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## **Student Handbook**

### **Chartered Schools**

In February of 1996, the Texas Legislature authorized the creation of state chartered schools. These are public schools, required to meet state accreditation requirements. Charter schools are designed and managed by concerned teachers, parents, administration and community members.

Once the charter is created, it is submitted to the State Board of Education for approval. The charter is granted to a 501(c) (3) non-profit Organization. The non-profit organization governing our school is called Shekinah Learning Institute. The Board of Directors of Shekinah Learning Institute is the governing body of the charter school. Shekinah Learning Institute has created an Advisory Board to create and implement the policies and procedures of the charter school. The school must conduct itself in agreement with its charter. Charter schools are accountable to the State Board of Education and are monitored by the Texas Education Agency to insure that they meet both state and federal guidelines. Many rules and regulations that apply to public schools have been removed from charter schools, yet with this freedom there is a great deal of fiscal and student academic accountability.

### **Mission Statement**

#### **The SSPAC (Student, Staff, Parents & Community) of Shekinah Radiance and Radiance Academy is on a Mission to:**

- Teach to Reach
- Transform A Today Generation; Create A New Tomorrow
- Ensure Our Students Achieve Academically, Earn Morally, and Receive Abundantly

#### **Objectives:**

- To Meet Individual Academic and Social Needs By Offering a Prescriptive Program of Learning (IPP).
- To Provide a Safe and Secure Learning Environment That Models “Moral Leadership”.
- To Include the Parent in Our School-Wide Programming and Instruction.
- To Maintain 95% Attendance and 75% Mastery In All Subject Areas.
- To Utilize the Talents, Skills, and Expertise of Our Community Mentors and Volunteers.

#### **School Colors**

**Shekinah** - Navy Blue and Khaki  
School Mascot....Dove

**Radiance – Secondary** - Navy Blue and Khaki  
**Elementary** Burgundy  
School Mascot...Lion

*Shekinah Radiance and Radiance Academy of Learning* admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, and color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or other school-administered programs. Students may be denied admission or readmission based upon documented behavior problems.

### **STUDENT EDUCATIONAL RECORDS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 48 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The

principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Requests for copies of records: Parents or eligible students must submit to the school principal a written request that identifies the record(s) they wish to have copied. Copies are available at a per copy cost.

2. The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Shekinah Radiance and Radiance Academy to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Parents of students receiving special education services are asked to sign a consent for release/request of records to allow a campus to release or request special education records.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

## **STUDENTS' RIGHTS AND RESPONSIBILITIES**

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. Students are expected to respect the rights and privileges of other students, teachers, and District staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the District's educational mission. Student responsibilities for maintaining a positive learning environment at school or school-related activities include:

1. Treating other students and the adults in the school with courtesy and respect.
2. Accepting responsibility for their actions and behavior and being accountable for the consequences.
3. Actively supporting and assisting the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
  - Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense.
  - Responsibly informing staff of conduct violations by others.
  - Immediately submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery.
4. Attending all classes regularly and on time.
5. Being prepared for each class with appropriate materials and assignments.
6. Dressing and grooming appropriately as described in this document.
7. Paying debts in a timely manner, unless these are waived.
8. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Respecting the property of others, including District property and facilities.
10. Refraining from violations of the Student Code of Conduct, and obeying all campus and classroom rules, including safety rules. The District may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms, and violations of such rules may or may not constitute violations of the Student Code of Conduct.

## **IMMUNIZATION REQUIREMENTS**

Texas law requires that all children attending school have an up-to-date immunization record on file. An original copy of the immunizations must be presented at registration. Children who do not have the required immunizations will not be permitted to continue or register for school.

**DTP, DTaP, DT, and Td** Five doses required for entry kindergarten students unless the fourth dose was received after the 4<sup>th</sup> birthday. Students age seven, starting their vaccine, are required to have three doses. TD: booster every ten years.

**POLIO** Four doses of IPV required for kindergarten students unless the third dose was received after 4<sup>th</sup> birthday. It can be any combination of OPV or IPV. Not required of 18-year-old students.

### **MEASLES**

Two doses of measles vaccine are required.

- First dose shall be administered on or after the 1<sup>st</sup> birthday.
- Second dose by age 5 or entry into kindergarten. Physician confirmation of illness is not acceptable, only a serological (blood test) confirmation.

**RUBELLA** One dose of vaccine on or after the first birthday or serological (blood work) confirmation of rubella immunity.

**MUMPS** One dose of vaccine on or after the 1<sup>st</sup> birthday. Vaccine required for all students through 18 years of age.

**HIB** Three doses of Haemophiles, Influenza type B vaccine and a booster if given before child is 15 months or one dose of vaccine if given after 15 months. Vaccine given through 4 years of age.

### **HEPATITIS**

**Type A** Two doses of Hepatitis A required for Pre-Kindergarten through 3rd grade. Second dose is required 6 months after the administration of the 1<sup>st</sup> dose.

**Type B** Three doses required for the following grades: 2004-2005 Kindergarten through 5th grade; 7<sup>th</sup> through 10th grade. 2005-2006 Kindergarten through 11th grade; Kindergarten through 12th grade.

**VARICELLA** (Chicken Pox) One dose of varicella vaccine received on or after the 1st birthday is required for the following grades: 2004-2005 Kindergarten through 4th grades; 7th through 10th grade. Two doses if the student was 13 years old at time the first dose of varicella was received. If the student has had Varicella (Chicken Pox) illness, please request form from the school nurse to validate illness. 2005-2006: Kindergarten through 5th grade and 7th through 11<sup>th</sup> grade.

**MENINGITIS** Menactra (Meningococcal Conjugate Vaccine) protects students 11 years of age and older from Meningitis. It is available from primary care providers. Shekinah Radiance and Radiance Academy encourages you to immunize your children to protect them from meningitis, but the vaccine is not currently a school requirement.

## **Clinic**

When a student becomes ill, s/he will be sent to the office. If the student has a fever (99.6° or more) or is in need of further medical care, a parent/guardian will be contacted. Students cannot leave the campus unless a parent/guardian has been notified and student is picked up by an authorized adult.

## **Medication at School**

School personnel will administer prescription medication only when the medication is provided in the original container from the pharmacy with specific instruction, including

- Student's name and name of the prescribing physician/dentist.
- The name of medication.
- The dosage (amount) and the times to be given.
- Pharmacy's phone number and physician's phone number (if possible) and date medication was filled.
- A signed parent request must accompany the medication with instructions for times and dosage to be given at school.

Generally medication sent to school should be limited to that which is required to be given during school hours. Medication prescribed for three times a day should be given at home, unless otherwise ordered by the doctor (i.e. with meal)

All medicines are to be brought to the office upon arrival to school, by the parent. A long-term medication form must be signed and completed by the parent and a physician/dentist.

Non-prescription medicine will not be administered at school unless it is accompanied by written

## **Medical Emergencies**

It is the parent's responsibility to provide the school with current phone numbers and emergency contact

## **Release of Students in Emergencies**

By law, the district may only release students to a parent, legal guardian, or the emergency contact listed on the child's enrollment or health card. In the event of an emergency or crisis parents should know that:

1. They will be notified as soon as possible.
2. The school must obtain their permission to release their child to an unauthorized person. The school has the right to ask for copies of the unauthorized adult's identification
3. Even in a medical emergency, the hospital must obtain parent permission before performing any procedures.

### **Note:**

If a non-custodial parent has been barred from seeing a student or having access to student records, a copy of the court order must be on file in the school office.

## **Communicable Diseases / Conditions**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. It is the responsibility of the parent to telephone the school clinic if their child has a communicable disease. These diseases include: amebiasis, campylobacteriosis, chicken pox (varicella), common cold with fever, fifth disease (erythema infectiosum), gastroenteritis, giardiasis, ringworm of the scalp, impetigo, infectious mononucleosis, influenza, measles (rubeola), meningitis-bacterial, viral mumps, pinkeye (conjunctivitis), hepatitis A (acute), salmonellosis including typhoid fever, scabies, shigellosis, streptococcal disease-invasive (group A or B), tuberculosis-pulmonary, whooping cough (pertussis), rubella (German measles).

## **Bacterial Meningitis**

### **What is Meningitis?**

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

### **What are the Symptoms?**

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red purple spots. These can occur anywhere on the body.

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

### How serious is Bacterial Meningitis?

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

### How is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

### How can Bacterial Meningitis be Prevented?

Do not share food, drinks, utensils, toothbrushes, cigarettes, or any other item that could be placed in the mouth. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances.

These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years. If students think they or a friend might have bacterial meningitis, they should seek prompt medical attention.

### Complaints/Concerns of Parents or Students (See Appendix for Complaint Forms)

Usually student or parent complaints or concerns can be addressed simply – by a phone call or a conference with the teacher, counselor, or other staff member. If a conference is preferred, the parent should make an appointment with the appropriate teacher or other campus staff member to discuss the concern. If the concern remains unresolved following the discussion with the teacher or other staff member, the parent or student shall discuss the situation with the campus principal **within fifteen (15) days of the time the student or parent knew or should have known of the event causing the concern.** Although in most cases, parent and student concerns are resolved at the campus level, the District has adopted a standard policy that outlines the steps to be taken if the situation is unresolved after a discussion with the principal. The parent or student shall contact the office of the Superintendent **within ten District workdays 9 Tw 1 Tf0.00stric2(m)**



### **Inappropriate items Prohibited at School Electronic Devices**

Students are not permitted to possess such items as pagers, radios, CD and tape players, I-pods, picture cell phones, cameras, electronic devices or games, telecommunications devices with text messaging at school. Grillz, or mouthpieces that serve no purpose other than appearance. Without permission these items will be confiscated and turned over to the principal. Pokeman cards or similar and materials which detract from learning in the classroom will also be confiscated. Any confiscated item will be returned at the end of the semester.

### **Cell Phones**

The District allows students to possess cellular phones or paging devices during the instructional day or while attending school-sponsored or school related activities during the instructional day, on or off school property, as long as the cellular phone or paging device is concealed and in the off position. Students may not send or receive text-messages, take, send or receive pictures during the school day. This includes lunch periods. Students may have operable cellular phones or paging devices at after-school extracurricular activities on or off school property. Students who violate this policy shall be subject to established disciplinary measures that will result in school staff confiscating the cellular phone or paging device and turning it over to the school office. The Campus administrator shall notify the parent within two days after the cellular phone or paging device is confiscated. Parents may obtain the release of the cellular phone for a fee of \$15.00. If parent does not respond or pay the fee, the district shall hold the confiscated cellular phone or paging device for 30 days after notification has been made. After 30 days, the school will dispose of the cellular phone or paging device.

### **Emergency School Closing**

Information about emergency school closings due to inclement weather and other situations will be broadcast on KSAT-12, KENS TV and WOAI. If you hear no announcement, come to school.

### **Crisis Response**

Shekinah Radiance and Radiance Academy follows state laws and district guidelines in the case of individual or school-wide emergencies. Parents should be aware that each campus has a trained Crisis Response Team, which will coordinate any emergency procedure. Ordinarily, inclement weather will not require an early dismissal of school. Parents are urged to allow students to remain at school unless otherwise instructed

### **Release of Students In Emergencies**

By law, the district may only release students to a parent, legal guardian, or the emergency contact listed on the child's enrollment or health card. In the event of an emergency or crisis parents should know that:

1. They will be notified as soon as possible.
2. The school must obtain their permission to release their child to an unauthorized person. The school has the right to ask for copies of the unauthorized adult's identification.

3. Even in a medical emergency, the hospital must obtain parent permission before performing any procedures.

Note: If a non-custodial parent has been barred from seeing a student or having access to student records, a copy of the court order must be on file in the school office.

### **Emergency Drills**

#### **Fire, Tornado, and Other Emergencies**

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Each student should be responsible for knowing what to do at all time in case of fire or other emergencies. Exits are located in each classroom.

### **Food Service**

Shekinah Radiance and Radiance Academy is a closed campus. Students are not allowed to leave campus for lunch. Students are encouraged to participate in the Lunch Program (if eligible) or bring a sack lunch. Lunch applications must be completed for every student in order to determine eligibility. If lunch application is not on file, student will pay full price for lunch. Microwaves are not available. *Food and drink will not be allowed in any rooms except the lunchroom (Unless otherwise approved by the food service director). NO SODAS OR SNACKS WILL BE ALLOWED FROM THE VENDING MACHINE.* Students are to bring appropriate change. **THE OFFICE WILL NOT PROVIDE CHANGE.** Prices are as follows:

	Full Price	Reduced Price
Breakfast	\$1.50	\$ .30
Lunch	\$2.50	\$ .40

### **Lost and Found**

Articles found on school grounds should be taken to the office and placed in the lost and found container. Articles not claimed at the end of each semester will be disposed through appropriate channels.

### **Student Fees**

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student however is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including but not limited to:

1. Costs for materials for a class project that the student will keep.
2. Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
3. Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

4. Personal apparel used in extracurricular activities that becomes the property of the student.
5. Fees for lost, damaged, or overdue library books.
6. Fees for lost or damaged textbooks.
7. Fees for optional courses offered for credit that requires use of facilities not available on District premises.
8. Summer school costs for courses that are offered tuition free during the regular school year.

### **Parent-Teacher Communications and Conferences**

As partners in the education of our students, school personnel are available to meet with parents. Parents are encouraged to actively participate in their children's educational programming. We recognize that close communication between parents and educators forms a foundation for student success. The parent may make an appointment for a conference by contacting the school's main office or by writing a note to the teacher or administrator. Teachers have a conference period during the day, but if the parent cannot meet at that time, sometimes an appointment may be arranged before or after school.

### **Respect & Care of School Property**

Students will be held responsible for the care of school property. Students not interested in protecting the property of others should not enroll in Shekinah Radiance and Radiance Academy. Reimbursement will be expected for any damage caused by student neglect and/or misuse.

### **COMPUTER AND INTERNET POLICIES**

Computer resources are electronic tools to enhance student learning. The purpose of using the Internet in our schools is to support research and education by providing access to unique resources and the opportunity of collaborative work. Disciplinary action shall be taken for acts of misconduct listed. All student users of computers and the Internet shall comply with the following rules:

**SOFTWARE INSTALLATION:** No Software may only be installed on the school information systems (including all individual workstations).

#### **SOFTWARE COPYRIGHT:**

- The only software, other than student projects, to be used on the systems in the school's labs is those products for which the school owns a valid license or the school may legally use.
- Licensed/copyrighted software is not generally available for borrowing and may only be used at other sites with approval of instructor.
- Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a pre-authorized

licensing agreement. Infringement or violation of U.S. or international copyright laws or restrictions will not be tolerated.

- Any attempts to circumvent the licensing control or the copying of software from the network without instructor's permission is prohibited.

#### **HARDWARE:**

- Report equipment problems immediately to instructor.
- Leave workstations and peripherals in their designated places.
- Work areas are to be neat and clean - free from food and drinks.

#### **Usage of Internet/Computer Facilities**

We are pleased to offer Shekinah Radiance and Radiance Academy students the privilege of access to the district computer network for educational purposes including applications and the Internet. We would like for these facilities to be available for all students' use for years to come; for this reason, the following policy of usage has been adopted by Shekinah Learning Institute. Access to E-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Parents and guardians need to be aware that a relatively small portion of information available on the Internet may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. While the District's intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. The District believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

#### **Computer Usage Policy**

Shekinah Radiance and Radiance Academy services may not be used for any activity, which contravenes the laws of United States, or any other applicable jurisdiction. Users may not employ Shekinah Radiance's services or resources to:

- ❖ Seek to gain unauthorized access to Shekinah Radiance and Radiance Academy's facilities, services or resources or to the facilities, services or resources of connected networks. (For example: hacking or using another user's account and password)
- ❖ Engage in activities which waste Shekinah Radiance and Radiance Academy's resources - people, networks, computers and financial. (For example: accessing sites or engaging software that is not directly related to curriculum and instruction, accessing instant messaging)
- ❖ Engage in activities, which cause or are liable to cause disruption or denial of service to other users. (For example: introducing or attempting to introduce a virus onto the network)
- ❖ Access, create, or transmit offensive or obscene material, or engage in activities, which would cause offense to others on the grounds of race, creed or sex. (For example: downloading or accessing "hate" sites, downloading or accessing material which contains sexual content)
- ❖ Access, create, or transmit material, which is defamatory or designed to cause annoyance, inconvenience or needless anxiety to others.
- ❖ Access, create, or transmit material, which infringes the copyright of another person or organization. (For example: plagiarism of electronic material or graphics)

- ❖ Engage in activities, which infringe the proprietary rights of software. (For example: installing software on a computer system)
- ❖ Engage in activities, which compromise the privacy of others.
- ❖ Engage in activities, which would destroy the integrity of computer-based information.
- ❖ Seek personal or commercial gain. (For example: attempting to download or access music or movies with the intent to sell, accessing commercial auction sites)
- ❖ Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.
- ❖ Use for commercial activities or private business is prohibited. Users shall not initiate any purchases through online communication.
- ❖ Use for product advertisement or political lobbying is prohibited, except when used for instructional purposes.
- ❖ Deletion, examination, copying, or modification of files and/or data belonging to others without their prior consent is prohibited.
- ❖ Vandalism, defined as any malicious attempt to harm or destroy property or data of another user, is prohibited. This includes, but is not limited to, the uploading or creating of computer viruses, the use of the network to disrupt use by others, the use of e-mail to disable servers or clog the access lines, and the destruction, modification, or abuse of hardware and software.
- ❖ Creating, transmitting, accessing, or processing hate mail, threats, harassment, discriminatory remarks, pornographic references or graphics, and other anti-social behaviors are prohibited.
- ❖ Use of computer resources to access or process inappropriate files or files dangerous to the integrity of the network is prohibited.
- ❖ Illegal installation of copyrighted software for use on District computers is prohibited. Copying any copyright-protected material in violation of the copyright law is illegal and prohibited.
- ❖ Plagiarizing material or information from any computer resource, such as a single program or an Internet resource is prohibited.

The use of computer resources must be in support of education and research and consistent with the educational objectives of Shekinah Radiance and Radiance Academy. All e-mail accounts shall only be used by the authorized user and sharing an ID or password with any other person is discouraged.

1. All e-mail users shall follow the accepted "netiquette for e-mail" which includes, but is not limited to, the following actions:
  - a. Be polite: users shall not send, or encourage others to send, abusive messages.
  - b. Use appropriate language: users shall not swear or use vulgarities or other inappropriate language.
  - c. Protect privacy: users shall be cautious about transmitting credit card numbers, account numbers of any kind, Social Security numbers, home addresses or phone numbers, or any other personal information about themselves or other individuals.

### **Security and Monitoring**

1. Electronic transmissions and other use of the Shekinah Radiance and Radiance Academy and Radiance Academy system by students shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational purposes.
2. Any violations of the use of computer resources and/or the Internet/Shekinah Radiance and Radiance Academy and Radiance Academy system, or any violations of privacy, must be reported to the teacher or administrator.

### **Computer Use/Internet Violations**

The user shall not inflict damage on Shekinah Radiance and Radiance Academy property. The user shall not remove Shekinah Radiance and Radiance Academy property from its assigned location without written permission from an authorized Shekinah Radiance and Radiance Academy employee.

The principal or designee shall investigate allegations of violations of these rules and identified violations are generally considered to be Level II – Major Offenses. Administrative action can include disciplinary or legal action including, but not limited to, criminal prosecution and or penalty under appropriate state and federal laws. Student/Parent will be held financially responsible for any necessary repairs.

The above rules are to assure that every student is provided a computer on which to learn. The current rate of labor for repairs (subject to change) is \$80.00 per hour (minimum of \$30.00)

### **Sexual Harassment**

Sexual harassment of any form is unacceptable. Students, as well as staff, are prohibited from all offensive verbal or physical conduct of a sexual nature that is directed toward another student or staff member. This includes, but is not limited to: requests for sexual favor, unwanted and unwelcome sexual advances, words, gestures or any in appropriate verbal, written or physical conduct of a sexual nature directed toward another individual – male/female. Consenting sexual behavior or public display of affection (PDA) between boyfriend/girlfriend is inappropriate on the Shekinah Radiance and Radiance Academy campus or any activities and locations supervised by the Shekinah Radiance and Radiance Academy staff. Texas law requires any person having cause to believe that a minor's physical, mental health or welfare has been, or may be, adversely affected by abuse or neglect shall report to the Texas Department of Protective Services, in accordance with Section 34.02 of the Family Code.

### **Teen Dating Violence Policy**

Radiance and Radiance Academy is committed to creating a school climate that is supportive and respectful to providing a safe environment for learning. To achieve this goal, it is essential that the school be free of violence and harassment among students and faculty.

The purpose of this policy is to:

- Heighten awareness of teen dating violence, for both students and faculty.

- Provide direction in responding to incidents.
- Prevent future incidents of dating violence.

### **Definitions:**

**Teen Dating Violence** - Teen-dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control. This behavior may take various forms: emotional abuse, physical abuse, sexual abuse, limiting independence, isolation, threats and intimidation, harassment and minimizing, denying and blaming. In addition, it is also important to recognize incidents of stalking in which the perpetrator targets someone without the agreement or reciprocity of that person, and commits harassing or violent acts against the target person.

**Abuser** - An abuser is a person who uses the coercive tactics listed above to establish and maintain power and control over their partner. Abusers come from every cultural, educational, religious and economic stratum of our society. An abuser's background is never grounds to justify the abuse. The behavior an abuser exhibits is always a choice.

**Victim**- A victim is the target of the abuser's coercive and/or violent acts.

**Teen Partner**- The term 'partner' includes persons who:

- ❖ Have or have had a dating or sexual relationship.
- ❖ Are same sex couples.
- ❖ Are unrelated but who have had intimate or continuous social contact with one another and who have or have had access to one another's living quarters.

### **Procedures**

**Complaints of Teen Dating Violence**- Victims, students, faculty/staff, or parents may file a complaint of teen dating violence. The complaint may be of verbal, nonverbal, written, physical or sexual behaviors that are observed, reported or experienced. The complaint may be verbal or written and should be filed with the school principal. The principle will conduct an investigation.

**Investigation**- Once it has been determined that inappropriate behavior(s) has been committed, the administration will decide on the disciplinary action that is warranted. The consequences will vary from verbal warning to expulsion depending on the frequency and severity of the

## **Disciplinary Action for the Offender**

### **Verbal/Nonverbal/Written Behaviors**

<b>First Offense</b>	<b>Verbal Warning/Education</b>
Repeated Offense	Administrator/Student/Parent Conference Detention, Stay Away Contract

### **Physical Behaviors**

<b>First Offense</b>	Detention/Education/Suspension Stay Away Contract
Repeated Offense	Administrator/Student/Parent Conference plus Stay Away Contract, Suspension, or Expulsion
Weapons/Stalking	Expulsion, report to police

### **Sexual Behaviors**

<b>First Offense</b>	Detention/Education/Suspension Stay Away Contract
Repeated Offense	Suspension/Psychological Assessment Stay Away Contract
Rape/Attempted Rape or Indecent Exposure	Expulsion, report to police

## **Support Services for the Victim**

Shekinah Radiance and Radiance Academy will provide a victim of teen dating violence with:

- ❖ Names of faculty/ staff that have been identified as a support system.
- ❖ A Stay Away Contract when warranted.
- ❖ Referrals for outside support and/or counseling.

## **Orders of Protection**

Shekinah Radiance and Radiance Academy will work with students who have obtained an order of protection to ensure their safety; Students should inform their administration that an order of protection has been issued. Administration will work with the abuser and his/her parents to initiate a Stay Away Contract.

## **Telephones**

return all textbooks forfeits the right to free textbooks until each textbook previously issued but not returned is paid for by the student, parent or guardian. The District shall allow the student to use textbooks at school during each school day, but may not allow the student to take textbooks out of the classroom until each textbook previously issued, but not returned, is paid for by the student, parent or guardian. If a textbook is not returned or paid for, the District may withhold the student's academic records for out-of-District requests only.

### **Transportation**

Parents are responsible for providing transportation to and from school. Any person designated to pick a student other than the parent/s must be cleared through the school office. However, transportation from designated pick-up points may be provided for eligible students. Eligible students are defined by State statute as those residing at least two miles from the school they attend as measured by the nearest practical route. The nearest practical route is the nearest traveled public road, which may, or may not be the road used by the school bus. The VIA Bus transit is also available for students who have a bus pass and must be indicated on the "Authorized for Pick-Up Form" that the student will be using the VIA Bus as transportation. Bus Cards are available in the school office with the secretary.

### **General Transportation Safety Rules**

1. Obey the instructions of the bus driver.
2. At no time will a student act toward or address comments to a bus driver in a disrespectful manner or refuses to cooperate with the driver.
3. Board and leave the bus at designated stops only.
4. Only students who are eligible to ride may be transported.
5. It is the responsibility of the parent to provide transportation to school if a child misses the bus.
6. Students will abide by the individual school's rules and regulations concerning busing students including conduct and dress code.

### **Prohibited Items on School Buses**

1. Tobacco;
2. Live animals or insects;
3. Glass containers;
4. Bottles or cans, whether full or empty;
5. Alcoholic beverages;
6. Marijuana, controlled substance, or a dangerous drug;
7. Matches or cigarette lighter;
8. Electronic devices such as CD players; stereo headsets, video games, i-pods, MP3, etc.
- 9 Weapons, explosive (such as fireworks), knives, water guns, or unsheathed pointed articles or any other object that could be considered dangerous or conflict with the safety of the students and the driver;

10. Any item prohibited at school or noted in the Student Code of Conduct section of this handbook.

11. Any article (projects, band instruments, etc.) too large to be held in the student's lap or which impose on other riders will not be allowed on the bus.

### **Discipline on the School Bus**

The school bus is an extension of the classroom. All rules that apply in the classroom also apply on the school bus. School board policies, as per the Shekinah Radiance and Radiance Academy Student Code of Conduct, apply while students are on the bus. The primary goal of the Transportation Department is to provide a safe and enjoyable experience while transporting students on a school bus. For those students who do not follow school bus rules, the following criterion will be used:

#### **First Offense**

The bus driver will issue a written warning to the student referencing the unacceptable behavior. Student will be required to return written warning signed by parent/guardian to the driver the day following the issuance of the written warning.

#### **Second Offense:**

Driver will issue a written warning to the student referencing the unacceptable behavior. Campus administrator will issue a 3-day suspension from the bus.

#### **Third Offense:**

Driver will issue a written warning to the student referencing the unacceptable behavior. Campus administrator will issue a 5-day suspension from the bus.

#### **Fourth Offense:**

Driver will issue a written warning to the student referencing the unacceptable behavior. Campus administrator will have the student removed from the bus for the remainder of the semester/year.

### **Major Offense Violation**

For severe misconduct/behavior a student may receive a suspension from the bus without prior warnings. The campus administrator will determine suspension length.

### **Visitors**

To maintain the safety and security of the campus for the students and staff, the District requires that all visitors, including parents, first report to the main office where they will be asked to sign in, declare their purpose for the visit, and obtain authorization for the visit. Even parents who are coming to campus for a conference with a teacher, counselor, or administrator must sign in first and receive authorization prior to the conference. School officials shall prohibit and, if appropriate, remove any unauthorized person from the campus.

Visits to classrooms during instructional time are permitted **only** with approval of the principal/designee and teacher, so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Visits to other areas, such as the cafeteria during lunch are also subject to approval by the principal/designee, and any other visitors are required to report to the main office to sign in and receive authorization prior to entering these areas. At the conclusion of the visit, the visitors must return to the main office and sign out. **All visitors must obtain a visitor's badge from the main office before entering any school setting.**

## **Section II: Enrollment and Attendance Policies and Procedures**

### **Enrollment**

Shekinah Radiance and Radiance Academy is an open enrollment school. This means that any age/grade appropriate child will be admitted to the school, without regard to race, color, creed or intelligence, on a first come, first serve basis. Students with documented behavior problems or a negative legal history will not be accepted for admission. There will be limitations to the number of students admitted per grade level. This may require students wishing to attend to be placed on a waiting list until positions become available then a lottery will take place. **Students will be denied enrollment or re-enrollment based upon documented behavior problems.**

Students will be enrolled in the grade that follows their last completed and passed grade in their last year in school. Students entering mid-year will be placed in their current grade. Students who have been home schooled or come to Shekinah Radiance and Radiance Academy without grades will be given a release TAKS test to determine grade level.

**Pre-Kindergarten** - *A child must be age 4 on or before September 1<sup>st</sup> and must also be from a low-income family, be unable to speak and comprehend English, or eligible under the McKinney Act as a homeless child.*

**Kindergarten** - *A child must be age 5 on or before September 1<sup>st</sup>*

**First Grade** - *A child must be age 6 on or before September 1<sup>st</sup>.*

1. A student between the ages of 6 and 18 must attend school and District-required tutorial sessions unless the student is otherwise legally exempted or excused. Upon enrollment in pre-kindergarten or kindergarten, a child is also subject to the compulsory attendance law. **School** employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school, from any class, or from required tutorials, will be considered truant and subject to disciplinary action. Also, the school will notify the parent if the student has been absent from school, without excuse acceptable to the school, on three days or parts of days within a four-week period.
2. To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. The actual number of days a student must attend in order to receive credit will depend on whether the class is for a full semester or a full year. A student who attends fewer than 90 percent of the days the class is offered cannot receive credit for the class unless the Attendance Review Committee of the school finds that the absences are the result of extenuating circumstances.

### **Transfer Student Placement**

Transfer students from public and non-public schools recognized as accredited by the Commissioner of Education will be evaluated and placed in classes promptly. Students who transfer from non-accredited schools will be placed in courses commensurate with their previous education. Upon successful completion of these courses, the student will be awarded credit for courses in the subject areas previously passed in the non-accredited situation. If the student fails the course to which the assignment was made, assignment to a lower level course may be made, and previous credit earned in the non-accredited situation may not be awarded. Appropriate

placement can only occur after Shekinah Radiance and Radiance Academy staff receives standardized test scores, report cards and a transcript from a previous school.

### **Address Changes**

Students must report any change of address or phone number (home and work) to the school office immediately, so that records may reflect accurate information.

### **Withdrawal**

A parent wishing to withdraw a student from school should notify the school at least 24 hours in advance. By presenting this information in advance, parents help facilitate the withdrawal process. The principal or other administrator will then verify this information when the parent arrives to sign withdrawal papers to complete the process. The parents shall also provide the name of the new school in which the student will be enrolled, and must sign the formal withdrawal request to document that the student will continue to be enrolled in a school as required by the Compulsory Attendance Laws.

**Attendance:** *Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days in the class is offered. Education Code 25.092 [See FEC]*

### **Attendance**

The Texas compulsory school attendance law TEC Section 25.085(a) requires that a student between the ages of 6 and 18 is required to attend school each day for the entire period the program of instruction is provided unless the student is otherwise legally exempted or excused. Upon enrollment in pre-kindergarten or kindergarten, a child is also subject to the compulsory attendance law.

Regular school attendance is essential for the student to make the most of his or her education. Attendance is taken the second hour of each instructional day. Absences from class may cause the student to not master the instruction material taught that day; therefore, the student and the parent should make every effort to avoid unnecessary absences. All Shekinah Radiance and Radiance Academy campuses are closed campuses. Students are expected to attend school each day, the entire day and be in attendance the entire time the class meets. Students may not leave campus for any reason without approval through written request from the principal or designee.

Under section 25.094(a) (1) (2) of the Texas Education Code, an individual commits an offense if the individual is required to attend school and fails to attend school:

1. on 10 or more days or parts of days within a six-month period in the same school year or,
2. on 3 or more days or parts of days within a four-week period.

The Shekinah Radiance and Radiance Academy District will notify parents as per Texas Education Code, Section 25.095(b)(1)(2) that the student has been absent from school without excuse on three (3) days or parts of days within a four-week period.

### **Excused Absences**

The Shekinah Radiance and Radiance Academy District will excuse a student from attending school for:

1. Board-approved extracurricular activity;
2. Required screening, diagnosis, and treatment of Medicaid students;
3. Observing religious holy days;
4. Documented health care appointment from a physician or clinic;
5. Temporary absence resulting from any cause acceptable to the Teacher, Principal, or Superintendent;
6. Juvenile court proceeding;
7. Absence required by state or local welfare authorities;
8. Family emergency or unforeseen or unavoidable instance;
9. Approved college visitation.

### **Unexcused Absences**

A warning letter from the District's Attendance Office is mailed as soon as the student has been absent without an excuse for three (3) or more days, or parts of days, within a four-week period. The warning letter is intended to alert parents that a conference needs to be held with their child's school administrator to correct this course of conduct and to receive information regarding make-up work. If a student is absent from school without excuse for ten (10) or more days, or parts of days, within a six-month period in the same school year, the parents and student are subject to prosecution.

The following are examples of unexcused absences:

- Car trouble
- Trips with parents
- Driving examinations
- Babysitting
- Missed bus
- Overslept
- Job interviews
- All other categories that do not meet state or district guidelines.

If a particular situation arises that is not covered in the list below, call the principal at your child's school for additional information.

### **Student Notes for Absences**

When a student must be absent from school, the Parent/Guardian has three (3) days from the date the student returns to school to send a signed note describing the reason for absence. When a student is absent for personal illness for three (3) or more consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or other condition. After a student has received a final warning for attendance violation, only a physician's note or health clinic note verifying the illness or other condition will be acceptable as excused.

### **Parent Note Requirement**

Excuses for absence must be written on a full sheet of paper and must contain all of the following:

- Date excuse is written
- Full name of student
- Student I.D. Number
- Date(s) absent
- Reason for absence
- Signature of parent or guardian
- Telephone number of parent or guardian

### **Sample Parent Note:**

October 20, 2007
Please excuse Dee Will, student I.D. #5439007 for his absence on October. 6. He was ill with the flu.
Parent Signature
Parent Phone #

### **Attendance for Class Credit**

TEC Section 25.092 states that to receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether the absences can be excused or how the student can regain credit.

If credit is lost, the attendance review committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent.

### **Make-Up Work for Absent Students**

A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up

assigned work within the time allotted (twice the time the student was absent) will receive a grade of zero for the assignment. It is the responsibility of the student or parent to obtain missed work upon his/her return to school.

Students who miss school due to an anticipated absence, such as field trips, extracurricular events, etc., may obtain class work to be missed prior to their absence provided the student and teacher have made such arrangements.

Because class time is important, doctor's appointments should be scheduled, if possible, at a time when the student will not miss instructional time.

### **Tardy Policy**

A student is considered tardy when the student arrives to class after the class bell rings. A student who is tardy to class will be subject to the disciplinary consequences established at each campus. A student who accumulates twelve or more tardies in one semester will be filed on in violation of the compulsory attendance law.

### **Perfect Attendance Guidelines**

For the purpose of determining perfect attendance, a student must be in attendance at each assigned class everyday the entire time that the class meets.

### **Truancy**

A student will be considered truant when absent from any class or part of a class period without parent or school permission. A student who is truant will not be permitted to make up any of the work for grading purposes. A student who arrives to class fifteen minutes late or later without a written excuse is considered truant. Students who are truant on a consistent basis will be filed on in court for violation of the compulsory attendance law.

### **Driver's License Attendance Verification**

To obtain a driver's license, a student between the ages of 16 and 18 must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at campus student services.

### **Dismissal from School**

Upon arrival on school grounds, students may not leave the campus at any time or for any reason, without checking out in the office. Students requesting to leave school during the day must either bring a note from his/her parents, have his/her parents call or be checked out by his/her parent or guardian in the office. The school nurse may also determine if a student should be sent home and will notify the student's parent or guardian.

## **School Day**

The school day is from 8:00am -3.00pm. Breakfast is served from 7:30a.m. – 8:00 a.m.

Students participating in other programs or activities may be required to attend school earlier or later than the above mentioned times to coordinate with before and after school practices, rehearsals, etc.

Students should be picked up by 3:00 p.m. and signed out by the parent from their teacher. If a student has not been picked up by 5:00 p.m. Shekinah Radiance and Radiance Academy reserves the right to call Child Protective Services

## Section III: Uniform Policies and Procedures

### Uniforms and Dress Code

“Shekinah Radiance” Academy of Learning is a school of choice that requires students to wear uniforms. Student uniforms make a statement of belonging to a unique school community committed to excellence in learning. The uniqueness of the student does not rest in the apparel they wear, but in the inner qualities and gifts of the student.

All students are required to attend each school day in full uniform. Uniforms are to be worn from the first day of school through the last. Students must wear uniform pants, skirts or shorts in proper school color. **If your child comes to school without the proper uniform attire, he/she will not be able to attend class.** Many students have persisted in wearing improper uniform pieces in the past. **Please understand this will not be allowed. Any student in uniform violation will be sent to the office, and a parent will be contacted to bring proper uniform.**

### **UNIFORM REQUIREMENTS:**

- ❖ Nothing is to be worn over the school uniform except approved open front outerwear
- ❖ Students’ grooming and/or dress shall not lead school officials to believe that gang activity is or might be present
- ❖ If a student has a tattoo, it must be covered at all times
- ❖ Hats, caps or bandanas and do rags are not allowed on campus from the time students arrive on campus in the morning until they leave in the afternoon
- ❖ No grillz or mouth pieces that serve no purpose other than appearance
- ❖ Khaki pants, skirts, jumpers or long shorts are to be worn (NO CARGO, LARGE POCKETS, or CAPRI’S)
- ❖ Pants with belt loops must be worn with a belt in an appropriate fashion
- ❖ Socks are to be worn at all times
- ❖ No pierced jewelry, except one pair of earrings for girls
- ❖ No more than one necklace worn at a time
- ❖ Shirts are to be TUCKED IN at all times (Includes before and after school and outside building)
- ❖ Pants are to fit properly about the waist (NO Baggies or Sagging)
- ❖ Hair must be neat and clean. Unconventional hairstyles (multi-colored, spiked, Mohawk, etc.) that are considered to be distracting and/or disruptive to the educational environment are prohibited.

#### Other items

- ❖ If backpacks are allowed on campus, they must be mesh or clear. All items used to carry books in must also be clear or mesh
- ❖ All sweaters, jackets, coats and hoodies must be appropriate size....NO OVERSIZES articles permitted
- ❖ Sweaters worn must be gray or navy
- ❖ Shorts/Skirts should be no more than 1” (inch) above the knee
- ❖ Shoes must be worn at all times. No house or shower shoes will be allowed

Settlement of specific questions concerning the uniform and/or uniform policy will be left to the discretion of the Superintendent, Campus Administrator and/or the Board of Directors.

# **Uniform Dress Variations/Requirements** **For Students**

**Monday – Friday**

Standard Dress Uniform

Khaki shorts/slacks/skirts/jumpers  
(No Capri or overalls)

**Shekinah -** Navy Polo Shirts/Navy T-Shirt  
Navy blue or Gray Jacket/Sweater

**Radiance Elementary**

Burgundy Polo

**Radiance Secondary -** Navy Polo Shirts/Navy  
T-Shirt Navy blue or Gray Jacket/Sweater

**Friday**

Blue Jeans can be worn instead of Khaki's

**Daily Footwear**

Tennis shoes black/blue/white/navy blue/gray

**No** sandals or open-toed/open-heeled shoes

**Students not interested in wearing uniforms or abiding by the uniform dress code should not enroll in Shekinah Radiance and Academy of Learning.**

**Section IV: Academic Policies**

## **A. GRADING SYSTEM**

Students enrolled in Shekinah Radiance and Radiance Academy are expected to do their best. Students will be challenged to meet high academic standards. Students enrolled in Shekinah Radiance and Radiance Academy should be prepared to follow a rigorous course of study. Students should make use of every opportunity to meet with teachers during tutorials work with peers in study groups and with parents in developing effective homework skills and schedules.

### **STUDENT EXPECTATIONS**

#### **PreK-2<sup>nd</sup> Grade**

Students in Pre-k through 2<sup>nd</sup> Grade will use the TEKS curriculum. Pre-K through 2<sup>nd</sup> Grade will use the Saxon /McGraw resource books. The subjects that will be taught are Phonics, Math, Writing, Journal time, Recess/PE, Language, Science, Social Studies, Character Ed., Art, and Computer Center time. The Pre-K and Kinder classes will have a nap time and snack time. Each class will be offered a half/hour for lunch.

#### **3<sup>rd</sup> - 5<sup>th</sup> Grade**

Students in 3<sup>rd</sup> through 5<sup>th</sup> Grade will use the TEKS curriculum, Accelerated Math and Reading, and McGraw resource books. The students will have a Journal Period, Science, Reading, Math, TAKS extra Math, PE, Health, Character Education, Language Arts, Social Studies and the Electives could include Art, Spanish, Life Skills, or Computers. Each class will be offered a half/hour lunch period.

#### **6<sup>th</sup> - 8<sup>th</sup> Grade**

Students in 6<sup>th</sup> through 8<sup>th</sup> Grade will use the TEKS curriculum, Accelerated Math and Reading, and McGraw resource books. According to their grade the students will be offered Journal, Math, Social Studies, Literature, Science, Language Arts, Physical Education and Health. The electives could include Art, Spanish, Career Studies, Computers, Life Skills, and Character Education. An extra TAKS class will also be offered. There will be a half/hour lunch period.

### **CURRICULUM**

#### **Foundation Curricula**

*Early Childhood Education* emphasizes strengthening four and five year-old learning and growth in all domains through developmentally appropriate practices with a focus on oral language development and literacy.

*English (Spanish) Language Arts and Reading* uses a Balanced Literacy framework outlining instructional components, specified instructional strategies, a variety of required reading materials, and an assessment system. Lessons are conducted whole class, small group, and individually. Comprehension instruction is comprised of direct instruction in reading process strategies and skill development with opportunities to read a variety of texts. Writing instruction is provided daily with instructional expectations for modeled, guided, and independent writing.

*Mathematics* engages students in doing mathematics—problem solving, making connections, reasoning, and communicating—so that all students learn important mathematical concepts and processes with understanding. Mathematics instruction at all levels includes the use of manipulatives and technology as problem-solving tools. Assessment is an integral part of instruction that supports the learning of important mathematics concepts and furnishes useful information to both teachers and students.

*Science* teaches through inquiry-based instruction and hands-on investigations. It is taught through classroom and field investigations following home and safety procedures. Critical thinking and scientific problem solving are developed while using the tools of science.

*Social Studies* instruction emphasizes the use of social studies data so all students learn important concepts, make connections, engage in critical thinking skills, and communicate their understanding of social studies concepts. Students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. Students understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation. Students use critical-thinking, problem-solving and decision-making skills to process, collect, organize, analyze, synthesize, and communicate social studies information.

*Physical Education* is structured to meet the requirements of Senate Bill (SB) 19. Instruction focuses on the components of wellness, which include fitness, stress management, self-esteem, nutrition, social health, and environment. All students will be given an opportunity to participate in physical and health-related activities that improve health, fitness, motor skill development, safety practices, positive social skills, sportsmanship, understanding of strategies and rules in structured games or sports.

### **Intervention Curricula**

The District also ensures that students not mastering Texas Essential Knowledge and Skills (TEKS) in a standard educational setting will be provided with interventions for remediation and/or credit accrual. Intervention curricula are available in English/Language Arts and Mathematics.

### **Academic Bible Class**

#### **House Bill 1287 Passed 5/7/2007**

Requires all school districts in the state to, establish “elective courses in the history and literature of the Old and New Testament eras.” It also requires the use of those two books as texts.

### **Religious Expression in Public Schools**

#### **House Bill 3678 Effective 6/8/2007**

United States Supreme Court ruled religious discussions in schools legal. Protection for religious expression in class assignments, freedom to organize religious groups and activities and speak freely religious viewpoint.

### **Academic Grades**

Evaluation of student work shall be by numerical grades. The numerical grades are as follows:

<u>Quality of work</u>	<u>Numerical grade</u>	<u>Letter grade</u>
Excellent progress	90 - 100	A
Above average progress	80 - 89	B
Average progress	75 - 79	C
Below progress	74 - 70	D
Unsatisfactory progress; failing	69 and below	F

A grade below 50 shall not be given without the Principal's permission.

### **Make-up Grades**

Students are allowed to make up missing classroom assignments and homework if absence is due to an excused absence(s), as described in the attendance policy. One day will be given to complete and turn in make-up work for each day of an excused absence.

Make-up work due to unexcused absences, including disciplinary reasons, will be accepted at the discretion of the teacher.

### **Incomplete Grades**

In some cases, students who have missed assignments and/or concepts in a class may be given an incomplete grade. All work pertaining to an "I" should be completed and turned in by the third week following the grading period assigned. Questions concerning an "I" should be directed to the teacher.

## **ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS**

### **Progress Reports**

Progress reports will be sent home every three (3) weeks of each grading period for all students. These reports are to be signed by a parent/guardian and returned to the teacher, as directed.

### **Report Cards**

Report cards will be issued every nine (9) weeks, during the week following the end of each grading period. Report cards, with the exception of the end of the semester report, are to be signed and returned to school as directed.

## **POLICY REQUIREMENTS**

1. Provides for a conference between parents and teachers;
2. Requires the District, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
3. Requires the District at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation

curriculum subject [see EHSAA] is consistently unsatisfactory, as determined by District.

The notice required by items 2 and 3 must provide for the signature of the student's parent and must be returned to the District

"Parent" includes a guardian, conservator, or other person having lawful control of a student.

**EXCEPTIONS** These requirements do not apply to a student who

1. Is 18 or older and living in a different residence than the student's parents;
2. Is married; or
3. Has had the disabilities of minority removed for general purposes

*Education Code 28.022(a)*

## **NOTICE OF PERFORMANCE RATING**

The written notice of a student's performance that the district gives during a school year under *Education Code 28.022(a)(2)* [See *POLICY REQUIREMENTS*, item 2, above] must include the most recent performance rating of the campus at which the student is enrolled and a definition and explanation of each performance rating described by *Education Code 3.072(a)*. [See *GND Education Code 39.251*

### **Honor Roll**

Students will be honored according to their achievement in their individual subject areas. They will be recognized on a quarter and semester basis, as well as overall achievement. This includes A, AB, and B Honor Roll.

### **Grade Points**

Shekinah Radiance and Radiance Academy calculates grade points according to a 4.0 grade-point system. Grade-point average is calculated on the basis of all grades for which credit has been attempted. This calculation can also include grades for courses in foreign language and algebra attempted at the 8<sup>th</sup> grade levels. All grades in courses for which credit has been attempted during the school year and in summer school are included in the grade-point average. Quality points are assigned to final grades for the purpose of determining a numerical average

Honors credit is weighted by applying additional 0.5 quality points to the quality point value assigned to the final passing grade. For example, a final grade of "100" in a course resulting in honors credit receives 4.5 quality points for purposes of calculating grade-point average. The grade point average is reported to three decimal places.

### **Intercessions**

Time periods during the school year are reserved for intercessions. This time will be used for both enrichment activities and/or remediation. Detail descriptions and plans of each intercession will be announced prior to the intercession. Attendance is mandatory during intercession.

### **Tutorials**

The overriding philosophy of tutorials is that they give teachers the opportunity to re-teach certain objectives and concepts to students, thus increasing the change of students' attainment of mastery of these objectives and improving the success level of students by remediation of their specific areas of difficulty.

All full time teachers shall provide tutorials before and/or after school at least 90 minutes per week. A master schedule of tutorial time, per subject, will be kept in the principal's office and copies given to all teachers. Teacher's tutorial sessions should be posted in classroom, in clear view for students.

### **Testing (TAKS) Info**

Shekinah participates in the statewide assessment program. This includes TAKS (Texas Assessment of Knowledge and Skills), SDAA (State Developed Assessment) and RPTE (Reading Proficiency Test in English). All students, unless otherwise exempt, are required by Texas Law to pass the TAKS in order to receive a high school diploma. This series of tests include testing in Reading, Math, Social Studies, Science and Writing.

The TAKS measures student academic performance. New Texas law contains provisions to eliminate social promotion by requiring that these assessments be used to activate accelerated instruction and retest opportunities for individual students. Those students who entered kindergarten during the 1999-2000 school year, and after, are affected by this law and will be required to pass the TAKS in the 3rd, 5th, and 8th grades in order to be promoted. Those students who do not pass the grade-level test will be provided accelerated instruction and will be given at least three opportunities to take the TAKS test. Grade placement committees will be formed to determine the accelerated instruction and make promotion or retention decisions for individual students.

Texas laws enacted in 1999 have also changed the entire state assessment program regarding which tests are administered at which grade levels. While some changes are immediate and others will be phased in, this legislation will impact all grade levels over the next few years. School personnel will notify students and parents about these changes. Students and parents may direct questions to the school counselor regarding these tests.

### **EXIT LEVEL ASSESSMENT**

A student may not receive a high school diploma until the student has performed satisfactorily at the secondary exit-level instruments for English Language Arts, Mathematics, Social Studies and Science. A student is not required to demonstrate readiness to enroll in an institution of higher education. *Education Code 39.023(c), 39.025(a); 19 TAC 101.7(a)*

To fulfill testing requirements for graduation, a student must be tested by either a Texas School District, Texas education service center, open-enrollment charter school, the Texas Education Agency (TEA), or other individual or organization designated by the Commissioner of Education.

According to procedures specified in the applicable test administration materials, an eligible student or out-of-school individual who has not met graduation requirements may retest on a schedule determined by the Commissioner.

A foreign exchange student who has waived in writing his or her intention to receive a Texas high school diploma may be excused from the exit-level testing requirement.

*19 TAC 101.7*

### **IMPLEMENTATION SCHEDULE**

A student shall not be required to demonstrate performance at a standard higher than the one in effect when the student was first eligible to take the test.

### **STUDENTS WHO TAKE TAKS**

Students who were enrolled in grade 8 or a lower grade on January 1, 2001, and who did not complete all coursework required to graduate by September 1, 2004, must fulfill testing requirements for graduation with the exit-level Texas Assessment of Knowledge and Skills (TAKS) tests. "Coursework necessary to graduate" means all coursework required under the student's graduation plan.

### **STUDENTS WHO TAKE TAAS**

Students who were enrolled as follows shall fulfill testing requirements for graduation with the exit-level Texas Assessment of Academic Skills (TAAS);

1. In grade 9 or higher on January 1, 2001, regardless of when they are scheduled to graduate; or
2. In grade 8 or lower on January 1, 2001, if they were on an accelerated track and fulfilled all coursework necessary to graduate by September 1, 2004. Notwithstanding the above, students who pass all required exit-level TAKS tests have fulfilled their testing requirements for graduation.

### **STUDENTS WHO TAKE END**

Students who passed the Algebra I, English II, and either Biology or U.S. History end-of-course exams by Spring 2002 have fulfilled their testing requirements for graduation, regardless of their enrolled grade level on January 1, 2001.

### **The TAKS areas include:**

Numbers, mathematical relations, functions, and other algebraic concepts, geometric properties and relationships, measurement concepts using metric and English units, probability and statistics, addition, subtraction, multiplication, division, estimating solutions, determine solutions strategies, mathematical representations, evaluate the reasonableness of a solution to a problem situation

### **Reading Objectives:**

Meaning of words, supporting ideas, summarization, relationships and outcomes, make inferences and generalizations, points of view, propaganda, fact and non-fact

### Writing Objectives:

Respond appropriately to the purpose/audience, organize ideas, control of the English language, develop and support a central idea, appropriate sentence construction, appropriate English usage, appropriate spelling, capitalization, and punctuation

### **Interim Assessments**

In addition to the state-administered assessment instruments, the Shekinah Radiance and Radiance Academy administers criterion-referenced or norm-referenced assessment instruments, or both, at any grade level, defined as interim assessments.

Locally administered criterion-referenced instruments are developed based upon Texas Essential Knowledge and Skills as well as District developed scope and sequence documents.

### **Special Needs**

Special needs students, as identified through school board policy, will be served in the classroom through differentiated curriculum, modifications as identified in individual education plans and accelerated learning strategies, will be made when appropriate. These special populations include gifted and talented, special education and Section 504 students.

### **SPECIAL EDUCATION STUDENTS**

A student receiving special education services who successfully completes the requirements of his or her IEP shall receive a high school diploma. *19 TAC 101.7(c)*

### **Bilingual/Limited English Proficiency (ESL)**

ESL is a program of instruction in pre-kindergarten through 5th grades that uses the students' primary language as a tool for instruction while students begin learning English. Only students who have been identified as speaking little or no English and/or have not developed cognitive/academic language proficiency in English are offered this special approach. English as a Second Language (ESL) courses are offered in middle and high school to identified students who speak little or no English (limited English proficient).

### **LEP STUDENTS**

Limited English proficiency (LEP) students are not eligible for an exemption from the exit-level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone one time the initial administration of the exit-level test. The term "recent immigrant" is defined as an immigrant who first enrolls in U.S. schools no more than 12 months before the administration of the test from which the postponement is sought. *19 TAC 101.1005 [See EKB]*

### **CREDIT BY EXAMINATION**

Credit may be awarded with or without prior instruction if the student has earned credit by examination [*see EEJA, EEJB*]. *19 TAC 74.11 (d), 74.24(c)*

## **Credit by Examination for Retrieval of Credit**

A student who has received prior instruction in a course or subject, but did not receive credit may, in circumstances determined by the teacher and counselor or principal, be permitted by the District to earn credit by passing an examination on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the examination.

A student who has lost credit due to excessive absences is not eligible for credit by exam unless it is approved by the Attendance Review Committee. A student may not use this examination, however, to regain eligibility to participate in extracurricular activities.

## **Credit by Examination for Acceleration**

A student will be permitted to take an examination to earn credit for a course, if the student has received no prior instruction. Written request must be made through the counselor for permission to take and earn credit by passing an examination that is developed by UT Austin and/or Texas Tech University. The campus counselors have the registration forms and information about testing locations.

The passing score required to earn credit for acceleration purposes is a minimum of 90.

Students who plan to take an examination for retrieval of credit and/or acceleration, must register with the Counseling Office no later than 30 days prior to the scheduled testing.

## **ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION**

### **Promotion**

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 20.081 (a) [See EI]*

In addition to local policy relating to grade advancement, students in grades 3, 5 and 8 must demonstrate proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment. *19 TAC 101.0211 9b)*

### **Retention**

A student does not have a property interest in promotion. *Education Code 28.011 (e)*

The District is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test. *Education Code 28.0211 (g)*

Students who have been retained in grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained. *19 TAC 101.2019 (a)*

## **GRADE ADVANCEMENT TESTING**

### **Eligible Students**

The District shall test eligible students in accordance with the grade advancement requirements set forth below.

An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

1. The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
2. The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the Commissioner.

An eligible student who does not meet the criteria specified above but enrolls in the District at any time after the week of the first general grade advancement test administration is subject to all grade advancement requirements except for automatic retention and shall not be automatically retained if the student does not demonstrate proficiency on any of the grade advancement tests.

The District must provide the student with the other required services in the overall system of support for student academic achievement, including the opportunity to test, access to accelerated instruction, and the formation of a GPC. 19 TAC 101.2003 (b), (c)

### **Required Assessment**

A student may not be promoted to:

1. The fourth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the third grade reading assessment instrument;
2. The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments; or
3. The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments. This applies to the assessment instrument administered to students in eighth grade beginning with the 2007-08 school year.

*Education code 28.0211 (a), (n); 19 TAC 101.9*

## **TEST SCHEDULE**

TEA shall provide three opportunities per year for the tests required for grade advancement. The Superintendent shall establish procedures to ensure that:

1. Each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual basis; and
2. Each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including an alternate assessment, so that the GPC has sufficient evidence for its review upon appeal by a parent or guardian.

*19 TAC 101.2005 (c)*

## **NOTICE OF GRADE ADVANCEMENT TESTING REQUIREMENTS**

The Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, of the testing requirements for grade advancement;
2. Notifying each student in grades 1-8 who is new to the District and the student's parent or guardian in writing of the testing requirements for grade advancement; and
3. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

*19 TAC 101.13*

## **UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS**

The District shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument.  
*Education Code 28.0211 (b)*

### **Accelerated Instruction**

Each time student fails to perform satisfactorily on a grade advancement test, the District shall provide the student with accelerated instruction in the applicable subject area. Accelerated instruction should be consistent with previous diagnostic testing and intervention activities, if any, the student has received. An accelerated instruction group for students who have failed an assessment may not have a ration of more than ten students for each teacher per class.

Accelerated instruction required after the first and second testing opportunities should be designed to address student needs to the greatest extent possible before the next testing opportunity.

Accelerated instruction shall be based on the following:

1. Assessment of specific student needs, which may include, as appropriate, the following: teacher observations and evaluations; academic progress reports; previous identification of student needs and corresponding interventions; and performance on previous assessment instruments in the applicable subject.

2. Best instructional practices identified through research

*Education Code 20.0211 (c); 19 TAC 101.2013 (a), (b), (d)*

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational plan developed for the student by the student's GPC. The District shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly administers the assessment instrument for that school year. *Education Code 28.0211 (f)*

The District must accommodate the request of an out-of-District student to participate in any established, on-campus summer accelerated program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's GPC. *19 TAC 101.2013 (d)*

## **NOTICE TO PARENTS OF PERFORMANCE AND ACCELERATED INSTRUCTION**

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

*Education Code 28.0211 (d), (h)*

## **AFTER EARLY IDENTIFICATION OF AT-RISK STUDENTS**

### **Notice**

The District shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade

advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination; however, in the case of students in grade 2, it must include the results of the reading inventory required by Education Code 28.006. This notice shall be provided before the end of the school year preceding the grade advancement requirements. *19 TAC 101.2009 (b)*

### **AFTER FIRST TESTING OPPORTUNITY**

#### **Notice**

The District shall notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement test. This notification should be made within five working days of the District's receipt of student test results from this administration. This notice shall include the student's test results, a description of the District's grade advancement policy, the accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. *19 TAC 101.2009 (c)*

### **AFTER SECOND TESTING OPPORTUNITY**

#### **Notice**

Within five working days of the District's receipt of student test results for the second administration of the test required for grade advancement, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the test results. This notice shall include a description of the purpose and responsibilities of the GPC. *19 TAC 101.2007 (c)*

### **GRADE PLACEMENT COMMITTEE**

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time.

Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian and the student's teacher of the subject of the grade advancement test on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student (if the remaining members of the GPC also agree to the promotion). The District may

accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. The District may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, the District may use other methods to ensure parent participation, including individual or conference telephone calls. The District may designate another person to act on behalf of the student in place of a parent, guardian or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. If the parent or guardian is unavailable, the remaining members of the GPC must convene as required by law and take any actions required. *Education Code 28.0211(c); 19 TAC 101.2007 (a), (b)*

### **ALTERNATE ASSESSMENT**

For the third testing opportunity, the Board may choose to use a state-approved alternate assessment instead of a statewide assessment instrument. If the Board adopts such a policy, the District shall select from a list provided annually by the Commissioner only one test for each applicable grade and subject. The alternate assessment must be given during the period established by the Commissioner in the assessment calendar to coincide with the date of the third administration of the statewide assessment. 19 TAC 101.2011 (a)-(b)

### **PARENTAL WAIVER**

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration. *19 TAC 101.2015*

### **AFTER THIRD TESTING OPPORTUNITY**

#### **Notice**

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of a test required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student test results for this administration, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The

District shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. *19 TAC 101.2007 (e)*

### **RETENTION AND APPEAL**

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent

or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. *Education Code 28.0211; 19 TAC 101.2007 (e)*

The GPC may not agree to promote a student unless a parent or guardian designee has appealed. *19 TAC 101.2007 (b) (2)*

If an appeal is initiated by the parent or guardian the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous.

The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board. These standards must include the following:

1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, and individual reading and mathematics diagnostic tests or inventories;
2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, the student's participation in required assessments, or the student's participation in accelerated instruction; and
4. Consideration of whether the student was not enrolled in a Texas public school for part of the school year. *19 TAC 101.2007 (f)*

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. *19 TAC 101.2007 (g)*

The committee's decision regarding placement is final and may not be appealed. *Education Code 20.0211 (e)*

### **TRANSFER STUDENTS**

The District shall determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received. *19 TAC 101.2003 (g)*

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the District's ability to appropriately place such a student. *19 TAC 101.2007 (h) [See FDA]*

### **LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and acceleration options for a limited English proficient (LEP) student who is administered a

grade advancement test in English or Spanish. The GPC for a LEP student shall make its decisions in consultations with a member of the student's LPAC. *19 TAC 101.2003 (e)*

### **SPECIAL EDUCATION STUDENTS**

A student who is receiving special education services, including a LEP student, who is enrolled in grades 3, 5, or 8, and who is receiving instruction in the essential knowledge and skills in Reading or Mathematics is eligible for grade advancement testing. The student's admission, review and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for the student. *Education Code 28.0211 (i); 19 TAC 101.2003 (d), (f)*

### **DYSLEXIC STUDENTS**

In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered. *Education Code 28.021 (b); 19 TAC 101.2003 (f) [See policies at EHB, EKB, and FB]*

### **AGE APPROPRIATE ASSIGNMENT**

The Board may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle and high school campuses, the Board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus. *19 TAC 101.2019(b)*

### **TRANSPORTATION TO ACCELERATED INSTRUCTION PROGRAMS**

The district shall provide students required to attend the accelerated programs described above with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211 (j); 19 TAC 101.2013 (c)*

### **OPTIONAL EXTENDED-YEAR PROGRAM**

A student who does not meet District standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program. *19 TAC 105.1001 [See EHBC]*

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year. However, if the student's parent presents a written request to the school principal asking the student not be promoted, the principal shall hold a formal meeting with the parent, the teacher and the counselor, as soon as practicable after receiving such a request. During the meeting, the principal, teacher, or counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the District shall continue to use innovative practices to ensure that the student is successful in school in succeeding year.

If the District provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

*Education Code 29.082 (e), (f) [See EHBC]*

**Correspondence Courses** (If Applicable for the school year – High School)

Students may earn a maximum of two (2) credits required by the state for graduation through correspondence courses. Courses must be approved by the state and be offered by approved colleges or universities. Students must be granted approval from the School Director to enroll in a correspondence course. Courses must be completed and grade(s) submitted for recording at least 30 days prior to graduation in order to be used for graduation credit.

**DUAL CREDIT** (If Applicable for the school year – High School)

A student desiring to earn college credit while in high school may do so both during the summer and during the regular school year. The School Director, the parents, as well as the college or university prior to the student’s enrollment in the course must approve college courses taken during the regular school year for both college and high school credit. Please see the school counselor for details.

**District Policy**

**High School Dual Credit Courses**

Students may take a maximum, of two (2) college courses upon approval by campus administration, per semester during the regular school year. Students may only take one (1) college course per semester during summer terms. Dual credit courses give opportunity for high school students to take courses in residence at a college campus and receive credit for college and high school courses simultaneously.

High School Core Classes will be designated as AP or Honors on High School Academic Achievement Record. All approved course work taken at the college level will be weighted in the student’s GPA. Under no circumstance, will student receive “dual credit” for a course taken at the college campus without prior approval from the campus administrator. Students must have signed approval on file before taking the course.

Students may take designated coursework, outlined in the contract between college and high school. Courses listed in the contract are courses outlined on high school master schedule and high school has agreed to offer students credit for these courses taken in college. Students are only allowed to take up to a maximum of 24 credit hours and must be designated as a junior or senior in high school, passed the TAKS test I that area and be in good attendance standing.

**Juniors may take:**

<u>College Course</u>	<u>High School Equivalent</u>	<u>Designation</u>
History 1301	U. S. History (Semester 1)	Honors
History 1302	U. S. History (Semester 2)	Honors
Psychology 2301	Psychology (½ Semester)	None
Sociology 1301	Sociology (½Semester)	None
Business	Business (½ Semester)	None

**Seniors may take: Any course outlined for juniors and courses listed below:**

<u>College Course</u>	<u>High School Equivalent</u>	<u>Designation</u>
English 1301	English 4 AP (Semester 1)	AP
English 1302	English 4 AP (Semester 2)	AP
Government 2301	Government (½ Semester)	Honors
Economics 2301	Economics (½ Semester)	Honors
Technology	Computer Technology	None

### **Award of Credit**

The award of credit for a course affirms that a student satisfactorily met state and local requirements. *19 TAC 74.26 (a)*

### **Early Award of Credit**

The District may offer courses designated for grades 9-12 in earlier grade levels. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record shall reflect that students have satisfactorily completed courses at earlier grade levels from grades 9-12 and have been awarded state graduation credits. *19 TAC 74.26 (b)*

### **Partial Award**

In accordance with District local policy, a student who is able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. *19 TAC 74.26 (d)*

### **Graduation Requirements**

Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and accepted by any other school district in the state.

*19 TAC 74.26 (a) (1), (c)*

### **Academic Achievement Record**

The District shall use the academic achievement record (transcript) form designated by the state Board. This form shall serve as the academic record for each student and shall be maintained permanently by the District. Any credit earned by a student must be recorded on the academic achievement record, regardless of when the credit was earned.

If a student is unable to complete the recommended or advanced high school program solely because necessary courses were unavailable at the appropriate times as a result of course scheduling, lack of enrollment capacity or another cause not within the student's control, the

District shall indicate that fact on the student's transcript. This provision applies to students entering grade nine during or after the 2003-04 school year and expires January 1, 2004.

Copies of the record shall be made available to students transferring to another district. The District shall respond promptly to all requests for student records from receiving districts. [See also FDA and FL]

### **Transcript Seals**

Students who complete high school graduation requirements shall have attached to the academic achievement record the State Board approved seal.

### **Certificate of Coursework Completion**

A student who completes all graduation requirements except for required exit-level examinations may be issued a certificate of coursework completion. The academic achievement record shall include a notation of the date a certificate of completion was issued to the student.

*Education Code 28.025 (d), (e), (g), (g-1); 19 TAC 74.14*

## **ACADEMIC ACHIEVEMENT:**

### **CLASS RANKING**

#### **Honor Awards for Graduates**

The Board encourages the academic excellence of students in the District. The Board believes that those exhibiting outstanding scholarship should be recognized.

#### **Weighted Grade Point System For Freshmen**

The following weighted grade point system shall apply to all students entering District High schools 2003 school year and thereafter. Grades earned in certain types of coursework shall not be part of the grade point average calculation. Such information shall be published in the District Policy Book. The weighted grade system shall be as follows.

Grade	Numerical Value and Meaning	Pre-AP/AP/GT/Honors/Dual Enrollment	Regular
A	90-100	5	4
B	80-89	4	3
C	70-79	3	2
F	69 and below	0	0

#### **Courses Used for GPA**

The following are courses that shall be used for GPA calculations:

- Credit courses required for graduation from other high schools (transfer grades)
- Distance learning on campus
- Dual credit (No more than two per semester, or special exception from principal for students of exceptional achievement.)
- Homebound/Home instruction
- Summer school

Distance learning (other than on campus) requires principal approval

### **Courses Not Used for GPA Calculations**

The following are courses that shall not be used for GPA

- Correspondence
- Credit by examination
- Credit from other institutions
- Demonstrated proficiency
- High school credits earned at middle school
- Local credit
- Modified courses including Resource, BAC, and Life skills

### **VALEDICTORIAN/SALUTATORIAN**

The student with the highest adjusted grade average shall be named valedictorian. The student maintaining the second highest grade average shall be named salutatorian.

Grades shall be counted on a semester basis. The valedictorian's and the salutatorian's cumulative grade average shall be determined at the end of the seventh semester of the graduating year.

To be eligible for valedictorian or salutatorian honors, the student shall have attended the District high school for four consecutive semesters, unless waived by the principal and approved by the Superintendent. In addition, honor graduates must have been enrolled in the District high school for their entire senior year.

Students in standing as candidates for Valedictorian and Salutatorian must maintain the highest numeric and grade point averages with no serious behavior infractions resulting in disciplinary action during the sixth and seventh semester of the school year before graduation.

The Valedictorian and Salutatorian must exemplify and evidence high academic achievement, moral leadership and character. Students are selected by committee after a careful assessment of student grades, teacher recommendations, counselor recommendations, numeric grade average and GPA ranking.

Shekinah Learning Institute, Inc., d/b/a Radiance Academy of Learning and Shekinah Radiance and Radiance Academy is a school of academic Excellence and Moral Leadership Development. When these traits are evidenced and revealed through the accomplishments of our students, a legacy is established and the students have clearly met the standard.

In cases of a tie in weighted grade averages among the top ranking students, computing the weighted grade average to a sufficient number of decimal places until the tie is broken shall be used to determine who shall be recognized as valedictorian or salutatorian.

### **Honor Graduates**

Honor graduates are students who have maintained a cumulative grade point average of 4.0 through the seventh semester of the graduating year. Honor graduates are recognized for their achievements at the commencement exercises.

Beginning with the senior class of the 2003 school year and thereafter, honor graduates shall maintain a 3.5 grade point average, and above, through the seventh semester of the graduating year. Honor graduates are recognized for their achievements at commencement exercises.

In addition, honor graduates must have been enrolled in the District high school for the last two semesters prior to graduation.

## **ACADEMIC ACHIEVEMENT:**

### **GRADUATION**

#### **Recommended Program**

For the graduating class of 2003-04, in addition to the 24 credits required for the state for graduation under the Recommended Program, the District shall require 2 credits, for a total of 26. The additional credits shall be electives.

2004-05, in addition to the 24 credits required by the state for graduation under the Recommended Program, the District shall require 2 credits, for a total of 26. The additional credit shall be an elective.

For the graduating class of 2004-05, and hereafter, the District requires no additional credits for the graduation under the Recommended Program beyond those mandated by the state.

#### **Distinguished achievement Program**

For the graduating class of 2005-06, and thereafter, the District requires no additional credits for graduation under the Distinguished Achievement Program beyond those mandated by the state.

#### **Physical Education Substitutions**

The District shall allow students to substitute certain physical activities for the 1.5 required credits of physical education. Such substitutions shall be based on the physical activity involved in:

1. Drill team, marching band and cheerleading during the fall semester
2. Junior Reserve Officer Training Corps (JROTC)
3. Athletics
4. Dance I-IV
5. Two- or three-credit career and technology work-based training courses

### **No Other Physical Activity Program**

The District shall not award state graduation credit for physical education for private or commercially-sponsored physical activity programs conducted either on or off campus.

### **Reading Credits**

The District shall offer up to 3 credits of reading for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress, and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading credit based on:

1. Recommendation by teacher or counselor
2. Scores on assessment instruments and/or achievement tests

A student may graduate and receive a diploma only if the student successfully completes:

1. The curriculum requirements identified by the State Board of Education and has performed satisfactorily on the exit-level assessment instruments identified in Education Code 39.025; or
2. An individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

*Education Code 28.025 (c)*

### **Diploma/ Transcript/Certificate of Coursework Completion**

Graduates of each high school are awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements, and courses completed and displays appropriate graduation seals. *19 TAC 74.11 (a), 74.51 (a), 74.51 (a)* [See E1 for provisions regarding certificate or coursework completion]

### **Notice of Graduation Requirements**

In order to provide timely and full notification of graduation requirements, the Superintendent shall be responsible for

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation;
2. Notifying each student in grades 7-12 new to the District and the student's parent or guardian in writing of the testing requirements for graduation; and
3. Notifying each student who shall take the tests required for graduation and the student's parent or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing. *19 TAC 101.13*

### **Personal Graduation Plan (PGP)**

A principal shall designate a guidance counselor, teacher or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle or high school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student' enrollment in grade level nine, as determined by District.

**A PGP must:**

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention and other evaluation strategies;
3. Include and intensive instruction program described in Education Code 28.0213 [see EHBC];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

A student's IEP developed under *Education Code 29.005 [See EHBAB]* may be used as the student's PGP

*Education Code 28.0212*

**Early Education**

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of the Board concerning the request is final and may not be appealed. *Education Code 26.003 (a)(3)(C), 26.003(b) [See MH, FNG]*

**State Graduation Requirements**

All credit for graduation must be earned no later than grade 12. *19 TAC 74.11(b); 74.41 (v), 74.51 (b)*

To receive a high school diploma, a student entering grade 9 in the 1998-99, 1999-2000, or 2001

Ninth Graders in 1998-99

To receive a high school diploma a student entering grade 9 in the 1998-99, 1999-2000, or 2000-2001 school years must pass the exit-level test and complete the requirements of the Minimum High School Program, The Recommended High School Program, or the Distinguished Achievement Program. *19 TAC 74.11 (c), (d), 74.12-13.*

### **Ninth Graders in 2001-02 through 2003-04**

To receive a high school diploma, a student entering grade 9 in the 2001-02, 2002-03, 2003-04 school year must pass the exit-level test and complete the requirements of the Minimum High School Program, the Recommended High School Program, or the Distinguished achievement Program. *19 TAC 74.41, 74.42-.44*

### **Ninth Graders in 2004-05 and Thereafter**

The District shall ensure that each student entering the ninth grade in the 2004-05 school and thereafter enrolls in the courses necessary to complete the curriculum requirements identified by the State Board for the Recommended or Advanced High School Program unless the student, the student's parent or other person standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the Minimum High School Program. Education Code 28.025 (b); *74 TAC 74.51 (d), 74.52.-54*

### **Recommended High School Program**

A student entering grade 9 in the 1998-99, 1999-2000, or 2000-2001 school year who wishes to complete the Recommended High School Program and have the accomplishment recognized on the academic achievement record must complete the requirements listed at 19 TAC 74.12

A student entering grade 9 in the 2001-2002 school year or thereafter must earn at least 24 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at EIF (EXHIBIT B)

### **Distinguished Achievement Program**

A student enter grade 9 in the 1998-99, 1999-2000, or 2000-2001 who wishes to complete an advanced high school program, called the Distinguished achievement Program, and to have that accomplishment recognized and distinguished on the academic achievement record (transcript) shall complete the requirements listed at *19 TAC 74.13*

A student entering grade 9 in the 2001-2002 school year or thereafter must earn at least 24 credits to complete the Distinguished Achievement Program. A student must demonstrate proficiency in the program requirements listed at *EIF (EXHIBIT C), 19 TAC 74.44, 74.54*

### **Substitutions**

No substitutions are allowed for high school graduation requirements in the Recommended Distinguished Achievement Programs, except provided by State Board rule. *19 TAC 74.12,(d),74.13(a), 74.43 (d), 74.44(e), 74.53(d), 74.54(e)*

Graduation requirements that are not completed before enrollment in the District may be satisfied by credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of *19 TAC 74.26, 19 TAC 74.11(f), 74.41(e), 74.51 (f) [See EEJA, EEJV, EEJC, EHDE, and EI]*

## **Classification for Physical Education**

The District shall classify students for physical education on the basis of health into one of the following categories:

1. **Unrestricted**-not limited in activities
2. Restricted-excludes the more vigorous activities Restricted classification is of two types:
  - a. **Permanent**- A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity of the student.
  - b. **Temporary**- Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall not actively participate in the skill demonstration.
3. Adapted and remedial-specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

*19 TAC 74.31*

## **GRADUATION OF SPECIAL EDUCATION STUDENTS**

### **Completion of General Education Requirements**

A student receiving special education services may graduate and be awarded a high school diploma if:

1. The student has satisfactorily completed the state's or District's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument ; or
2. The student has satisfactorily completed the state's or District's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument under *Education Code 39.027(a)(2)(B)*.

### **Completion of IEP**

A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

1. The student's IEP met one of the following conditions:
  - a. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to

maintain the employment without direct and on-going educational support of the District

- b. Demonstrated mastery of specific employability skills and self-help skills which do not require direct on-going educational support of the District; employability and self-help skills are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment; or
  - c. Access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;
2. The state's or District's (whichever is greater) minimum credit requirements for students without disabilities; and
  3. The state's or District's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.

When considering a student's graduation under this provision, the student shall be evaluated before graduation as required by 34 CFR 300.534©, and the ARD committee shall consider the evaluation, the views of the parent and/or student as appropriate, and, when appropriate, seek in writing and consider written recommendations from adult service agencies.

Students who participate in graduate ceremonies but who are not graduating and who will remain in school to complete their education do not have to be evaluated.

In addition, the ARD committee shall determine needed educational services upon request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

### **Aging Out**

A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP  
*19 TAC 8901070*

### **SPECIAL PROGRAMS:**

#### **Federal Title 1**

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*Note: The following contains basic requirements for districts and schools receiving Title 1, Part A funds, but does not represent a complete list of legal obligations of such districts and schools. Those districts and schools that receive Title 1, Part A funds should carefully review federal and state requirements concerning use of those funds*

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Each district receiving federal funds under Title 1, Part A shall:

1. Use the state academic assessments and other indicators described in the state plan to review annually the progress of each school served under 20 U.S.C Title 1, Part (federal school improvement programs) to determine whether the school is making adequate yearly progress
2. At the District's discretion, use any academic assessments or any other academic indicators described in the District's plan to review annually the progress of each school served under Title 1 Part A to determine whether the school is making adequate yearly progress.
3. Publicize and disseminate the results of the local annual review to parents, teachers, principals, schools and the community
4. Review the effectiveness of the actions and activities the schools are carrying out under Title 1, Part A with respect to parental involvement, professional development, and other activities assisted under Title 1, Part A.

*No Child Left Behind Act of 2001, 2001, U.S.C. 6316*

### **Adequate Yearly Progress Defined**

The state shall define, based on academic assessments, what constitutes "adequate yearly progress" for the state, all public elementary schools, secondary school, and districts in the state, toward enabling all public elementary school and secondary school students to meet the state's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the state, districts, and schools.

### **Academic Assessments Defined**

"Academic assessments" means a state-implemented set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the state and of each district and school in the state in enabling all children to meet the state's challenging student academic achievement standards, except that no state shall be required to meet the requirements of Title 1, Part A relating to science assessments until the beginning of the 2007-08 year.

*No Child Left Behind Act of 2001, 20 U.S.C. 6311(b)*

### **Identification for School Improvement**

The District shall identify for school improvement any elementary school or secondary school served under Title 1, Part A that fails, for two consecutive years, to make adequate yearly progress as defined in the state's plan. The identification shall take place before the beginning of the school year following such failure to make adequate yearly progress.

### **School Plan**

Each school identified for school improvement shall, not later than three months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the District serving the school, and outside experts, for approval of the District.

The school plan shall cover a two-year period and shall, as detailed at *20 U.S.C. 6316(b)(3)(A)*, incorporate strategies; policies; practices; funding; professional development; parental notice; parental involvement; the specific academic issues that caused school to be identified for school improvement; specific annual, measurable objectives for continuous and substantial progress; and other elements that have the greatest likelihood of ensuring that each group of students enrolled in the school will meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-02 school year.

The school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification. If a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

The District within 45 of receiving a school plan, shall establish a peer review process to assist with review of the school plan and promptly approve the school plan if the plan meets the requirements.

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**Note:** See FDB for the option to transfer to a higher performing school, FDD for school safety transfers, and CNA for transportation of transfer students

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### **Notice to Parents**

The District shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement, for corrective action, or for restructuring:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the District and Tea [See GND]
2. The reasons for the identification
3. An explanation of what the school identified for school improvement is doing to address the problem of low achievement
4. An explanation of what the District or TEA is doing to help the school address the achievement problem
5. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.
6. An explanation of the parent's option to transfer their child to another public school, with transportation provided by the District when required or to obtain supplemental educational services for the child. [See CAN]
7. Each November, parents will be notified of teachers who are not Highly Qualified.

## **Supplemental Education Services**

In the case of any school that fails to make adequate yearly progress after identification, or is under corrective action or restructuring, the District serving such school shall arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness that is selected by the parents and approved for that purpose by TEA in accordance with reasonable criteria that TEA shall adopt. Nothing contained in this provision shall permit the making of any payment for religious worship or instruction.

An “eligible child” means a child from a low-income family, as determined by the District for purposes of allocation funds to schools under 20 U.S.C. 6313(c)

The District shall continue to provide supplemental educational services to a child receiving such services until the end of the school year in which such services were first received.

## **Waiver from TEA**

At the request of the District, TEA may waive, in whole or in part, the requirement to provide supplemental educational services. TEA shall notify the District, within 30 days of receiving the District’s request for a waiver, whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

## **Technical Assistance**

For each school identified for school improvement, the District serving the school shall ensure the provision of technical assistance as the school develops and implements the school plan throughout the plan’s duration. Such technical assistance shall include assistance in analyzing data from the academic assessments; in identifying and implementing professional development, instructional strategies and methods that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement; and in analyzing and revising the school’s budget.

Technical assistance may be provided by the District, TEA, a qualified institution of higher education, a private not-for-profit organization, and educational service agency, or another entity with experience in helping schools improve academic achievement. Technical assistance provided by the District or an entity approved by the District shall be based on scientifically based research.

## **Failure to AYP After Identification**

### **One year after:**

In the case of any school served under Title 1, Part A that fails to make adequate yearly progress by the end of the first full school year after identification, the District serving such school shall:

1. Continue to provide all students enrolled in the school with the option to transfer to another public school served by the District
2. Make supplemental educational services available
3. Continue to provide technical assistance

### Two years after corrective action

In the case of any school served by the District under Title 1, Part A that fails to make adequate yearly progress by the end of the second full school year after the identification, the District shall implement a system of corrective action, the District shall:

1. Continue to provide all students enrolled in the school with the option to transfer to another public school served by the District
2. Continue to provide technical assistance while instituting any corrective action.
3. Continue to make supplemental educational services available to children who remain in school.
4. Identify the school for corrective action and take at least one of the following corrective actions:
  - a. Replace the school staff who are relevant to the failure to make adequate yearly progress
  - b. Institute and fully implement a new curriculum, including appropriate professional development that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
  - c. Significantly decrease management authority at the school level.
  - d. Appoint an outside expert to advise the school on its progress toward making adequate early progress, based on its school plan.
  - e. Extend the school year or school day for the school.
  - f. Restructure the internal organizational structure of the school.

### Notice of Corrective Action

The District shall publish and disseminate information regarding any corrective action the District takes at a school to the public and to the parents of each student enrolled in the school subject to corrective action, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand, and through such means as the Internet, the media, and public agencies.

### Three and Four Years After :School Restructuring

If after on full school year of corrective action, a school subject to such corrective action continues to fail to make adequate yearly progress, then the District shall:

1. Continue to provide all students enrolled in the school with the option to transfer to another public school served by the District
2. Continue to make supplemental educational services available to children who remain in school.
3. Prepare a plan and make necessary arrangements to carry out alternative governance

No later than the beginning of the school year following the year in which the District implements restructuring, the District shall implement one of the following alternative governance arrangements for the school consistent with state law:

1. Reopen the school as a public charter school.

2. Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
3. Enter into a contract with an entity, such as a private management company, with a demonstrated record effectiveness to operate the public school.
4. Turn the operation of the school over to TEA, if permitted under the state law and agreed to by the state
5. Execute any other restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

### **Notice of School Restructuring**

The District shall provide prompt notice to teachers and parents whenever restructuring provisions apply and provide them with an adequate opportunity to comment before taking any action for restructuring and to participate in developing any restructuring plan.

### **Duration**

If any school identified for school improvement, corrective action or restructuring makes adequate yearly progress for two consecutive school years, the District shall no longer subject the school to the requirements of school improvement, corrective action or restructuring or identify the school for school improvement for the succeeding school year.

### **State Assistance and Intervention**

TEA shall identify the District for improvement, provide technical assistance, and finally take corrective action in the manner described by 20 U.S.C. 6316©. If the district is identified for corrective action, TEA shall take at least one of the following actions:

1. Defer programmatic funds or reduce administrative funds
2. Institute and fully implement a new curriculum
3. Replace the District personnel who are relevant to the failure to make adequate yearly progress.
4. Remove the particular schools from the jurisdiction of the District and establish alternative arrangements for public governance and supervision of such schools.
5. Appoint a receiver or trustee to administer the affairs of the District in place of the Superintendent and School Board
6. Abolish or restructure the District
7. In conjunction with at least one of the actions listed above, authorize students to transfer to a higher-performing public school operated by another district and provide the students transportation (or transportation costs). *No Child Left Behind Act of 2001, 20 U.S.C. 6316*

### **Parental Involvement**

The District's Title 1 Part A program shall be planned and implemented with meaningful consultation with parents of participating students.

## **District Policy**

Each District that receives Title 1, Part A funds shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the District's plan developed under 20 U.S.C. 6312, establish the District expectations for parent involvement, and describe how the District will:

1. Involve parents in the joint development of the plan under 20 U.S.C. 6316;
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement as described at 20 U.S.C. 6318(e)
4. Coordinate and integrate parental involvement strategies under Title 1, Part A with parental involvement strategies under other USEA programs;
5. Conduct, with the involvement of parents, an annual evaluation of the parental involvement policy as described at U.S. C. 6318(a)(2)(E), and use the findings of the evaluation as described in that section; and
6. Involve parents in the activities of the schools served under this part

Each school served under Title 1, Part A shall jointly develop with, and distribute to parents of participating children a written parental involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of 20 U.S.C.6318©-(f). Parents shall be notified of the policy in an understandable uniform format and, to the extent practicable, provided in language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

*No Child Left Behind Act of 2001. 20 U.S.C. Sec. 6318*

## **Comparability Assurance**

If the District has more than one attendance area for each grade span, as a condition of receiving ay Title 1 funds, it shall file with TEA written assurance that it has established:

1. A District-wide salary schedule
2. A policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel
3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies

*20 U.S.C. 6321 (c)(2)*

## **Private Schools**

After timely and meaningful consultation with appropriate private school officials, the District shall provide eligible disadvantaged children attending private elementary and secondary schools with special education services or benefits under Title 1, Part A that are comparable to those provided in public schools. *20 U.S.C Sec. 6320.*

**Note:** DBA for qualifications of teachers in Title 1 programs.

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As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the District shall serve homeless children to their best interests *McKinney-Vento Homeless Education Assistance Act of 2001, part of No Child Left Behind Act of 2001, 42 U.S.C. 11432 [See FD, FDC, and EFC]*

## **B. EXTRA-CURRICULAR ACTIVITIES**

(Varies by Campus)

### **Student Clubs and Organizations**

Extra-curricular activities are an important part of the Shekinah Radiance and Radiance program. The purpose of such activities is to provide enrichment opportunities for the personal, social and educational growth of each student.

### **No Pass - No Play**

Passing grades are required for participation in extra-curricular activities. A student whose grade in a course falls below a 70 will not participate in extra-curricular activities. If the student's three-week progress report immediately following the grading period reflects all passing grades, the student may then participate in all program activities.

The following activities may be offered:

### **Flag Football**

Flag football is for boys. Practices, locations and game schedules will be announced. All students' grades will be checked weekly and the NO PASS – NO PLAY will be in effect.

### **Volleyball**

Volleyball is for girls. Practices, locations and game schedules will be announced. All students' grades will be checked weekly and the NO PASS – NO PLAY will be in effect.

### **Basketball**

Basketball is for girls & boys. Practices, locations and game schedules will be announced. All students' grades will be checked weekly and the NO PASS – NO PLAY will be in effect.

### **Baseball/Softball**

Baseball/Softball is for girls and boys. Practices, locations and game schedules will be announced. All students' grades will be checked weekly and the NO PASS – NO PLAY will be in effect.

### **Karate**

en to all students. An after school class will be held weekly with Rev. Thomas. A fee is required at sign-up.

### **4-Club**

4-H Club is for 3<sup>rd</sup>-12<sup>th</sup> grade boys and girls. Meetings and events will be announced.

## **Section V: Student: Student Code of Conduct**

To promote and maintain a safe environment for students and adults, and to provide an appropriate environment for the educational process, Shekinah Radiance and Radiance Academy has adopted this Student Code of Conduct. The District recognizes that the foundation of an orderly and positive environment is a climate of mutual respect for the rights of all persons. To that end, all members of the learning community – students, parents, and District employees – are expected to treat all persons with the respect, dignity, good manners and civility demanded of a civilized nation. Students are also expected to behave appropriately at school and all school-related activities.

Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community.

### **Legal Requirements**

When a student commits an offense, the student is subject to disciplinary action by school officials. Texas law requires schools to report certain administrative actions taken against students for violations of the Student Code of Conduct. The code numbers for the offenses correspond to offense code numbers that school personnel submit to the Texas Education Agency.

In addition, the student may also be subject to arrest and criminal prosecution for certain offenses. When administration determines that a student may have committed a criminal offense, the school official shall notify law enforcement officers because Texas law requires schools to refer students to other governmental agencies and law enforcement officials when they commit certain offenses.

When a student commits an offense, the student is subject to disciplinary action by school officials. This Student Code of Conduct embodies the District's policies and procedures as well as the requirements of Chapter 37 of the Texas Education Code (TEC), and is meant to define student misconduct that may result in a range of specific disciplinary consequences. This Student Code of Conduct provides information to students and parents regarding standards of expected behavior as well as the consequences of misconduct in violation of this Student Code of Conduct. Each student enrolled in the Shekinah and Radiance School Districts is provided a copy of this handbook, which includes the Student Code of Conduct. As a part of the District's effort to make sure that parents are aware of the policies and procedures relating to student discipline, parents are required to sign and return the acknowledgement page at the end of this Handbook. In case of conflict between the Student Code of Conduct and District policy enacted prior to the Board's approval of this Student Code of Conduct, the Student Code of Conduct will prevail.

Participation in school district extracurricular activities, school sponsored clubs and organizations, and any receipt of school district awards or honors are privileges, and no student has any right to such participation, membership, award or honor. Violations of this Student Code of Conduct, in addition to the consequences set out in this Handbook, may result in suspension

or dismissal from participation in extracurricular activities pursuant to the by-laws or rules of the club, organization or activity. It should also be noted that the discipline of students with disabilities who are eligible for services under the federal laws known as the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 is subject to the provisions of those laws.

### **Student Expectations**

- Be aware of and follow all rules and regulations for student behavior.
- Express opinions and ideas in a respectful manner so as not to insult or slander others.
- Dress in accordance with the school's dress code.
- Cooperate with school staff in the investigation of disciplinary cases and provide information (should he or she have any) relating to any offense.
- Cooperate with and assist the school staff in operating a safe school and obey all safety rules. This includes following all District rules while being transported in JISD vehicles to and from school and school-related or school-sponsored trips.
- Be prepared for each class with appropriate materials and assignments.
- Exhibit an attitude of respect toward individuals and property.
- Refrain from making profane, insulting, threatening or inflammatory remarks, and from cheating, lying or engaging in disruptive conduct.
- Seek changes in school policies and regulations in an orderly and responsible manner through approved channels.
- Avoid violations, attempts to violate or assisting in violations of the Student Code of Conduct.
- Demonstrate responsible behavior.
- Promote school PRIDE.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Obey all campus rules.
- Cooperate with and assist the school staff in maintaining safety, order and discipline.
- Refrain from engaging in acts of bullying or harassment, and refrain from making a 'hit list'

To the fullest extent permitted by the laws of Texas, school rules and the authority of the District to administer discipline apply on or off school grounds in conjunction with or independent of classes and school-sponsored activities.

### **Discipline Management Techniques**

The following discipline management techniques may be used alone or in combination for misbehavior violating the Student Code of Conduct, campus or classroom rules:

- Verbal correction.
- Cooling-off time or "time out."
- Seating changes in the classroom or removal to another classroom.
- Counseling by or conferring with teachers, counselors or administrators.
- Parent conferences (in person) with teachers, counselors or administrators.
- Sending the student to the office or other assigned area.
- Short-term noon or classroom lunch detentions.

- Notations in student records, including disciplinary folders.
- Assigned school duties other than classroom tasks.
- Withdrawal or loss of recess or other school-related privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices.
- Techniques or penalties identified in the codes of conduct or standards of behavior adopted by any extracurricular organization, student organization, student club or student athletic team.
- School-assessed / school-administered probation.
- After-school detention, Saturday detention, in-school suspension, out-of-school suspension. When detention is used, notice will be given to the student's parent to explain the reason for the detention and to allow time for the parents to make transportation arrangements. All students in detention will be under the direct supervision of an adult employee of the District, such as a teacher or other professional.
- Behavioral contracts.
- Confiscation of items that disrupt the educational process.
- Withdrawing or restricting bus privileges.
- Additional consequences as approved by the campus administrator, such as issuing a citation, notifying police, financial restitution, or suspension.
- Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District.
- Expulsion.

Other strategies and consequences as specified by the Student Code of Conduct or set out in this Handbook, campus rules or classroom rules in accordance with District policy.

While there are various procedures for complaining about or appealing decisions made by District employees with respect to disciplinary measures, disciplinary consequences will not be deferred or delayed pending the outcome of any complaint or appeal.

### **Parent Notice of Violation of SCOC**

Classroom teachers and /or other staff will routinely notify parents of minor discipline violations thorough notes, phone calls, conferences, or other informal means. A student's parent shall be notified by telephone, or other appropriate means, as soon as reasonably practicable, of a suspension. Parents of students who have been suspended shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension

### **Detention**

For infractions of the Code of Conduct or other policies and regulations, teachers may detain students after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for the detention and permit arrangements for the necessary transportation of the student.

### **In-School Suspension**

Students may be placed in in-school suspension for engaging in offenses as described and set forth in the Student Code of Conduct. Before placing a student in in-school suspension, the principal or designee shall consider reasonable alternatives, including appropriate discipline management techniques. If the principal or designee determines that in-school suspension is the most appropriate alternative, no other disciplinary action need precede the placement in in-school suspension.

### **Teacher Removal**

A teacher may send a student to the principal's office with appropriate documentation in order to maintain effective discipline in the classroom. The principal or designee shall respond by employing appropriate discipline management techniques consistent with the Student Code of Conduct and local policy.

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

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities. The principal or other appropriate administrator shall schedule a conference with the principal or other appropriate administrator, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not all requested parties are in attendance after valid attempts to require their attendance, the principal shall order the placement of the student as provided by Texas Education Code Section 37.002 or 37.006, as applicable, for a period consistent with the Student Code of Conduct.

The principal may not return the student to the classroom of the teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available.

### **Suspension (Out of School)**

Students may be suspended for a period not to exceed three school days for engaging in any serious offenses as described and set forth in the Student Code of Conduct. A principal or other appropriate administrator may suspend a student prior to placement in an AEP or prior to (but not in lieu of) expulsion, where a student's conduct requires such placement or expulsion.

Before suspending a student, the principal or designee shall consider reasonable alternatives, including appropriate discipline management techniques. If the principal or designee determines that a suspension is the most appropriate alternative, no other disciplinary action need precede the suspension.

### **Conference with Student**

1. Before suspending a student, the principal or designee shall conduct an informal conference, at which:
2. The student is advised of the conduct with which he or she is charged.
3. The student is given the opportunity to explain his or her version of the incident.

### **Notice to Parents**

A student's parent shall be notified by telephone, or other appropriate means, as soon as reasonably practicable, of a suspension. Parents of students who have been suspended shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension.

### **Hearing**

Following an initial determination by the principal or investigating administrator that a student has committed an offense that requires or allows placement in an AEP, a hearing will be scheduled to determine whether placement is warranted. If the School District makes a good faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

### **Duration of Placement in an AEP**

The duration of a student's placement in the AEP shall be determined at the hearing. The length of placement shall be expressed in a specific number of days that the student must successfully complete in the AEP prior to returning to the home campus. That decision shall be final, unless the duration of the placement is to extend beyond the end of the next grading period.

### **Questioning of Students**

Students are expected to cooperate with administrative staff in the investigation of disciplinary cases and to volunteer information within the students' knowledge relating to violations of the Student Code of Conduct. Administrators, teachers, and other professional personnel have the right to question students regarding their conduct or the conduct of others. Students may be requested to submit a written statement describing their knowledge of an incident.

A goal of Shekinah Radiance and Radiance Academy is to develop in each of its students an awareness of his/her personal responsibilities as a citizen of his/her school, community, and nation. The maintenance of good order to ensure that an environment conducive to learning shall exist for all students is a primary requirement to achieve this goal. Society needs rules to enable people to live together. When there are rules, each person knows how to behave. For those few, who do not conform to the rules except under compulsion or the certainty of punishments, provision must be made for denial of educational participation.

### **Search Notice**

Lockers, desks and any other fixture or facility provided for student use are the property of Shekinah Radiance and Radiance Academy and remain under the jurisdiction and control of the District even when assigned to an individual student. District officials may at any time conduct searches or use other detection devices with respect to all lockers, desks and any other fixture or facility provided for student use, whether or not the students are present, and whether or not

there is reasonable cause to believe they contain articles or materials prohibited by District policy. School officials may search any vehicle any time there is reasonable cause to do so. If a vehicle subject to search is locked, the student who owns or has control of the vehicle shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parent or guardian. If the parent or guardian also refuses to permit a search of the vehicle, the District may turn the matter over to local law enforcement officials. Pursuant to District policy FNF (Local), students are hereby put on notice that: (1) lockers may be sniffed by trained dogs at any time; (2) vehicles parked on school property may be sniffed by trained dogs at any time; (3) classrooms and other common areas may be sniffed by trained dogs at any time when students are not present; and (4) if contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action. Backpacks and purses in students' possession may also be subject to searches where there is reasonable cause.

### **DENIAL OF EDUCATIONAL PARTICIPATION (CODE OF CONDUCT)**

A. A student may be suspended for any of the following acts **(1)** on the school grounds during and immediately before and after school hours; or **(2)** on the school grounds at any other time when the school is being used by a school group; or **(3)** off the school grounds at any educational function or school sponsored event; or **(4)** traveling to and from school, if applicable.

B. Students guilty of any of these offenses may be disciplined by suspension, in-school suspension (ISS), detention, or Saturday school. Other discipline management techniques that may be utilized by school administration include assignment of school duties, withdrawal of extracurricular or any other discipline management technique as determined by the campus principal/administrator. Students who commit serious offenses will be assessed discipline penalties commensurate with the offense. In some cases, the following offenses may also meet the definition of conduct, which warrants more severe discipline

1. Repeated unexcused absences from school, individual classes or conferences
2. Repeated tardiness to school or individual classes
3. Repeated minor offenses
4. Refusal to obey school rules and standards or school authorities or advocating that others do the same
5. Conduct constituting and interference with school purposes
6. Use of obscene language or gestures, or engaging in verbal abuse, (name-calling, making racial or ethnic slurs).
7. Engaging in conduct that damages or tampers with the property of another person, including District property; this includes, but is not limited to, placing, marking or putting graffiti on any such property.
8. Setting any fire in or on school property at any time

9. Hair styles or colors that cause a distraction in the learning environment
10. Throwing objects that cause bodily injury/damage.
11. Leaving school grounds/classroom/school or sponsored events without permission.
12. Inappropriate physical contact or public display of affection, such as kissing.
13. Possessing a laser pointer or pen.
14. Possessing electronic devices such as CD players, stereo headsets, video games, etc.
15. Possessing/using matches or lighter.
16. Selling items at school that have not been authorized by the principal.
17. Violating dress/grooming code standards.
18. Loitering in unauthorized areas or trespassing on school grounds.
19. Participating in gambling.
20. Engaging in conduct that disrupts the school environment or educational process.
21. Engaging in horseplay
22. Engaging in other inappropriate or prohibited behaviors as defined by campus administrators.
23. Disobeying District and campus rules concerning conduct while on school buses or other means of transportation provided by the District.
24. Furnishing false parent/guardian contact phone numbers.
25. Cheating or copying work of another student
26. .Committing theft, robbery or burglary or attempting to commit such an act.
27. Committing extortion, coercion, or blackmail.
28. Directing disrespect, (i.e., using profanity, vulgar language or obscene gestures) towards other persons and/or school employees, staff or volunteers.
29. Discharging a fire extinguisher when there is no fire.
30. Possessing, exhibiting, or distributing pornographic, offensive, or obscene material.
31. Reckless driving.

32. Engaging in non-compliance/insubordination toward District employees, staff or volunteers.
33. Fighting and/or committing physical abuse.
34. Hazing (regardless whether the person against whom the act or acts of hazing were directed consented).
35. Bullying. Any intentional act occurring on campus or off campus, at a school sponsored event, by a person acting alone or acting with others, directed against another person that endangers the mental or physical health or safety of that student is strictly prohibited.
36. Falsifying records, passes or other school-related documents.
37. Tampering with, changing or altering records or documents of the District by any method.
38. Participating in gang-related or secret society related activities.
39. Possessing/exhibiting/selling or using non-prescription drugs, dietary or herbal drugs, or dangerous substances, to include over-the-counter medications.
40. Possessing or using fireworks.
41. Possessing, exhibiting, or using a toy gun, cap gun, pellet gun, etc. (This may be perceived by another person as a firearm.)
42. Selling, possessing or receiving “look-alike” drugs.
43. Possessing, using, delivering or selling drug paraphernalia related to any prohibited substance.
44. Possessing, smoking or using tobacco products.
45. Violating any rule pertaining to computers and the Internet set forth in this handbook.
46. Possessing, exhibiting or using martial arts objects, pocket knives, razor blades, bullets, ammunition, stun guns, or other objects that might reasonably threaten or cause bodily harm that are not within the definition of illegal knives or prohibited weapons under the Texas Penal Code.
47. Inappropriate or indecent exposure of private body parts, including, but not limited to, “mooning.”
48. Using e-mail or web sites at school to encourage illegal behavior or threaten school safety.
49. Inappropriate use of a cellular phone or paging device.

50. Making false accusations of wrongful behavior, inappropriate or illegal conduct against a District employee, a student or volunteer.

51. Serious or persistent misbehavior

**B.** The following types of student conduct shall constitute grounds for expulsion and/or suspension

1. Use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance or other comparable conduct, constituting an interference with school purposes, or urging other students to engage in such conduct. The following enumeration is illustrative of the type of conduct prohibited by this subparagraph:
  - (a) occupying any school building, school grounds, or part thereof with intent to deprive others of its use
  - (b) blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others lawful access to or from, or use of, the building or corridor room;
  - (c) setting fire to or substantially damaging any school building or property;
  - (d) firing, displaying or threatening use of firearms, explosives, or other weapons on the school premises for any unlawful purpose;
  - (e) preventing or attempting to prevent by physical act the convening or continued functioning of any school or educational function, or any lawful meeting or assembly on school property;
  - (f) continuously and intentionally making noise or acting in any manner so as to interfere seriously with any teachers ability to conduct the educational function under his/her supervision
2. Causing or attempting to cause substantial damage to school property, stealing or attempting to steal school property of substantial value, or repeated damage or theft involving school property of small value.
3. Intentionally causing or attempting to cause substantial damage to valuable private property or stealing or attempting to steal valuable private property, on school grounds, or during an educational function or event off school grounds; or repeatedly damaging or stealing private property on school grounds; or repeatedly damaging or stealing private property on school grounds, or during an educational function or event off school grounds or when such student is traveling to or from school or such educational function or event.
4. Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way as could reasonably cause physical injury to any person:
  - (a) on the school grounds during and immediately before or immediately after school hours
  - (b) on the school grounds at any other time when the school is being used by a school group

- (c) off the school grounds at any school activity, function or event. Self defense or reasonable action undertaken on the reasonable belief that it was necessary to protect some other person does not; however, constitute a violation of this provision
- 5. Threatening or intimidating any student for the purpose of, or with intent of obtaining money or anything of value from such student.
- 6. Knowingly possessing, using, transmitting any object that can reasonably be considered a weapon;
  - (a) on the school grounds during and immediately before or after school hours;
  - (b) on the school grounds at any other time when the school is being used by a school group; or
  - (c) off the school grounds at a school activity, function or event
  - (d) Shekinah Radiance and Radiance Academy has a ***zero tolerance for drugs and alcohol***
- 7. Knowingly possessing, using, transmitting, or being under the influence of an amphetamine, barbiturate, marijuana, alcoholic beverage, and intoxicant of any kind;
  - (a) on the school grounds during and immediately before or after school hours;
  - (b) on the school grounds at any other time when the school is being used by a school group; or
  - (c) off the school grounds at a school activity, function, or event. Use of a drug authorized by a medical prescription from a registered physician is not a violation of this rule
  - (d) Shekinah Radiance and Radiance Academy has a ***zero tolerance for drugs and alcohol***
- 8. Failing in substantial number of instances to comply with directions of teachers or other school personnel during any period of time when he/she is properly under their supervision, where such failure constitutes an interference with school purposes or education function.
- 9. Engaging in any activity forbidden by the laws of the State of Texas that constitutes an interference with school purposes or educational function.
- 10. A violation or repeated violation of any rules validly adopted pursuant to the statute and this resolution.

## **DUE PROCESS**

Before a student is expelled, the Board or its designee shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following:

1. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation.
2. Right to a full and fair hearing before the Board or its designee.

3. Opportunity to testify and present evidence and witnesses in his or her defense.
4. Opportunity to examine the evidence presented by the school administration and questions the administration's witnesses.

If the School District makes a good faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

The notice shall be in writing and shall advise of the nature of the evidence to be used against the student. The District may rely on the hearsay evidence of school administrators who investigate discipline infractions. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly to the student and parent.

## INTERNET POLICY SIGNATURE VERIFICATION FORM

### *MAIL USAGE:*

**RESPONSIBILITIES:**

- Electronic communication (e-mail) and use of the modem pool is to be restricted to appropriate communications and must comply with the S R & R Restrictions to language.
- It is the responsibility of the user to maintain the integrity of the electronic mail system. The user has the responsibility to report all violations of security.
- Users are responsible for all mail received under their user accounts.
- The user is responsible for making sure all E-mail received by him/her does not contain pornographic material, inappropriate information or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises.
- Sending E-mail to general audiences is inappropriate, i.e., chain mail.
- All mail communications must reflect the sender's account I.D.
- Real time messaging and on-line chat may only be used with the permission of the instructor or program manager.
- Users should not reveal personal information in correspondence with unknown parties.

### *INTERNET/WORLD WIDE WEB USAGE:*

The term "Internet Access" includes all methodologies used to connect to individual computer networks around the world.

The term "World Wide Web" (WWW) is an Internet service that organizes information using graphics and point-and-click technology. Each document can contain embedded references to images, audio or other documents. Users can browse for information by following references. The term "home page" as used herein is a page of information accessible through the WWW. The page can contain a mixture of graphics and text and can include references to other such pages.

**RESPONSIBILITIES:**

- The user exercising his/her privilege to use the Internet, as an educational resource shall also accept the responsibility for all material received under his/her account.
- All users are prohibited from accessing portions of the Internet that do not promote the instructional mission of RCS and which do not comply with the S R & R restrictions.
- All homepages are subject to initial approval and on-going review according to the RCS Home Page Guidelines. All homepages should reflect the mission and character of the school.

### **DECLARATION OF UNDERSTANDING AND ADHERENCE**

I have read the Information Systems User Guidelines and Standards of Conduct and understand that I must adhere to the principles and procedures detailed within.

Should I breach the guidelines above, I understand that I will lose all network privileges on the RCS network and be subject to disciplinary action.

User Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_