Guardian
- General Education Teacher
- Campus Support Team
- Section 504 Committee

### **Appropriate Reasons for Referral**

- Repeated academic failure
- Inconsistent academic performance
- Significant developmental or behavioral concerns
- Unique learning or environmental challenges

*Note: Failure on STAAR or other state assessments alone does not constitute a valid reason for*

*referral unless other indicators are present.*

## **Summary of Evaluation Timelines**

Action	Timeline
District response to written request	Within 15 school days
Evaluation completion	Within 45 school days of consent
Absences during evaluation	Timeline extended (if 3+ days absent)
Evaluation near year-end	By June 30 (unless 3+ absences)

## **REQUEST FOR EVALUATION**

### **Making a Request**

Requests may be verbal or written, but only **written requests** initiate the **15-school-day timeline** required by law.

### **District Response**

1. Respond within **15 school days** of written request
  - Provide **prior written notice** of decision
  - Provide a copy of **Notice of Procedural Safeguards**
2. **If Evaluation is Approved**
  - Request **written parental consent**
  - Complete evaluation within **45 school days** of consent
  - Timeline is extended if the scholar is absent **3 or more days**
3. **If Evaluation is Denied**
  - Provide **written notice with explanation**
  - Inform of rights to **mediation or due process hearing**

### **End-of-Year Evaluations**

If consent is received within 35–44 school days before the last instructional day, the evaluation report must be provided by **June 30th**, unless the scholar is absent 3+ days.

### **Eligibility and Individualized Education Program (IEP)**

An **Admission, Review, and Dismissal (ARD) Committee**, including the parent, determines eligibility for Special Education based on data and assessment. If eligible, the scholar receives an **Individualized Education Program (IEP)**, developed by the ARD committee. The IEP outlines specific services and accommodations based on identified needs. Parent have the right to review all educational records, including IEP and related services documents, upon request.

Under **Family Educational Rights and Privacy Act (FERPA)** and **the Individuals with**

**Disabilities Education Act (IDEA)**, parents and eligible scholars (age 18+) have the right to:

- Inspect and review educational records within 45 days of request
- Receive copies if inspection is not possible
- Request amendments to records believed to be inaccurate or misleading
- Include a statement of disagreement if the school declines an amendment

## **ADMISSIONS**

Arrow Academy is an open-enrollment charter school, which is a public school of choice. In order for a scholar to be admitted into a charter school, the parent must follow the state guidelines of the lottery process for school admission.

### **SCHOOL ADMISSION**

Parents/Guardians must complete an online application form prior to the designated deadline in order to be included in the lottery for admission for the upcoming school year at Arrow Academy. Beginning November 1 and thereafter, applications will be accepted for the following school year. The number of spaces available in each grade level and at each campus will be determined by district and campus leadership based on space and intent to return from current scholars. The lottery will be run in February. Any scholars not selected for admission through the lottery before all spaces were filled will be placed on the waitlist in the order assigned through the lottery. Any applications received after the lottery deadline will be placed after these scholars on the waitlist in the order the applications were received.

Arrow Academy serves scholars from Kindergarten through 6th grade. As such, all scholars should be between 5 and 12 years old.

### **WAITING LIST**

If needed, scholars' names are placed on a waiting list for the applicable grade as described above. As spots become available, a scholar will be contacted.

### **ENROLLMENT**

Scholars accepted through the lottery or after will be contacted via email and/or phone call. Parents/Guardians will be asked to complete the online enrollment forms in Skyward for each new scholar by the due date to confirm their desire to attend Arrow Academy. The school will conduct a registration week in August allowing the scholar and parent/guardian(s) to become familiar with the expectations, commitments, goals and programs within the school. The scholar and parent/guardian(s) of Arrow Academy will receive and read the Partnership in Excellence Agreement (Appendix K.)

### **RE-ENROLLMENT**

To ensure accurate spot availability calculations for students seeking admission and readmission, parent/guardian(s) will need to complete Re-Enrollment forms in Skyward towards the end of the prior school year for each returning student.

### **ENROLLMENT CRITERIA**

Arrow Academy shall exclude a student who has a documented history of criminal offense or juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

Any student registering for kindergarten must be five years of age by September 1 of the year enrolling.

#### **WITHDRAWAL PROCEDURE**

Please notify the school office prior to the day of withdrawal of your child for withdrawal papers to be prepared. Parent/Guardian(s) are responsible for returning textbooks, technology equipment, and all other school property prior to withdrawal. Withdrawal papers will be processed within 24 business hours from the time the withdrawal request has been submitted and the teacher, director, and all other parties have cleared the student.

Additional school records may be provided upon request.

*\*A scholar who withdraws for any reason during the school year is only eligible for re-enrollment through the new student enrollment and waitlist process.*

#### **STUDENT NAME WHILE ENROLLED**

TEC Section 25.0021 requires a student to be identified by either the name on the birth certificate or a court order changing the student's name. The only way to identify a student in school records by a different name would be to have his/her name legally changed.

#### **RECORDS REQUEST**

Only parent/guardian(s) may submit a request for student educational records other than as indicated under the FERPA Confidentiality Notice. Allowable written records requests are fulfilled within 10 days of the request. Requests should be made to the front desk clerk of the campus the student attends.

## **ATTENDANCE**

#### **CAMPUS AND INSTRUCTIONAL HOURS**

- Campus Office Hours: Monday–Friday, 7:30 a.m. – 4 p.m.
- Instructional Hours: Monday–Friday, 8 a.m. – 3:30 p.m.
- Tutorials (determined by each campus)
  - Monday through Thursday, 3:30 – 5:30 p.m.;
  - Saturday, 9 a.m. – 1 p.m.

Office hours and tutorials may vary by campus. Please visit the Arrow Academy website for information regarding the school hours for the campus your scholar is attending.

#### **SCHOOL SCHEDULE**

The Arrow Academy daily schedule will provide a 7.5-hour instructional day which includes 30 minutes for lunch and 45 minutes for ancillary time during which the scholars will receive enrichment through Fine Arts and Physical Education.

## **COMPULSORY SCHOOL ATTENDANCE (TEXAS EDUCATION CODE, SEC. 25.085)**

A scholar between the ages of six (6) and eighteen (18) must attend school and district-required tutorial sessions unless the scholar is otherwise legally exempted or excused. A scholar who voluntarily attends or enrolls after his/her eighteenth birthday is required to attend school each day.

### **ATTENDANCE TIME**

Attendance is taken at 10:00 a.m. each day of school. The funding that Arrow Academy receives from the State is based on daily attendance figures at 10:00 a.m. Scholar absence(s) result in a funding loss of approximately \$60 per scholar per day. We need your cooperation in scheduling appointments after school hours. We understand that occasionally a scholar may have to leave school before the end of the day due to medical appointments or family emergencies.

### **ABSENCE REPORTING**

Parents are requested to send a note or email the school office to report any absence, even a partial-day absence. The following information must be included: your name, child's legal name, teacher, date(s)/time(s) of absence and reason for the absence. If a note is not received, the absence will be unexcused and may result in truancy or loss of credit if in excess as frequent absences disrupt the educational process. Attendance is vital to a child's education! The scholar will be required to make up any missing assignments as a result of the absence(s).

### **EXCUSED ABSENCE**

Scholars who are participating in school-sponsored events shall not be counted absent from school. Excused absences may be granted for:

- Personal illness
- Medical or dental appointments (Doctor's Note Required)
- Serious illness or death of a family member
- Religious holy days

An excused absence is determined by the teacher, principal, or superintendent of the school in which the scholar is enrolled per Section 25.087 (a) of the Education Code

For extended planned absences, a parent must contact the campus attendance clerk two (2) weeks before the requested absence or risk violation of the 90% attendance rule. Planned absences must not exceed three (3) days per semester in order to count as an excused absence. The attendance clerk will forward the request along with the scholar's absence summary to the director, who will review the absence request to determine whether the absence(s) will be marked as excused or unexcused. The director or designee will notify the parent of the decision.

### **UNEXCUSED ABSENCES**

Absences not excused by law or school procedure and absences that are not a result of approved extracurricular activities shall be designated as unexcused, even if the scholar has parental permission to be absent. (See "Truancy/Non-Compliance of Attendance Laws" above for truancy guidelines.)

### **TRUANCY/NON-COMPLIANCE OF ATTENDANCE LAWS**

Per Section 25.095, TEC, a scholar who is absent from school on ten (10) or more days or parts of days within a six-month period in the same school year is subject to referral to truancy court for truant conduct under Section 65.003 (Truant Conduct) (a), Family Code. The parent would also be subject to persecution under Section 25. 093, TEC.

If a scholar is absent from school without excuse on three days or parts of days within a four-week period, a notice will be sent home to inform the parent that (A) it is the parent's duty to monitor the scholar's school attendance and require the scholar to attend school; and (B) the scholar is subject to truancy prevention measures (explained below.) A conference will also be requested with the parent.

### **TRUANCY PREVENTION MEASURES (TPM)**

In an effort to prevent truancy and to reduce the need for referrals to truancy court, Arrow Academy will take one or more of the following truancy prevention measures applicable to scholars identified as potential truants, designed to address scholar conduct related to truancy in the school setting before the scholar engages in truancy:

1. Impose a behavior improvement plan on the scholar signed by an Arrow Academy employee that Arrow Academy has made a good faith effort to have signed by the scholar and the scholar's parent or guardian, and that includes:
  - a. Specific description of the behavior that is required or prohibited for the scholar;
  - b. The period for which the plan will be effective, not to exceed 45 school days after the date of the contract; or
  - c. The penalties for additional absences, including additional disciplinary action or the referral of the scholar to a truancy court; or
2. Impose school-based community service; or
3. Refer the scholar to counseling, mediation, mentoring, a teen court program, community-based services, or other in-school or out-of-school services aimed at addressing the scholar's truancy.
4. Other Truancy Prevention Measures as determined by campus administration.

### **CAMPUS INITIATED WITHDRAWAL**

Arrow Academy may initiate withdrawal of a scholar for nonattendance if the scholar has been absent ten (10) consecutive school days and repeated efforts by designated school personnel to locate the scholar have been unsuccessful.

### **ATTENDANCE AND CLASS CREDIT**

A scholar shall not receive credit for a class or school year unless the scholar has

maintained a minimum of 90% attendance in that semester/school year per TEC 25.092.

### **MEDICAL ABSENCES**

A scholar not actually on campus at the time attendance is taken may be considered in attendance if the scholar is temporarily absent due to an appointment with a healthcare professional. The scholar is required to return to school and commence classes on the same day of the appointment and provide a verification note from the healthcare professional.

### **ABSENCES FOR OBSERVED HOLIDAYS**

Arrow Academy will excuse scholars from attending school for the purpose of observing documented religious holy days.

### **ABSENCE DUE TO ILLNESS**

Parent/Guardian(s) must call the attendance clerk or office on the first day the scholar is absent by 10 a.m. If a scholar is absent due to illness for more than five (5) days, a doctor's note is required for the scholar to return to school. Upon the scholar's return to school from being absent, he/she must go to the attendance clerk with a note from the parent for absences less than 5 days or from the doctor for absences of 5 days or more prior to entering the classroom. If a written note is not provided within three (3) days of the scholar's return, the absence will remain unexcused, and count towards truancy. Scholars are to speak to the teacher to make up work missed due to excused absences.

### **SCHOLAR ILLNESS**

If a scholar is ill, including but not limited to: a severe cough or sore throat, undetermined rash or spots, temperature over 100 degrees, severe headaches, upset stomach, pink eye, or diarrhea, he/she will not be allowed to attend school. The scholar **must be fever free for 24 hours (without fever reducing medications)** before returning to school. In the event a scholar has a communicable disease, a release from a medical source may be required before the scholar reenters school. If the scholar has a reportable disease, notification must be given to the school office as soon as possible and the school will notify all others that a reportable disease has been introduced into the school while maintaining the scholar's confidentiality.

### **Closed Campus**

A scholar may not leave campus after arriving at school until the school day ends without parental permission documented with the attendance clerk. A scholar who leaves campus without permission will receive disciplinary action.

### **BEHAVIORAL EXPECTATIONS**

The emphasis of our school is to maintain an atmosphere which is conducive to learning, working, and achieving, so each child can develop to their potential. At Arrow Academy "Direction Determines Destination" so we seek to have every child "**Blaze the T.R.A.I.L.**"

This means to....

- T** - Take Responsibility
- R** - Respect Others
- A** - Always Do Your Best
- I** - Inspire Others
- L** - Listen and Learn

We are excited to partner with your family by using this common language and *Blazing the T.R.A.I.L.* at home, as well as at school.

We always want to extend our appreciation to scholars who behave well, make responsible decisions, and work hard. Successful scholars have many characteristics and behaviors (traits) in common. We are partnering with you to help our scholars develop these traits and exhibit them on a daily basis both in and out of school.

**As a school community we join you in committing to the following in order to ensure a successful educational experience for all.**

#### **WORK HABITS/TIME MANAGEMENT**

Scholars, staff, parents and community will develop and use productive work habits by:

- Completing work to the best of their ability.
- Striving for excellence in all
- Honoring time commitments.
- Arriving at school/class prepared to work.
- Working cooperatively with others and independently when appropriate.
- Persevering even when tasks are difficult.
- Demonstrating punctuality, readiness to work, initiative and the capacity for lifelong learning and personal growth.

#### **CONTRIBUTIONS TO SCHOOL CLIMATE**

Scholars, staff, parents and community will behave in a manner which fosters a positive school environment by:

- Dressing appropriately for the school environment
- Participating actively in the learning process.
- Encouraging parent and community involvement.
- Stating expectations clearly.
- Showing sensitivity toward others.
- Using courteous and polite language and behavior.
- Exercising self-discipline.
- Following school rules.

## **MAINTAINING PHYSICAL AND EMOTIONAL SAFETY**

Scholars, staff, parents, and community will promote, create, and maintain an environment free from physical and emotional harm by:

- Controlling anger and resolving conflicts through non-violent means.
- Ensuring that schools are free from weapons.
- Ensuring that schools are free from harmful substances.
- Ensuring that schools are free from intimidation, discrimination and harassment.

## **RESPECTING GROUNDS AND PROPERTY**

Scholars, staff, parents, and community will be thoughtful caretakers of the school and school property and the property of others by:

- Using property and materials for their intended purpose.
- Taking responsibility for maintaining school and school property.
- Showing respect for the personal property of others.

## **BEHAVING WITH INTEGRITY AND RESPONSIBILITY**

Scholars, staff, parents, and community will accept personal responsibility and accountability for their actions or inactions by:

- Honoring commitments.
- Striving for excellence by setting challenging and attainable goals.
- Serving self and others through community involvement.
- Taking the initiative to help others.
- Determining the right thing to do and doing it.

## **DIVERSITY**

Scholars, staff, parents, and community will respect the unique attributes and qualities of every individual by:

- Treating others with fairness and compassion.
- Viewing diversity as enhancing the school environment and community.
- Promoting and encouraging increased knowledge and understanding of diversity in curriculum and school-related activities.

## **COMMUNICATION**

Scholars, staff, parents, and community will communicate effectively to build a more positive school environment by:

- Communicating with positive intent.
- Communicating in an open, trusting, and truthful manner.
- Expressing ideas clearly.
- Listening actively and encouraging feedback.
- Communicating in a timely and ongoing manner.
- Clarifying communication directly with the source.

A discipline consequence structure matrix is in place when a scholar does not exhibit behaviors that demonstrate respect and responsibility; appropriate consequences will be implemented depending upon the nature, degree, and/or frequency of the problem.

While we want to focus on the positive, it is important to know that certain behaviors will not be tolerated and may warrant a scholar referral and appropriate consequences. Please refer to the Code of Conduct and Discipline Management Plan in Appendix H.

## **SCHOLAR DRESS**

The Board recognizes that dress and appearance of scholars is important in the educational process. Scholars are expected to dress according to the school's standard attire and to dress appropriately for all school activities. The following general standards will be in effect:

### **APPROVED DRESS**

- Scholars dress in standardized color shirt and pants, which are clean and neat in manner.
- Jeans are worn only on designated days.
- Socks and leggings in (solid) standardized color.
- Scholars display hygiene that is non-demeaning to self or others.

**UNAPPROVED DRESS:**

- Jeans on non-designated days.
- Over-sized baggy or flare leg pants.
- Coats or jackets in the classroom.
- Muscle shirts, sleeveless shirts, or undershirts worn as outer clothing.
- Any item identified as gang related by school officials.
- Warm-ups or sweatpants of any kind.
- Visible body piercing, clips, or grills in the mouth.
- Cut-off, torn, or tattered pants.
- Bicycle pants or spandex tops or pants.
- PE clothing to classroom.
- Bandannas
- Vest or overalls.
- Mesh, fishnet, chiffon or other see-through clothing.
- Clothing which reveals bare midriff or navel.
- Spaghetti straps or strapless tops.
- Excessively tight clothing or low-cut tops.
- Mini-skirts, mini-shorts, and denim jumpers.
- Disarrayed hairstyles, hair curlers, combs.
- Hats, caps, hoods, non-religious head scarves, or gloves inside the building.
- Sunglasses or visors.
- Key chains, pocket chains, or chains of any kind.
- Excessively gaudy jewelry.
- Wheelies or bare feet are not allowed.
- Children should come to school in a manner that promotes learning and does not distract from the learning environment of other scholars and/or staff members.
- Hairstyles and fashion that cause or may cause a distraction are unacceptable.
- Body piercing, tattoos and facial hair are not allowed.
- Hair styles including extreme colors such as, but not limited to, purple, green, red, white, blue, burgundy, turquoise, etc. are prohibited.

\*If the weather is cold, scholars can wear coats or jackets until they enter the school building. Upon entering, scholars will have to take off their coats and jackets and put them up in the designated area.

# ARROW ACADEMY TECHNOLOGY POLICY

## PURPOSE

The purpose of this policy is to ensure appropriate, safe, and effective use of technology by scholars and staff at Arrow Academy. This includes all technology provided by the school, as well as personal devices used within the school environment.

## USE OF TECHNOLOGY

### Instructional Use

Technology at Arrow Academy is a tool for learning, communication, research, and creativity. All use of technology must support the school's educational mission and align with curriculum goals.

Scholars are expected to:

- Use technology to support their academic work.
- Follow teacher instructions regarding when and how to use devices.
- Refrain from using devices during non-instructional times unless explicitly permitted.

## PERSONAL ELECTRONIC DEVICES

### Guidelines

While Arrow Academy provides school-issued technology, we recognize that scholars may bring personal devices. These devices may only be used:

- During instructional time when permitted by a teacher.
- For academic purposes directly tied to classwork or assignments.

Personal devices are prohibited:

- During assessments, unless accommodations have been approved.
- For texting, social media, gaming, or entertainment purposes during school hours.

Use of personal devices is a privilege that may be revoked if misused.

## ACCEPTABLE USE

Scholars must use technology in a responsible, ethical, and legal manner. The following behaviors are strictly prohibited:

- Accessing, creating, or distributing inappropriate content.
- Using devices to bully, harass, or intimidate others.
- Attempting to access the network, servers, or another user's account without permission.
- Downloading unauthorized software or applications.

## **DEVICE CARE AND RESPONSIBILITY**

Scholars are responsible for the care of any technology assigned to them. This includes:

- Keeping devices in good physical condition.
- Using school-issued cases or covers when provided.
- Reporting damage or technical issues immediately to staff.
- Not modifying or tampering with hardware or software settings.

Lost or damaged devices may result in repair or replacement charges.

## **SOFTWARE LICENSING AND CONTENT**

All software installed on school-owned devices must be properly licensed. Scholars may not install personal software or media without prior approval.

Content accessed or created using school technology must comply with copyright and intellectual property laws.

## **NETWORK AND INTERNET USE**

Arrow Academy provides filtered internet access to protect scholars from inappropriate content. Scholars must:

- Only use school Wi-Fi networks.
- Avoid bypassing or attempting to bypass filters or security measures.
- Log out of accounts when not in use.

Use of VPNs or proxy servers is strictly prohibited.

## **SECURITY AND PRIVACY**

Scholars are expected to maintain the security and privacy of their accounts:

- Keep usernames and passwords private.
- Do not share accounts or impersonate others.
- Avoid storing sensitive personal information on shared devices.

The school reserves the right to monitor all use of technology for compliance and safety purposes.

## **CONSEQUENCES FOR MISUSE**

Violations of the technology policy may result in:

- Restricted or revoked technology privileges.
- Disciplinary actions in accordance with the Scholar Code of Conduct.
- Financial responsibility for lost or damaged equipment.

## **ACKNOWLEDGMENT**

All scholars and parents/guardians must sign the Arrow Academy Technology Agreement at the beginning of the school year. This agreement confirms understanding of and compliance with the expectations outlined in this policy.

## **CURRICULUM POLICY**

### **Purpose**

The purpose of this document is to clearly lay out the curriculum used as part of the vision and mission of the school. In addition, the school shall meet the standards set by the programs specified in this policy. Progress on standards shall be measured and reported to the Board as determined

### **Requirements**

#### **Core Curriculum**

The school shall implement the Texas Education Knowledge and Skills (TEKS) as its' core curriculum, complimented with High Quality Instructional Materials such as:

- Bluebonnet Math
- Bluebonnet Primary and Elementary Reading and Amplify ELA (6 Grade)
- STEMScopes
- Social Studies Weekly

To Support the Blended Learning environment at Arrow Academy, the following digital resources are utilized to support personalized and differentiated instruction:

- Learning A-Z and Raz-Kids
- Amplify Boost Reading
- MClass Intervention
- NWEA Measure of Academic Progress (MAP)
- Progress Learning (RLA, math, science, social studies)

Arrow Academy shall cover 100% of the standards and 80% or more of the curriculum for each grade, as defined in the TEKS Resource Scope and Sequence.

### **Mastery Learning**

The school shall implement strategies of instruction that ensure every child learns at the learner's pace, not at the teacher's pace of instruction. All core classrooms will support multiple interventions for scholars struggling to understand or complete the skill expectations as well as minimize unnecessary redundancy in a skill for scholars displaying proficiency.

### **Flexible Grouping**

Flexible grouping is defined as grouping children at their appropriate skill level based on results

from frequent assessments. Campuses may choose to place scholars in different grade levels for part of their instructional day, to provide instruction tailored to that scholar's needs.

### **Character Education**

For all grades, the school shall teach core values combined with the character development program as defined in Capturing Kids' Hearts.

### **Critical Thinking**

For all grades the school shall engage in an environment that promotes a culture of thinking through skill development, understanding and disposition.

### **Leadership Development**

For all grades the school will teach leadership principles to encourage self-confidence and behaviors that align to creating leaders for our future.

### **Technology Integration**

For all grades, the school shall integrate technology into the curriculum daily using 21<sup>st</sup> century tools for learning.

### **Supplemental Programs**

The implementation of supplemental curriculum or programs is at the discretion of the director or his/her designee and the Board provided that all of the above requirements are met.

## **GRADE LEVEL PROMOTION AND RETENTION POLICY**

### **PURPOSE**

This policy defines the procedures and rules for retaining scholars in their current grade and promoting scholars to the next grade level.

### **PROMOTION**

Promotion is defined as a scholar that meets grade level expectations and state requirements of a yearly average of 70 or higher in all content areas in their current grade level. A scholar meeting these requirements shall be promoted.

### **GRADE PLACEMENT**

Grade placement is defined as permitting a scholar to be placed in the next grade level despite the scholar not meeting grade level expectations or state requirements of a yearly average of 70.

Upon the new school year, the scholar will be placed in the next grade level with interventions and support. If the scholar continues to fail to meet current grade level expectations and have a grade below a 70 for the first 9 weeks, the Grade Placement Committee (GPC), which include a classroom teacher, parent(s), and other designees as needed, shall reconvene and reconsider appropriate grade placement of scholar; including, being moved back to the previous grade level. The final decision of grade level placement must be a unanimous decision by the GPC.

### **GRADE LEVEL RETENTION**

Retention is defined as a scholar that does not meet grade level expectations and state requirements of a yearly average of 70 in all content areas in their current grade level. A scholar meeting these requirements shall be retained.

### **IDENTIFYING GRADE LEVEL RETENTION CANDIDATES**

- The following guidelines are intended to assist the staff and parents in identifying children who are most likely to benefit from retention and those who are not:
- If the scholar is failing to make expected grade level progress, the parents must be notified by the end of the first nine weeks, so that the school and home may cooperate in helping the scholar improve academically. This communication is not to discuss retention, but to facilitate working as a team to help the scholar succeed.
- In certain situations, retention decisions may be guided in part by a Response to Intervention Team (RTI) discussion. This team uses an objective process that considers a variety of relevant factors including but not limited to academic achievement, with appropriate weight given to academic achievement.
- The Campus Director will make the final decision, with input from the GPC.

### **GRADE LEVEL PROMOTION STANDARDS**

#### **KINDERGARTEN:**

Generally, scholars in Kindergarten are not retained unless a parent requests retention, it is also the teacher's recommendation, and there is academic support that the scholar would benefit from an additional year in Kindergarten.

#### **1ST – 2ND GRADE:**

- Satisfactory growth on NWEA MAP assessment
- An average of 70% in all core subjects
- Teacher Recommendation

- Any parent who believes his or her child would benefit from repeating a grade level has the right to make this decision.
- If parents decide that it is best for their child to repeat a grade, they must inform their school in writing before the start of the upcoming school year.
- The final decision as to whether a scholar needs to repeat a course or grade in the upcoming school year is a parent's decision to make, though schools can provide input to further inform a parent's decision for grade levels Kindergarten through grade 3.

### **3RD – 6TH GRADE:**

Scholars enrolled in grades 3-6 are required to take the appropriate State of Texas Assessments of Academic Readiness (STAAR®) tests. Regardless of their score, retest opportunities will not be provided. Arrow Academy has local discretion on whether these scholars should advance to the next grade. These decisions are based on local criteria that reflect a scholar's academic achievement and mastery of subject matter, and include STAAR assessment results, along with other relevant information. Arrow Academy is responsible for providing accelerated instruction and supports for scholars that fail to perform satisfactorily on STAAR.

- Satisfactory growth on NWEA MAP
- An average of 70 in all core subjects
- Teacher Recommendation
- Approaching or higher on at least one STAAR test in Reading, Math, or Science

➤ Any parent who believes his or her child would benefit from repeating a grade level has the right to make this decision.

➤ If parents decide that it is best for their child to repeat a grade, they must inform their school in writing before the start of the upcoming school year.

➤ The final decision as to whether a scholar needs to repeat a grade in the upcoming school year is the decision of the GPC. While parents' input is considered, the GPC will utilize data, samples of the scholar's assignment, reading level, and other artifacts for a decision that is best for the scholar and their academic performance in future grade levels.

### **SKIPPING A GRADE LEVEL: KINDERGARTEN – 6<sup>TH</sup> GRADE**

Decisions to permit a scholar to skip the next grade level shall be determined after reviewing all available data and seeking input from the scholar's teachers and parent(s) or legal guardian(s).

Additional 3<sup>rd</sup> party testing will be required and becomes an expense of the parent or legal guardian. Grade placement testing is available through the University of Texas - UT High School and Texas Tech University – TTU K 12. Refer to their websites for testing information.

- UT High School: [https://highschool.utexas.edu/credit\\_by\\_exam](https://highschool.utexas.edu/credit_by_exam)
- TTU K-12: <http://www.depts.ttu.edu/k12/programs/testing/cbe/> (Trudy will provide new link)

Scholars must take a 3<sup>rd</sup> party test decided by Arrow Academy within the specified dates during June for all currently enrolled scholars and October for all new scholars enrolled in the current school year.

### **HOMEWORK EXPECTATIONS**

Homework is assigned to foster responsibility in scholars and provide opportunities for skill practice and lesson reinforcement. Homework expectations will vary depending on grade level, class routines, and scheduled projects. A general guideline is that every scholar should engage

in reading and/or reading-related activities for 30 minutes each night. For scholars in third through sixth grade, the average homework time is generally 40-60 minutes per night.

Arrow Academy aligns with the homework recommendations of Robert Marzano:

- The purpose of homework should be clearly identified and understood by the scholar.
- Scholars should be able to articulate the task and its benefit to their learning.
- Purposes of homework may include:
  - Practicing skills.
  - Preparing for a new topic.
  - Elaborating on introduced material.
- Homework should be checked, and timely, specific feedback should be provided to scholars to enhance their ownership of their work and deepen their learning.

## **GRADES AND GRADE REPORTING**

### **CALCULATION OF NINE-WEEKS GRADES: 1<sup>ST</sup> - 6<sup>TH</sup> GRADE**

#### **KINDERGARTEN GRADING (MATH, READING, SCIENCE AND SOCIAL STUDIES)**

Teachers will maintain a TEKS checklist to document the scholar's mastery of the grade level knowledge and skills in Language Arts, Math, Science, Social Studies, and Ancillary classes.

The evaluation codes for **GRADING** are as follows:

- 1 – Advanced Development: indicates scholar exceeds expectations for mastery of grade level content
- 2 – Developing as Expected: indicates scholar meets expectations for mastery of grade level content
- 3 – More Development Needed: indicates scholar does not meet expectations for mastery of grade level content

#### **1<sup>ST</sup> - 6<sup>TH</sup> GRADING (MATH, READING, SCIENCE AND SOCIAL STUDIES)**

Teachers will maintain a TEKS checklist to document the scholar's mastery of the grade level knowledge and skills in English Language Arts/Writing, Reading, Math, Science, and Social Studies.

Numerical grades will be reported in English Language Arts/Writing, Reading, Mathematics, Social Studies, and Science. All grades by a scholar should be recorded as the actual points the scholar earned on correct answers. Actual grades should reflect mastery of grade level content, not work habits.

Arrow Academy has adopted a hybrid, standards-based grading system where each assignment is assigned a point value. The final grade in a content area is cumulative and determined by adding up all the points earned on individual assignments. Total points are converted to a letter grade for the report card. Each grading cycle, Arrow Academy provides the total points that a scholar can earn in each content area. Assignments are weighted and major grades are worth 100 points each while other grades range in points. Below is a sample to demonstrate points and assignments:

Numerical grades will be reported in reading, language arts, mathematics, social studies, and science for grades 1-6. Actual grades should reflect mastery of grade level content, not work habits. There should be no grade recorded lower than 50 in the grade book. The teacher must make every effort to ensure all scholar work is completed prior to the end of the 9 weeks. There should be no zeroes recorded in the grade book for any scholar.

Below are guidelines for grading in all academic subject areas for 1<sup>st</sup> – 6<sup>th</sup> Grade:

A	90-100	Scholar demonstrates consistent and independent comprehension and application of subject matter. Scholar has mastered required standards.
B	80-89	Scholar demonstrates frequent comprehension and application of subject matter. Scholar is above required standards.
C	70-79	Scholar demonstrates adequate comprehension and application of subject matter. Scholar meets required standards.
D	60-69	Scholar demonstrates limited comprehension and application of subject matter. Scholar is approaching required standards.
F	50-59	Scholar demonstrates insufficient comprehension and application of subject matter. Scholar is below the required standards.

\*When a grade of 70 or lower is reported on the report card, the teacher is required to notify the parent in writing prior to the report card day via email or a progress report.

### **READING LANGUAGE ARTS**

English Language Arts/Writing will be reported as a composite grade that includes grammar, writing, and oral language. Teachers should record a minimum of one grade per week with a minimum of 9 grades that is reflective of the following:

Grammar	40%
Writing	50%
Oral Language	10%

### **READING KINDERGARTEN – 2ND GRADE**

Reading will be reported as a composite grade that includes application of phonics to decode words, reading texts fluently using a variety of word solving strategies, and comprehension of text. Teachers should record a minimum of one grade per week with a minimum of 9 grades that is reflective of the following:

Phonics/Decoding	50%
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Fluency	30%
Comprehension	20%

### **READING 3-6 GRADE**

Reading will be reported as a composite grade that includes comprehension of text, application of phonics to decode words, and reading texts fluently using a variety of word solving strategies. Teachers should record a minimum of one grade per week with a minimum of 9 grades that is reflective of the following:

Comprehension	50%
Fluency	30%
Phonics/Decoding	20%

### **CONDUCT**

The evaluation codes defined below are guidelines for grading **CONDUCT** (For all content area classes)

**(E) Excellent:** The scholar has an exemplary attitude, is always cooperative, always observes school expectations, and works diligently on assigned tasks.

**(S) Satisfactory:** The scholar has a good attitude, is cooperative, generally observes school expectations, and works on assigned tasks.

**(N) Needs Improvement:** The scholar's attitude needs to improve. Infractions of school and classroom expectations exist and the scholar does not complete assigned tasks.

**(U) Unsatisfactory:** The scholar's attitude is not conducive for learning. Infractions of school and classroom expectations are frequent and the scholar does not put forth effort to attempt assigned tasks.

### **FINE ARTS AND PHYSICAL EDUCATION IN GRADES K-6**

The evaluation codes defined below are guidelines for grading the TEKS in Fine Arts and Physical Education.

**(E) Excellent**—scholar demonstrates mastery/understanding of grade-level content above that normally expected of a scholar at the same grade level.

**(S) Satisfactory**—scholar demonstrates mastery/understanding of grade level content normally expected for the scholar's grade level.

**(N) Needs Improvement**—scholar does not yet demonstrate mastery/understanding of grade-level content in one or more areas. The teacher must describe the area(s) of concern in writing to the parent prior to the report card day.

**(U) Unsatisfactory**—scholar does not demonstrate mastery/understanding of grade-level content in any areas. The teacher must describe the areas of concern in writing to the parent prior to the report card day.

The evaluation codes defined below are guidelines for grading **WORK HABITS/CONDUCT** in Fine Arts and Physical Education.

**(E) Excellent:** The scholar has an exemplary attitude, is always cooperative, always observes school expectations, and works diligently on assigned tasks.

**(S) Satisfactory:** The scholar has a good attitude, is cooperative, generally observes school expectations, and works on assigned tasks.

**(N) Needs Improvement:** The scholar's attitude needs to improve. Infractions of school and classroom expectations exist and the scholar does not complete assigned tasks. When a scholar receives a grade of N in work habits, prior written notice must be given to parent regarding the behavior before report card day.

**(U) Unsatisfactory:** The scholar's attitude is not conducive for learning. Infractions of school and classroom expectations are frequent and the scholar does not put forth effort to attempt assigned tasks. When a scholar receives a grade of U in work habits, prior written notice must be given to parent regarding the behavior before report card day.

## **GRADE REPORTING**

### **REPORT CARDS**

Report Cards are sent home every 9-weeks. Progress reports are available in Skyward midway through each 9-week grading cycle. Parents may request a print-out of the scholar's progress report during each 9 weeks grading cycle. Parents will have access to reports cards in Skyward through their login credentials.

### **FAMILY ACCESS PORTAL**

Scholar grades are regularly updated and available to parents and legal guardians online via the Skyward Family Access Portal. To obtain a Family Access account, contact the front office of your campus.

### **PARENT-TEACHER CONFERENCES**

Two formal Parent-Teacher Conferences are scheduled during the school year. Should you wish to have additional conferences to discuss your child's progress, please make an appointment with your child's teacher(s).

# **VISITOR AND VOLUNTEER POLICY**

## **ADULT VISITORS ON CAMPUS**

All non-district visitors, including parents/guardians, are required to:

- Enter the campus through the designated front entrance.
- State their reason for visiting before entering the secured vestibule.
- Present a valid driver's license or government-issued ID for screening through the RAPTOR system (a database check of registered sex offenders).
- Sign in at the front desk.
- Wear a visible visitor's badge for the duration of their visit.

The presence of visitors on campus is a privilege, not a right, and must not disrupt the learning or working environment. The campus principal may:

- Require any person without legitimate business to leave.
- Limit or prohibit any visitor's presence on campus if it is determined to be disruptive, including that of parents or guardians.

## **VOLUNTEER & CHAPERONE REQUIREMENTS**

- Parents/guardians volunteering as chaperones or drivers for after-school events must be pre-cleared through the RAPTOR system during regular school hours.
- A list of cleared volunteers will be sent to the appropriate department sponsor.
- Only individuals on the approved list will be permitted to serve in volunteer roles involving scholar supervision.

## **CLASSROOM & CAMPUS AREA VISITS**

- Classroom or large group area visits during instructional time require approval from both the principal and the teacher.
- Parents/guardians may request classroom observation appointments, but teachers may suggest alternate times based on instructional needs.
- Visits to cafeterias and other large group areas are generally not permitted during the school day and are subject to case-by-case approval by the campus principal.

## **LUNCH & SPECIAL ACTIVITY VISITS**

- Schools are considered closed campuses during instructional hours.
- Principals may allow adult visitors for lunch or designated events based on campus-specific procedures.
- Principals have discretion to:
  - Limit the type of visitor (e.g., parents/guardians only),
  - Control the number, frequency, and duration of visits,
  - Deny access to individuals with restricted court-ordered supervision or if their presence is deemed disruptive.

In general, possession periods defined by court orders do not restrict a parent's access to lunch or campus events, unless a principal determines that access would disrupt the school environment.

### **REFUSAL OF ENTRY, EJECTION, OR IDENTIFICATION**

Per Texas Education Code § 37.105, a school administrator, school resource officer, or district police officer may refuse entry to or eject a person from district property if the person:

- Poses a substantial risk of harm to any individual.
- Engages in inappropriate behavior for a school setting and persists after being verbally warned.

### **SCHOLAR VISITORS ON CAMPUS**

Scholar visitors or minor children from other campuses are not allowed on school premises during the instructional day without express approval from the campus principal. This restriction includes:

- Visits during lunch or dismissal.
- Siblings or other minors accompanying parents during school visits.

All scholars or minors on campus during school hours or school-sponsored events must remain under supervision—either in a designated event area with general supervision or directly supervised by an approved adult.

### **GENERAL VISITORS**

Parents and other community members are welcome to visit schools in alignment with district and campus policies. All visitors must:

- Report to the main office upon arrival.
- Comply with identification procedures and all security protocols.
- Refrain from disruptive behavior or violations of scholar privacy.

Classroom observation or virtual instruction observation must be approved in advance by the principal and teacher. Visitors may not interfere with instruction or cause disruption to the learning environment.

### **UNAUTHORIZED PERSONS**

As outlined in Texas Education Code § 37.105, unauthorized individuals may be refused entry or ejected from district property if they:

- Refuse to leave when asked,
- Pose a threat, or
- Behave inappropriately and continue after a warning.

### **VOLUNTEERS (ALL GRADE LEVELS)**

The district welcomes volunteers and requires the following:

- Completion of volunteer training and a volunteer application.
- A state criminal background check.
- Volunteers not cleared through background checks may appeal, subject to district and state regulations.

## **SECURITY AND SAFETY REMINDERS**

- Raptor System: All visitors are screened through the V-Soft Raptor visitor management system for safety.
- ID Required: Every visitor must present a photo ID at each visit.
- Visitor Badges: Must be worn at all times and visitors must be escorted during campus visits.
- No Pets or Unapproved Guests: Pets, young children, or unapproved guests are not permitted due to supervision and safety concerns.

## **VOLUNTEER CODE OF CONDUCT**

Volunteers must agree to abide by the following Volunteer Code of Conduct. A visitor shall not serve as a volunteer without first returning to the school office a signed copy of the Volunteer Code of Conduct Acknowledgement Form. The Code of Conduct is available in the school's front office. Give the signed copy to the office manager before beginning your first assignment.

## **VOLUNTEER CODE OF ETHICS**

In order to promote a safe environment in our school, it is essential for all school volunteers to adhere to a professional code of ethics. Each school volunteer is required to follow the rules defined in this policy. Failure to follow these rules may result in a revocation of volunteer privileges.

## **CONFIDENTIALITY**

You may have access to grades, records, and personal information. Any information pertaining to a child must remain in the classroom. It is never appropriate for a volunteer to discuss a child's progress with anyone other than that child's teacher.

## **DEPENDABILITY**

Be reliable. The teachers/staff have planned activities for you and the scholars. If something comes up, please be considerate of those depending on you and arrange for a replacement and call the office. All volunteer work at the school and in the classroom must be scheduled in advance, not on a drop-in basis.

## **COMMUNICATION**

Your volunteer work should be a learning experience for you. When you have questions about policies and procedures, ask the appropriate staff member for clarification.

## **SUPPORT**

As a volunteer, you will be in a support position. Your role is to support the classroom teacher and staff of the school at all times. The teachers and staff are responsible for the education and safety of the scholars and they have asked for your help in achieving their objectives.

## **CONSISTENCY**

Be consistent with the school and the teachers' rules for behavior and the policies for the school. Always remember that the teacher is the authority in the classroom and must be supported by all the volunteers. Never assume responsibility of discipline of scholars. If you witness inappropriate behavior or other infraction of school rules, please report it to a staff member as defined by the Discipline Policy.

## **RESPECT FOR LEARNING PROCESS**

Do not use your time at the school for an informal parent/teacher conference. This can be disruptive to the learning process for all the scholars. Please make arrangements to discuss your child's progress with the teacher at a different time. While in the classroom, please be as discreet as possible and do not interrupt the teacher.

## **ROLE MODEL**

You are a role model for the scholars when you enter the school building (as a parent or volunteer). Please act accordingly and dress appropriately.

## **SIBLINGS**

In order to give your full attention to your volunteer job, please do not bring your young children to the school while you volunteer. Please make other arrangements for younger children for the time you plan to be volunteering at the school (siblings only allowed in designated areas without special permission).

## **REPRESENTATION**

As a volunteer, you are not an authorized agent of the school. In the course of your volunteer work at no time may you imply or state that you are a representative of the school. You cannot make commitments on behalf of the school, unless given express written authorization, direction and terms by the Board of Directors.

## **SAFETY PROCEDURES**

All volunteers and visitors are required to follow school safety procedures. Volunteers, as with all visitors, must enter from the main school entrance.

## **EMERGENCIES**

Volunteers and visitors should report emergencies or dangerous situations of any kind immediately to a staff member. In the case of a medical emergency, a volunteer should call 911 first. Our school has specific procedural guidelines for emergencies.

### **SUPERVISION OF SCHOLARS**

A single volunteer shall never be alone with a child or a group of children. If a volunteer is working one-on-one with a scholar, it must always be within an area where at least one other adult is present, in an open area, or with the door open. This helps to protect the children, as well as adult volunteers, and will help ensure a safe environment for the scholars.

## **DIGITAL LIBRARY POLICY**

### **PURPOSE**

The purpose of the library collection is to support the learning of scholars, staff and community members. Our mission is to provide a variety of materials covering a wide array of topics and interests, both academic and personal.

### **SELECTION**

The Arrow digital library program is committed to providing books and other digital library resources for the academic and personal interests of its learning community. We strive to encourage a balanced collection presenting all points of view and with a broad range of historical issues.

We have the responsibility of providing for a wide range of scholar abilities. Not all materials will be suitable for all scholars. While the teacher guide scholars in book choices, it is ultimately the responsibility of parents to monitor their children's selection of library materials.

### **INTELLECTUAL FREEDOM**

The school library is committed to supporting all scholars and staff in their quest to learn. Therefore, we embrace the principles of the "Library Bill of Rights" set forth by the American Library Association. We believe it is the right of every individual to have the freedom to read and the freedom of choice in reading, viewing and listening materials. We encourage scholars to form their own opinions and to think critically in their pursuit of knowledge.

## **SCHOLAR AND STAFF COMMUNICATION POLICY**

### **PURPOSE**

This policy establishes clear guidelines for appropriate communication between scholars and staff at Arrow Academy to ensure professionalism, maintain healthy boundaries, and protect the well-being and safety of all scholars and staff members.

### **POLICY STATEMENT**

In accordance with Board policy, only certified or licensed employees—or other employees designated in writing by the Superintendent or designee—may use electronic media to communicate with currently enrolled scholars about matters within the scope of their professional responsibilities. All other Arrow Academy employees are strictly prohibited from initiating or engaging in direct electronic communication with currently enrolled scholars.

## **GUIDELINES FOR ELECTRONIC COMMUNICATION**

The Superintendent or designee shall develop and issue specific guidelines regarding the appropriate use of electronic media by authorized staff. These guidelines will address:

### **A. Family and Social Relationships**

Employees who have a family or long-standing social relationship with a scholar may be exempt from certain restrictions, provided that the nature of communication is appropriate and consistent with professional standards. Documentation of such relationships must be provided to campus administration.

### **B. Use of Text Messaging**

Text messaging may only be used by authorized staff to communicate essential, time-sensitive information related to academic instruction, extracurricular activities, or other school-sanctioned matters. All text communications must be professional, limited in scope, and, where possible, conducted via approved school platforms or logged for record-keeping.

### **C. Additional Guidelines**

The Superintendent or designee may include other provisions as deemed necessary to support appropriate communication and safeguard scholars and staff.

## **RECORDS RETENTION AND COMPLIANCE**

All Arrow Academy employees must comply with the district's records retention and destruction policies, including those that apply to communications conducted through electronic media. Employees are responsible for ensuring that communications with scholars are documented and retrievable in accordance with these requirements.

## **PROHIBITED CONDUCT**

Romantic, sexual, or otherwise inappropriate social relationships between Arrow Academy employees and scholars are strictly prohibited, regardless of whether the relationship is believed to be consensual. This includes communication that could be construed as flirtatious, suggestive, or intimate in nature.

Sexual harassment of a scholar by an employee or volunteer includes unwelcome conduct but does not include physical contact that a reasonable person would interpret as necessary and non-sexual in nature (e.g., comforting a child with a brief hug or taking a child's hand in a moment of need).

Violations of this policy may result in disciplinary action, up to and including termination of employment, and may be reported to law enforcement or other appropriate agencies when necessary.

## **REPORTING CONCERNS**

Any staff member or scholar who becomes aware of inappropriate communication or conduct between an employee and scholar should report the concern immediately to a campus administrator, the Superintendent, or through the district's anonymous reporting system.

# **ACADEMIC SUPPORT SERVICES**

## **SCHOLARS WHO HAVE LEARNING DIFFICULTIES**

Arrow Academy is committed to helping every scholar to be successful in the classroom. Therefore, we utilize a variety of support options to help the struggling learner. Currently, Arrow Academy has a Response to Intervention (RTI) process, Section 504 Services and Special Education Program Services.

### **THE RESPONSE TO INTERVENTION (RTI) PROCESS:**

The RTI is a process that determines if a child responds to a scientific, research-based intervention. The RTI approach gives Arrow Academy scholars opportunities to learn and work at their grade level. RTI has three tiers of intervention to support the struggling learner with academics and behavior when needed.

RTI is a:

- Data-driven process to improve reading and math achievement within a standards-aligned instructional system,
- General education led effort implemented within the general education setting, coordinated with all other services including special education, Title I, and bilingual or ESL services,
- System to provide intervention in all content areas, immediately based upon scholar's needs.
- RTI can be used for behavioral habits move this statement above as a part of the paragraph.
- Process that determines if the child responds to scientific, research-based intervention as a part of an evaluation process.

A parent may request intervention for their scholar at any time. Parents are informed if a teacher or other school representative has initiated or if the scholar is engaged in the RTI process on the Arrow Academy Report Card as well as, at parent conferences and/or via parent notification.

Before the scholar starts the Tier 3 RTI process, the parent is invited to attend a parent conference to review the scholar's present levels of achievement and next step intervention for grade level expectations.

#### **SPECIAL EDUCATION REFERRALS:**

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

A parent request for a special education evaluation may be made verbally and does not need to be in writing. Arrow Academy 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 Arrow Academy to respond within the 15-school-day timeline.

If Arrow Academy decides to evaluate the scholar, it must complete the scholar'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 scholar. However, if the scholar 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 scholar is absent.

There is an exception to the 45-school-day-timeline. If Arrow Academy 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 scholar is absent from school for three or more days during the evaluation period, the June 30 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, Arrow Academy must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the *Parent's Guide to the Admission, Review, and Dismissal Process*.

#### **DYSLEXIA SERVICES:**

The scholar who struggles with reading and spelling often puzzles teachers and parents. The scholar displays ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the scholar continues to struggle with some or all of the many facets of reading and spelling. This scholar may be a scholar with dyslexia.

Arrow Academy will conduct a universal screening for Dyslexia and other reading disorders by the end of the school year for all kindergarteners and by the end of the 1<sup>st</sup> semester for all 1<sup>st</sup> graders. Screening is defined as a universal measure administered to all scholars by qualified personnel to determine which scholars are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation. The universal screening is conducted by the classroom teacher. The classroom teacher should conduct a parent conference and refer any scholar that needs further evaluation to the school's administrative personnel.

**SECTION 504 SERVICES:**

Section 504 is a mandate through which Arrow Academy provides necessary accommodations to scholars with disabilities that are not severe enough to qualify them for special education, but which nevertheless are substantially limiting their learning or other major life activities. The 504 plan is **not** a plan designed to enhance a scholar's performance. It is a plan to provide fairness and equal access to education. The scholar must be evaluated and meet the Section 504 identification criteria. Parents will receive a copy of Notice of Parent's Right of 504 Services. If Arrow Academy agrees to evaluate the scholar, it must also give the parent the opportunity to give written consent for the evaluation.

**COMPLAINTS:**

Complaints concerning identification, evaluation, or educational placement of a scholar with a disability within the scope of Section 504 shall be filed under the General Provisions of PG-3.40, except that the deadline for filing an initial Level One grievance shall be twenty (20) school days.

**SCHOLARS WHO MAY QUALIFY FOR A GIFTED AND TALENTED PROGRAM**

The GAAP is the Gifted Advanced Academic Performance Program for scholars who possess superior intelligence or demonstrated accomplishments in the academic areas of Mathematics, Reading, English Language Arts, Science and Social Studies.

The GAAP Program is dedicated to identifying academically gifted scholars and providing for the special needs of these scholars. Gifted scholars tend to learn at a remarkably rapid rate, use memory as a cognitive strength, are independent, individualistic, self-efficient, and they ask probing questions intuitively. As a result, the characteristics of gifted scholars create special needs which the GAAP Program is designed to meet at Arrow Academy.

**A GAAP SCHOLAR AT ARROW ACADEMY****KINDERGARTEN MINIMUM REQUIREMENTS:**

(math and reading 95 or above percentile average) or pass all sections of the Exam for Acceleration

- The aim of the differentiated curriculum is to encourage GT scholars to develop critical, creative, and productive thinking skills, self-directed learning skills, an awareness of their own unique abilities, and to create advanced-level products and/or performances.

#### **EXAM FOR ACCELERATION (EA) FOR GT SCHOLARS:**

A scholar in grades 1-5, who has **NOT** received instruction at the grade level tested, must be accelerated (promoted) one grade if the scholar meets all of the following requirements:

- The scholar achieves a minimum score of 80 percent on the grade-level exam in each of the following subject areas: language arts, mathematics, science, and social studies.
- A school district representative recommends that the scholar be accelerated to the higher-grade level
- The scholar's parent or guardian gives written approval for the acceleration (promotion) to the next grade level.

The Exam for Acceleration is offered through the University of Texas K-16 Education Center and is administered during the summer. The cost for this option is \$140.00 plus a \$30.00 proctor fee for a total nonrefundable cost of \$170.00. The deadline for payment is the last Friday in May. Each Arrow Academy campus will contact the parent for the exact time(s) and location for the exam.

#### **THE DUKE TIP PROGRAM FOR ADVANCED AND GT SCHOLARS: SCHOLARS IN FOURTH, FIFTH, OR SIXTH GRADE** may qualify for the 4th–6th Grade Talent Search through one of three methods:

1. Scoring at or above the **95<sup>th</sup> percentile** on an accepted grade-level **national standardized achievement or abilities test**
2. Scoring at or above the **95<sup>th</sup> percentile** on a **state assessment**
3. Scoring **125** or above (full scale or composite) on an accepted IQ test

#### **PLEASE NOTE:**

- Scholars only need to meet the criteria on one approved subtest-area or on the composite to be eligible for the program.
- Scholars may qualify using scores from any time in the past two years—for example, a fifth grader may use scores from either third or fourth grades.
- If the most recent test results for your state have not been released by September of the current school year, the scholar's prior year scores can be used.

#### **SCHOLARS WHO MAY QUALIFY AS EMERGENT BILINGUAL**

Arrow Academy Schools are committed to the academic success of all scholars through culturally responsive practices and collaboration between home, school, and community leading to enriched opportunities for lifelong learning.

English as a Second Language (ESL) is an intensive instructional program designed to develop proficiency in listening, speaking, reading, and writing the English language. Scholar eligibility for the program is determined through the Home Language Survey (HLS) and, if identified, the administration of an English language proficiency test.

If the response on the HLS indicates that a language other than English is used, the scholar shall be tested in accordance with §89.1226 of this title (relating to Testing and Classification of Scholars.) \*

The HLS shall be administered in English and, if possible, in the primary language. The HLS shall contain the following questions.

(1) What language is spoken in the child's home **most of the time?**

(2) What language does the child speak **most of the time?**

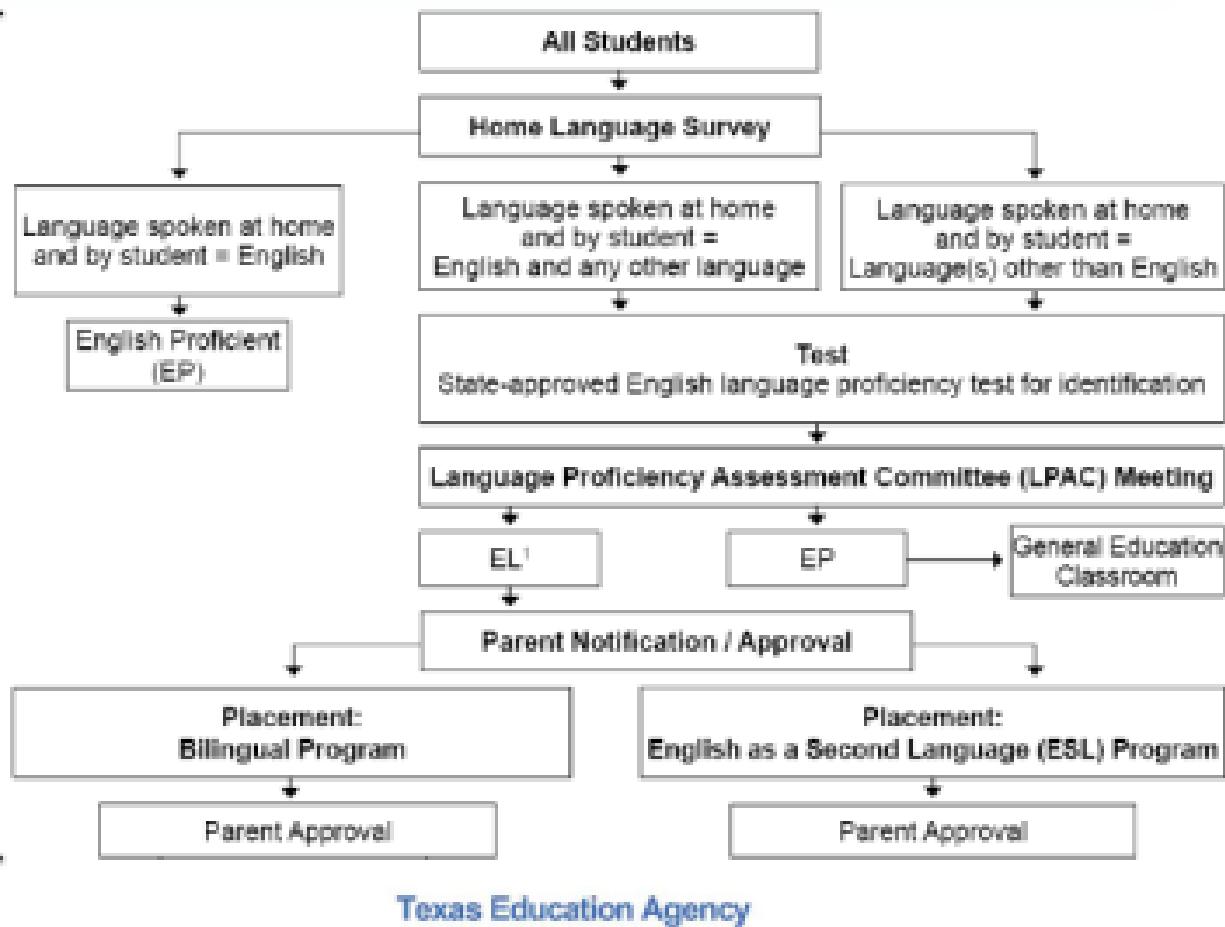
Participation of Emergent Bilinguals (EBs) in State Assessments and daily instructional plans including accommodations, requires language proficiency assessment committees (LPACs) to make assessment and instruction decisions on an individual scholar basis. All instruction is provided in English and utilizes the TEKS and the English Language Proficiency Standards (ELPS) for the cultivation of English language skills and the promotion of academic success in all grade level content areas.

LPACs must comply with state requirements as they monitor the progress and needs of English Learners and make state assessment decisions for the following:

- State of Texas Assessments of Academic Readiness (STAAR)
- Texas English Language Proficiency Assessment System (TELPAS)
- TELPAS Alternate

This is in accordance with administrative procedures established by the Texas Education Agency (TEA) and in the Texas Administrative Code, Chapter 101, Subchapter AA, Commissioner's Rules.

\*Parental permission for language proficiency testing is not required.



Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all English learners identified including:

- (1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f) of this title;
- (2) designate the level of academic achievement of each English learner;
- (3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;
- (4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and
- (5) reclassify scholars, at the end of the school year only, as English proficient in accordance with the criteria described in §89.1226(i).

## **PROCESSES AND EXPECTATIONS**

### **PRE-IDENTIFICATION**

The home language survey is requested as pertinent documentation for each scholar being registered for school. The information provided on this form is used as a screener to determine if scholars are candidates for an Oral Language Proficiency test (OLPT). The OLPT serves as a preliminary factor in deciding if a second language program, such as bilingual or English as a second language (ESL), may be an appropriate academic placement for scholars who speak languages other than English. In addition, scholars in grades 2-12, will be administered a standardized assessment to ascertain further information about literacy and academic readiness. If scholars meet the predetermined criterion to receive linguistic support, their results will be reviewed by the (LPAC) to discuss a placement decision pending parental permission.

### **PROGRAM PARTICIPATION**

Once it is determined that scholars qualify for participation in the ESL program and the parent or guardian grants permission, academic supports are put in place to ensure acquisition of the English language. The types of support are individualized based on the English proficiency level demonstrated by the scholar on the OLPT. Decisions about such support will be contingent upon the input of the LPAC participants which include a certified teacher of the scholar, a parent representative, a representative from any other special program and a building administrator. After the initial placement has occurred, this committee will meet annually for each identified scholar to discuss their progress in oral language proficiency standards and scholar performance levels until it is determined that scholars are eligible to reclassify for participation in the regular education program. Eligibility for services and reclassification guidelines is defined in Chapter 89, Subchapter BB, which establishes parameters for scholars participating in bilingual and English as a second language programs. For the duration of the time, scholars who are served in bilingual, ESL, or those whose parents have denied services will receive a yearly progress report indicating performance and readiness in English. Upon satisfying the qualifications for reclassification, consideration for a change in academic programming will begin. If the members of the LPAC agree that reclassification is appropriate, the scholar will no longer receive linguistic supports reserved for speakers of other languages, rather they will begin working on curriculum reserved for mainstreamed scholars.

### **RECLASSIFICATION AND MONITORING**

After English learners have demonstrated mastery of the reclassification qualifications set by the governing Local Education Agency (LEA), their performance is reviewed by LPAC for a decision at the end of the academic year. The purpose for which LPAC must convene is to determine which scholars have demonstrated readiness and are no longer in need of the services offered by the special language program. If the committee is on one accord, the parent is informed of the decision by way of a letter from the campus/district, informing them of the change in programming, which will begin when school reconvenes the following school year. Scholars are then placed on monitoring status for a period of 4 years, a process which

requires an LPAC meeting every grading period for the entire time. This ensures that scholars receive continued support to help maintain academic success as they become acclimated to more rigorous expectations. If the scholar exhibits inability to handle this new level of independence, it is possible to reconsider the decision and offer more time for linguistic support.

## **OPERATIONAL POLICIES AND PROCEDURES**

This document outlines specific policies and procedures relevant to the operation of Arrow Academy.

### **FOOD SERVICES**

#### **BREAKFAST /LUNCH PROGRAM**

School breakfast and lunch are FREE and available for all scholars. Scholars may bring lunch from home with utensils needed to eat lunch, with the exception of sharp knives or other objects. If a scholar brings his/her lunch, it should contain healthy choices.

Parents are welcome to join their child for lunch during the child's lunch period, with the exception of STAAR testing days. Please remember to sign in at the front office and obtain a visitor's badge. If parents bring outside food (McDonald's, etc.) for lunch for their scholar, they must eat with their scholar and separately from the rest of the class. The purchase of adult lunches from the school must be with cash. Every scholar will have a lunch account whether they use it or not.

Parents can bring snacks for birthdays, but it must be from a store and include a nutrition label. Homemade items are not allowed.

#### **BREAKFAST/LUNCH SCHEDULE**

Breakfast and lunch are served in the cafeteria each school day. Breakfast is served from 7:30 A.M. until 7:55 A.M. Breakfast will not be served after 7:55 A.M. Scholars will have until 7:59 A.M. to eat their breakfast in the cafeteria. The lunch schedules vary by each campus and grade level. Generally, lunch will start at 11:00 A.M. and will conclude at 1:05 P.M. daily.

#### **HEALTHY SNACKS**

Each center has the discretion as to when scholars will or can have snacks during the day. In supporting the wellness and fitness movement, our school has adopted the philosophy that scholars should be eating "healthy" snacks such as fruit, vegetables, and other items that are identified as healthy. Scholars are allowed to have a water bottle with them during the day. Unless advised by the teacher, please refrain from sending liquids other than water. All snacks should follow the guidelines from the Texas Agriculture Commission.

#### **PARENT PROVIDED FOOD**

If a scholar brings his/her lunch, it should contain healthy choices. If parents bring outside food (e.g. McDonald's, etc.) for lunch for their scholar, they and their scholar must eat

separately from the rest of the class. Parents can bring snacks for birthdays, but the snack must be from a store and include a nutrition label. Homemade items are not allowed. No peanuts or peanut products be brought to school.

## **BIKES**

Scholars who plan to ride a bike to school must walk their bikes while on school grounds. For safety, scholars are strongly encouraged to wear proper protective gear such as a helmet and to secure their bikes with a lock. Please be aware that Arrow Academy is not financially responsible for any damage to or loss of personal property, including bicycles, under any circumstances.

## **CUSTODY PAPERWORK**

To ensure the school can appropriately support the needs of each family, current legal documentation, including custody documentation, must be on file with the front office. If there are any changes to custody or other legal documentation during the student's enrollment, parent/guardian(s) are responsible for informing the front office and providing the updated documentation.

## **EARLY DISMISSAL/SCHOOL CLOSURE**

In the event of inclement weather, school may operate on a delayed schedule, beginning one hour later than the regular start time. Announcements regarding delayed schedules or school cancellations will be made starting at 6:00 AM. These announcements will be posted on the school's website, and a notification will be sent via School Messenger through text, phone, and/or email.

Decisions regarding delayed starts, early dismissals, and school closures are made by the school superintendent. Parents are encouraged to discuss an emergency plan with their children in preparation for such events.

In the event of an early dismissal, an emergency pick-up permission list is established during the registration process. This list will be used to determine how a scholar will be released from school during an early dismissal. The individuals designated on this form are **not** considered emergency contacts for day-to-day situations. Rather, these individuals are authorized by the parent/guardian as trusted individuals who can take custody of the child in case of an early dismissal. The designated person will be required to sign the child out upon removal from school. It is expected that the parent/guardian and the designee will communicate to coordinate the early dismissal and any subsequent plans. Names can be reviewed, added, or removed from this list at any time by contacting the office or providing the information in writing.

## **EMERGENCY PROCEDURES**

Each classroom and room within the school building contains a folder outlining instructions for how scholars and staff should respond in the event of various emergencies. Throughout the school year, staff and scholars will participate in drills to practice the procedures related to these types of emergencies.

## **HEALTH SCREENINGS**

Each year, as mandated by the Texas Department of State Health Services (TDSHS), Arrow Academy will conduct non-emergency health screenings. These may include, but are not limited to, vision and hearing screenings, spinal screenings, physical fitness assessments, and risk assessments for type 2 diabetes. These screenings will typically be conducted once each semester, in accordance with the timeframes specified by law. For information regarding exemptions for a particular screening and details about what the screening entails, please contact the school office.

#### **MANDATED HEALTH SCREENING**

Texas Health and Safety Code, Chapter 36.005, requires the screening of scholars attending public or private pre-schools or schools to detect vision, hearing, spinal, and metabolic disorders, as well as any other special senses or communication disorders specified by the executive commissioner. Scholars required to be screened must comply with these requirements according to CFISD's schedule outlined below. Parents/guardians may substitute professional examinations for the school screening if the results are provided to the school nurse before the scheduled campus screening dates.

<b>Grade Level</b>	<b>Screening</b>	<b>Screening Date</b>
4-year-olds by September 1st	Vision and Hearing	Within 120 days of Admission
Kindergarten scholars	Vision and Hearing	Within 120 days of Admission
Any other first-time entrants	Vision and Hearing	Within 120 days of Admission
1st, 3rd, 5th, and 7th grade scholars	Vision and Hearing	Within 120 days of Admission

#### **PERSONAL PROPERTY**

Personal objects of value should only be brought to school on special occasions when explicit permission has been granted by a teacher. Arrow Academy is not responsible for any loss or damage to personal property brought to school.

#### **PETS**

Pets are not allowed on school grounds.

#### **SKATEBOARDS, ROLLER BLADES, AND SHOES WITH RETRACTABLE WHEELS**

The use of skateboards, roller blades, and shoes with retractable wheels is prohibited at school. Scholars found in possession of these items will receive a warning. Repeated violations will result in the confiscation of the item by a staff member, and a phone call will be made to the parent/guardian.

## **ANIMAL VISITORS ON CAMPUS**

No animals are permitted on campus at any time without the prior knowledge and permission of the principal, with the exception of service animals used to assist individuals with disabilities.

## **SCHOLARS TRAVELING TO AND FROM SCHOOL**

Scholars who walk or bike to and from school are expected to do so responsibly and are prohibited from loitering, trespassing, littering, or creating nuisance conditions for residents of the community. While Arrow Academy does not assume legal responsibility for scholars traveling to or from school in this manner, disciplinary action may be taken if circumstances warrant. Residents with concerns should notify the campus administration.

## **PHYSICAL ACTIVITY REQUIREMENTS**

Arrow Academy adheres to the physical activity requirements outlined in CFISD policies:

- **Elementary School (Pre-Kindergarten – Grade 5):** Scholars will engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.
- **Middle School (Grades 6):** Scholars will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes within each two-week period for at least four or five semesters.

Parents/guardians of scholars in grades 3 through 12 enrolled in a physical education course or substitute may submit a written request to the building principal for their child's physical fitness assessment results at the end of the school year. For additional information on the district's scholar physical activity programs and requirements, please contact the principal.

## **SCHOOL SUPPLIES/PERSONAL BELONGINGS**

To enhance safety measures, Arrow Academy follows policy regarding backpacks and personal belongings. Scholars may use non-transparent backpacks.

Scholars are expected to have appropriate supplies for completing their schoolwork. The use of backpacks or book bags during the school day will be determined by the individual campus. Scholars may not possess items at school that could be distracting to the learning environment. Personal belongings that could be damaged, lost, or stolen, such as cell phones, headphones, cameras, games, iPods, iPads, netbooks, or CD players, are the sole responsibility of the scholar. Arrow Academy personnel will not assume responsibility for damaged, lost, or stolen items. Arrow Academy will not investigate or file theft reports for the loss of cell phones/paging devices at school, nor will they investigate the theft of any prohibited or contraband items.

Individual campuses may adopt less restrictive "telecommunication device" rules for non-instructional times, with the approval of the campus principal and clear communication to scholars and parents. The school day is defined as any time scholars are under the direct supervision of an Arrow Academy employee.

Staff members who observe a scholar violating these rules will report the infraction to the appropriate school administrator. In accordance with Texas Education Code Section 37.082, the

device may be confiscated and returned to the owner upon payment of an administrative fee not to exceed \$15.00. The scholar's parent, guardian, or non-scholar owner may claim the device with proof of ownership. Unclaimed devices will be subject to disposal after a 30-day notice is given to the parent, guardian, or the company whose name and address appear on the device.

### **FIELD TRIPS/BUS FEES**

Scheduled field trips, on-campus or off-campus, are an important part of the school curriculum. Parents will be notified in writing when field trips are planned. Permission forms must be signed by the parent and presented to the teacher before a scholar is permitted to participate in a field trip activity. This privilege may be revoked or denied to any scholar who exhibits poor academic performance or disrespectful behavior. Only scholars and teachers will ride on the bus. Siblings are not allowed to attend Field Trips, Field Day or classroom activities. Volunteers who have agreed to help on these occasions and have passed a background check are present to assist the children and teachers of Arrow Academy.

At times, a fee may be collected from scholars for a field trip to cover transportation expenses and additional extra costs such as admission to events.

### **FIELD TRIP VOLUNTEERS**

School District policies apply to district sponsored, off-site activities. As a volunteer chaperone you agree to behave appropriately for a school environment including, but not limited to the following.

Volunteers:

- Must pass a background check administered by Arrow Academy
- May not smoke or use tobacco or controlled substances including electronic cigarettes
- May not possess articles that can be used as weapons
- May not administer medications to scholars
- May not purchase or drink alcoholic beverages
- Agree to wear attire appropriate for a school setting.

### **FUNDRAISING**

Scholars are not allowed to conduct fundraisers that are not approved by Arrow Academy on campus for other organizations or for personal use. Scholars should not solicit other scholars on campus in any manner for money.

### **SCHOLARS EXPERIENCING HOMELESSNESS**

In compliance with the McKinney-Vento Act, youth experiencing homelessness will be provided services comparable to those received by other scholars in the school they attend. This act protects the rights of homeless children and youth to receive a free and appropriate public education.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence. Eligible students may qualify for help with enrollment, free meals, and transportation to and from their school of origin. Unaccompanied youth are also protected by this right and include youth in homeless situations who are not in physical custody of a

parent/guardian. This right is protected even though the student may lack an address, does not live with a parent/guardian, does not have a previous address in another town/state or does not have school records. Arrow Academy will strive to address the needs of scholars in this situation.

## **INSTRUCTIONAL RESOURCES**

Textbooks, workbooks, novels, technology and library books are provided by the school and checked out to scholars. Lost, damaged, or non-returned books must be replaced at current cost.

## **MEDICATION**

Medication prescribed by a doctor can only be administered to a scholar if brought to the office in the original container with a Scholar Medication Request & Release Agreement form that has been completed and signed by the child's parent/legal guardian. (This form is available in the school office and through the online registration portal and must be completed each year.) If your child brings anything unauthorized to school, it will be kept in the front office and every attempt will be made to notify a parent.

The school office can administer Acetaminophen (Tylenol) only if we are in possession of a signed Acetaminophen Release on the Medical Information form. However, if a child is running a fever, parents are contacted and expected to pick up their child; under this circumstance no Acetaminophen will be given.

Substances such as lotion or sunscreen should be administered at home. Scholars are discouraged from bringing these items to school and may NEVER give the product to another scholar. If you have any questions about what can or cannot be at school, please phone our school office.

## **MEDICATIONS – SELF-ADMINISTERED**

Medication prescribed by a doctor that needs to be carried and administered by the scholar to themselves, can only be allowed if the medication is in the original container and a valid Permission to Carry/Self-Administer Medication form is on file in the front office. For this form to be valid, it requires the signature of the prescribing physician, the parent(s)/ guardian(s), and the scholar. The form must be completed each time there is a change with the medication or its administration, or, at the very least, each year.

## **PARENT INVOLVEMENT OPPORTUNITIES**

Parent volunteers are always welcome and valued. Please contact our office for a copy of the criminal background check form, if you are interested in these opportunities.

## **PERSONAL PROPERTY**

Personal objects of value may be brought to school during special occasions when a teacher

has given permission. We are not responsible for any loss or damage to personal property.

#### PETS

Pets cannot be brought to school.

#### **MORNING ENGAGEMENT PLEDGES TO THE U.S. AND TEXAS FLAGS AND MOMENT OF SILENCE**

Texas law requires students to recite the Pledge of Allegiance to the United States and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the campus Director to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. Scholars may choose to reflect, pray, meditate, or engage in any other silent activity if the silent activity does not interfere with or disturb others.



# **PARENT/ SCHOLAR HANDBOOK**

## **APPENDICES**

## **APPENDIX A**

### **ANNUAL NOTICE OF PARENT AND SCHOLAR RIGHTS**

(Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and scholars over 18 years of age (eligible scholars) certain rights with respect to the scholar’s educational records. These rights include the following:

#### **The Right to Inspect and Review**

Parents and/or eligible scholars have the right to inspect and review the scholar’s educational records within 45 days of the day Arrow Academy Charter School (“the School”) receives a request for access. Parents or eligible scholars should submit to the campus principal 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 scholar of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible scholar from exercising the right to inspect and review the scholar’s educational records, the School shall provide the parent or eligible scholar with a copy of the records requested or make other arrangements for the parent or eligible scholar 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 reasonable fee for a copy of an education record that is made for the parent or eligible scholar, unless the imposition of a fee effectively prevents a parent or eligible scholar from exercising the right to inspect and review the scholar’s education records. The School will not charge a fee to search for or to retrieve the educational records of a scholar.

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

#### **The Right to Seek Amendment of the Scholar’s Educational Records**

Parents and/or eligible scholars may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the scholar. Such a request must be made to the campus principal in writing, clearly identify the part of the record the parent or eligible scholar wants changed, and specify why it is inaccurate or misleading. The School will decide whether to amend the record as requested within a reasonable time after receipt of the request. If the School decides not to amend the record as requested by the parent or eligible scholar, it will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the scholar, it shall amend the record accordingly and inform the parent or eligible scholar 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 otherwise in violation of the privacy rights of the scholar, it shall inform the parent or eligible scholar 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 educational records of a scholar, it 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 and/or eligible scholars have the right to consent to disclosures of personally identifiable information contained in the scholar's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School's Board of Directors; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or scholar serving on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, 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 education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a scholar seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

### **The Right to File a Complaint**

Parents and/or eligible scholars have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. These complaints should be addressed as follows:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

### **Access to Medical Records**

Parents are entitled to access their scholars' medical records.

### **Notice for Directory Information**

Under FERPA, the School must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a scholar's education records. However, the School may disclose personally identifiable information contained in the scholar's educational records without obtaining prior written consent of the parent or eligible scholar 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. Scholar name;
2. Address;
3. Telephone listing;
4. Electronic mail address;
5. Photographs (including video image);
6. Date and place of birth;
7. Major field of study;
8. Degrees, honors, and awards received;
9. Dates of attendance;
10. Grade level;
11. Most recent educational institution attended;
12. Participation in officially recognized activities and sports; and
13. Weight and height of members of athletic teams. School-sponsored/school-affiliated purposes are those events/activities that the School conducts and/or sponsors to support the educational mission of the School. Examples include, but are not limited to:
  1. Extracurricular programs or events (e.g., school plays, concerts, athletic events, graduation ceremony);
  2. Publications (e.g., newsletters, yearbook, etc.);
  3. Honor roll and other scholar recognition lists;
  4. Marketing materials of the School (e.g., print media, website, videos, \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 scholars:

1. Scholar'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 scholars.

A PARENT OR ELIGIBLE SCHOLAR MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR EITHER OR BOTH OF THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE CAMPUS PRINCIPAL. THE SCHOOL REQUESTS THAT SUCH AN OBJECTION BE SUBMITTED WITHIN THE FIRST FIVE SCHOOL DAYS OF THE SCHOOL YEAR.

### **Option to Opt Out**

If the School does not receive an opt out form objecting to the release of directory information by the fifth school day of the school year, the School will assume that the parent approves release of directory information for the purposes described above. However, parents may alter their decision to restrict or not to restrict release of directory information by submitting a completed "Use of Scholar Photos and Directory Information Opt Out Form" or otherwise notifying the School in writing at any time during the year. Opt out forms will be distributed to scholars during the first week of school and/or upon registration and made available as part of the School's Scholar and Parent Handbook.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**  
**Use of Student Photos and Directory Information Opt Out Form**

For the 2025-2026 school year, you have the right to choose whether your student's directory information (as defined in the Parent and Student Handbook) is released or not. Please check the box beside your desired response below and submit this form to your student's school.

Parents, guardians, or eligible students who do not check a box, or who do not submit this form, give their implied consent for release of directory information, and consent to student photographs.

A.  I do NOT consent to the release of directory information about the student named below by the School to outside sources, as described in the School's Notice of Directory Information, except as authorized by law.

B.  I do NOT consent to the release of photographs or directory information within the School system in sources such as yearbooks, rosters for sports information, and programs or articles.

C.  I do NOT consent to the use of photographs or information on the student named below to promote accomplishments and district activities via school social media outlets, the website, and other promotional materials.

---

PRINT Student's Full Legal Name

---

Student's Date of Birth (month/day/year)

---

PRINT Parent/Guardian/Full Legal Name

---

Parent/Guardian Signature

---

Date (month/day/year)

# APPENDIX B

## School Bus Transportation Policy

### Purpose

Arrow Academy provides bus transportation for eligible scholars with the primary goal of ensuring their safety. These policies and rules are established to maintain order, discipline, and safety on school buses. Arrow Academy Transportation Procedures are established for the safety of all scholars riding on district buses.

### General Rules

1. Obey the instructions of the bus driver. Scholars must be respectful and cooperative with the driver at all times.
2. Board and leave the bus at designated stops only.
3. Riding a bus other than the regularly assigned bus is allowed in EMERGENCY SITUATIONS ONLY (not to exceed one trip) with approval by the Principal/Designee.
4. Parents/guardians are responsible for providing transportation if a scholar misses the bus. Chasing the bus is prohibited.
5. The driver has the authority to confiscate prohibited, distracting, or dangerous items.
6. The driver will not allow any unauthorized person to board the bus.
7. Scholars must wear shoes at all times while on the bus.
8. Classroom dress code and conduct rules shall be followed.
9. The bus driver has the same authority on the bus as teachers have in the classroom and other school staff. Their directives are to be followed at all times.
10. Scholars are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe.
11. When riding in district vehicles, scholars are held to behavioral standards established in the Scholar Code of Conduct.
12. Drivers have the same authority as teachers and may assign seats or confiscate disruptive items.
13. All scholars must observe silence at railroad crossings.
14. Items must fit on a scholar's lap or floor space; oversized objects must be transported by parents.
15. Scholars must remain in the Danger Zone buffer of 10–15 feet around the bus when loading/unloading.

### Scholar Responsibilities

Scholars are expected to:

- Obey the bus driver at all times.
- Remain seated and wear seat belts (where available).
- Use appropriate language and behavior.
- Follow the Scholar Code of Conduct and all bus rules.
- Keep aisles clear and maintain cleanliness.
- Avoid distracting behaviors (e.g., loud conversations, inappropriate gestures).

### Prohibited Behaviors

- Fighting, bullying, or threatening others
- Eating, drinking, or chewing gum
- Use of tobacco, drugs, or alcohol
- Possession of weapons, explosives, or hazardous materials
- Use of electronic devices without permission
- Vandalism or defacing school property

- Walking the aisle while the bus is in motion
- Extending appendages or other items out of bus windows

## **Parent/Guardian Responsibilities**

Parents/guardians must:

- Ensure their child arrives at the bus stop **10 minutes early**.
- Be present to receive scholars (especially PK–2nd grade).
- Educate their child on bus safety and compliance.
- Update contact information regularly with the campus

## **Bus Stop and Loading Protocol**

- Scholars must wait **10 feet from the curb** and only approach when the driver signals.
- At dismissal, scholars will not be allowed to board after doors close unless authorized.
- Parents should **not chase buses** or request unauthorized stops.

## **Discipline and Consequences**

- Minor infractions will be handled through progressive discipline.
- Serious violations (e.g., fighting, threats) may result in **immediate suspension or expulsion from transportation** services.
- Written referrals will be investigated by the campus Director/Designee.
- Scholars with disabilities will be disciplined in accordance with their **Individualized Education Plan (IEP)**.

## **Special Circumstances**

- No medications (other than approved asthma inhalers) may be transported.
- Returned scholars due to parent absence at drop-off may risk loss of transportation privileges.
- Video/audio recordings may be used for disciplinary purposes and are protected under FERPA.

## **Emergency Procedures**

- Scholars must follow all driver instructions.
- Evacuate in an orderly line as directed by campus admin and/or emergency personnel.
- Do not attempt to retrieve dropped items.
- Emergency drills will be conducted as required.

## **Video Surveillance**

- Buses may be equipped with surveillance cameras to monitor conduct.
- Recordings are district property and are used for safety and discipline enforcement.

## **Pick-Up Time**

Due to variances between individual clocks, scholars are asked to arrive at the bus stop 10 minutes prior to the scheduled arrival time. Buses will load scholars and depart at the appointed time and will not wait for late scholars.

## **Failure to Pick Up Scholars**

Parents who fail to pick up their scholar will be contacted by the bus driver. Parents will then have 30 minutes to

pick up their child, after which the option to transport to Children's Protective Services will be considered at the discretion of the Campus Director. Scholars in grades 3-8 will be dropped off at their designated stops and will not be returned to the school.

#### **Daily Service**

Regular transportation is scheduled to provide service to scholar riders. Bus stops that do not have riders for three (3) days may be suspended temporarily for lack of ridership to conserve district resources. Riders cannot change their pickup and drop off location. The pick-up and drop-off location must be the same bus stop throughout the school year unless the scholar's home address has changed. Infrequent riders should contact the Transportation office when they need service.

#### **Bus Ridership Capacities**

School buses are rated by manufacturers to have a capacity of three (3) riders per seat. The maximum ridership per bus is three (3) riders per seat.

#### **Policy Review & Acknowledgment:**

Parents and scholars must review and acknowledge this policy annually. Non-compliance may result in loss of transportation privileges and further disciplinary measures.

# APPENDIX C

## Arrow Academy Chromebook Policy

### POLICY PURPOSE

The Arrow Academy Chromebook Policy is established to ensure the responsible use, maintenance, and return of all school-issued digital devices, including Chromebooks. This policy outlines expectations, procedures, and consequences related to device usage, aiming to support scholar learning and safeguard school property.

### SCHOLAR USE EXPECTATIONS

All scholars issued a Chromebook or electronic device by Arrow Academy must comply with the following expectations:

- I. System Integrity
  - A. Scholars may not install, modify, or uninstall software or hardware.
  - B. Network and system configurations must remain unchanged.
- II. Care and Maintenance
  - A. Scholars must not mark, scratch, or remove any components, including keyboard keys.
  - B. Devices should be handled responsibly to avoid damage or theft.
- III. Digital Behavior
  - A. Obscene, profane, threatening, or disrespectful language in electronic communications is prohibited.
  - B. Scholars must not access or attempt to access content deemed obscene, violent, or otherwise inappropriate.
- IV. Supervision and Filtering
  - A. Devices are filtered through Arrow Academy's internet filter.
  - B. Adult monitoring is expected during usage.
  - C. Scholars are expected to exercise digital citizenship and report inappropriate content.

### ACCIDENTAL DAMAGE PROTECTION

Chromebooks are covered by a district-purchased insurance policy against accidental damage. When damage is accidental:

- I. A support ticket should be submitted at the campus. See the front office for assistance.
- II. A replacement device will be issued.
- III. No fine will be assessed for accidental damage covered by the policy.

### LOST OR INTENTIONALLY DAMAGED DEVICES

- I. Lost Devices
  - A. Must be reported to the campus administrator immediately.
  - B. The technology team will attempt to locate the device using tracking tools.
  - C. If the device is not located within two (2) school days, the parent/guardian must pay the full replacement cost.
  - D. Refunds will be issued if the device is later recovered in working condition.
- II. Intentional Damage
  - A. Parents/guardians are responsible for repair or replacement costs.

- B. The administrator will determine intent, especially if the protective case has been removed.
- C. Repeated damage incidents may result in the scholar being restricted to in-school device use only.

### III. Responsibility for Accessories

- A. Lost or intentionally damaged chargers and cases will also require payment.

## **SCHOLAR DEVICE FEE POLICY**

### I. Ownership and Return

- A. Devices are loaned and remain the property of Arrow Academy.
- B. Devices must be returned in working condition upon request or withdrawal from school.

### II. Reporting Lost or Stolen Devices

- A. Lost: Full replacement cost is the responsibility of the parent/guardian.
- B. Stolen: A police report must be submitted for fee consideration.
- C. Recovered devices may result in full or partial refunds depending on condition.

### III. Intentional or Willful Damage

- A. Includes writing on the device, intentional hardware damage, or exposure to liquids.
- B. Will result in disciplinary action and full cost of repair or replacement.

## **PAYMENT PROCEDURES**

- All fines must be paid within thirty (30) calendar days.
- Unpaid fines may result in the scholar being restricted from extracurricular participation.
- Payment plans may be arranged through the school's front office.
- Acceptable forms of payment include credit card and money order.

## **LOANER DEVICES**

- Temporary devices are available during the repair process.
- Scholars are held to the same standards for the care and return of loaner devices.
- Loaner devices must be returned promptly upon completion of repairs.

## **END-OF-YEAR & WITHDRAWAL PROCEDURES**

- All devices must be returned in good condition at the end of the academic year or upon scholar withdrawal.
- Returned devices will be inspected for damage.
- Unreturned or damaged devices will result in full replacement cost charges.
- Law enforcement may be involved to recover unreturned equipment.
- Academic records and transcripts may be withheld until all obligations are resolved.

## **POLICY ENFORCEMENT:**

This policy will be enforced in conjunction with the Arrow Academy Scholar Code of Conduct. Failure to adhere to the Chromebook Policy may result in disciplinary action, loss of device privileges, and financial liability.

## APPENDIX D

### Contagious Diseases & Bacterial Meningitis Policy (Summary)

This policy outlines procedures for managing contagious diseases, focusing on bacterial meningitis, to ensure a healthy school environment, following Texas DSHS guidelines.

#### REPORTING & NOTIFICATION

Parents must promptly notify the school nurse/administrator of any contagious disease diagnosis in their child.

#### EXCLUSION & RE-ADMISSION

- Scholars with contagious symptoms at school will be sent home.
- Readmission requires adherence to Texas DSHS guidelines.
- **Exclusion Guidelines:**
  - Fever: Must be fever-free for 24 hours without medication.
  - Diarrhea: Must be symptom-free.
  - Conjunctivitis, Bacterial Meningitis, Tuberculosis: Require written medical clearance to return.

**BACTERIAL MENINGITIS:** A serious but rare inflammation of the brain and spinal cord membranes requiring immediate medical attention. Information is on the district website and from the nurse.

- **What is it?** Inflammation of brain/spinal cord membranes, most severe when bacterial.
- **Symptoms:** Severe headache, high fever, vomiting, light sensitivity, stiff neck, drowsiness/confusion, sometimes a rash.
- **Diagnosis & Treatment:** Based on symptoms and lab tests; early antibiotics are crucial.
- **How it Spreads:** Through direct contact with saliva/respiratory droplets (kissing, sharing items, uncovered coughs/sneezes), not casual contact. Carriers may not get sick but can spread it.
- **Prevention:**
  - **Vaccination:**
    - PCV: Recommended for infants.
    - MCV4: Required for TX grades 7-12 and college under 22 (booster recommended).
    - MenB: Recommended for teens/young adults (16-23).
    - Vaccines are safe and effective.
  - **Healthy Habits:** Avoid sharing, wash hands, cover coughs/sneezes, limit contact with sick individuals, get rest, and maintain a healthy lifestyle.
  - **High-Risk Populations:** Those with HIV, in dorms, travelers to high-risk areas, those with chronic illnesses or recent viral infections, and adolescents/young adults (11-23).
- **Action Steps:** Seek immediate medical attention if bacterial meningitis symptoms appear.

Additional Information: Contact the campus nurse, healthcare provider, or local health department, or visit the district website ("Health Services – Bacterial Meningitis").

Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/meningitis/index.html> Texas Department of State Health Services (DSHS) - Immunization Unit: <https://www.dshs.texas.gov/immunize/PreteenVaccines.aspx>  
Infectious Disease Control: <https://dshs.texas.gov/IDCU/disease/meningitis/Meningitis.aspx>

## APPENDIX E

### Food Allergy Management Policy (Guidelines for the Care of Scholars with Food Allergies At-Risk for Anaphylaxis)

Arrow Academy is committed to promoting a safe school environment for all scholars, including those with food allergies at risk for anaphylaxis. Prevention and emergency response require a collaborative effort among scholars, families, and school personnel. This policy outlines the roles and responsibilities of families, school staff, and scholars to minimize exposure to allergens and respond appropriately in the event of an allergic reaction.

#### **FAMILY'S RESPONSIBILITIES**

Families play a vital role in the prevention and management of food allergies by working closely with school personnel to ensure a safe environment for their child.

- Notify the school of the child's food allergies as required by Texas Education Code, Section 25.0022.
- Collaborate with the campus Food Allergy Management Team (if established) to review the physician-provided Food Allergy Action Plan (FAAP) or Emergency Action Plan (EAP) and discuss necessary accommodations.
- Provide written medical documentation, instructions, and properly labeled medications, including a photo of the child on the FAAP/EAP.
- Replace medications after use or upon expiration.
- Teach the child to self-manage their allergies, including:
  - Identifying safe and unsafe foods
  - Strategies for avoiding exposure
  - Recognizing symptoms of a reaction
  - Reporting symptoms to an adult
  - Reading food labels (when age appropriate)
  - Carrying and using prescribed medications (if developmentally appropriate)
- Update emergency contact information as needed.
- Review policies and procedures with the school and physician after any allergic reaction occurs.

#### **SCHOOL'S RESPONSIBILITIES**

The school is responsible for providing a safe and inclusive environment while adhering to federal and state regulations concerning food allergies.

- Comply with applicable laws including ADA, IDEA, Section 504, FERPA, and district policy.
- Review health records and parent/physician documentation.
- Ensure food-allergic scholars are included in all school activities without exclusion based on their allergy.
- Establish a Food Allergy Management Team composed of staff members such as teachers, administrators, cafeteria personnel, and custodians.
- Educate staff who regularly interact with the scholar about food allergies, symptom recognition, and emergency response procedures.
- Store scholar medications in an accessible but unlocked location.
- Ensure trained staff are available to administer medications during the school day and at school-

related events.

In accordance with Texas law, a scholar with asthma or anaphylaxis may self-carry and self-administer prescribed medication if:

1. The medication is prescribed specifically for that scholar.
2. The scholar demonstrates proper usage to their healthcare provider.
3. Usage follows physician's written instructions.
4. The parent provides:
  - a. Written authorization for self-administration
  - b. A signed statement from the physician including:
    - i. Diagnosis of asthma or anaphylaxis
    - ii. Name, purpose, dosage, timing, and duration of the medication

Additional school strategies for mitigation and prevention of food-allergic environments include:

- Training bus drivers on allergy symptoms and emergency procedures.
- Enforcing a “no eating” policy on school buses, except for special accommodations.
- Planning field trips with the family to manage allergy risks.
- Taking any threats or harassment against scholars with food allergies seriously.
- Reviewing all policies and procedures following an allergic reaction with the Food Allergy Management Team, family, scholar, and healthcare provider.

#### **SCHOLAR'S RESPONSIBILITIES**

Scholars should take an active role in managing their food allergies based on their age and developmental level.

- Do not trade or share food with others.
- Avoid eating foods with unknown ingredients or known allergens.
- Be proactive in managing their allergies and following safety strategies.
- Report immediately to an adult if they believe they may have eaten something unsafe.

This plan is designed to safeguard scholars with food allergies and ensure the entire school community is prepared to prevent and respond to allergic reactions appropriately.

## **APPENDIX F**

### **Asbestos Public Notice**

Arrow Academy is working to maintain compliance mandated by both State and Federal laws governing asbestos in school buildings. A copy of the Asbestos Management Plan can be found in the main office at each campus.

If you have any questions or would like to examine the district's Asbestos Management Plan in more detail, please contact Rico Sedeño, the district's Asbestos Designated Person at 979-703-8820.

## **APPENDIX G**

### **Scholar Immunization**

#### **2024–2025 Texas Minimum State Vaccine Requirements**

The Texas Department of State Health Services annually publishes immunization requirements for Texas public school scholars in compliance with the Texas Education Code, Chapter 38, Health & Safety Texas Subchapter A, General Provisions. For a complete listing of immunization requirements, please visit the TX DSHS website at:  
<https://www.dshs.texas.gov/immunize/school/school-requirements.aspx>.



**Texas Department of State Health Services**

Jennifer A. Shuford, M.D., M.P.H.  
*Commissioner*

March, 2025

RE: Required Immunizations for the 2025-2026 School Year

Dear Parents/Guardians of Texas Students, Kindergarten through 12th Grade:

This is a reminder to get your child vaccinated early before the busy back-to-school rush. State law requires all students in Texas schools to be immunized against certain vaccine-preventable diseases to protect the health of both the children and the community.

To determine the specific vaccines required for your child's grade level, please refer to the Texas Minimum State Vaccine Requirements for Students in Grades K-12. This document is available for viewing or downloading on the Department of State Health Services (DSHS) Immunization Section website at <https://dshs.texas.gov/immunizations/school>.

If you are unsure of local locations that provide vaccines for your child, contact your health care provider or local health department. Without proper documentation of the required vaccinations or a valid medical or conscientious exemption, students are not allowed to attend school.

If you have any questions about vaccines, please consult your health care provider or local health department. To learn more visit the DSHS Immunization Section website at [www.ImmunizeTexas.com](http://www.ImmunizeTexas.com), call 800-252-9152, or email [Immunization.Info@dshs.texas.gov](mailto:Immunization.Info@dshs.texas.gov). Thank you for keeping your child immunized and free from vaccine-preventable diseases. We wish you a rewarding and productive 2025-2026 school year!

Sincerely,

Texas Department of State Health Services  
Immunizations Section

P.O. Box 149347 • Austin, Texas 78714-9347 • Phone: 888-963-7111 • TTY: 800-735-2989 • [dshs.texas.gov](http://dshs.texas.gov)



Marzo 2025

Asunto: Vacunas obligatorias para el año escolar 2025-2026

Estimados padres o tutores de estudiantes de Texas, desde kínder hasta 12.o grado: Este es un recordatorio para que vacunen a sus niños antes del inminente ajetreo por el regreso a clases. La ley estatal exige que todos los estudiantes en las escuelas de Texas estén vacunados contra ciertas enfermedades que pueden prevenirse con vacunas, a fin de proteger la salud tanto de los niños como de la comunidad.

Para determinar las vacunas necesarias según el grado que curse su hijo, consulte los Requisitos mínimos de vacunas en el estado de Texas para estudiantes de kínder a 12.o grado. Puede ver o descargar este documento en el sitio web de la Unidad de Inmunización del Departamento Estatal de Servicios de Salud (DHS) en <https://dshs.texas.gov/es/immunizations/school>.

Si no está seguro de los lugares donde pueden vacunar a su hijo en su localidad, comuníquese con su proveedor médico o con el departamento de salud local. Sin la documentación que demuestre que han recibido las vacunas obligatorias o sin una exención válida, ya sea médica o por motivos de conciencia, los estudiantes no podrán asistir a la escuela.

Si tiene alguna pregunta sobre las vacunas, consulte a su proveedor médico o al departamento de salud local. Para obtener más información, visite el sitio web de la Unidad de Inmunización del DHS en [www.InmunicemosTexas.com](http://www.InmunicemosTexas.com), o bien llame al 800-252-9152 o envíe un correo electrónico a [Immunization.Info@dshs.texas.gov](mailto:Immunization.Info@dshs.texas.gov).

Gracias por mantener a su niño inmunizado y libre de enfermedades que se pueden prevenir con vacunas. ¡Le deseamos un año escolar 2025-2026 gratificante y productivo!

Atentamente,

Departamento Estatal de Servicios de Salud de Texas  
Unidad de Inmunización

P.O. Box 149347 • Austin, Texas 78714-9347 • Phone: 888-963-7111 • TTY: 800-735-2989 • [dshs.texas.gov](http://dshs.texas.gov)

2025 - 2026 Texas Minimum State Vaccine Requirements for Students Grades K - 12  
This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, §§97.61-97.72. This document is not intended as a substitute for the TAC, which has other provisions and details. The Department of State Health Services (DHS) is granted authority to set immunization requirements by the Texas Education Code, Chapter 38.

#### **IMMUNIZATION REQUIREMENTS**

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a public or private elementary or secondary school in Texas.

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level										Notes	
	Grades K - sixth						Grade seventh	Grades eighth-12th				
	K	1	2	3	4	5	6	7	8	9	10	11
Diphtheria/Tetanus/ Pertussis(DTaP/DTP /DT/ Td/Tdap)	Five doses or four doses	Three dose primary series and one booster dose of tdap / td within the last five years	Three dose primary series and one booster dose of tdap / td within the last 10 years									For K – sixth grade: five doses of diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the fourth birthday. However, four doses meet the requirement if the fourth dose was received on or after the fourth birthday. <sup>1</sup> For students aged 7 years and older, three doses meet the requirement if one dose was received on or after the fourth birthday. <sup>1</sup> For seventh grade: one dose of Tdap is required if at least five years have passed since the last dose of tetanus-containing vaccine.* For eighth – 12th grade: one dose of Tdap is required when 10 years have passed since the last dose of tetanus-containing vaccine. **Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.
Polio	Four doses or three doses											For K-12th grade: four doses of polio; one dose must be received on or after the fourth birthday. <sup>1</sup> However, three doses meet the requirement if the third dose was received on or after the fourth birthday <sup>1</sup> . Polio vaccine is not required for persons eighteen years of age or older.
Measles, Mumps, and Rubella 2 (MMR)	Two doses											For K – 12th grade: two doses are required, with the first dose received on or after the first birthday. <sup>1</sup> Students vaccinated prior to 2009 with two doses of measles and one dose each of rubella and mumps satisfy this requirement
Hepatitis B2	Three doses											For students aged 11 – 15 years, two doses meet the requirement if adult hepatitis B vaccine (Recombivax®) was received. Dosage (10 mcg /1.0 mL) and type of vaccine (Recombivax®) must be clearly documented. If Recombivax® was not the vaccine received, a three dose series is required.
Varicella2, 3	Two doses											For K – 12th grade: two doses are required, with the first dose received on or after the first birthday. <sup>1</sup>
Meningococcal (MCV4)		One dose										For seventh – 12th grade, one dose of quadrivalent meningococcal conjugate vaccine is required on or after the student's 11th <sup>1</sup> birthday.
Hepatitis A2	Two doses											For K – 12th grade: two doses are required, with the first dose received on or after the first birthday. <sup>1</sup>

NOTE: Shaded area indicates that the vaccine is not required for the respective grade.

↓ Notes on the back page, please turn over. ↓

1 Receipt of the dose up to (and including) four days before the birthday will satisfy the school entry immunization requirement.

2 Serologic evidence of infection or serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella is acceptable in place of vaccine.

3 Previous illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

Information on exclusions from immunization requirements, provisional enrollment, and acceptable documentation of immunizations may be found in §97.62, §97.66, and §97.68 of the Texas Administrative Code, respectively and online at [dshs.texas.gov/immunizations/school](http://dshs.texas.gov/immunizations/school).

## Exemptions

Texas law allows (a) physicians to write medical exemption statements which clearly state a medical reason exists that the person cannot receive specific vaccines, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools should maintain an up-to-date list of students with exemptions, so they may be excluded in times of emergency or epidemic declared by the commissioner of public health.

Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at [dshs.texas.gov/immunization/school/exemptions](http://dshs.texas.gov/immunization/school/exemptions). The original Exemption Affidavit must be completed and submitted to the school.

For children claiming medical exemptions, a written statement by the physician must be submitted to the school. 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.

## Provisional Enrollment

All immunizations must be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases.

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 vaccine required by this rule. Student must not be overdue for the next dose in a series to be considered provisional. 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.

A school nurse or school administrator 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, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered. Additional guidelines for provisional enrollment of students transferring from one Texas public or private school to another, students who are dependents of active duty military, students in foster care, and students who are homeless can be found in the TAC, Title 25 Health Services, Sections 97.66 and 97.69.

## Documentation

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it. Validation includes a signature, initials, or stamp. An immunization record generated from an electronic health record must include clinic contact information and the provider's signature/stamp, along with the vaccine name and vaccination date (month, day, and year). An official record generated from a health authority is acceptable. An official record received from school officials, including a record from another state is acceptable.



## Requisitos mínimos de vacunas en Texas de 2025 -2026 para estudiantes de kínder a 12.o grado

Esta gráfica resume los requisitos de vacunación incorporados al Código Administrativo de Texas (TAC), título 25, Servicios de salud, secciones 97.61 a 97.72. Este documento no tiene como propósito sustituir al TAC, el cual contempla otras disposiciones y detalles. El Código de Educación de Texas, capítulo 38, confiere al Departamento Estatal de Servicios de Salud (DSHS) la autoridad para establecer los requisitos de inmunización.

### REQUISITOS DE INMUNIZACIÓN

Los estudiantes deberán mostrar comprobantes de vacunación aceptables antes de inscribirse, asistir o ser transferidos a una guardería o una escuela primaria o secundaria pública o privada de Texas.

Vacuna requerida (Attention a notas y notas de pie de página)	Número mínimo de dosis requeridas por nivel de grado										Notes		
	Kínder a sexto grado			Septimo grado		Octavo a 12.o grado							
	K	1	2	3	4	5	6	7	8	9	10	11	12
Difteria, témanos, tos ferina (DTaP, DTP, DT, Td, Tdap)	Cinco dosis o quattro dosis		Una serie primaria de tres dosis y un refuerzo de la vacuna tdap/ td dentro de los últimos cinco años		Una serie primaria de tres dosis y un Refuerzo de la vacuna tdap / td Dentro de los últimos 10 años								
Polio	Quattro dosis o tres dosis												
Sarampión, paperas y rubeola2 (MMR)	Dos dosis												
Hepatitis B2	Tres dosis												

		claramente. Si la vacuna recibida no fue Recombivax®, se requiere una serie de tres.
Varicella2, 3	Dos dosis	Para los grados kínder a 12.o: Se requieren 2 dosis, de las cuales la 1.a dosis debe recibirse en o después del 1.er cumpleaños.1
Vacuna antimeningocócica (MCV4)		Para los grados 7.o a 12.o, se requiere 1 dosis de la vacuna antimeningocócica tetravalente conjugada en o después del 11.o cumpleaños del estudiante.
Hepatitis A2	Dos dosis	Para los grados kínder a 12.o: Son necesarias 2 dosis, la 1a de las cuales debe recibirse en o después del 1er cumpleaños.1

NOTA: Las casillas sombreadas indican que no se requiere la vacuna para el grupo de edad correspondiente.

↓ Notas al reverso, por favor dé la vuelta.↓

- 1 Recibir la dosis hasta (e inclusive) cuatro días antes del cumpleaños satisfará el requisito de inmunización para inscribirse en la escuela.
- 2 Son aceptables en lugar de la vacuna una prueba serológica de infección o la confirmación serológica de inmunidad al sarampión, las paperas, la rubeola, la hepatitis B, la hepatitis A o la varicela
- 3 Si se ha tenido la enfermedad previamente, puede documentarse con una declaración escrita de un médico, un enfermero escolar o uno de los padres o tutor del niño, la cual diga algo como: "Esto es para comprobar que (nombre del estudiante) tuvo la enfermedad de la varicela (varicella o chickenpox) el (fecha) o alrededor de esa fecha y no necesita la vacuna contra la varicela". Dicha declaración escrita será aceptable en lugar de alguna o todas las dosis requeridas de la vacuna contra la varicela.

Podrá encontrar información sobre las exclusiones de requisitos de vacunas, la inscripción provisional y la documentación aceptada de las vacunas en las secciones 97.62, 97.66 y 97.68 del Código Administrativo de Texas, respectivamente, y en línea en [dshs.texas.gov/immunizations/school](http://dshs.texas.gov/immunizations/school) (en inglés)..

#### Exenciones

La ley de Texas autoriza a que (a) los médicos redacten declaraciones de exención médica, las cuales deben indicar claramente que existe una razón médica que le impide a la persona recibir determinadas vacunas específicas, y (b) los padres o tutores opten por una exención de los requisitos de inmunización por razones de conciencia, incluidas las creencias religiosas. La ley no permite que los padres o tutores opten por una exención simplemente para evitarse inconvenientes (por ejemplo, cuando un registro se haya perdido o esté incompleto y sea mucha molestia ir con un médico o a una clínica para corregir el problema). Las escuelas deben mantener una lista actualizada de los estudiantes con exenciones, de forma que se les pueda excluir en casos de emergencias o epidemias declaradas por el comisionado de salud pública.

Encontrará las instrucciones para solicitar la declaración jurada de exención oficial, la cual debe ser firmada por los padres o tutores que elijan la exención por razones de conciencia, incluidas las creencias religiosas, [endshs.texas.gov/immunizations/school/exemptions](http://endshs.texas.gov/immunizations/school/exemptions) (en inglés). El original de la declaración jurada de exención debe llenarse y entregarse en la escuela.

En el caso de los niños para quienes se reclamen exenciones médicas, es necesario presentar a la escuela una declaración escrita del médico. A menos que en la declaración conste por escrito que existe una afección de por vida, la declaración de exención es válida solo por un año a partir de la fecha en que el médico la firmó.

#### Provisional Enrollment

Todas las inmunizaciones deben haberse completado antes del primer día de asistencia. La ley exige que los estudiantes estén completamente vacunados contra las enfermedades específicas. Un estudiante puede inscribirse de manera provisional si cuenta con un registro de inmunización que indique que el estudiante ha recibido al menos una dosis de cada vacuna específica apropiada para su edad según lo exige esta regla. Para que el estudiante se considere como inscrito de manera provisional, no debe estar atrasado en su calendario para recibir la siguiente dosis que le corresponda en la serie de dosis de la vacuna. Para seguir inscrito, el estudiante debe completar las dosis posteriores requeridas de cada serie de vacunas a tiempo según el calendario y tan rápidamente como sea médicaamente posible, y debe proporcionar a la escuela un comprobante aceptable de que ha sido vacunado.

Un enfermero escolar o administrador escolar revisará cada 30 días el estado de inmunización de los estudiantes inscritos de manera provisional para garantizar el cumplimiento ininterrumpido de la aplicación de las dosis de vacunas requeridas. Si, al final del periodo de 30 días, un estudiante no ha recibido una dosis posterior de la vacuna, el estudiante no está cumpliendo con las normas, y la escuela excluirá al estudiante de su asistencia a la escuela hasta que se le administre la dosis requerida.

Las normas adicionales para la inscripción provisional de estudiantes transferidos de una escuela pública o privada de Texas a otra, estudiantes que dependen de militares en servicio activo, estudiantes que viven en hogar de acogida y estudiantes en situación sin hogar, se encuentran en el TAC, título 25, Servicios de salud, secciones 97.66 y 97.69.

#### Documentation

Dado que se usan muchos tipos de registros de inmunización personales, cualquier documento es aceptable si un médico o el personal de salud pública lo ha validado. La validación debe incluir una firma del responsable, sus iniciales o el sello. Un registro de vacunas generado a partir de un registro de salud

electrónico debe incluir la información de contacto de la clínica y la firma o sello del proveedor, junto con el nombre de la vacuna y la fecha de vacunación (mes, día y año). Se acepta un registro oficial elaborado por una autoridad sanitaria. Se acepta un registro oficial recibido de parte de los funcionarios de la escuela, incluido un registro procedente de otro estado.



Texas Department of State  
Health Services

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# APPENDIX H

## CODE OF CONDUCT AND DISCIPLINE

### SCHOLAR RIGHTS AND RESPONSIBILITIES/DUE PROCESS RIGHTS

While the primary purpose of this document is to inform scholars and parents of their rights, responsibilities and the consequences of their behavior, we also want to extend our appreciation to scholars who behave well, make responsible decisions and work hard; these scholars comprise the majority of our learners.

Each scholar has the opportunity and the right to use school as a means for self-improvement and individual growth. In so doing, he/she is expected to conduct him or herself in a manner compatible with the school's function as an educational facility, and in accordance with policies and regulations concerning scholar conduct and discipline, including but not limited to the grounds for suspension, expulsion and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other scholars or citizens, that threatens or endangers the health or safety of any person, or that damages property, will not be tolerated and will result in disciplinary action.

It is the intent of the Board to afford vigilant protection of the constitutional freedoms of all school personnel and scholars, and to guarantee those protections as provided in the Constitution, including the rights of free inquiry and expression, the right to freedom of association, and the right to administrative due process. Of equal importance is the right of school authorities to prescribe and control, consistent with fundamental and constitutional safeguards, scholar conduct in the schools, on school grounds, at school-sanctioned activities and events, and while being transported in school approved vehicles.

In exercising this right, the director, working with his/her staff and with the scholars, will attempt to achieve the objectives and follow the procedure set forth by policies and administrative regulations pertaining to the various aspects of scholar rights, scholar conduct, and scholar discipline.

### OBJECTIVES TO BE ACHIEVED

The primary objective is the proper recognition and preservation of a scholar's constitutional rights, and allowance for such rights:

1. Freedom of Expression - Scholars may freely express their points of view, provided they do not seek to coerce others to join in their way of expression and provided also that they do not substantially disrupt school operations, intrude upon the rights of others, or endanger the health and/or safety of other scholars or school personnel.
2. Personal Appearance - Restrictions on a scholar's hairstyle or manner of dress will be imposed when there is a "clear and present danger" to the scholar's health and/or safety, or where the behavior appearance causes an interference with schoolwork, or creates classroom or school disorder disruption. Participation in voluntary activities may make it necessary to impose specific requirements for grooming and dress, due to the nature of the activity.
3. The Right to Petition - Scholars are allowed to present petitions to the administration at any time. Collecting signatures on petitions is limited to before and after school hours. No scholar will be subjected to disciplinary measures of any kind for signing a petition to the administration - assuming that the petition is free of obscenities, libelous statements, personal attack,

or advocating disruption which poses a threat to the regular school program, and is within the bounds of reasonable conduct.

4. Scholar Property - A scholar's person and/or personal effects in his/her possession (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized materials. Scholar lockers and desks are school property and remain at all times under the control of the school; however, scholars are expected to assume full responsibility for the security of their lockers. Periodic general inspections of locker contents may be conducted by school authorities for any reason at any time without notice, without scholar consent, and without a search warrant. Such clean-outs will be to dispose of waste materials, recover missing books and other school property, and for other reasons as determined by the director.

5. Technology, Textbooks and Library Resources - Scholars are responsible for the proper care of school technology, textbooks and library resources that are provided for their use. Scholars who damage or fail to return school textbooks and/or library resources school technology, textbooks and library resources shall be responsible for the cost of replacing them. If the school determines that a scholar is unable to pay the full amount of a textbook or library resource at one time, it may obtain payment through other methods, including but not limited to payment plans or service at the school where the scholar is enrolled.

6. Scholar Involvement in School Affairs - While on school grounds, in school facilities, at school-sponsored activities, when being transported in vehicles approved by the school, or off school property when their conduct has a nexus connection to school or any school curricular or non-curricular activity or event, scholars shall comply with policies and regulations pertaining to scholar conduct. Scholars shall have the right to participate, as suitable to their age and maturity, in decision making processes; scholar government; and scholar organizations. They shall have the constitutional rights to freedom of assembly and expression, and the right to possess and distribute literature, as set forth in policies pertaining to scholar organizations and publications.

## **SECTION A: SCHOLAR CONDUCT POLICIES**

### **SCHOLAR CONDUCT**

Schools provide scholars with the opportunity for self-improvement and individual growth. School authorities have the right to control scholar conduct. Scholars are expected to conduct themselves at all times in manner which is compatible with the school's function as an education facility, and in accordance with policies and regulations concerning scholar conduct and discipline, including but not limited to the grounds for suspension, expulsion, and classroom removal. Conduct which disrupts or threatens to disrupt the operation of a school, which interferes in any way with the rights and privileges of other scholars or citizens, which endangers the health or safety of any person, or which damages property, will not be tolerated and will result in disciplinary action. All employees of the school shall be expected to share responsibility for supervising behavior of scholars and for seeing that scholars abide by the established rules of conduct.

This policy, and any corresponding regulations approved by the Board shall constitute the scholar conduct code set forth in the school. A summary of this policy and any corresponding regulations, as well as any individual school rules governing scholar conduct, shall be distributed to each scholar in the school and his or her parents, guardian, or legal custodian at the beginning of each school year, and to each new scholar and his or her parents, guardian, or legal custodian upon enrollment, and shall be kept on file within the school building throughout the year.

## **WEAPONS IN SCHOOL**

The Board will not tolerate unauthorized scholar possession or use of dangerous weapons on school property or at school sponsored activities. Such behavior is unacceptable, detrimental to the safety of others, and destructive to a positive learning environment.

Carrying, bringing, using, or possessing a dangerous weapon in the school building, on school grounds, in any school vehicle, or at any school sponsored activity without the authorization of the school administrator or designee is prohibited.

“Dangerous weapons” include, but are not limited to:

1. Firearms, loaded or unloaded.
2. Pellet or BB guns or other devices, whether operational or not, designed to propel projectiles by spring action or compressed air.
3. Location Restricted Knife – blade longer than 5.5 inches
4. Another object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
5. Any other object identified and defined as a dangerous weapon by state statute.

For purposes of this policy, a “firearm” includes:

1. Any weapon, including a starter gun, which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any explosive, incendiary, poison gas, bomb, grenade, or similar device.

School staff members shall confiscate dangerous weapons possessed in violation of this policy and submit them to the appropriate school administrator. Law enforcement authorities shall also be contacted in accordance with applicable law.

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on school property without the authorization of the school is prohibited. Scholars who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion.

## **SCHOLAR INVOLVEMENT REGARDING DRUGS AND ALCOHOL**

The Board recognizes that the unlawful or unauthorized scholar distribution, gift/exchange, sale, use, possession or purchase of drugs or alcohol constitute a hazard to scholars. Therefore, the Board assumes its responsibility for minimizing this hazard to scholars by providing drug and alcohol abuse prevention programs designed to educate scholars regarding the harmful effects of drug and alcohol abuse and to develop decision making skills regarding the use of such substances. Because effective prevention requires the combined efforts of parents and the school, the Board supports the concept that parents have the responsibility to cooperate in efforts to prevent drug and alcohol abuse problems and to seek help from public and private agencies for scholars involved in drug and alcohol abuse.

As used in this policy, “drugs” are all substances defined under federal and state statutes as “drugs” or “controlled substances,” as well as counterfeit drugs, substances falsely represented as being drugs, and drug-containing paraphernalia. As used in this policy, “legal drugs” are defined as over-the-counter and prescription drugs, including vitamins and other dietary supplements, that are properly possessed and

used by the person for whom they are intended in accordance with all applicable policies and regulations.

As used in this policy, "illegal drugs" are all drugs not defined herein as legal drugs. Scholar distribution, gift/exchange, sale, use, possession, purchase or being under the influence of alcohol or illegal drugs is prohibited in the school, on all school grounds and at any school-sanctioned activities, when scholars are being transported in vehicles dispatched, and at any time or in any place where the scholar's conduct interferes with or disrupts the educational program or operations of the school.

A violation shall subject a scholar to appropriate disciplinary action, up to and including expulsion and referral for prosecution.

### **SMOKING AND OTHER USES OF TOBACCO BY SCHOLARS**

The school is committed to high standards of personal and public health and safety. Therefore, in recognition of the school's responsibility to prepare scholars to make sound decisions about personal health and safety issues, it is the policy of the Board to prohibit the possession or use of tobacco by scholars, or the use of tobacco by teachers, staff, and visitors in or on any school property or while participating at any scholar activity sponsored by the school.

### **TOBACCO AND E-CIGARETTES PROHIBITED**

Scholars are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by scholars and all others on school property and at school-sponsored and school-related activities.

### **GANG-RELATED BEHAVIOR**

Gang-Related behavior and hazing shall be prohibited. The consequences for gang-related behaviors and hazing will be determined by the campus director.

## **Section B: Scholar Discipline**

### **SCHOLAR DISCIPLINE POLICIES**

Effective scholar discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any scholar must be to instill self-discipline and socially acceptable behavior. All policies and procedures for handling discipline problems shall be designed and interpreted to achieve these broad objectives.

In order to ensure maximum educational benefits for all scholars, each scholar is expected to conform to all school policies and regulations, show respect for and obey those in authority, and otherwise conduct himself or herself at all times in a manner fitting his or her ability, age, and grade. Provisions for disciplining scholars are to allow other scholars to learn in an atmosphere which is safe, conducive to the learning process, and free from unnecessary disruptions.

## **SCHOLAR SUSPENSION, EXPULSION, AND CLASSROOM REMOVAL DEFINITIONS**

1. "Suspension" means the exclusion of a scholar from attending school and participating in school activities for a specified and limited period of time.
2. "Expulsion" means the exclusion of a scholar from attending school and participating in school activities for a specified period of time beyond that provided for suspension but not to exceed one calendar year, unless scholar contact is otherwise authorized by the school administration.
3. "In-school suspension" means a suspension in which the scholar is suspended from participation in regular school activities, but receives continuous educational instruction, supervision, and discipline.
4. "Classroom removal" means the exclusion of a scholar from the classroom by a teacher for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the scholar.
5. "Scholar with disabilities" means a scholar for whom a determination of disability has been made by a duly convened staffing committee in accordance with state and federal laws governing the education of children with disabilities.
6. "Informal hearing" means an opportunity for a scholar to be informed of the evidence and consequences, and to explain his or her position, regarding the incident constituting grounds for discipline. An informal hearing does not include representation by counsel, the ability to confront and cross-examine witnesses, or to call witnesses to verify the scholar's version of the incident.
7. "At-Risk Scholars" means scholars who are at risk of suspension or expulsion. An at-risk scholar includes, but is not limited to, any scholar who is likely to be declared habitually truant or is likely to be declared habitually disruptive. The school shall work with the scholars' parents or guardians and appropriate local and state agencies, community-based organizations, and institutions of higher education to provide at-risk scholars with support services to help them avoid expulsion.

## **SUSPENSION AUTHORITY AND PROCEDURES**

1. Any scholar who is suspended for three days or less is entitled to hear the charges and to be given an opportunity to present his or her position in a conference. The conference should occur prior to removal from the school, unless the scholar's presence constitutes a continuing danger to that scholar, other persons or property, or a continuing threat of disrupting the academic process. In the latter case, a conference should be held as soon as practicable after the scholar's removal from school.
2. As an alternative to suspension, the suspending authority may, acting in his or her discretion, allow the scholar to remain in school if the scholar's parent, guardian, or legal custodian, with the consent of the scholar's teacher(s), attends school with the scholar for a specified period of time. If a parent, guardian, or legal custodian does not agree, or fails to attend school with the scholar, the suspending authority shall suspend the scholar in accordance with this policy. This alternative shall not be considered if expulsion proceedings are to be initiated or if the conduct giving rise to disciplinary action involved a threat to the welfare or safety of the scholars or school personnel.
3. A suspending authority may also order in-school suspension.

4. Re-admittance. A meeting between the director and the suspended scholar's parent, guardian, or legal custodian may be required to review the suspension before a scholar can be readmitted to school.
5. Scholars with Disabilities. Scholars with disabilities are subject to suspension on the same grounds as scholars without disabilities, except that such scholars are subject to the special considerations and procedures outlined in this regulation and current law. Scholars with disabilities who engage in misconduct may be removed from their current placement and be suspended, placed in an appropriate interim alternative educational setting, or placed in another setting for not more than 10 consecutive school days, and for additional periods of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under applicable law). In addition, a scholar with an IEP may be removed from his or her current placement and placed in an interim alternative setting chosen by the IEP team for not more than 45 consecutive school days if a hearing officer so orders, or if the scholar, while at school or at a school function: (1) carried or possessed a weapon; (2) knowingly possessed or used illegal drugs, or sold or solicited a controlled substance; or (3) inflicted serious bodily injury upon another person. Section 504 scholars may be disciplined for the use or possession of illegal drugs or alcohol to the same extent as scholars without disabilities.

If school personnel seek to remove a scholar with disabilities from his or her current placement for more than 10 consecutive school days (except as provided in the preceding paragraph), then the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the scholar's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the scholar's conduct was a manifestation of his or her disability.

If the IEP or § 504 team determines that the scholar's conduct was not a manifestation of the scholar's disability, then the school may proceed with discipline in the same manner as with a scholar without disabilities, except that a scholar with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the scholar may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the scholar was suspended, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

If the IEP or § 504 team determines that the scholar's conduct was a manifestation of the scholar's disability, then the school must discontinue the suspension proceedings and return the scholar to the placement from which he or she was removed, unless otherwise agreed to by the parent. In addition, for scholars with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the scholar, or, if a behavioral intervention plan was already in place, review and modify it as the team deems necessary.

### **MANIFESTATION DETERMINATION REVIEW (MDR)**

If disciplinary action is proposed for a scholar receiving Special Education or 504 services:

- An **MDR** must be conducted
- This determines if behavior is related to the disability
- The result may require a change to the **IEP** or **Behavior Intervention Plan (BIP)**

## **CHANGES IN PLACEMENT**

All requests for changes in placement must be submitted to the **Director of Diverse Learners** and will be addressed according to the IEP and MDR findings, if applicable.

## **EXPULSION AUTHORITY AND PROCEDURES**

In the event that the school contemplates action expelling any scholar, the following procedures shall be followed:

1. The power to expel scholars has been delegated to the Board.
2. Expulsion can occur only after the accused scholar and his or her parents have been given the opportunity for a hearing.
3. Notice.

Not less than ten days prior to the date of contemplated action, the director shall cause written notice of such proposed action to be delivered to the scholar and his or her parents, guardian, or legal custodian. Such delivery may be by United States mail or by personal delivery. If mailed, delivery shall be deemed to be completed at such time as the notice is deposited in the United States mail addressed to the last known address of the scholar or his or her parents, guardian, or legal custodian.

### 4. Emergency Notice.

In the event the Board determines that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened to the extent the Board may direct, provided that the scholar or his or her parents, guardian, or legal custodian have actual notice of the hearing prior to the time it is held.

### 5. Contents of Notice.

The notice shall contain the following:

- A. A statement of the rule or regulation which the scholar is alleged to have violated.
- B. A statement that a hearing on the question of expulsion will be held within the period of suspension applicable to the scholar if requested by the scholar or his or her parents, guardian, or legal custodian.
- C. A statement of the date, time, and place of the hearing in the event one is requested.
- D. A statement that the scholar may be present at the hearing and hear all information against him or her; that the scholar will have an opportunity to present such information as is relevant; and that the scholar may be accompanied and represented by his or her parents, guardian, or legal custodian and an attorney.
- E. A statement that failure to request a hearing within five 3 calendar days or failure to participate in such a hearing constitutes a waiver of further rights in the matter.
- F. A statement of the effective date and duration of the contemplated expulsion.

## 6. Scholars with Disabilities

Scholars with disabilities are subject to expulsion on the same grounds as scholars without disabilities, except that such scholars are subject to the special considerations and procedures outlined by the law. Before expelling a scholar with disabilities, the school must, no later than by the date the decision to take such disciplinary action is made, notify the parent of that decision and of all procedural safeguards accorded under applicable law, and, no later than 10 school days after the disciplinary decision is made, meet with the parent and relevant members of the scholar's IEP or § 504 team (as determined by the school and the parent), to determine in accordance with applicable law if the scholar's conduct was a manifestation of his or her disability.

If the IEP or § 504 team determines that the scholar's conduct was not a manifestation of the scholar's disability, then the school may proceed with expulsion in the same manner as with a scholar without disabilities, except that a scholar with an IEP must continue to receive educational services as determined by the IEP team. In addition, as deemed appropriate by the IEP team, the scholar may receive a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior for which the scholar was expelled, or, if behavioral intervention services and modifications are already in place, have them reviewed and modified as the IEP team deems necessary.

If the IEP or § 504 team determines that the scholar's conduct was a manifestation of the scholar's disability, then the school must discontinue the expulsion proceedings and return the scholar to the placement from which the scholar was removed, unless otherwise agreed to by the parent. In addition, for scholars with IEPs, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the scholar, or, if a behavioral intervention plan was already in place, review and modify it as the IEP team deems necessary.

7. Re-admittance. A re-admittance conference of the procedures for suspension section of this policy shall be held prior to an expelled scholar being readmitted to school.

## **EXPELLABLE OFFENSES**

Expulsion may occur for any of the following offenses:

- Habitual failure to pick up a scholar from school in a timely manner
- Habitual disruptive behavior that interferes with the instructional environment
- Physical harm to a scholar or staff.
- Use of illegal substances.
- Being in possession of any type of weapon on school property.
- Threatening or engaging in bullying scholars or staff.

## **PROCEDURE FOR CLASSROOM REMOVAL**

The following procedures shall be followed with respect to any disciplinary removal of a scholar from the classroom.

1. A teacher may remove a scholar from the teacher's classroom (for one day) for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the scholar.

2. The teacher initiating the disciplinary removal of a scholar from the classroom shall provide assignments and other coursework to be completed by the scholar during the period of removal, and shall contact the parent or legal guardian of the scholar as soon as possible after the removal to request the parent's or legal guardian's attendance at a conference with the teacher concerning the removal.
3. The teacher may develop a behavior plan approved by the director designee after a scholar's first one-day removal from the classroom during any grading term (quarter, trimester, or semester) and shall develop a behavior plan after a scholar's second one-day removal from the classroom during any grading term. The behavior plan shall indicate that the third incident during a grading period (of material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the scholar) after classroom removals for the first two incidents will result in the scholar's removal from the classroom for the remainder of the grading term. The teacher shall provide a copy of the behavior plan, as well as a copy of each revision thereto, to the scholar and the parent or legal guardian of the scholar.
4. Disciplinary classroom removals shall not count as suspensions.

#### **CLASSROOM REMOVAL FOR SCHOLARS WITH DISABILITIES**

Discipline of scholars with disabilities who are habitually disruptive shall be subject to special considerations and procedures if the habitually disruptive behavior is associated with the scholar's identified disability.

#### **DISCIPLINE OF HABITUALLY DISRUPTIVE SCHOLARS**

Any scholar who is suspended two times for a material and substantial disruption during any one school year while at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle shall be subject to an individual remedial discipline plan. Any scholar who is declared a habitually disruptive scholar may be subject to expulsion.

#### **CORPORAL PUNISHMENT**

No corporal punishment shall be allowed in the school.

#### **REASONABLE RESTRAINT**

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school. There are times when it becomes necessary for staff to use reasonable restraint to protect a scholar from harming himself/herself or to protect others from harm. Reasonable restraint is defined as involuntary immobilization of the scholar's opportunity for movement by staff member(s) through direct contact. To the extent that their actions comply with state law and Board policy governing physical restraint of scholars, employees shall have the full support of the Board in their efforts to maintain a safe environment.

#### **SEARCHES**

To maintain order and discipline in the schools and to protect the health, safety and welfare of scholars and school personnel, school authorities may search a scholar, a scholar's personal effects, scholar lockers, desks or storage areas, or automobiles under the circumstances outlined below and may immediately take possession of any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous or detrimental to the health,

safety, or welfare of scholars or school personnel; disruptive of any lawful function, mission, or process of the school; or any item described as unauthorized in the current school rules or policies.

A scholar's failure to permit lawful searches and seizures as provided in this policy will be considered grounds for disciplinary action.

### **PROCEDURES FOR PERSONAL SEARCHES**

A scholar's person and/or personal effects in his/her possession (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized materials. If a pat-down search of a scholar's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, except that under urgent circumstances, a search may be conducted by a school official alone, without a witness present.

If the administrator feels that a more intrusive search is required, searches of the person of a scholar which require removal of clothing other than a coat or jacket shall be referred to and conducted by a law enforcement officer, and school personnel will not participate in such searches.

### **DISCIPLINE MANAGEMENT TECHNIQUES**

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

- Verbal correction
- Cooling-off time or “time-out”
- Seating changes within the classroom
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-sponsored clubs and/or organizations, or participation in academy programs
- Temporary confiscation of items that disrupt the educational process (Items will be returned to either the scholar or parent at the end of the day, the next school day, end of the semester, or end of the school year as outlined in district procedures.)
- Parent-teacher conferences
- Scholar conferences
- Rewards or demerits
- Behavioral contracts
- Counseling by teachers, counselors, or administrative personnel
- Parent contact
- Assignment of school duties *other than class tasks*, such as cleaning or picking up litter
- School-assessed and school-administered probation or strategies within school guidelines
- Scholar referral to the office or other assigned area (i.e., another teacher's classroom)
- Detention (A.M., Lunch, and/or P.M.)
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Placement and/or expulsion in an alternative educational setting
- Expulsion
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- Other strategies and consequences as determined by school officials within district/state/federal guidelines

## **ADMINISTRATIVE RIGHTS**

Administrators have the right to make decisions and assign consequences based on their judgment and evidence for incidents where the scholar's intent has to be considered.

# **APPENDIX I**

## **BULLYING AND HARASSMENT POLICY**

### **NONDISCRIMINATION/NON-HARASSMENT OF SCHOLARS**

The Board is committed to the policy that does not exclude from participation in, deny the benefits of, or subject to discrimination on the basis of race, religion, color, national origin, homelessness, sex, gender preference, age, disability, or relationship or association with an individual with a disability in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; the Individuals with Disabilities Education Act, as amended; Title IX of the Educational Amendments of 1972, as amended; the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended.)

As part of this policy, the Board is committed to maintaining a learning environment for scholars that is free from harassment based on an individual's disability, race, creed, color, sex, sexual orientation, homelessness, national origin, religion or ancestry. All such harassment, by employees, scholars and third parties, is strictly prohibited.

### **HARASSMENT**

Harassment based on disability, race, creed, color, sex, sexual orientation, homelessness, national origin, religion or ancestry will be regarded as a violation of this policy when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of a scholar's education; (2) submission to or rejection of such conduct is used as the basis for educational decisions affecting the scholar; or (3) such conduct has the purpose or effect of adversely affecting a scholar's ability to participate in or benefit from program(s), or of creating an intimidating, hostile or offensive educational environment.

### **BULLYING**

This section applies to 1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property; 2) bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and 3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Arrow considers conduct bullying if that conduct exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school. SB 179 allows Arrow Academy Board of Directors, its Superintendent and/or Campus Director to transfer the student who engaged in bullying and/or cyberbullying to a classroom at the campus other than the classroom(s) to which the victim was assigned at the time the bullying occurred; or a campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with the parent or other person with authority to act on behalf of the student who engaged in bullying. Additionally, parents will be notified no later than the next school day after the incident has occurred in addition to local law enforcement if the student(s) has engaged in conduct that constitutes an offense under Section 22.01 or

## 42.07 (a) (7), Penal Code.

The Board recognizes the negative impact that bullying has on scholar health, welfare, and safety and on the learning environment at school. All administrators, teachers, classified staff, and scholars share the responsibility to ensure that bullying does not occur at school.

SB 179 defines bullying as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property and that: 1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; 2) is sufficiently severe, persistent, or [and] pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; 3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or 5) infringes on the rights of the victim at school. SB 179 includes cyberbullying within the definition of bullying.

Cyberbullying means bullying involving the use of information and communication technologies such as email, cell phone, PDA's, pagers, text messaging, instant messaging, digital cameras, personal computer, school computer, chat room, personal website, defamatory website, or defamatory online personal polling website, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Notice of alleged bullying will be given to the parent of the target scholar on or before the third business day after the incident is reported. The alleged bully's parents will be notified within a "reasonable time." Expulsion or alternative setting is allowed for a scholar who:

1. Engages in bullying that encourages suicide
2. Incites violence through group bullying
3. Releases or threatens to release "intimate visual material" of a minor or an adult scholar without consent

### **REPORTING BULLYING**

Scholars are encouraged to anonymously report actual bullying by visiting the Resources tab on the Arrow Academy website and clicking on the Bullying Information & Complaint Form link.

## **APPENDIX J**

# **ARROW HARVEST PREPARATORY ACADEMY 2024-2025 TITLE I, PART A PARENTAL INVOLVEMENT POLICY**

### **STATEMENT OF PURPOSE**

Arrow Harvest Preparatory Academy is committed to ensuring the highest quality K-6 education for all students. Arrow Harvest Preparatory Academy recognizes that parents are valued partners in the educational process, serving as the child's first teacher in the early years of child development. As a result, parents play an extremely important role as children's first teachers. Partnerships with parents and the community are vital. It is a winning combination when school and home work together to promote high student academic achievement.

Parents' support for their children and for the school is critical for students' success throughout their K-12 educational experience.

The Arrow Blended Instructional Model is more than advanced technology and web-based instructional tools. It means adopting a new learning environment that works better for students and their families as well as teachers. This model integrates technology driven lessons for a portion of the instructional day. Students have an opportunity for more individualized instruction and more control over pace, path and time. This instructional flexibility extends from the school to the home connection when students have internet access at home or in their community. The goal is a home-school partnership that will empower parents and students for future academic success.

### **PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY**

The Community Advisory Board (CAB) and consisting of parents, members with the partnership, administrators, members of the community and other staff will meet to update the Harvest Preparatory Academy's Parental Involvement Policy. All parental comments and feedback are welcomed. The goal is to have parents play a vital role in decision making regarding the Title I program and other school improvement initiatives.

### **CAPACITY BUILDING AND COORDINATION**

Capacity building activities will be provided to increase student achievement through school activities and programs. Harvest Preparatory Academy will coordinate these efforts and strategies with other federal and state programs in a variety of ways.

### **SCHOOL-PARENT COMPACT (SEE APPENDIX K)**

Each school must share responsibility with parents for high student academic performance by developing a school- parent-student compact jointly with the parents. This compact will include how parents, staff, and students will share responsibility for improved student academic achievement. Parents will be involved in designing these compacts. The compact will be shared with all parents at the Annual Registration Drive and at the Annual Parent Meeting as needed.

Parents will receive the compact from their child's school with a list of responsibilities that teachers, parents, and students will each have for helping students achieve their goals.

Student responsibilities may vary by grade level. The School-Parent Compact will be discussed throughout the year to ensure a scholarly school climate as well as improved student academic achievement.

### **TYPES OF PARENTAL INVOLVEMENT**

There are many ways in which parents can become involved with their children's education. Arrow Harvest Preparatory Academy values both the at-home contributions and those, which take place at school and in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership to ensure that all children succeed.

### **MATCHING PROGRAMS TO THE NEEDS OF THE COMMUNITY**

Each year, Arrow Harvest Preparatory Academy will determine the needs of parents and children in the community through a variety of measures. This includes an annual consultation with parents to ensure that the Title I, Part A program will be tailored to meeting those needs. Parent meetings and other programs will be available for parents and the school to help form partnerships which will improve the involvement of families in order to increase student academic achievement. Parents will be notified about these opportunities through Thursday Communication Day. Parents may call the school office at any time to express an interest in a particular type of workshop or to make other suggestions. Parents are always welcome to volunteer. Please come to the Main Office for a volunteer opportunity.

### **STAFF-PARENT COMMUNICATION**

Communication with parents will include newsletter distributed throughout the year. There will also be notices and activity packets sent home with children. Phone calls and parent/teacher conferences will be scheduled as needed. Parents are encouraged to take the initiative in calling their child's teacher to monitor their child's progress as well as when they are concerned about a problem. They may also call the school office and ask for a translator for conferences. As much as possible, notices will be sent home in a language parents understand.

### **ANNUAL MEETING FOR TITLE I, PART A (WILL BE HELD WITH OPEN HOUSE)**

At the annual meeting for parents, information about Title I, Part A guidelines will be distributed. Parents will be given copies of the current Parental Involvement Policy and offered a chance to become involved in revising that policy as needed. Volunteers may serve on the CAB, the Community Advisory Board that meets quarterly. Translation (when needed) will be provided so that all parents may participate.

### **EVALUATION**

The CAB will be involved in the process of school review and improvement. Parents will participate in this group. The goal is to evaluate the school by collecting information in a variety of ways, including parent surveys, program evaluations and the school's report card.

The survey evaluation will include an assessment of how much parental involvement is increasing and what the barriers are to effective parental participation. Arrow Harvest Preparatory Academy will revise its Parental Involvement Policy as needed on the basis of this annual review.

### **CONCLUSION**

Arrow Harvest Preparatory Academy is committed to ensuring that parents are partners in the school. Arrow Harvest Preparatory Academy is dedicated to building relationships with students and their families based on mutual respect and self-management of behavior.

Through the relationships that are built with students and their families at Arrow Harvest Preparatory Academy, the school culture is a caring and motivating environment where critical thinking and learning are evident in our small class sizes.

## APPENDIX K

### 2024-2025 Title I Part A Home School Compact PARTNERSHIP IN EXCELLENCE AGREEMENT

#### As a school, we will:

- Provide a high-quality, effective learning environment that is safe and that enables the scholar to meet the State's academic achievement standards for all grade levels.
- Provide ongoing two-way communication between teachers and parents through parent- teacher-scholar conferences and frequent reports to parents.
- Provide reasonable access to staff through scheduled parent conferences.
- Provide opportunities for parents to volunteer and participate in their scholar's education.
- Provide a mutually respectful relationship with all parties (scholars, parents, teachers, and volunteers).
- Greet you with a handshake, a smile on our face and speak to you in a positive tone.
- Provide excellent customer service and be your school of choice!

#### As a parent, I will:

- Review the school rules and Student Discipline Policy with my scholar.
- Emphasize the importance of appropriate behavior at school with my scholar.
- Ensure my scholar is in school, in uniform, and on time every day.
- Contact the classroom teacher to discuss any problems my scholar is having concerning the school rules.
- Work with teachers and administrators to implement corrective measures at school and reinforced at home to ensure high behavioral expectations at all times for my scholar.
- Attend Parent Conferences at least twice a year about my scholar's performance.
- Encourage and support my scholar to complete all school assignments and homework.
- Treat every scholar, staff member with respect, kindness, and courtesy.
- Honor Arrow Academy's core values through my character.
- Be a role-model and respect my child's teachers' professional decisions.
- Handle disagreements and complaints according to school policy and practice.
- Abide by the policies and guidelines in the Harvest Preparatory Handbook.

#### As a scholar, I will:

- Proudly follow the Social Contract, an agreement for my behavior.
- Abide by the Student Discipline Policy.
- Show respect for my classmates, teachers, and school property.
- Give 100% effort on my daily work, homework, and tests.
- Ask questions when I am not sure about a lesson or an assignment.
- Do my part to help create a disruption-free, positive learning environment.
- Take responsibility and accept the consequences for my actions.
- Be considerate concerning nutrition and food allergies and not share food or drinks with other students.

I will read the Arrow Harvest Preparatory Handbook. I agree to high behavioral expectations for my scholar and I will abide by the standards defined in this document.

Scholar Name: \_\_\_\_\_ Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX L: Board Policy 3.9

# FREEDOM FROM DISCRIMINATION, RETALIATION, AND HARRASSMENT

### **Sec. 3.9.1. Statement of Nondiscrimination**

Arrow Academy prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of Arrow Academy policy.

### **Sec. 3.9.2. Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

### **Sec. 3.9.3. Prohibited Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

### **Sec. 3.9.4. Sexual Harassment**

#### **Sec. 3.9.4.1. By an Employee**

Sexual harassment of an Arrow Academy student by an Arrow Academy employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or non-verbal conduct; or other conduct or communication of a sexual nature when:

1. An Arrow Academy employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and Arrow Academy employees are prohibited. Any sexual relationship between a student and an Arrow Academy employee is always prohibited, even if consensual.

#### **Sec. 3.9.4.2. By Others**

Sexual harassment of a student, including harassment committed by another student, includes

unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

#### **Sec. 3.9.5. Retaliation**

Arrow Academy prohibits retaliation against a student alleged to have experienced discrimination or harassment or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with an Arrow Academy investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.

#### **Sec. 3.9.6. Prohibited Conduct**

In this policy, the term "prohibited conduct" includes discrimination, harassment, and/or retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

##### **Sec. 3.9.6.1. Reporting Procedures**

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, Principal, or the appropriate Compliance Coordinator listed in this policy.

Any Arrow Academy employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate Compliance Coordinator listed in this policy, and take any other steps required by this policy.

###### ***Sec. 3.9.6.1.1. Definition of Compliance Coordinator***

For the purposes of this policy, Compliance Coordinators are the Title IX Coordinator, the ADA/Section 504 coordinator, and the Superintendent.

###### ***Sec. 3.9.6.1.2. Title IX Coordinator***

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX Coordinator whom Arrow Academy designates to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended.

###### ***Sec. 3.9.6.1.3. ADA/Section 504 Coordinator***

Reports of discrimination based on disability may be directed to the ADA/Section 504 Coordinator whom Arrow Academy designates to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

###### ***Sec. 3.9.6.1.4. Superintendent***

The Superintendent shall serve as the Compliance Coordinator for purposes of Arrow Academy's compliance with all other antidiscrimination laws.

### **Sec. 3.9.6.2. Alternative Reporting Procedures**

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX Coordinator or ADA/Section 504 Coordinator, may be directed to the Superintendent. Reports concerning prohibited conduct by the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

### **Sec. 3.9.6.3. Timely Reporting**

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair Arrow Academy's ability to investigate and address the prohibited conduct.

### **Sec. 3.9.6.4. Notice to Parents**

The Arrow Academy official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by an Arrow Academy employee or another adult.

### **Sec. 3.9.6.5. Investigation of the Report**

**Arrow Academy** may request, but shall not insist upon, a written report. If a report is made orally, the school official shall reduce the report to written form.

Upon receipt or notice of a report, the appropriate Compliance Coordinator shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the Compliance Coordinator shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, Arrow Academy shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by a Compliance Coordinator or designee, or by a third party designated by Arrow Academy, such as an attorney. When appropriate, the Principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

### **Sec. 3.9.6.6. Concluding the Investigation**

Absent extenuating circumstances, the investigation should be completed within ten school business days from the date of the report. If the investigator determines that additional time is needed to complete a thorough investigation of the complaint and/or issue a report, he or she shall inform the complainant in writing of the necessity to extend the time for investigating or responding and a specific date by which the report will be issued.

The investigator shall prepare a written report of the investigation. The report shall be filed with the Compliance Coordinator overseeing the investigation.

#### **Sec. 3.9.6.7. School Action**

If the results of an investigation indicate that prohibited conduct occurred, Arrow Academy shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

Arrow Academy may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

#### **Sec. 3.9.6.8. Confidentiality**

To the greatest extent possible, Arrow Academy shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

#### **Sec. 3.9.6.9. Appeal**

A student who is dissatisfied with the outcome of the investigation may appeal through Board Policy PG- 3.40 (Parent and Student Complaints and Grievances), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

#### **Sec. 3.9.6.10. Records Retention**

Retention of records shall be in accordance with the applicable schedule published by the Texas State Library and Archives Commission.

#### **Sec. 3.9.7. Access to Policy**

Information regarding this policy shall be distributed annually to Arrow Academy employees and included in the Student Handbook. Copies of the policy shall be readily available at each campus and the Arrow Academy administrative offices.

## **APPENDIX M**

### **PARENTAL RIGHTS AND STUDENT PRIVACY POLICY**

#### **Board Policy 3.11.2.19**

As a condition of receiving funds under any applicable program, Arrow Academy adopts the following policies, pursuant to 20 U.S.C. 1232h(c)(1):

1. Parents have a right to inspect any survey created by a third party before the survey is administered or distributed by Arrow Academy to the student. Parents should submit such a request to the Director and shall be provided an opportunity to inspect the survey within a reasonable period of time as determined by Director. Upon a parent's request to inspect a survey, the parent's child shall not participate in the survey until the parent has had a reasonable opportunity to inspect the survey, as determined by the Director.
2. In the event a survey contains the items listed above, and is administered or distributed to students, Arrow Academy shall comply with FERPA and other applicable law to protect student privacy.
3. Parents have a right to inspect any instructional material used in the educational curriculum for the student. Parents should submit such a request to the Director. The Director shall provide reasonable access to parents within a reasonable period of time, as determined by the Director.
4. Arrow Academy may administer physical examinations or other screenings to students as required and/or authorized by state or federal law and in accordance with other applicable policy.
5. Arrow Academy shall not collect, disclose, or use a student's personal information for the purpose of marketing or selling that information to third parties. This policy does not apply to or restrict the use of personal information collected from students for the purpose of developing, evaluating, or providing educational products or services offered by Arrow Academy, for or to students or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs, or as otherwise required by law. This policy is also subject to state and federal public information laws and FERPA, that makes some student personal information, defined above as Directory Information, public.
6. Parents have a right to inspect any instrument used in collection of personal information, described above, before the instrument is administered to the student. Parents should submit such a request to the Director. The Director shall provide reasonable access to parents within a reasonable period of time, as determined by the Director. Upon a parent's request to inspect such an instrument, the parent's child shall not participate until the parent has had a reasonable opportunity to inspect the instrument, as determined by the Director.

## **APPENDIX N**

### **Resources**

1. [Suicide Hotline](#)
  - 1-800-273-8255
2. [Child Abuse Hotline](#)
  - 1-800-252-5400
  - <https://www.txabusehotline.org/>
3. [Bullying Prevention](#)
  - stopbullying.gov
  - <https://www.apa.org/topics/bullying>
4. [Flu Information](#)
  - Texasflu.org
5. [Immunization Information](#)
  - <https://www.dshs.state.tx.us/immunize/school/default.shtm#exclusions>
6. [City of Houston Health and Human Services](#)
  - <http://www.houstontx.gov/health/Immunizations/>
7. [Brazos County Health Department](#)
  - <http://www.brazoshealth.org/>
8. [Medicaid](#)
  - <https://www.medicaid.gov/chip/index.html>

# APPENDIX O

## Arrow Academy Grievance Form



{Refer to Board Policy 3.40 for detailed procedures at [arrowacademy.org](http://arrowacademy.org) under Resources.}

Levels:

- I. Campus Director or Designee
- II. District Grievance Coordinator
- III. Superintendent or Designee
- IV. Board of Trustees

Date of Concern/Dispute: \_\_\_\_\_ Date Filed: \_\_\_\_\_

Name of person filing complaint: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Relationship to the District: (parent, student, community member, etc.) \_\_\_\_\_

Name of Complainant's Representative, if applicable: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

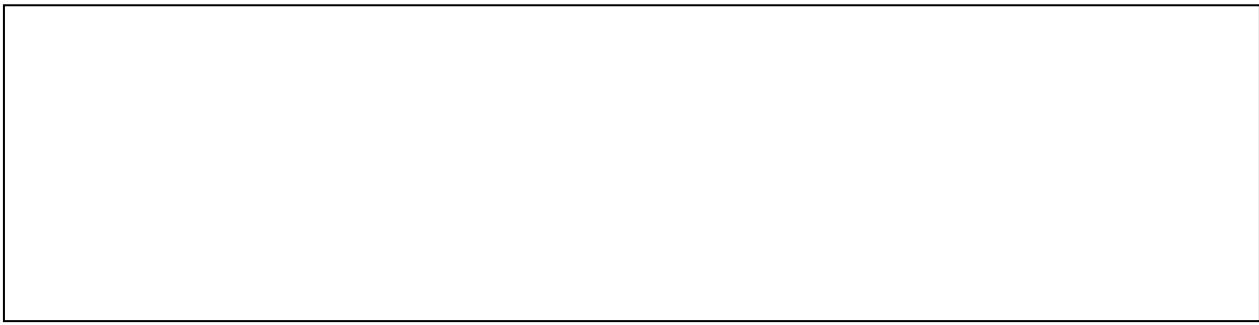
List school/district representative(s) contacted previously regarding this matter:

Name: \_\_\_\_\_ Date of Contact: \_\_\_\_\_

Name: \_\_\_\_\_ Date of Contact: \_\_\_\_\_

Name: \_\_\_\_\_ Date of Contact: \_\_\_\_\_

Attach any documents that support the complaint, and list here:



Statement of Concern/Dispute:

Requested Resolution:

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Return to [information@arrowacademy.org](mailto:information@arrowacademy.org) or deliver to the campus administrative assistant.

# LEVEL I:

Date Received by Campus Director or Designee: \_\_\_\_\_

Date Conference Scheduled: \_\_\_\_\_ Complainant in attendance?

Disposition by Campus Director or Designee:

Suggested Resolution:

Campus Director/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Return complete copy of form to complainant. Retain original for campus files.)

Complainant Response (initial the applicable statement, sign, date, and return to the campus):

I do not accept the above decision, and I am submitting an appeal to the next level.

I accept the above decision.

(A non-response indicates acceptance of the decision.)

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## LEVEL II:

Date Received by District Grievance Coordinator: \_\_\_\_\_

Date Conference Scheduled: \_\_\_\_\_ Complainant in attendance? \_\_\_\_\_

Disposition by District Grievance Coordinator:

Suggested Resolution:

District Grievance Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Return complete copy of form to complainant. Retain original for campus files.)

Complainant Response (initial the applicable statement, sign, date, and return to the District Grievance Coordinator):

I do not accept the above decision, and I am submitting an appeal to the next level.

I accept the above decision.

(A non-response indicates acceptance of the decision.)

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## LEVEL III:

Date Received by Superintendent or Designee: \_\_\_\_\_

Date Conference Scheduled: \_\_\_\_\_ Complainant in attendance? \_\_\_\_\_

Disposition by Superintendent or Designee:

Suggested Resolution:

Superintendent/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Return complete copy of form to complainant. Retain original for campus files.)

Complainant Response (initial the applicable statement, sign, date, and return to the Superintendent or Designee):

I do not accept the above decision, and I am submitting an appeal to the next level.

I accept the above decision.

(A non-response indicates acceptance of the decision.)

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## LEVEL IV:

Date Received by Board of Trustees: \_\_\_\_\_

Date Board Meeting Scheduled: \_\_\_\_\_

Complainant in attendance? \_\_\_\_\_

Disposition by Board of Trustees:

Resolution:

Board of Trustees Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Return complete copy of form to complainant. Retain original for campus files.)

## APPENDIX P: Student Fee Schedule

### Fees:

Materials that are part of the basic educational program are provided without charge to a student. While Arrow Academy provides most school supplies, a student may be expected to provide specific grade level supplies that are identified at the campus level. Students may be required to pay certain other fees or deposits including:

- Materials used in any program beyond minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of materials.
- Membership dues in student organizations or clubs and admission fees or charges for attending extracurricular activities when membership or attendance is voluntary.
- Items of personal use or products which a student may purchase at his or her own option, such as student publications or yearbooks.
- Fees specifically permitted by any other statute.
- Items of personal apparel which become the property of the student and which are used in extracurricular activities. Exemptions from Fees or Deposits: If a student and his or her parent or guardian are unable to pay required deposits or fees, the following procedures will be followed for waiving such fees:
  - The student's parent/guardian will make their request in writing to the campus Director.
  - The Director will determine eligibility according to district guidelines. If the family is unable to provide the necessary supplies or fees, the Director or designee will grant a waiver of fees.



ARROW ACADEMY EARNS AN "A" IN STUDENT GROWTH

