STUDENT HANDBOOK  
2016-2017 Academic Year

This handbook was approved by the Chaparral Star Academy Governing Board at the May 7, 2008 meeting. Any additions or changes approved by the governing board since then have been footnoted.
Welcome to Chaparral Star Academy

As both educators and parents, we understand the importance school plays in the life of a child. One of the challenges we face in schools is identifying the unique characteristics of each child and creating a rigorous, engaging, challenging, and exciting environment specific to the individual. At Chaparral Star Academy we make it a top priority to know our students as individuals and in doing so are better prepared to help them achieve and succeed. e.e. Cummings once said, “It takes courage to grow up and become who you really are.” That is exactly what we want for every child who walks through our doors….to grow up and become who they are destined to be!

As parents and students, you have an interest in the policies and procedures which govern Chaparral Star Academy. These are established with the purpose of creating an orderly, friendly and academically superior environment for each student. This handbook contains a great deal of required and useful information and is intended to communicate basic information concerning the operation of CSA and should assist parents and students in learning about our school and what is expected of students. This handbook is required reading for all students.

The information may also be obtained through our website at chaparralstaracademy.com. Questions regarding the handbook or its contents may be directed to our administrative staff at 512 989 2672.

On behalf of Chaparral Star Academy Staff, I express our gratitude for being part of your child’s life with opportunity to walk alongside you in watching your child become who they really are!

With Shark Pride,

Marsha Hagin
Principal
Enabling young minds to pursue their passion in a community of excellence
ADMISSIONS POLICIES

Admission to Chaparral Star Academy will not be based on gender, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the child would otherwise attend as long as the district of residency is served by Chaparral Star Academy. Submission of false or incomplete required information will be grounds for revocation of enrollment. Complete medical/health, disciplinary, and academic records must be received by Chaparral Star Academy before an application is considered complete. Enrollment is offered according to the following priority guideline: first - continuing students; second - siblings of continuing students; third - children of faculty members¹; fourth - open enrollment.

In accordance with its charter document, Chaparral Star Academy will not be accepting students with a documented history of criminal offense, juvenile court adjudication, or discipline problems resulting in out-of-school suspension, Alternative Education Program placement or expulsion as described by TEC, Chapter 37, Subchapter A. Parents of students with a history of disciplinary problems, suspension or expulsion resulting from violation of the Code of Conduct of a School District (see Appendix A) other than that specified by TEC, Chapter 37, Subchapter A can appeal the school’s decision for no admittance to the governing board.

For new students, once the position has been offered to a student, he/she is required to continue the application process by completing all on-line enrollment information, and submitting the supporting documents. Both new AND continuing students are strongly encouraged to attend an annual orientation session (“Round-Up”) to be held prior to the start of the school year. Those in attendance at the annual orientation session are ASSURED a spot for the upcoming school year. If a student (new or continuing) must be absent for the orientation session, then a document explaining the reason for the absence should be submitted to the administration prior to orientation. Following orientation, at grade levels where all spots are not filled and absences at orientation occurred; those on the waiting list will be contacted for possible placement.²

All students must attend the first day of school. Any student not in attendance on the first day of school will be automatically and immediately dropped from enrollment.³ Additional consideration may be made by administration.

¹ Approved by the Governing Board at the August 6, 2014 board meeting.
² Approved by the Governing Board at the October 7, 2009 board meeting. It replaced a previous policy
³ Approved by the Governing Board at the September 2, 2009 board meeting.
EQUAL OPPORTUNITY POLICIES

All programs (including hiring practices and all educational programs) at Chaparral Star Academy are administrated without regard to race, ethnicity, religion, gender, athletic/artistic ability, or sexual preference.

TRANSPORTATION

Staff is on duty from 7:25 – 4:25 during the school day, unless assigned to other duties. Students dropped off before 7:25 am or students left on campus after 4:25 are unsupervised and not the responsibility of Chaparral Star Academy. Please refer to the diagram in the appendix for procedure.

Morning students are released at 11:50 am, with the afternoon session beginning at 12:05 pm. Administration requests that all morning students be picked up by 12:05 pm.

If a morning student is left at school beyond 12:05 pm, he/she will be moved inside to a classroom. Drivers are then asked to park, come inside to the front office to sign a late pickup log for documentation. The front office will contact the holding classroom to retrieve the student.

Afternoon students are released at 4:10 pm. Administration requests that all afternoon students be picked up by 4:25 pm.

If an afternoon student is left at school beyond 4:25 pm, he/she will be moved inside to the commons area. Drivers are then asked to park, come inside to the front office to sign a late pickup log for documentation. Students left at school, that appear to be abandoned will be turned over to authorities.

Once a student has received 3 late pickup sign-in’s, the respective student will be issued a detention. Continuous and chronic late pickup’s will follow the discipline procedure outlined in the student handbook.

Please refer to the diagram in the appendix for transportation procedure (See Appendix D).

STUDENT PARKING PERMITS

Students will receive a permit and corresponding parking spot number on a first come first serve basis. They must provide the office with valid driving permit/license and current insurance at that time. The ID number will be recorded in a logbook for further reference. All unauthorized vehicles will be towed. Students parking off campus do so at their own risk.
PUBLIC DISPLAYS OF AFFECTION

Other than a brief hug, any additional displays of affection (kissing, prolonged hugging, etc.) are not considered appropriate and are not allowed on campus.4

VISITORS

Visitors must report to the front office in order to sign-in, regardless of reason for visiting the school. Upon leaving the school, visitors are also required to check-out with the front office before departing campus. Teachers must approve any classroom visits in advance. Teachers are required to inform the front office of ALL scheduled pre-arranged meetings with visitors (such as parents). Visitors not appearing on the school calendar will NOT be allowed to inhabit the hallways. Unless specific advance notice from the administrative office is given, ANYONE not known to be a student or faculty member will be sent to the office. Under no circumstances are students to be allowed to leave the classroom to meet with non-students during the academic day. If you see anyone who looks unfamiliar or suspicious, please inform the administrative office immediately. In order to be allowed access to any students (including classroom access), visitors are asked to complete a volunteer form, listing date of birth, permitting a background check. Twenty-four hour notice is requested for all background checks for visitors.5

Meetings with teachers should be pre-arranged with the staff member. Upon sign-in at the front desk, administration will double-check with the staff member to ensure pre-arranged visitation.

GRADING SYSTEM

Chaparral Star Academy uses percentage grades for all six weeks and semester grades. Teachers are allowed to use any grading scale applicable or useful for assignments, but grades must be translated into percentage grades for all grade reports. The scale and rationale all students is as follows:

90-100 (A): Student demonstrates clear mastery of materials/concepts and meets all requirements/expectations

80-89 (B): Student demonstrates mastery of most materials/concepts and meets most requirements/expectations

70-79 (C): Student demonstrates some mastery of materials/concepts, but does not meet all requirements/expectations; minimum grade of 70 required to be considered in good standing in any class and to receive credit for high school course completion

Below 70 (F): Student fails to demonstrate mastery of materials/concepts, and fails to meet requirements/expectations

4 Approved by the Governing Board at the November 5, 2008 board meeting
5 Added by administration on 12/09/2013
Incomplete (I): Student has not completed all coursework. All incompletes will be finalized by the end of the semester.
Missing (M): Student has not completed the assignment; counts as a zero (0).

Teachers are encouraged to articulate high expectations of all students. High grades should be earned, not given. At the midpoint of a six-week period, a mid-six-weeks progress report will be sent home with every student that contains a list of all his/her grades at the midpoint. If a student is not passing a course at the end of a six-week period, but was passing at the midpoint of the six-weeks, direct communication (e.g. e-mail or phone call) with a parent is mandatory before the report card is issued.

For students in grades 7-12, midterm and final exams will be given at the end of the semester for all courses. The grade on the end-of-semester exam will count as 20% of the semester grade for all high school courses, while 80% of the semester grade is the average of the three previous six-weeks grades.

Students taking AP exams are exempt from taking the final in the respective AP course given that they do not have more than 4 absences per semester and have maintained an 85 in each six-weeks period.\(^6\)

Extra credit can be awarded to a student ONLY if they have completed all previous assignments in class. Extra credit is to be used to help a student who has tried to be successful in class, not in lieu of other assignments.

Students may not receive more than 100% for any grading period (six-weeks nor semester).\(^7\)

**HOMEWORK POLICY**

The homework policy of Chaparral Star Academy is to reinforce learning at school.

Parental assistance, group work, projects, use of reference materials, Internet access and outside reading may be integrated in student’s homework. The amount of homework will vary between the elementary, middle and high school levels. Teachers will inform parents on what to expect on a daily basis.

The homework policy for High School students will be as follows for each six weeks:
- “No late work” will be accepted except under extenuating circumstances.

The homework policy for 7\(^{th}\) & 8\(^{th}\) grade students will be as follows for each six weeks:\(^8\)

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\(^6\) Approved by the Governing Board at the May 5, 2010 board meeting
\(^7\) Approved by the Governing Board at the August 6, 2008 board meeting.
CHAPARRAL STAR ACADEMY 2016-2017

• 1st day late: - 50 %
• 2nd day late: Grade will be recorded as a zero

The homework policy for 6th grade students will be as follows for each six weeks:
• 1st day late: - 30 %
• 2nd day late: Grade will be recorded as a zero

The homework policy for upper elementary students in grades 3-5 will be as follows for each six weeks:
• 1st day late: -20 %
• 2nd day late: -30 %
• 3rd day late: -50 %
• 4th day late: Grade will be recorded as a zero

The homework policy for lower elementary students in grades K-2 will be as follows for each six weeks:
• 1st missed assignment: Student is disciplined by the teacher in the classroom.
• 2nd missed assignment: Student is disciplined according to teacher discretion and a phone call will be made to the parent(s)
• 3rd missed assignment: Student is disciplined according to teacher discretion and a parent conference will be scheduled

GPA CALCULATION POLICY

Numeric grades will be as such:
• 90-100   A
• 80-89    B
• 70-79    C
• below 70  F *

The following courses will not count toward a student’s GPA
• All courses taken prior to their 9th grade year
• Any courses listed under “LOCAL CREDIT”
• Any courses that were Pass/Fail
• Any CBE courses9
• Any correspondence courses10
• Any Dual Enrollment Courses
• Any summer school courses11
• Any credit recovery courses not taken at CSA12

8 Updated and Approved (sans high school) by the Governing Board at the November 6, 2013 board meeting
9 Approved by the Governing Board at the June 3, 2009 board meeting
10 Approved by the Governing Board at the June 3, 2009 board meeting
11 Approved by the Governing Board at the August 6, 2015 board meeting
CHAPARRAL STAR ACADEMY 2016-2017

- Any distance learning or online courses
- Any courses taken in foreign countries
- Any courses from non-accredited entities (e.g. homeschool, private)

GPA will be calculated on a 4.0 scale according to the chart below. Only AP courses, Pre-AP courses and Honors courses will receive the weighted GPA. GPA will be calculated by adding up all of the GPA points (semesters as separate units) and then dividing by the number of units counted toward the GPA calculation. If a student has earned a grade for a course, but was denied credit due to excessive absences, the grade for the course will still enter into GPA calculation. Any summer courses completed will be entered onto the transcript at the end of the following fall semester.

For transfer students, grades from previous schools will be translated into Chaparral Star Academy’s GPA model and will be included in the student’s cumulative GPA. For courses that do not contain a numeric grade, the following conversion will be used: A+ is a 98, A is a 95, A– is a 92, B+ is an 88, B is an 85, B– is an 82, C+ is a 78, C is a 75, C- is a 72, D is a 70, F is a 50.

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\(^{12}\) Approved by the Governing Board at the August 6, 2015 board meeting  
\(^{13}\) Approved by the Governing Board at the August 6, 2015 board meeting  
\(^{14}\) Approved by the Governing Board at the August 6, 2015 board meeting  
\(^{15}\) Approved by the Governing Board at the August 6, 2015 board meeting  
\(^{16}\) Approved by the Governing Board at the August 12, 2009 board meeting  
\(^{17}\) Approved by the Governing Board at the March 3, 2010 board meeting  
\(^{18}\) Approved by the Governing Board at the July 10, 2013 board meeting
GPA & Class rank calculations will take place twice a year for all freshmen, sophomores & juniors: during the beginning of the fall semester (to include spring courses/grades and all new students enrolled over the summer) and at the beginning of the spring semester (to include fall courses/grades).

GPA & Class rank calculations for seniors will take place three times a year: during the beginning of the fall semester (to include spring courses/grade and all new students enrolled over the summer – the 6 semester average), at the beginning of the spring semester (to include fall courses/grades – the 7 semester average) and after spring course grades are finalized directly before graduation – the 8 semester average.  

A student's rank in class shall be determined within the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school.  

This final 8-semester ranking will determine valedictorian & salutatorian for graduation ceremonies. Valedictorian & salutatorian are based on class rank (1st being valedictorian, 2nd being salutatorian). To be considered for valedictorian & salutatorian, a student must have attended Chaparral Star Academy since the fall semester of his/her junior year and must graduate from Chaparral Star Academy. If a student has not been in attendance at Chaparral Star Academy during the previous 4 semesters before graduation, his/her highest possible rank is 3rd.

**GRADE ADVANCEMENT POLICY**

For Kindergarten – 3rd grade, in order for the student to advance to the next grade, the following conditions must be met:

- TPRI EOY Phonemic Awareness = Developed
- TPRI EOY Graph phonemic Knowledge = Developed
- TPRI EOY Listening Comprehension = Developed
- Curriculum Unit Benchmark Assessments Average = 70% and up
- ELA Class Average for grading periods 1-5 = 70% or higher
- Pearson End of Year Test score = 70% or higher
- Pearson Unit Benchmark Assessments Average = 70% or higher
- Math Class Average for grading periods 1-5 = 70% or higher

If a student in K– 3rd grade does not meet every requirement for promotion, the decision will be forwarded to the Advancement Committee (comprised of the student’s parent(s), teacher(s) and a member of administration) for review.
For 4th – 8th grade, in order for the student to advance to the next grade level, the student must have received a year-long passing average in all of the following:

- English Language Arts
- Math
- Social Studies OR Science OR BOTH Social Studies and Science

For all courses that count toward high school graduation, a student must earn a grade of at least 70 for the semester average in order to earn a semester’s worth of credit. If a student earns less than 70 for a semester, but the yearlong average between two semesters is at least a 70, then the student will earn credit for both semesters. However, when averaging two semesters, a student must earn a 66 or above in a semester in order to receive credit (even if the yearlong average is greater than 70).

Students who wish to skip a grade (1st through 8th) at Chaparral Star Academy must register with the school at any point during the year, and order the respective credit-by-exams for acceleration (EA) from the University of Texas K-16 Education Center or Texas Tech UISD. Chaparral Star Academy offers an individually-specific schedule for all students wishing to advance (e.g. no specific school-wide testing opportunities). Current Kindergarten – 2nd grade students will read the respective tests to themselves. UT or TTUISD will then send the exam to Chaparral Star Academy, where testing will take place. Test dates and times will be individually based on parent request. Students who earn at least 80% on each of the four areas of the grade level test (Language Arts, Math, Science, and Social Studies; both semesters if applicable) will be allowed to skip the grade tested when returning to Star the following school year.

For example, if a student were currently in grade 4 and wishes to skip grade 5, the student would take all necessary grade 5 credit-by-exams in the spring of his/her 4th grade year (or summer before 5th). If he/she earns 80% on each subject area of the 5th grade test, he/she would return to Star in the fall of the subsequent school year as a 6th grader. Preparation for the exams is the responsibility of the student and parent. Star teachers should not be expected to provide materials nor consultation for grade advancement. Tests are written by the UT K-16 Education Center or TTUISD, and review sheets are available from them. Score reports are sent to students, usually after two weeks. Students are only offered two opportunities for grade advancement.
ATTENDANCE

Regular class attendance lies at the heart of Chaparral Star Academy's teaching and learning process. A student benefits from regular class attendance in many ways, grasping facts and concepts more thoroughly from class discussion and teacher explanation. These benefits typically enhance student performance on graded exercises and create communal experiences from which the entire class can benefit.

Valid reasons arise, of course, for missing class, including illness, family emergencies and extraordinary opportunities. Three times of the year are considered to be sacrosanct in the area of student attendance: assessment test days (e.g., STAAR, End of Course, Midterms & Finals, PSAT days), semester examination days, and the last day of school. As a general rule, absences will not be excused on these days except in the cases of personal illness, religious reasons or family emergency.

EXCUSED VS. UNEXCUSED ABSENCES

In order for an absence to be considered excused, the student must provide an acceptable form of documentation to the administrative assistant. The documentation must be turned in either prior to the absence or within 2 full academic days upon return to school from the absence. If no documentation is provided, the absence is considered unexcused. The following criteria will be used when determining excuse status.

1) ILLNESS OR FAMILY EMERGENCY (1 to 3 days): When a student must be absent due to an illness or family emergency, the “parent or legal guardian” should telephone the school as soon as possible, and not later than 1:00 p.m. on the day missed. Parents should call on each day of absence unless an extended leave has been arranged for more serious situations. Should the parent/legal guardian be unable to call the school on the day affected, a written note explaining the nature of the absence may be submitted to the registrar upon the student’s return to school.

2) ILLNESS OR FAMILY EMERGENCY (4 or more days): A note from a doctor is required for any absences due to illness beyond 3 days.

3) NON-ILLNESS (no more than 1 day): Documentation of the circumstances necessitating a missed day for non-illness may include sales receipt (e.g. for a replaced tire), copy of ticket or citation, or copy of accident report.

4) RELIGIOUS OBSERVANCE: Students are allowed to make-up work for any days missed for religious observance. Please provide a note to explain the absence.

5) UNEXCUSED ABSENCES: An unexcused absence is any absence for which the school has not been notified. Any work missed due to unexcused absences will be counted as zero (0). Excessive unexcused absences (4 or more) could result in discussion with the Principal, assignment of school detention or specified work hours, or suspension at administration’s discretion.\textsuperscript{24}

\textsuperscript{24} Approved by the Governing Board at the August 12, 2009 board meeting
Notes from parents excusing absences must include:

- the DATE(S) of the absence
- the STUDENT’S name
- the REASON for the absence
- SIGNED and DATED by the parent or legal guardian

Notes missing any of the above information will not be accepted.

TRUANCY

Chaparral Star Academy will follow the truancy policy as attached in Appendix “G”.

MINIMUM ATTENDANCE POLICY

Any student may not be absent more than 10% of the instruction days for any class semester. Attendance will be calculated on a semester basis for all courses. This includes both excused and unexcused absences. If the student exceeds this limit, the student will NOT receive credit for that given class. Absences are calculated per class, in addition to per school day. A student in grades K-8 may not be absent more than 10% of the school year (typically 18 days overall). This includes both excused and unexcused absences. If the student exceeds this limit, the student will be retained in the current grade.25

CREDIT RECOVERY OPTION

A student who is in attendance for at least 75% but less than 90% of the days of attendance within a semester, may recover credit by attending SCRAP (Saturday Credit Recovery Attendance Program). A student will earn the equivalent of 1 instructional day (to count toward attendance for credit) for each day of SCRAP. To earn credit for a course, the student must attend SCRAP for the number of days absent above 10% per semester. To be scheduled as needed, SCRAP will last 4 hours and will be held on Saturdays on campus. To meet the instructional requirements of each class, each student will work on grade appropriate materials during SCRAP.

NOTE: SCRAP can be divided into 40-minute portions to reflect absences for course-specific absences for courses that count toward high school credit. For example, if a student is marked absent for 13 class periods in a specific course, which counts toward high school graduation, and 9 are allowed that semester to comply with the minimum attendance policy above, he/she would only need to attend SCRAP for 160 minutes (4 periods over the maximum of 9).

25 Approved by the Governing Board at the May 6, 2009 board meeting
PREARRANGED ABSENCES

Students who have knowledge of upcoming personal absence spanning multiple days, due to extracurricular activities or extenuating circumstances, may schedule a meeting, in advance, with the principal. In the meeting, the principal and student may create a plan to ensure that the student will master the curriculum covered during his/her absence and strive to make up instructional hours in order to comply with minimum attendance standards set forth by the State of Texas. Additional absences not part of the plan will fall under the minimum attendance procedures and may go before an Attendance Review Committee to determine if credit will be awarded for the high school credit courses in question, or if the student will be retained (in non-high school credit courses grades K-8).

APPEAL PROCESS FOR NO CREDIT REWARDED

If credit is denied for any course based on attendance, and extenuating circumstances exist, students may contact administration to schedule an Attendance Review Committee (ARC) meeting to review the matter. The only three factors the ARC will consider are: SCRAP attendance, SCRAP performance and grades in the affected classes.

If the student is not satisfied by the decision of the ARC, the student may arrange to be heard formally by the Governing Board of Chaparral Star Academy, no less than 72 hours prior to the next scheduled monthly meeting of the Board, by contacting administration and asking to be placed on the agenda as an action item. The Governing Board’s decision regarding the case is final.

TARDIES

If a student arrives late (for K-8th grade: more than three minutes beyond the posted start time; for 9th-12th grade: more than one minute beyond the posted start time) to a scheduled class, that student is considered “tardy” for that specific date in that class, regardless of circumstances. The teacher will make note of this in his/her gradebook. If a student accumulates three - tardies for any period besides 1st or 7th, the teacher is expected to submit a discipline referral. For 1st or 7th period, the administrative assistant, will submit a discipline referral. For every three cumulative tardies, students will follow the discipline procedure according to the subsequent chart. Cumulative tardies are per semester.

1st set of 3 cumulative tardies = 1st tardy “strike”
2nd set of 3 cumulative tardies = 2nd tardy “strike”

26 Approved by the Governing Board at the June 1, 2011 board meeting
27 Approved by the Governing Board at the August 5, 2015 board meeting
3rd set of 3 cumulative tardies = assignment of 1st 4-hour Saturday detention
4th set of 3 cumulative tardies = assignment of 2nd 4-hour Saturday detention
5th set of 3 cumulative tardies = assignment of 1-day suspension
6th set of 3 cumulative tardies = assignment of 2-day suspension
7th set of 3 cumulative tardies = possible expulsion

Students who are tardy during 1st or 7th period must report to the front office first to receive a tardy slip.

Normal classwork assignments will be required and accepted. Students should not expect teachers to repeat material missed by the student due to tardiness.

If a high school student is tardy 10 minutes or more for a specific course, then the student is counted as absent for that course (in lieu of a tardy). This also applies to any middle school students for high school courses in which they are enrolled. If an elementary student has an tardy 45 minutes or more upon first arriving to school, the student is counted as absent for the day. This also applies to any middle school students for non-high school courses in which they are enrolled. Please refer to the following chart for reasons regarding excuse.28

The official daily attendance will be taken during 2nd & 8th periods for each respective session (8:45am & 1:00pm)

PERFECT ATTENDANCE RECOGNITION29

For a student to be recognized as having perfect attendance at the end-of-year awards ceremony, he/she must meet all of the following qualifications:

1.) No absences for the first 174 days of the school year
2.) Return to school the same day upon being signed out
3.) No tardies for the first 174 days of the school year

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28 Approved by the Governing Board at the June 6, 2012 board meeting
29 Approved by the Governing Board at the June 6, 2012 board meeting
DRIVER VOE FORMS

If a student has less than 10% absences, Verification of Enrollment Forms are available from the front office. If a student has more than 10% absences, the student will NOT receive a VOE form, even if credit for the course has been granted. Absences refer to the previous completed semester.

COMPLAINTS

Where individual problems arise concerning students or student groups, the point of responsibility and authority for communications about those problems lies with the individual teacher. Students and/or parents should contact the individual teacher directly.

Only after direct communication with the teacher, should a problem remain unresolved, the principal should be involved in mediation/moderation to try to resolve the issue in the best interest of the school, the student, the curriculum, and the teacher.

Should the individual teacher or parent remain unsatisfied with the outcome of mediation or the decision of the principal, the issue may be addressed to the Governing Board by contacting the Governing Board Secretary or the Principal with a request to be placed on the agenda for a matter of grievance. Matters of personnel or grievance are handled in closed session to insure the confidentiality of all parties, students and teachers. Under no circumstances will matters of personnel or grievance be handled in an open Board session unless specifically requested in writing that it be addressed in open session. Recommendations may be requested by the Board from the principal, the teacher, and the parent/legal guardian. Final authority regarding an issue of grievance will be delivered in the form of a directive to the principal by the Governing Board. Parents should refer to Parent Documents for more information on faculty due process.

CELL PHONES, PERSONAL ELECTRONIC DEVICES

Certain teachers may allow the use of personal electronic devices at designated times. Students must abide by the instructions of teachers during these privileged times. Devices may be confiscated by teachers if posing a distraction or nuisance during classes.
DAILY SCHEDULE

The normal daily schedule is as follows:

**Faculty arrives at 7:40**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:25</td>
<td>1st Period</td>
</tr>
<tr>
<td>8:25 – 9:10</td>
<td>2nd Period</td>
</tr>
<tr>
<td>9:10 – 9:50</td>
<td>3rd Period</td>
</tr>
<tr>
<td>9:50 – 10:30</td>
<td>4th Period</td>
</tr>
<tr>
<td>10:30 – 11:10</td>
<td>5th Period</td>
</tr>
<tr>
<td>11:10 – 11:50</td>
<td>6th Period</td>
</tr>
<tr>
<td><strong>11:50 – 12:05</strong></td>
<td>Mid-day Break (a.k.a. cross-over)</td>
</tr>
<tr>
<td>12:05 – 12:45</td>
<td>7th Period</td>
</tr>
<tr>
<td>12:45 – 1:30</td>
<td>8th Period</td>
</tr>
<tr>
<td>1:30 – 2:10</td>
<td>9th Period</td>
</tr>
<tr>
<td>2:10 – 2:50</td>
<td>10th Period</td>
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<tr>
<td>2:50 – 3:30</td>
<td>11th Period</td>
</tr>
<tr>
<td>3:30 – 4:10</td>
<td>12th Period</td>
</tr>
</tbody>
</table>

**Faculty stays until 4:15**

An alternate daily schedule is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:20</td>
<td>1st Period (35 minutes)</td>
</tr>
<tr>
<td>8:20 – 9:00</td>
<td>2nd Period (40 minutes)</td>
</tr>
<tr>
<td>9:00 – 9:35</td>
<td>3rd Period (35 minutes)</td>
</tr>
<tr>
<td>9:35 – 10:10</td>
<td>4th Period (35 minutes)</td>
</tr>
<tr>
<td>10:10 – 10:45</td>
<td>5th Period (35 minutes)</td>
</tr>
<tr>
<td>10:45 – 11:20</td>
<td>6th Period (35 minutes)</td>
</tr>
<tr>
<td>11:20 – 11:50</td>
<td>Aux. Period (30 minutes)</td>
</tr>
<tr>
<td>11:50 – 12:05</td>
<td>Mid-day Break</td>
</tr>
<tr>
<td>12:05 – 12:40</td>
<td>7th Period (35 minutes)</td>
</tr>
<tr>
<td>12:40 – 1:20</td>
<td>8th Period (40 minutes)</td>
</tr>
<tr>
<td>1:20 – 1:55</td>
<td>9th Period (35 minutes)</td>
</tr>
<tr>
<td>1:55 – 2:30</td>
<td>10th Period (35 minutes)</td>
</tr>
<tr>
<td>2:30 – 3:05</td>
<td>11th Period (35 minutes)</td>
</tr>
<tr>
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<td>12th Period (35 minutes)</td>
</tr>
<tr>
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<td>Aux. Period (30 minutes)</td>
</tr>
</tbody>
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<tr>
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<td>4th Period (35 minutes)</td>
</tr>
<tr>
<td>10:10 – 10:45</td>
<td>5th Period (35 minutes)</td>
</tr>
<tr>
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<td>11:50 – 12:05</td>
<td>Aux. Period (30 minutes)</td>
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<td>12th Period (35 minutes)</td>
</tr>
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<td>3:35 – 4:10</td>
<td>Aux. Period (30 minutes)</td>
</tr>
</tbody>
</table>

**Faculty stays until 4:15**
SUPPORT AND SERVICES FOR STUDENTS WITH SPECIAL NEEDS OF DISABILITIES

Chaparral Star Academy must provide support and/or services to students with special needs. There are two ways this can be done.

1. **Section 504**
   a. If the student has a diagnosed disability (mental, learning, physical, behavioral, etc.) and needs extra support in the general education classroom, the school and parent/guardian can create a Section 504 plan. The only items required to qualify for Section 504 support is a diagnosed disability and a need for support in the classroom. Just because there is a disability, does not mean there is a need. Section 504 is a part of the Americans with Disabilities Act, and provides students with extra support in the general education classroom and school.

2. **Special Education under IDEA-B laws.**
   a. If the student is already in Special Education, then please let the Special Programs Director know, and they will review the current Individualized Education Plan (IEP) and set up an Admission, Review, Dismissal meeting (ARD) to implement the plan or any changes needed here at Chaparral Star Academy.
   b. If the student is not in Special Education, a series of steps that Chaparral Star Academy will follow is outlined below: **please note- a Parent/Guardian can request an evaluation at any time**
      i. The student must show a need for extra support: failing a class, difficulty learning or lack of appropriate peer interaction, etc.
      ii. The school will provide a research based intervention to the student for a minimum of 6 weeks. Data will be collected to determine if the intervention is working and should continue, or if an evaluation is needed.
      iii. If an evaluation is needed then the Special Programs Director will contact the parents/guardians to receive permission to evaluate the student. The parent/guardian will also receive a copy of the “Notice of Procedural Safeguards-Rights of Parents with Disabilities” document. The evaluation must be completed by a professional within the TEA approved number of days after the school receives consent to evaluate. The professional will create a Full and Individual Evaluation (FIE) that outlines data such as: learning disabilities, socio-economic status, physical wellbeing and many other aspects that could help determine if the child has a disability. Once the FIE is received and reviewed by the school, the Special Programs Director will set up an Admission, Review, Dismal
meeting with the parent/guardian and possibly the student, to determine if the student qualifies for Special Education.

1. If the student qualifies, then the school and the parents/guardians will create an Individual Education Plan (IEP) to meet the student’s needs.
2. If the student does not qualify, then no further action will be taken by the school. UNLESS, the student has a diagnosed disability and can be supported by Section 504.
3. The parents/guardians may also have the student evaluated by an outside entity.

A copy of any report must be made available to the parent/legal guardian.

The designated special education administrator at Chaparral Star Academy is: Tyler Nobles, phone 512-989-2672

**SUPPORTS AND SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

Chaparral Star Academy must identify and support students with Limited English Proficiency (LEP). Each year, the Special Programs Director will review incoming students whose Home Language Survey indicated they speak a language other than English at home. These students will then be tested for their Oral Language Proficiency using a test approved by TEA. Once the student is tested, a group of qualified people will meet for an LPAC meeting. This meeting is to determine if a student:

1. Is a LEP student based on the Oral Language Proficiency test
2. Should receive English as a Second Language (ESL) services or not, along with what accommodations and supports the student needs.

The Parents of each student are not directly involved with these meeting, but must consent to let their child receive ESL service. If the Parent/Guardian does not consent, the student will not qualify for any special accommodations for testing or in the classroom.

Once a year in the Spring, the students will undergo a series of tests, called the TELPAS, to determine their English Proficiency in reading, writing, speaking, and listening. Every student that is identified as a LEP student, must take the test, regardless of if they are receiving ESL services.

All reports will be made available to the Parents/Guardians.
TEXTBOOKS

State adopted textbooks are provided by the school, and students are personally responsible for them. Students are required to pay for lost or damaged books. Upon receiving his/her books, the student should check the book condition, noting any prior damage, and report them to the instructor. If a book is lost, the students will purchase the book from the school. Contact the vice principal to get pricing information. Damage charges will also be assessed by the assistant principal and collected and tabulated by the business office.

End of Year report cards will not be mailed to students who have not returned all school textbooks, chrome books or paid outstanding fees.

EXTRACURRICULAR REQUIREMENTS POLICY

- Students who are involved in extra-curricular activities at Star Charter School will follow a strict “no-pass/no-play” policy when it comes to participation in any extracurricular activity. Procedures regarding this policy are as follows:
  - An extracurricular activity is defined as found in TAC Title 19, Part II, Chapter 76.
  - A grading period is defined as a six-weeks marking period that reflects the school’s six-weeks grading periods. Report cards are issued at the end of a grading period. A progress report is the mid-six weeks progress report.
  - For the purposes of extracurricular activities, “failing,” means a grade of below 70 (regardless of AP or any other designation) on the official report card.
  - If a student is failing on either a report card (end of grading period) in any class, then the student is placed on suspension until the next report card or progress report. If the student is passing at that point, then they are no longer on suspension and can resume participation in the extra-curricular activity. However, if they are still failing at that point, then they are placed on suspension again until the next report card or progress report (i.e. the next opportunity to resume participation).
  - If a student is on suspension, that student is NOT allowed to participate in any action involved with the activity (e.g. competitions, field trips, fundraisers, and meetings).
  - If a student is placed on suspension three times cumulatively throughout the year, then the student is no longer allowed to participate in the activity for that school year.
  - The mid six-weeks progress reports can be used to take a student off of suspension, but cannot be used to put them on suspension.
  - If a student will be absent from school for an event related to an activity (e.g. competitions, field trips, an event that requires a student to miss class), the sponsoring teacher is required to send around a notice (at least 5 days in

30 Approved by the Governing Board at the August 6, 2008 board meeting
31 Approved by the Governing Board at the April 6, 2011 board meeting
EMERGENCY CARE OF THE SICK OR INJURED

Chaparral Star Academy does not employ medical personnel. If a student is ill, efforts will be made to contact a parent, or emergency contact. The school cannot disperse any medication not provided by the parent/guardian of a student. A written authorization of consent from the parent(s) will be provided to the school to allow school personnel to consent to medical treatment in the event that a parent is unable to be contacted.

MEDITICATIONS

All prescription and non-prescription medicines will be administered through the front office. If parents wish teacher or administrative supervision of medication administration, specific instructions must be provided to the administration as to the medication, dose and frequency of administration. A form is available in the front office. Medications must be in the original container and properly labeled with student’s name. The front office will not administer any medication (prescription or non-prescription) without the correct form completed by the parent. No medication will be held in the school over the summer – medications not retrieved by parents prior to the end of school will be disposed.

COMMUNICAL DISEASES

For the welfare of all, students suffering from infectious and contagious diseases should be kept at home until free of symptoms. Students suffering from communicable or contagious diseases (including head lice) will be sent home immediately. If a student has a communicable disease, the child must be free of fever for 24 hours before returning to school.

HEAD LICE POLICY

Once a report of suspected head lice (Pediculosis) has been received by the front office, administration will immediately screen potentially infected students (e.g. all students in the same class). If an infestation exists, parents of respective students will be notified.

An information sheet regarding facts about lice has been included in the appendix of this handbook.

If a student is found to have head lice, he/she will be sent home immediately. If a parent cannot be contacted, the student will be quarantined until a family member or

32 Approved by the Chaparral Star Academy Governing Board on August 8, 2012
emergency contact can be reached. He/she is allowed to return to school once one FDA-approved medicated shampoo or lotion treatment has been given (or accompanying note from a physician stating the student has been cleared to return to school).

High School Credit Policies

The following policies and procedures will be used by Chaparral Star Academy for accreditation of high school credits toward graduation.

GRADE LEVEL CLASSIFICATION

A student’s grade-level classification is based on the number of credits actually completed, documented, and verified at the time of enrollment. Star accepts credits from schools that are accredited by the Texas Education Agency (TEA). At Chaparral Star Academy, the following table will be used to determine the classification of a student. A

<table>
<thead>
<tr>
<th>Credits</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5½ credits</td>
<td>Freshman (9th grade)</td>
</tr>
<tr>
<td>6-11½ credits</td>
<td>Sophomore (10th grade)</td>
</tr>
<tr>
<td>12-17½ credits</td>
<td>Junior (11th grade)</td>
</tr>
<tr>
<td>18+ credits</td>
<td>Senior (12th grade)</td>
</tr>
</tbody>
</table>

Although a student may be classified as a certain grade level, he/she may graduate with another class. Graduating classes will be referred to as “class of [YEAR IN WHICH STUDENT WILL GRADUATE]” For example, a student could be a senior in the 2015-16 school year, but could graduate with the class of 2017.

CREDIT BY EXAM

A possible method of earning credit toward high school graduation is for a student to take a comprehensive exam that covers the information for a particular course.

If a student scores 80% or above (for acceleration) or 70% or above (for recovery) on the credit-by-exam (CBE), credit toward high school graduation is awarded. Typically, there is one exam per semester (A for first semester, B for second) so that each exam earns 0.5 credit. A student can only attempt to earn credit for a course by CBE twice. Chaparral Star Academy accepts CBE credit from two institutions: The University of Texas at Austin and Texas Tech University ISD.

Expenses and the arrangements for the process for any Credit-by-Exam are the responsibility of the student/parent. Credit is granted by Chaparral Star Academy upon receipt of official final grade. Exams are administered on campus, unless the student requests to take the exam on campus (e.g. UT-Austin). Once the exam has been ordered, students should contact Mr. B to schedule an available 3-hour block for
administration. CBE's do have an expiration date, so please be aware of this when ordering (typically 60 days from date of order).

Please note that currently, a student **CANNOT RECEIVE credit (for acceleration)** via CBE in any EOC-assessed course (**Algebra I, Biology, English I, English II or US History**) via UT or Texas Tech. CBE's for these courses are for credit recovery only!

**CORRESPONDENCE COURSE**

A possible method of earning credit toward high school graduation is for a student to enroll in a distance learning course (correspondence course) from Texas Tech University ISD or The University of Texas at Austin. This differs from a credit-by-exam (CBE) in that students will complete homework assignments over a period of time, with the option of contacting a particular professor for additional help.

Expenses and the arrangements for the process for any Credit-by-Exam are the responsibility of the student/parent. Credit is granted by Chaparral Star Academy upon receipt of official final grade.

Typically, an end-of-semester exam will need to be administered at school. Once the exam has been ordered, students should contact Mr. B to schedule an available 3-hour block for administration.

Please note that if a student takes a correspondence course for Algebra I, English I, Biology, English II or US History, he/she is **still required to pass the respective state assessment End-Of-Course exam (EOC)** as a graduation requirement.

**ACC DUAL CREDIT (formerly EARLY COLLEGE START)**

Following successful completion of the 8th grade year, students may enroll at Austin Community College and earn dual credit for both their high school diploma and college degree. Otherwise, tuition is offered at a reduced rate. Student/parents are responsible for fees and textbooks. High school credit will be awarded when the student provides Star with an ACC report card or transcript.

**GRADUATION REQUIREMENTS FOR PHYSICAL EDUCATION/OFF-CAMPUS PE**

State Law requires that each student earn one credit in physical education. A student may not earn more than two credits in physical education toward state graduation requirements.

Chaparral Star Academy may allow a student to substitute certain physical activities for the required credits in physical education. The substitutions must be based on the physical activity involved in off-campus physical education.
Chaparral Star Academy may award up to two credits for physical education for appropriate private or commercially sponsored physical activity programs conducted off campus, under the following conditions:

The private or commercially sponsored physical activities must be certified by Chaparral Star Academy to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required and documented.

**ADVANCED MEASURES FOR THE DISTINGUISHED PLAN (Classes of 2015, 2016 and 2017 only)**

To graduate under the Distinguished Achievement Program, a student must achieve any combination of four of the following advanced measures:

- a score of three or above on a College Board **Advanced Placement** examination
- a score on the Preliminary SAT (PSAT) that qualifies a student for recognition as a **Commended Scholar** or higher by the National Merit Scholarship Corporation
- a grade of B or higher on courses that count for **college credit**.

At Austin Community College, courses that count for college credit must be designated as:

Transfer/Academic Courses (these are shown in the ACC Catalog’s Course Descriptions as indicated by Course Type “T”)

At least a three credit-hour course (this is shown by the second digit of the course number).

**SUMMER COURSE CREDIT POLICY**

According to local policy, students in certain situations are allowed to receive credit for courses taken over the summer. Once the proof of enrollment from ACC (or any summer course taken, such as summer school) is received by CSA, the student will no longer be enrolled in the course for the following school year. If the student fails the course, or the course is not completed for any reason, the respective course may not be provided contiguous with the other scheduled courses for the following school year. By taking a course at ACC (or any summer course), the student accepts this responsibility. However, CSA will make every effort to create a contiguous schedule.

For example, a morning junior needs Chemistry & Theatre to graduate. The junior turns in proof of enrollment for taking Chemistry over the summer. Since scheduling

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33 Approved by the Governing Board at the March 3, 2010 board meeting
takes place in early summer, administration assumes the passing of the course and does not schedule the junior for Chemistry. However, the student does not complete the course over the summer for any reason. As a result, Chemistry would need to be taken at CSA. Unfortunately, the student is already scheduled for 6 courses in the morning and Chemistry and Theatre are only offered once and during 4th period. In the afternoon, Chemistry is only offered during 9th period. Consequently, the junior would be scheduled for 9 courses at CSA (with 7th & 8th period being AIDE periods).

A contiguous schedule cannot be guaranteed for any student who takes a CBE, completes a correspondence course, or completes a course by any other means over the summer. Since scheduling takes place in early summer, choice of course is based on previously-completed coursework. If a student is scheduled for a course that is then completed by means other than CSA over the summer, the respective course will be replaced by the following priority: (1) any other course needed for graduation that is offered during the same period (2) a Distance Learning course if the student is enrolled in such (3) an AIDE period.

**CREDIT SUBMITTAL DEADLINE POLICY**

The last day of the school year marks the absolute last day that any credits will be accepted by Chaparral Star Academy for that school year. Any course completion information received after the last day of school will be entered onto the transcript at the end of the following fall semester. This coincides with updating GPA/Class rank, which only takes place at the end of the fall and spring semesters.

**HOUSE BILL 5 (Class of 2018 and beyond)**

House Bill 5 introduced new graduation requirements for the class of 2018 and beyond. Details regarding graduation plans can be found at chaparralstaracademy.com/classof2018.

**TxEVSN COURSES**

Students can opt to enroll in a course provided through the TxEVSN (Texas Virtual School Network) course catalog during the school year with the following stipulations:

- The student will work on the course off-campus
- The same course or a substantially similar course is not currently available at CSA
- The student taking the course must be a full-time student at CSA (taking at least 6 courses/receiving instruction for at least 4 hours daily)
- The student must be younger than 21 years old

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34 Approved by the Governing Board at the March 3, 2010 board meeting
The course taken must be consistent with the student’s high school graduation plan or requirements for college admission or requirements for earning an industry certification.

Registration for a course through TxVSN must take place during the enrollment period determined by TxVSN. Whereas CSA will enroll the student in the selected course, payment must be paid by the parent(s)/legal guardian(s). A parent/legal guardian may appeal to the commissioner of education a school district's or charter school's decision to deny a request to enroll a student in an electronic course offered through the TxVSN.

Students and/or parent(s)/legal guardian(s) must inform the front office (assistant principal, Kris Barnett) of the student’s desire to enroll in a particular course at least 15 business days before the close of the enrollment period for the respective course.

ACCREDITATION

Chaparral Star Academy accepts credits from schools that are accredited through the following organizations:

- Texas Educations Agency (TEA)
- Southern Association of Colleges & Schools (SACS)
- Council on Accreditation & School Improvement (CASI)
- North Central Association of Colleges & Schools (NCA)
- Texas Private School Accreditation Commission (TEPSAC)

NON-DISCRIMINATION

It is the policy of Chaparral Star Academy not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Chaparral Star Academy not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.
HANDBOOK SIGNATURE FORM

By signing, I acknowledge the following:

► As a student, I have read the entire Chaparral Star Academy student handbook (including the Student Code of Conduct (see Appendix A)) and I understand all rules, regulations, policies and procedures stated in the handbook. I further agree to follow all rules, regulations, policies and procedures stated in this handbook.

► As a parent, I have read the entire Chaparral Star Academy student handbook (including the Student Code of Conduct (see Appendix A)) and I understand all rules, regulations, policies and procedures stated in the handbook. I also agree to help my child follow all rules, regulations, policies and procedures stated in this handbook.

Student Name: _________________________

Student Signature: ____________________  Date: ________

Parent Signature: _____________________  Date: ________
APPENDICES
(Included with this handbook)

A: Student Code of Conduct
B: AUP Form
C: ACC Dual Enrollment Conversion Chart
D: Transportation Diagrams
E: Parent Documents
F: Head Lice Information Sheets
G: Truancy Policy

This handbook was approved by the Chaparral Star Academy Governing Board at the May 7, 2008 meeting. Any additions or changes approved by the governing board since then have been footnoted.
STUDENT CODE OF CONDUCT
2016 - 2017 Academic Year

This handbook was approved by the Chaparral Star Academy Governing Board at the May 7, 2008 meeting.
CHAPARRAL STAR ACADEMY CODE OF CONDUCT

The guiding concept for appropriate school behavior is to treat others in the manner and with the courtesy and respect with which you wish to be treated.

- Demonstrate courtesy and respect for others
- Respect the rights and privileges of other students and of teachers and other School employees
- Respect the property of others, including school property and facilities
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Attend all classes, regularly and on time
- Be prepared for class with appropriate materials and assignments
- Be appropriately dressed and groomed
- Show respect toward others
- Behave in a responsible manner
- Refrain from violations of the Student Code of Conduct
- Obey all campus and classroom rules

A student, who shows disrespect for others, including interference with their access to a public education and a safe environment, will be subject to disciplinary action.

Parent Responsibilities

Parent responsibilities for supporting a positive learning environment in school and at school sponsored events include the following:

- Know the classroom rules and the consequences for violating those rules
- Support school personnel in enforcement of current policies
- Work toward the success and improvement of their child’s education and the school program
- Participate in conferences to discuss student’s school progress and welfare
- Be responsible for student’s attendance and communicate with the school when student will be absent
- Encourage and lead the student to develop proper study habits at home
- Recognize that student’s and/or parents are liable for any damages to or defacing of Chaparral Star Academy, and/or the belongings of others
- Develop student’s respect for the rights and property of others
**Student Dress Code**

Modesty will be the dominant feature in all clothes. Any clothing, accessories, or hairstyle causing significant disruption to the school process or interfering with the educational process will not be allowed.

- The length of shorts and skirts must reach the fingertips
- Clothes should have no *revealing* rips or tears
- Halter-tops are not allowed
- All tops must have straps wider than three fingers (side by side) and must completely cover undergarments. Tops with thinner straps may be worn only in conjunction with another top that covers the straps. No tops may be worn off the shoulder.
- Large cut outs or large armholes are not allowed in shirts
- Pants/shorts that sag below the waistline are not permitted; i.e. pants/shorts are not to be worn in such a manner as to expose skin or undergarments
- Appropriate undergarments must be worn at all times
- No exposed midriffs, bellybuttons or cleavage
- Clothing items may not have any of the following written on them:
  - Obscenities
  - Gang symbols
  - Racist words, illustrations, symbols, etc.
  - Displays or promotions of alcohol, tobacco or other drugs
  - Rude, offensive, derogatory or other messages deemed inappropriate by school officials
- No sports attire unless it conforms to the above rules
- Hair may be clean and well groomed
- No “wheelies” (shoes with wheels) allowed on campus

**Bullying Policy**

**STATEMENT OF INTENT FOR BULLYING POLICY**

Chaparral Star Academy is committed to providing a caring friendly, school environment for all of our students so they can learn in a safe and secure learning atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to speak up and know that their bullying incident report will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a staff member.

---

1 Updated by the Governing Board at the June 1, 2011 board meeting
2 Approved by the governing board at the February 2, 2011 board meeting
3 Approved by the governing board at the October 5, 2011 board meeting
DEFINITION OF BULLYING

Chaparral Star Academy defines bullying as:
- Written or verbal, electronic or physical expression, on school property, at a school-sponsored event or related activity, or in a school vehicle that
  - may harm a student, damage a student’s property
  - place a student in fear of harm to the student’s person or property
  - creates an intimidating, threatening, or abusive educational environment
  - exploits a power imbalance between perpetrator and victim
- Actions determined as “bullying” must also meet the following criteria:
  - interfere with a student’s education or substantially disrupt the school
  - are multiple and continual specific to perpetrator and victim
  - are sufficiently severe, persistent, or pervasive

PREVENTION OF BULLYING

Chaparral Star Academy will execute the following programs in an effort to prevent bullying.
1.) CSA staff will receive annual training on recognition/presentation of bullying practices.
2.) A bullying behavior chart outlining the physical, emotional, and social forms of bullying will be distributed to each CSA instructor. Teachers will discuss the chart with students and mount the chart for classroom display (in every classroom).
3.) During September of each school year, Special Programs Director Dr. Judy Thompson will visit English classrooms at all grade levels to provide a lesson on bully prevention and appropriate methods for conflict resolution.
4.) CSA instructors will be asked to make a literature selection appropriate for their grade level that portrays bullying and its negative effects.

BULLYING PROCEDURES

The following outlines the sequence of events and related procedures for any and all bullying incidents:
1.) A possible bullying incident occurs
   - Students who witness or have knowledge of any bullying incident must inform a staff member immediately (no retaliation will be taken on informant)
2.) A staff member will record the bullying incident on the standard discipline referral form and submit the completed form to the front office
3.) Administration will investigate the incident
   - Administration will make a determination as to whether the incident is bullying
   - If the incident is not bullying, normal discipline procedures will be followed
4.) Administration will inform parents of both the perpetrator and victim of the incident and will ask the parents to attend separate meetings to discuss the incident
   o Due to student confidentiality, the name of the other student cannot be released by administration
5.) Administration will provide counseling opportunities to the victim, the perpetrator and witnesses
   o Defensive measures taken by the victim against bullying will be closely examined by administration (as none will be taken if self-defense is the determination)
   o An attempt to assist the bully in changing behavior will be made
6.) Administration will apply consequences that it believes are in the best interests of the students involved in and affected by the circumstances.

**POSSIBLE CONSEQUENCES RELATED TO BULLYING**

- Admonishment
- Temporary removal from classroom
- Loss of privileges
- Detention
- Suspension
- Expulsion
Disciplinary Levels of Offense

LEVEL ONE OFFENSES
- Dress Code violation
- Tardy
- Talking out of turn, talking too much/too loudly, getting out of seat/not sitting down/not staying in seat, passing notes
- Inappropriate language
- Disrespect to another student (e.g. name-calling, aggravation, minor physical - pushing, shoving)
- Disobeying instructions, playing with teacher’s equipment/personal items, playing with classroom materials when not allowed
- Not turning in assignments or making up missed work
- Failure to respond to teacher directives
- Use of electronic instruments for communication during class
- Loitering or presence in unauthorized areas

LEVEL TWO OFFENSES
- Any repeated (three or more) level one offenses
- Cheating or copying the work of another
- Directing profanity, vulgar language, or obscene gestures toward another students or school employees
- Throwing objects that can cause bodily injury or property damage
- Leaving school grounds or school-sponsored events without permission
- Scuffling
- Stealing from students, staff or the school
- Damaging or vandalizing property owned by others
- Disobeying any rules set forth by administration for disciplinary purposes
- Being absent for any disciplinary procedures set forth by a teacher or administration
- Ethnic, racial, or religious slurs or derogatory statements that officials have reason to believe will substantially disrupt the school program or incite violence
- Possessing or using matches or a lighter
- Violating safety rules
LEVEL THREE OFFENSES

- Any repeated (2 or more) level two offenses
- Fighting
- Hazing
- Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person)
- Forcing an individual to act through the use of force or threat of force
- Committing or assisting in a robbery of theft that does not constitute a felony according to the Texas Penal Code (Felony robbery or theft offenses are addressed later in the Student Code of Conduct)
- Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence
- Engaging in inappropriate physical or sexual contact
- Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors
- Possessing, smoking, or using tobacco products
- Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband

LEVEL FOUR OFFENSES

- Using or possessing any kind of weapon, including knives of any length
- Any chronic level one, two or three offense that has gone through numerous disciplinary actions up to and including suspension
- Level Four Offenses are described under the expulsion section of the Student Code of Conduct
Disciplinary Actions

School rules and the authority of the School to administer discipline apply whenever the interests of the school are involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities. The School has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on school transportation if provided;
- While the student is participating in any activity during the school day on school grounds;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee is involved, either on or off school property
- When a student commits a felony, as provided by Texas Education Code 37.006;
- When criminal mischief is committed on or near school property or at a school-related event

In general, discipline will be designed to correct the misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community.

Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

The School and individual teachers may impose campus or classroom rules in addition to those found in the Student Code of Conduct.

A student who violates campus or classroom rules that are not Student Code of Conduct violations may be disciplined by one or more of the discipline management techniques.

The following discipline management techniques may be used alone or in combination for Student Code of Conduct and non-Student Code of Conduct violations:

- Verbal correction
- Cooling-off time or “time-out”
- Seating changes in the classroom
- Counseling by teachers, counselors, or administrative personnel
- Parent-teachers conferences
- Temporary confiscation of items that disrupt the educational process
- Grade reductions as permitted by policy
• Rewards or demerits
• Behavioral contracts
• Sending the student to the office or other assigned area, or to in-school suspension
• Detention
• Assigned school duties other than class tasks
• Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices
• School-assessed and school-administered probation
• Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the School

The following order of disciplinary actions will be taken:

**LEVEL ONE OFFENSES**
1.) All level one offenses fall under each teacher’s discretion and will be handled by the individual teacher’s classroom policies.
2.) Parents will be contacted for any and all level one offenses by the individual teacher.

**LEVEL TWO OFFENSES**
1.) All level two offenses should be submitted to the front office along with a complete and detailed Disciplinary Referral Form (along with documentation of previous parent contact for any repeated level one offenses).
2.) Documentation of all level two offenses may be placed in the student’s discipline records.
3.) The possible disciplinary actions may be taken for level two offenses:
   • Verbal warning
   • Conference with parent and/or teacher and/or student
   • Detention of various lengths

**LEVEL THREE OFFENSES**
1.) All level three offenses should be submitted to the front office along with a complete and detailed Disciplinary Referral Form (along with documentation of previous parent contact for any repeated level one offenses).
2.) Documentation of all level three offenses may be placed in the student’s discipline records.
3.) The possible disciplinary actions may be taken for level three offenses:
   • Conference with parent and/or teacher and/or student
   • Loss of various privileges
   • Detention of various lengths
   • Suspension of various lengths
LEVEL FOUR OFFENSES

1.) All level four offenses should be submitted to the front office along with a complete and detailed Disciplinary Referral Form (along with documentation of previous parent contact for any repeated level one offenses).
2.) Documentation of all level four offenses may be placed in the student’s discipline records.
3.) All level four offenses are subject to expulsion from school.

Suspension

Suspension will result if the student’s behavior has been documented by the teacher as repeatedly interfering with the teacher’s ability to teach his or her class or the behavior is so unruly, disruptive, or abusive that the teacher cannot teach.

If the violation results in suspension, parents will be notified regarding the consequence.

When a student is removed from the regular classroom and a conference is pending, the principal may place a student in:
- Another appropriate classroom
- In-school suspension
- Out-of-School suspension

When a student has been suspended, the principal may not return the student to the teacher’s class without the teacher’s consent unless the administration determines that the teacher’s class is the best or only alternative available.

Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher or campus administration, as appropriate.

Expulsion

“The following sections address conduct for which suspension or expulsion are mandated by TEC, Chapter 37, Subchapter A. Since Chaparral Star Academy does not accept students with a history of this type of conduct, any student engaging in conduct described below will be expelled.”
**Removal From the School**

A student may be removed from the school if he/she commits the following on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:

- Engages in conduct punishable as a felony
- Engages in conduct that contains the elements of the offense of assault or terroristic threat under Texas Penal Code
- Sells, gives, or delivers to another person or possesses or uses or is under the influence of:
  - Marijuana or a controlled substance
  - A dangerous drug
- Sells, gives, or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage
- Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals
- Engages in conduct that contains the elements of the offense of public lewdness or indecent exposure

A student may be removed from the school if the student engages in conduct that contains the elements of the offense of retaliation against any school employee. In addition, a student may be removed from the school based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution for conduct defined as a felony offense
- A court or jury finds that the student has engaged in delinquent conduct for conduct defined as a felony offense
- The principal has a reasonable belief that the student has engaged in a conduct defined as a felony offense in Title 5, Penal Code.
- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process

A student may be expelled immediately from school if the student, on school property or while attending a school-sponsored or school-related activity on or off of school property:

**Uses, exhibits or possesses:**

- A firearm
- An illegal knife
- A club
- An explosive weapon
- A machine gun
- A short-barrel firearm
- A firearm silencer
- A switchblade knife
- Knuckles (i.e. brass knuckles)
- Armor-piercing ammunition
- A chemical dispensing device (i.e. Mace or Pepper Gas)
- A zip gun
Appendix A

- engages in conduct that contains the elements of the offense of:
  - aggravated assault, sexual assault, or aggravated sexual assault
  - arson
  - murder, capital murder, or criminal attempt to commit murder or capital murder
  - indecency with a child
  - aggravated kidnapping

Within 3 days of an expulsion from Chaparral Star Academy, the student’s home school district will be notified of the expulsion.

In all cases of suspension and expulsion, the principal has complete discretionary power.

Any disciplinary action can be appealed to the board of directors. In the case of expulsion, appeals to the administration must take place within 3 days of the date of the incident. Further appeals to the governing board must be given to the governing board secretary (in a written format) within 10 days of the date of the incident.
Chaparral Star Academy
Chaparral Star Academy Acceptable Use Agreement

Chaparral Star Academy is pleased and proud to offer our students and staff access to the Google Apps for Education Program, an Acer C730 Chromebook, and the Internet. Use of the wireless network will provide Chaparral Star Academy students access to numerous software programs and the Internet for educational purposes. Chaparral Star Academy believes that teaching using 21st Century tools will improve the educational opportunities for our students.

Internet connection at home will be beneficial to students. The Chromebooks will have many uses at home without Internet access, but the students' ability to get full benefit from their assigned computer will be much greater if they have Internet access.

We hope that you share our excitement of being able to offer the Chromebook computers as an instructional resource to our students and teachers in Chaparral Star Academy. The impact on teaching and learning will be enormous. Our students will gain access to up to date information and will be able to use this information to enhance learning. In addition, their technology skills will increase and better prepare them for higher education and the workforce. As with any initiative, there will be constant assessment and necessary changes to make this project work to the maximum benefit of our students. We are committed to that goal.

This Agreement represents an outline of the Chromebook Policies and Procedures. By signing this Agreement, students and parents/guardians agree to follow the Policies and Procedures. Students and parents/guardians are encouraged to read and understand these Policies and Procedures prior to signing this Agreement.

Access to the Chaparral Star Academy computers and systems is a privilege, not a right. Violating the letter or spirit of the regulations may be cause to deny a student access to the Chaparral Star Academy computers and systems, and/or may result in more serious disciplinary action(s) and/or financial obligations.

Chaparral Star Academy has insured the Chromebooks for the current year. The following charges will be incurred for each occurrence if the Chromebook or accessories are damaged, lost, or stolen (police report required):

Students will pay a $30 technology fee, payable prior to the Chromebook being issued. This is an annual non-refundable fee.

- **First Breakage:** Student pays $100 or actual cost of repair if less--money due before the Chromebook is returned to the student.
- **Second Breakage:** Student pays $200 or actual cost of repair if less--money due before the Chromebook is returned to the student.
- **Third Breakage:** Student pays Actual cost of repair/replacement. Student loses Chromebook privileges until the financial obligations are taken care of and a campus committee devises a plan for the student’s possible further use of the equipment.
- **Lost Charger:** Student pays $30
- **Lost Chromebook Protector:** Student pays $15

**Responsibilities of Stakeholders:**

**General Care of the Chromebooks**

- Treat the Chromebook with care and respect by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
- The Chromebook MUST be carried inside the school-issued Chromebook bag.
• If the computer is damaged or not working properly, it must be turned in to the Technology Department for repair or replacement. Parents/guardians and students are not authorized to attempt repairs themselves, or contract with any other individual or business for the repair of the Chromebook.
• Close the lid when moving and/or transporting the Chromebook and inside your school-issued Chromebook bag.
• Do not leave your Chromebook in an unsecured area.
• Do not loan the Chromebook, charger/cable, or bag to anyone.
• Protect the Chromebook by unplugging the power supply and other peripherals when transporting the Chromebook.
• The computer and case are the property of Chaparral Star Academy, and should be kept clean and free of marks at all times. **Placing stickers, writing or drawing on, engraving or otherwise defacing the Chromebook or carrying case are not allowed and will result in loss of privileges and disciplinary consequences.**
• Students should not use their Chromebook while walking, on the bus, or otherwise being transported.
• Chromebooks should only be used while they are on a flat, stable surface such as a table. Chromebooks can be fragile, and if they are dropped they may break.
• Students should protect their Chromebook from extreme heat or cold. Chromebooks should never be left in a car, even if the car is locked.
• Heavy objects should never be placed or stacked on top of your Chromebook. This includes books, musical instruments, sports equipment, blankets, cushions, etc.
• Students should use care when plugging in their power cord.
• Computers should never be placed in their carrying case while they are turned on. The computer should either be turned off or in “sleep” mode.
• Computers should not be placed on or under soft items such as pillows, chairs or sofa cushions, or blankets. This will cause the computer to overheat, and will result in damage to the computer.

**General Use of the Chromebooks and the CSA Network System**

Chaparral Star Academy fully expects that all members of the school community will use the computer systems in a responsible, appropriate, and legal manner. **Use the following regulations as a guide when working within our computers or computer system:**

- Follow the Chaparral Star Academy Acceptable Use Policy when using the Internet at home or at school.
- Any inappropriate or careless use of a computer should be reported to a teacher or other staff member immediately.
- Students must immediately report theft or damage to a teacher and to the Technology Department. If your Chromebook is stolen, a police report is **required**. For hardware and software problems, students must take their Chromebook to the Technology Department.
- Do not load software unless you have permission from the school.
- Do not remove programs or files from the Chromebook.
- Honor your family’s values when using the Internet. Parents will discuss family values and expectations regarding the use of the Internet at home. Parents will supervise their child’s use of the Chromebook at home.
- Do not give personal information when using the Internet.
- The school’s Internet connection should be used only for research or information gathering that is directly related to academic assignments or extracurricular projects supervised by the CSA faculty.
- During school hours, game playing on computers is **not** allowed unless the game is directly related to a school assignment or activity. Likewise Skype, messaging, emailing, etc. is **NOT** allowed unless allowed by the teacher in a direct relationship to the assignment.
- Skype, E-mail (or any other computer communication) should be used only for legitimate and responsible communication between students, faculty, and the outside world. Rude, abusive, threatening, or otherwise inappropriate language is not permitted.
- Students may access only those files that belong to them or which they are certain they have permission to use. Students are expected to follow all copyright laws.
- Files stored within the school computer systems (both Chromebook and fileservers) should be limited to those relating to formal school courses or activities. Games, commercial software, or graphic files that are not for a school project or formal activity should not be stored on the school computer systems.
- Students are expected to only access teacher authorized sites at the appropriate times.
- Students are expected to notify their teacher immediately if they accidentally access an inappropriate site.
- Students may only use assigned Google drive to store school related files.
- Students should always protect their user account by logging off when not at their computer.
- Each computer is assigned to an individual student. Students should never “swap” or “share” their computer with another student. Chromebooks should be in a student’s possession or secured at all times.
• Students may never share their password with another student. Passwords should always be kept confidential.
• Students are responsible for saving or backing up their documents.
• Students should never attempt to “hack” into any computer system or engage in unauthorized use of the network.
• All users must agree to never maliciously damage or steal school computer equipment or electronic data.
• All users must agree to never change the settings of school-supplied software.
• If the computer is stolen, parents/guardians should immediately report the theft to the Technology Department and local police. This information should also be conveyed to the campus principal at the first opportunity available. A police report must be obtained for insurance purposes.
• The use of chat rooms, messaging systems or free email on the Internet is prohibited. The students may only use the email account and chat software that is set up by CSA and is allowed by the teacher.

Daily Preparation Tasks

• Recharge the Chromebook battery every night. If you are unable to recharge it yourself, check the Chromebook in to the Technology Department for recharging before leaving school for the day.
• Student MUST bring the Chromebook and charger inside the school-issued bag (or school approved case) to school everyday and have it ready to work at the beginning of each class.
• If a student fails to bring his/her fully charged Chromebook to school each day, consequences are outlined below:
  • Forgetting to Charge:
    1. Verbal warning
    2. Written warning, parent contact
    3. $5 charging fee, another written warning, and direct parent contact
    4. Office referral, discussion with student and parents about proper preparation, with possible consequence of double detention
  • Forgetting Chromebook:
    1. Written warning
    2. Written warning, and direct parent contact
    3. Office referral, with possible consequence of double detention
• Students who do not have permission to take their Chromebook home may pick up their Chromebook in the Technology Department each morning, and are required to return their Chromebook to the Technology Department at the end of each day.
• Students who owe for damages are not allowed to take the Chromebook home. The Chromebook must be turned in at the end of each day to the Technology Department by the student.
• Students will be allowed to recharge their Chromebooks each day during classes that are conducive to this. **Very few classes will have this capability, so avoid any potential problems by charging them each night at home.**

Using the Computer for Internet and E-mail

• Students and parents/guardians understand that Chaparral Star Academy does not have control over information found on the Internet. While every attempt is made to block access from inappropriate material while the student is at school, the School is not able to monitor student usage of the computer while at home. It is the parent/guardian’s responsibility to supervise the websites and information that a student is accessing from the Internet while at home.
• Students should be aware that Internet access and e-mail, and other media that are accessed, created or stored on their computers are the sole property of the School. The School has the right to review these items for appropriateness, and to limit or revoke a student’s access to them at any time, and for any reason.

Consequences of Inappropriate Use

The use of any School technology is a privilege and not a right. Students are expected to use their computer in accordance with these Policies and Procedures, and School Acceptable Use Policy and any applicable laws. Failure to use this computer in an appropriate manner will result in consequences, as determined by the staff and administration of Chaparral Star Academy.

**Students who leave the School and fail to check in their laptops and related equipment will have felony theft charges filed against them immediately upon the School’s knowledge of such an event. The School will prosecute the occurrence to the fullest extent of the law.**
Student Name (printed) _____________________________   Date __________________________
Grade ______                      Phone _________________________

<table>
<thead>
<tr>
<th>Item Description</th>
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<tbody>
<tr>
<td>Chromebook</td>
</tr>
<tr>
<td>Charger + Cable</td>
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<tr>
<td>Case</td>
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</tbody>
</table>

The above listed items are being loaned to me and are in good working order unless otherwise indicated. It is my responsibility to care for the equipment and ensure that it is retained in a safe environment.

This equipment is the property of Chaparral Star Academy, and is herewith being loaned to the student/staff member for educational purposes for the academic school year or until further notice while enrolled in Chaparral Star Academy. The equipment may not be defaced or destroyed in any way. Inappropriate material on the machine may result in the student/staff member losing his/her right to use this computer. The equipment will be returned to the school on a date to be requested or sooner if the student is discharged from the school prior to the end of the school year.

If the School Property is lost, stolen, or damaged while in the Borrower’s possession, Borrower is responsible for the replacement or repair thereof and Borrower agrees to indemnify the School from any claim occurring during or resulting from Borrower’s possession or use of the School Property, including, but not limited to, any claim for infringement or violation of applicable trademarks and copyrights attributable to Borrower’s use of the School Property.

The School Property may be used by Borrower only for non-commercial purposes, in accordance with the School’s policies and rules. Any included software may be used only in accordance with the applicable license and it is Borrower’s responsibility to be familiar with and to comply with the provisions of such license.

Borrower may not install or utilize any software in connection with Borrower’s use of the School Property other than software owned by the School and made available to Borrower in accordance with this Receipt and Agreement and Borrower agrees not to make any unauthorized use of or modifications of such software.

The School is not responsible for any computer or electronic viruses that may be transferred to or from Borrower’s CD’s or other data storage medium and Borrower agrees to use Borrower’s best efforts to assure that the School Property is not damaged or rendered inoperable by any such electronic virus while in Borrower’s possession.

Borrower acknowledges and agrees that Borrower’s use of the School Property is a privilege and that by Borrower’s agreement to the terms hereof, Borrower acknowledges Borrower’s responsibility to protect and safeguard the School Property and to return the same in good condition and repair.

We have read the Parent/Guardian and Student Agreement and understand our responsibilities in the use of the Chromebook, computer network, Internet, and any other applicable equipment. We also understand all the policy and procedural expectations and obligations Chaparral Star Academy is implementing.

_____________________________  __________________
Parent Signature      Date

_____________________________
Parent Printed Name

_____________________________  __________________
Student Signature      Date
The following chart represents which courses at ACC will count as credit toward graduation from Chaparral Star Academy. Semesters are represented by an “a” and a “b” for first and second semester respectively. Any course taken at ACC will not count toward GPA calculation. ACC courses may or may not count toward the graduation plan. This chart does not list every possible conversion, but contains the most common courses. At Austin Community College, courses that count for college credit must be designated as Transfer/Academic Courses (these are shown in the ACC Catalog’s Course Descriptions as indicated by Course Type “T”). Highlighted courses indicate courses that are NOT covered by an ECS Tuition and Fee Waiver.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>FOREIGN LANGUAGE</th>
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<tbody>
<tr>
<td>Chaparral Star Academy</td>
<td>ACC</td>
</tr>
<tr>
<td>English III a</td>
<td>ENGL 2327*</td>
</tr>
<tr>
<td>English III b</td>
<td>ENGL 2328*</td>
</tr>
<tr>
<td>English IV a</td>
<td>ENGL 2322*</td>
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<tr>
<td>English IV b</td>
<td>ENGL 2323*</td>
</tr>
<tr>
<td>Practical Writing a</td>
<td>ENGL 1301</td>
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<tr>
<td>Practical Writing b</td>
<td>ENGL 1302</td>
</tr>
<tr>
<td>Creative Writing (0.5)</td>
<td>ENGL 2307</td>
</tr>
</tbody>
</table>

*ENG 1301 & 1302 are both prerequisites for the above courses.

<table>
<thead>
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<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>Chaparral Star Academy</td>
</tr>
<tr>
<td>Algebra II a &amp; b</td>
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<td>PreCalculus a</td>
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<tr>
<td>PreCalculus b</td>
</tr>
<tr>
<td>Calculus I a (INSTMATH)</td>
</tr>
<tr>
<td>Calculus I b &amp; Calculus II a (INSTMATH)</td>
</tr>
<tr>
<td>Calculus II b (INSTMATH)</td>
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All Calculus courses must also contain accompanying labs.

<table>
<thead>
<tr>
<th>SCIENCE</th>
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<tbody>
<tr>
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</tr>
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<tr>
<td>Physics b</td>
</tr>
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<td>Chemistry a</td>
</tr>
<tr>
<td>Chemistry b</td>
</tr>
<tr>
<td>Astronomy a</td>
</tr>
<tr>
<td>Astronomy b</td>
</tr>
<tr>
<td>Anatomy and Physiology a</td>
</tr>
<tr>
<td>Anatomy and Physiology b</td>
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<tr>
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All science courses must also contain accompanying lab.

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<tr>
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<tr>
<td>World History a</td>
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<td>World History b</td>
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<tr>
<td>DANCE (0.5)</td>
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<td>THEATRE (0.5)</td>
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Other art courses can be taken for the second semester’s (or more) worth of credit. Please see Mr. Barnett for details.

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Any ACC Kinesiology class that starts with KINE 11__ will count as 0.5 credits at Chaparral Star Academy toward PE requirement for high school graduation. PE courses at ACC are no longer free.

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<td>Special Topics in SS (0.5)</td>
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<td>Concepts of Eng, Des (0.5)</td>
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1 TAC 110.98, 111.60, 112.71, 113.70 & 118.17 dealing with “Concurrent Enrollment in College Courses” and TAC 74.61 (g)(1)
Appendix D

CSA 2016-17 MORNING & AFTERNOON TRANSPORTATION DIAGRAM

Kindergarten & 1st grade parents MUST GET IN LINE. Unfortunately, there are NO PARKING SPOTS available for parents.

LEGEND

- **EVERYONE**
- **2nd – 12th AM Dropoff & PM Pickup**
- **K & 1st Dropoff & Pickup**
Afternoon students head downhill to awning area and then vehicles leave line.

ALL Vehicles should always move forward and fill in “gaps.”

Kindergarten & 1st grade parents MUST GET IN LINE. Unfortunately, there are NO PARKING SPOTS available for parents.
Appendix E

Chaparral Star Academy

PARENT DOCUMENTS

2016-17 Academic Year
LIST OF CONTENTS

(included with this handbook)

A: Board Meeting Guidelines

B: Grievance Procedure

C: Grievance Diagram

D: Homework Commitment Statement

E: Public Information Act Announcement

F: Grading Periods & Reports Chart
CHAPARRAL STAR ACADEMY BOARD MEETING GUIDELINES

Chaparral Star Academy is a community of faculty, parents and students that uphold the vision of the school as stated in its charter documents. The governing board is the main governing entity that makes decisions for operations of the school. As stated in the charter,

“The responsibilities of the Governing Board include: setting school policies, adoption of text books, adoption of the annual budget, ratification of hiring decisions, appointment of the school superintendent and principal, approval of the school calendar, approval of salaries of staff/faculty, final voice in grievance proceedings, oversee performance of the business manager, principal, and superintendent, oversee compliance of the school with all state and federal regulations and terms of the school charter, establish yearly enrollment goals until the maximum enrollment is reached, acquisition of facilities to meet the needs of the expanding enrollment.”

The governing board conducts its regular monthly meeting at 6:30 p.m. on the first Wednesday of every month (except for July). An agenda for each meeting is posted at least 72 hours in advance of the scheduled meeting. It is posted at the front office of school, on the school’s website as well as on the school yahoo group website. Since it is a public meeting, the governing board encourages everyone to attend to stay updated with decisions being made for the school. However, if you wish to attend, there are some rules to be aware of in regard to meeting procedure. Overall, it’s important to remember that the audience is witnessing board discussion.

MAIN SECTIONS OF THE MEETING

A.) Public Comments: During this section of the meeting, the public is invited to speak to the board. This section occurs at the very beginning of every meeting. This is the only time during the meeting that the public can make a comment or speak to the board. The president of the board will ask the public if anyone in the audience would like to make a public comment, and the order of speakers will follow the list on the sign-in sheet. Each speaker is allowed 2 minutes to address the board, with a maximum of 20 minutes per meeting spent on public comments.1 The board is not required to respond to anything stated in public comments. In fact, by state law, the board cannot discuss any issue brought up during public comments, unless it is on the approved agenda. According to the Attorney General’s publication, The 2006 Open Meetings Act Made Easy,

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1 Based on procedure discussed at the May 7, 2008 Chaparral Star Academy Governing Board Meeting
“Members of the governmental body may not deliberate or make any decision about an unposted issue at a meeting of the governmental body. If an unposted item is raised by members of the general public, the governing body has four options. First, an official may respond with a statement of specific factual information or recite the governmental body’s existing policy on that issue. Second, an official may direct the person making the inquiry to visit with staff about the issue. Third, the governing body may offer to place an item on the agenda for discussion at a future open meeting. Finally, the governing body may offer to post the matter as an emergency item if it meets the criteria for an emergency posting.”

If the board feels that any information stated in public comments is confidential, the board may convene in executive session to hear/discuss the comment.

B.) All Other Sections of the Meeting: During all other sections of the board meeting, the audience cannot address the board. If an audience member brought up an issue during public comments that is not on the agenda, the board cannot discuss that issue at the same meeting. However, the board may choose to place the issue on the agenda for discussion at the next board meeting. If the issue is already on the agenda, then the board will discuss it. However, it is important to realize that audience members cannot be part of the discussion. The board can address members of the audience throughout the meeting, though.

C.) Executive Session: During this section of a meeting, the public is asked to leave the meeting, leaving only the executive board (and any other invitees) to discuss issues not relevant to the public. During these times, the audience is to wait outside of the meeting until the meeting reconvenes in public session.

Please be aware of and follow the proper procedure for addressing the board. If you would like an item to be added to the agenda for discussion, please contact Kris Barnett. All items must be added to the agenda at least 72 hours before the meeting. If you have a grievance with a teacher or the administration that you would like to have the board discuss, please ensure that faculty due process has been followed. If an issue has not gone through faculty due process, the board secretary has discretionary power as to its addition to the agenda.

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2 Based on Texas Government Code §551.042
3 See Chapter 551 of the Texas Government Code for the exceptions to requirement that meetings be open.
CHAPARRAL STAR ACADEMY DISTRICT GRIEVANCE PROCEDURE

According to its charter documents, Chaparral Star Academy has adopted a faculty due process as a protocol for dealing with grievances. The faculty handbook\(^1\) states,

“Where individual problems arise concerning students or student groups, the point of responsibility and authority for communications about those problems lies with the individual teacher. Students and/or parents should be directed to contact the individual teacher.

After direct communication with the teacher, should a problem remain unresolved, the principal should be involved in mediation/moderation to try to resolve the issue in the best interest of the school, the student, the curriculum, and the teacher.

Should the individual teacher or parent remain unsatisfied with the outcome of mediation or the decision of the principal, the issue may be addressed to the Governing Board by contacting the Governing Board Secretary or the Principal with a request to be placed on the agenda for a matter of grievance. Matters of personnel or grievance are handled in closed session to insure the confidentiality of all parties, student and teacher. Under no circumstances will matters of personnel or grievance be handled in an open Board session unless specifically requested in writing that it be addressed in open session. Recommendations may be requested by the Board from the principal, the teacher, and the parent/legal guardian. Final authority regarding an issue of grievance will be delivered in the form of a directive to the principal by the Governing Board.”

Faculty members include all teachers, as well as administration. The governing board serves as an appeal basis for decisions made. If a grievance is placed on the agenda, the board will listen to the issue but will only act (if it so chooses) to possibly overturn the decision or to initiate new policy.

If an issue has not gone through faculty due process, the board secretary has discretionary power as to its addition to the agenda. Please follow the correct procedures for addressing the board.

\(^1\) The faculty handbook was adopted at the May 7, 2008 Chaparral Star Academy board meeting. It is based on the procedure as outlined in the charter documents.
The governing board serves as an appeal basis for decisions made. Due Process must be followed with all grievances. The board acts as the final authority in all grievances.
Chaparral Star Academy is a 4-hour school day designed with a compacted curriculum where most subjects are taught in 40-minute periods. With such a time constraint, students are expected to manage their time well, behave at the highest level of respect, come to class quickly and be prepared to learn and listen and remain focused during the 40 minutes. In class, there is little time for any off-task behaviors as the main goal of every classroom is for the students to learn the concepts. As a result, Chaparral Star Academy’s code of conduct is very strict and even considers not turning in assignments as a discipline issue.

Since the school operates on a compacted curriculum, one of the main ways the school is successful is by deleting a majority of "homework in class" time students may receive at a traditional public school. A common misconception about the 4-hour day is that students will receive less work since there is less time in class. In fact, it is quite the opposite. Since students receive very little (if any at all) time in class to work on their assigned homework, it ends up that they actually have more work outside of class.

Part of the intent behind the charter was to allow students who have time-consuming extracurricular activities the flexibility to control when they work on their schoolwork and homework. By attending class for only 4 hours a day, students can have the extra time to dedicate to any outside interests. But, they still manage to fit in the required amount of homework. Chaparral Star Academy is proud to offer this opportunity to its students. The overall amount of time spent on schoolwork and homework is similar (if not more than) to the amount at a traditional public school. However, at Chaparral Star Academy, more of the work is done at home rather than in class.

By signing below, I am acknowledging my understanding of the above statement. I further state that I will incorporate this statement into helping my child become a successful student at Chaparral Star Academy.

Parent Name: ________________________________

Parent Signature: ____________________________  Date:_________

By signing below, I am acknowledging my understanding of the above statement. I further state that I will incorporate this statement into my life as a student at Chaparral Star Academy so that I can reach my full potential of success.

Student Name: ________________________________

Student Signature: ____________________________  Date:_________
The Public Information Act

Texas Government Code, Chapter 552, gives you the right to access government records; and an officer for public information and the officer’s agent may not ask why you want them. All government information is presumed to be available to the public. Certain exceptions may apply to the disclosure of the information. Governmental bodies shall promptly release requested information that is not confidential by law, either constitutional, statutory, or by judicial decision, or information for which an exception to disclosure has not been sought.

Rights of Requestors
You have the right to:
- Prompt access to information that is not confidential or otherwise protected;
- Receive treatment equal to all other requestors, including accommodation in accordance with the Americans with Disabilities Act (ADA) requirements;
- Receive certain kinds of information without exceptions, like the voting record of public officials, and other information;
- Receive a written statement of estimated charges, when charges will exceed $40, in advance of work being started and opportunity to modify the request in response to the itemized statement;
- Choose whether to inspect the requested information (most often at no charge), receive copies of the information or both;
- A waiver or reduction of charges if the governmental body determines that access to the information primarily benefits the general public;
- Receive a copy of the communication from the governmental body asking the Office of the Attorney General for a ruling on whether the information can be withheld under one of the accepted exceptions, or if the communication discloses the requested information, a redacted copy;
- Lodge a written complaint about overcharges for public information with the Office of the Attorney General. Complaints of other possible violations may be filed with the county or district attorney of the county where the governmental body, other than a state agency, is located. If the complaint is against the County or district attorney, the complaint must be filed with the Office of the Attorney General.

Responsibilities of Governmental Bodies
All governmental bodies responding to information requests have the responsibility to:
- Establish reasonable procedure for inspecting or copying public information and inform requestors of these procedures;
- Treat all requestors uniformly and shall give to the requestor all reasonable comfort and facility, including accommodation in accordance with ADA requirements;
- Be informed about open records laws and educate employees on the requirements of those laws;
- Inform requestors of the estimated charges greater than $40 and any changes in the estimates above 20% of the original estimate, and confirm that the requestor accepts the charges, has amended the request, or has sent a complaint of overcharges to the Office of the Attorney General, in writing before formalizing the request;
- Inform the requestor if the information cannot be provided promptly and set a date and time to provide it within a reasonable time;
- Request a ruling from the Office of the Attorney General regarding any information the governmental body wishes to withhold, and send a copy of the request for ruling, or a redacted copy, to the requestor;
- Segregate public information from information that may be withheld and provide that public information promptly;
- Make a good faith attempt to inform third parties when their proprietary information is being requested from the governmental body;
- Respond in writing to all written communications from the Office of the Attorney General regarding charges for the information;
- Respond to the Office of the Attorney General regarding complaints about violations of the Act.
Section E

Procedures to Obtain Information

✓ Submit a request by mail, fax, email or in person according to a governmental body's reasonable procedures.
✓ Include enough description and detail about the information requested to enable the governmental body to accurately identify and locate the information requested.
✓ Cooperate with the governmental body's reasonable efforts to clarify the type or amount of information requested.

A. Information to be released

• You may review it promptly, and if it cannot be produced within 10 working days, the public information officer will notify you in writing of the reasonable date and time when it will be available.
• Keep all appointments to inspect records and to pick up copies. Failure to keep appointments may result in losing the opportunity to inspect the information at the time requested.

Cost of Records

• You must respond to any written estimate of charges within 10 business days of the date the governmental body sent it or the request is considered automatically withdrawn.
• If estimated costs exceed $100 (or $50 if a governmental body has fewer than 16 full time employees) the governmental body may require a bond, prepayment or deposit.
• You may ask the governmental body to determine whether providing the information primarily benefits the general public, resulting in a waiver or reduction of charges.
• Make a timely payment for all mutually agreed charges. A governmental body can demand payment of overdue balances exceeding $100, or obtain a security deposit, before processing additional requests from you.

B. Information that may be withheld due to an exception

By the 10th business day after a governmental body receives your written request, a governmental body must:
1. request an Attorney General opinion and state which exceptions apply;
2. notify the requestor of the referral to the Attorney General; and notify third parties if the request involves their proprietary information.
Failure to request an Attorney General opinion and notify the requestor within 10 business days will result in a presumption that the information is open unless there is a compelling reason to withhold it. Requestors may send a letter to the Attorney General arguing for release, and may review arguments made by the governmental body. If the arguments disclose the requested information, the requestor may obtain a redacted copy. The Attorney General must issue a decision no later than the 45th working day from the day after the attorney general received the request for a decision. The attorney general may request an additional 10 working day extension. Governmental bodies may not ask the Attorney General to "reconsider" an opinion.

For complaints regarding failure to release public information please contact your local County or District Attorney. Please ask and you will be provided with this information.
• You may also contact the Office of the Attorney General, Open Government Hotline, at 512-478-6736 or toll-free at 1-877-673-6839.
• For complaints regarding overcharges, please contact the Office of the Attorney General's Cost Rules Administrator at 512-475-2497.

To request information from this governmental body, please contact:

By Mail: Kris Barnett
14064 Summit Drive
Austin, TX 78728

By e-mail to: krisbarnett@chaparralstaracademy.com

By fax to: 512.251.9799

In person at: Front Office at Above Address

If you need special accommodation pursuant to the Americans with Disabilities Act (ADA), please contact our ADA coordinator, Tyler Nobles at tylernobles@chaparralstaracademy.com.
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*Senior grades will have an earlier due date as all senior grades must be finalized before graduation. Senior exams may take place earlier than others.
What are lice?

1. Lice, or Pediculosis (pe·dic·u·lo·sis), are small tan to grayish-white insects, about the size of a sesame seed and have six legs.

2. They don’t usually carry disease, but can cause your child and family discomfort, stress and sometimes skin irritation.

3. Lice can live up to 30 days on a person’s head and lay from 50 to 150 eggs. To live, adult lice need to feed on blood every 3 to 6 hours. If the louse falls off a person, it dies within 2 days.

4. There are three types of lice: head, body and crab lice. Body lice haven’t been reported in Texas for years. Head lice and crab lice are common but not usually found at the same time on a person.

Here’s where they can hide:

- Head lice live on the head and rarely leave the body.
- Body lice live in the seams and linings of clothing, blankets and sheets and move to the body when feeding.
- Crab lice live on the hairy portions of the body. They like the pubic and anal areas; but, only on adults. Adults who have pubic lice should be examined for sexually transmitted diseases (STDs). Even though crab lice and STDs aren’t related, both conditions may be present at the same time. Children rarely get crab lice. However, if a child has it, you may want to suggest an examination for possible signs of inappropriate contact.

For more information contact the Department of State Health Services, School Health Program at www.dshs.state.tx.us/schoolhealth/lice.shtm or call 512-458-7279

DSHS publication no. E05-12864
How do I know if my child has head lice and if so, how did they get it?

1. Itching is the first sign of head lice, unless your child has a very light case. Check your child’s head and scalp all over and especially behind the ears and near the neckline at the back of the neck when scratching begins.

2. Look for lice and their eggs or “nits.” (See Fact Sheet #3 to find out about nits.) You may see the nits before you find a louse because each louse can lay up to 150 at a time.

3. You may first find lice or nits on the hairs at the “nape” of the neck (back of the head where the hair stops and the neck begins) and behind the ears. But, they can live anywhere; so, look all over the scalp.

4. If you know of another child with head lice, be alert that your child may contract lice, too. There is no incubation period. When live lice move from one child’s head to another; they are “home” and can begin laying eggs immediately.

5. Children get head lice almost as much as the common cold. Millions get it at least one time, once a year.

6. Children get lice from other children. They move from child to child through head to head contact.

7. Lice cannot hop, jump or fly but can crawl from child to child anytime children are close together; during play or sports or even nap time.

8. Sharing combs, brushes, hair fasteners, hats, caps, coats, neck scarves and even head phones spreads them, too. Sharing a locker or cubbyhole with a lice-infested child is a common way to spread lice. If left behind, lice can attach to your child while sitting on carpets or furniture. Lice can even attach to stuffed toys.

9. Children get lice more than teens or adults. ANY child can get head lice! It doesn’t matter where they live or go to school; how much money they have; or, if boy or girl, black, white or brown.

10. A child isn’t sick or unclean if they have head lice. Taking baths won’t kill lice or keep children from getting lice. And, if a child has head lice, it certainly doesn't mean they have bad parents.

11. Dealing with lice is difficult, sometimes embarrassing and can be overwhelming to anyone caring for children. See Fact Sheet #3 for how to get rid of lice.
What should I do if I think my child has head lice?

1. You can take care of your child’s head lice problem at home without a visit to the doctor or clinic. Treatment should be with shampoo or cream rinse approved by the FDA that can be purchased without a prescription at the drug store, grocery store or other places that carry drug store products.

2. Many parents feel embarrassed when their child has lice. Sometimes it helps to talk to someone who can offer extra help. The nurse at your child’s school, your physician and even the pharmacist can help. Neighborhood, city or county health clinics may provide trained, helpful professionals. Contact your area Department of State Health Services Public Health Region for suggestions. See Fact Sheet #6 for Regional offices or go to www.dshs.state.tx.us/regions/default.shtm for the listing.

3. After the first treatment, you may not see live lice but you might see nits. If the nits (or lice eggs) are attached to strands of hair ¼ inch or less from the scalp, they are probably not dead. This means live lice could still be living somewhere on your child’s head; or, soon will hatch from the remaining eggs.

4. That’s why, after treatment, it is important to comb out the nits left in your child’s hair with a special nit comb available to pick up where you buy lice treatment.

5. Nits are very tiny; about the size of a knot in a thread. They are shaped like a long football, yellow to white in color and are often mistaken for dandruff or hair spray droplets. They attach to a hair at the scalp with a waterproof, cement-like substance. That’s why they can be difficult to remove.

6. You may find nits first on the hairs at the “nape” of the neck (back of the head where the hair stops and the neck begins) and behind the ears. But, they can live anywhere; so, look all over the scalp.

7. A second treatment and then a second combing are necessary. Even after thoroughly using the nit comb, live lice or nits could still be hiding somewhere on your child’s head. All products specifically created to treat head lice will recommend a second treatment anywhere from 7 to 10 days after the first treatment in order to kill any remaining or newly hatched lice.
How do I keep lice from coming back?

1. Carefully follow the directions on the lice treatment package. Not following directions, is the biggest reason why it doesn’t work.

2. If your child has extra long hair (longer than shoulder length), you may need to use a second bottle. Pay special attention to instructions on the bottle about how to thoroughly work it into the hair, how long the medication should be left on and whether rinsing the hair is recommended after treatment.

3. Comb out the nits left after treatments. (See Fact Sheet #3 to learn about nits.) Do this by sliding a nit up the hair shaft with your fingers or using a nit comb. Special nit combs are available in the store where you bought the lice treatment.

4. Most of the time a second treatment is necessary. If you don’t kill the nits, they will hatch and your child will have lice again – this time without any contact with another infested child! All products specifically created to treat head lice will recommend a second treatment and a second nit combing, anywhere from 7 to 10 days after the first treatment to kill any left over lice and nits.

5. Launder clothing and bedding immediately before lice treatment on your child so any live lice living there can’t crawl onto lice-free, just treated heads!
   - Laundry water should be at least 130 degrees Fahrenheit to kill the lice.
   - CAUTION: Do not bathe or shampoo in water this hot! This temperature is for laundry only!

6. Dry cleaning kills lice and their nits in clothing that can’t be washed.

7. Sealing clothing, stuffed toys, pillows, blankets or other small soft items, for two weeks in tightly closed plastic bags will kill both lice and nits! It’s low cost, too.

8. Safe, effective, FDA approved chemical sprays made to kill head lice, are available over the counter. These are OK to use on things that can’t be washed, dry-cleaned, or sealed in plastic bags; like furniture, carpets, car seats or other large, immobile or non-washable items.

9. Vacuum or sweep carpets, furniture and curtains to pick up any live lice or nits that may have fallen or crawled there.

10. Soak combs, brushes and some other washable items for one hour in one of the approved lice shampoos; or, soak them for 5 to 10 minutes in a pan of 130 degree hot water.

11. Teach your whole family about how lice is spread and treated. Teach your children not to share combs, brushes and other personal items with other children.

12. Ask the teacher at your child’s school if there is space to keep jackets, hats and other personal items separate for each child. Ask what you can do to help the school educate children and parents to stop the spread of lice.

13. Check your child’s hair from time to time for signs of lice; especially if you know of another child at school that is infested. Catching it early can cut down the number of treatments, save time and money.
During the recently completed legislative session, the 84th Texas Legislature approved—and Governor Greg Abbott signed into law—legislation that makes changes to current law as it relates to truancy and on-campus student discipline.

Components of House Bill 2398 and Senate Bill 107 will be in effect for the 2015-16 school year.

**House Bill 2398**

- Repeals the criminal offense of failing to attend school, and instead establishes a civil enforcement policy.
- The offense of a parent contributing to nonattendance remains a Class C misdemeanor, but the court may now dismiss a charge against a parent for the offense of contributing to nonattendance if the court finds that the dismissal would be in the best interest of justice because there is a low likelihood of recidivism or because sufficient justification exists for the failure to attend school.
- Extends the compulsory age of attendance from 18 to 19.
- A district may revoke a student’s enrollment for the remainder of the school year if the student is 19 years old, is voluntarily enrolled in school, and has more than five unexcused absences (during attendance accounting period). A district may impose a behavior improvement plan in place in lieu of revocation. **Chaparral Star Academy will impose the behavior improvement plan.**
- On the third unexcused absence within a four week period, a school must initiate a truancy prevention program for the student.
- A child commits truancy if the student is 12-18 years of age and is required to attend school under Texas Education Code (TEC) Section 25.085; and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year.

Additionally, school districts’ truancy prevention measures must now include at least one of the following:

A behavior improvement plan that includes a specific description of required or prohibited behavior, the period the plan will be effective (not to exceed 45 days after the effective date of the contract) or penalties for additional absences.

School-based community service; or referral to a counseling, mediation, mentoring, teen court, community-based services or other services to address the student’s truancy. **Chaparral Star Academy will utilize our I-Team to meet this requirement.**

School districts are also required to employ a truancy prevention facilitator or juvenile case manager to implement its truancy prevention measures. A school district may designation an existing district employee to serve in this position. **At Chaparral Star Academy, Principal Marsha Hagin will serve in this capacity.**
HB 2398 applies to compulsory attendance enforcement by open-enrollment charter schools as well as school districts. Additional resources may be available to districts and charters to understand the requirements of the legislation such as those available through the Texas Association of School Boards.

TEA will be adopting rules to create minimum standards for truancy prevention measures, establishing a set of best practices for truancy prevention measures, and providing for sanctions for districts that are not in compliance with TEC Section 25.0915. However, no additional minimum standards for truancy prevention measures beyond those imposed by the legislation that will be adopted for the 2015-2016 school year. During the 2015-2016 school year, TEA will use a complaint-based model for issues of non-compliance under section 25.0915 of the Texas Education Code.

**SENATE BILL 107**

- The ability of a school district to define a knife with a blade length of 5.5 inches or less as a “locally defined illegal knife” in the student code of conduct and expel a student for the possession, use, or exhibition of a knife with a blade length of 5.5 inches or less to be handled as local code of conduct violation unless the use of the knife results in another violation covered by TEC Chapter 37 (e.g. 37.006, 37.007).
- Each campus must have a staff person designated as the Campus Behavior Coordinator.
- The person designated as the Campus Behavior Coordinator may be the principal of the campus or any other campus administrator selected by the principal. At Chaparral Star Academy, Principal Marsha Hagin will serve in this capacity.

The Campus Behavior Coordinator is required to:

- Promptly notify a student’s parent or guardian if a student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled, or placed in a juvenile justice alternative education program or taken into custody by a law enforcement officer.
- Promptly contact the parent or guardian by telephone or in person; and
- Make a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student’s parent or guardian.
- If a parent or guardian entitled to notice of a student’s disciplinary removal has not been reached by telephone, or in person by 5 p.m. of the first business day after the disciplinary action is taken, the Campus Behavior Coordinator must mail written notice of the disciplinary action to the parent or guardian at the parent’s or guardian’s last known address.
- If a Campus Behavior Coordinator is unable or not available to promptly provide the required notice to the parent or guardian of the student, the principal or other designee shall provide the notice.