Ann Richards STEAM Academy

Parent Handbook
2018-19

Excellence Without Boundaries
Ann Richards STEAM Academy

Administrative Team

Ms. Francine Taylor ......................................................... Principal
frataylor@dallasisd.org
972-892-5402

Mrs. Jessica Linwood..................................................Assistant Principal (6th Grade)
jtill@dallasisd.org
972-892-5420

Ms. Sonja Nix................................................................. Assistant Principal (7th Grade)
snix@dallasisd.org
972-892-5408

Ms. Jessica Walker ......................................................... Assistant Principal (8th Grade)
jewalker@dallasisd.org
972-892-5425
The Dallas Independent School District

Vision
Dallas ISD seeks to be a premier urban school district.

Mission
Educating all students for success

Student Outcome Goals

1. Student achievement on state assessments in all subjects at Approaches or above will increase from 66 percent to 75 percent by 2022.
2. Student achievement on the third-grade state assessment in reading at Approaches or above will increase from 62 percent to 75 percent by 2022.
3. Student achievement on state assessments in two or more subjects at Meets or above will increase from 34 percent to 40 percent by 2022.
4. Student participation in extracurricular or co-curricular activities will increase from 59 percent to 65 percent by 2022.
ARSA Vision

Ann Richards STEAM Academy, seeks to be a FLAGSHIP middle school by empowering trailblazers to excel in our global society.

ARSA Mission

EVERY day we DEVELOP the WHOLE CHILD.

ARSA Values

Commitment

Collaboration

Creative Critical Thinking
ARSA Logo

ARSA Mantra
“Excellence Without Boundaries”

ARSA Mascot
Ranger

Elements of a Ranger
Team + Grit + Growth = Ranger

ARSA Colors
Red, White, and Blue
School Song
Lyrics: Reagan Grantham Songwriter: Kyle Wiechmann

Deep within our hearts
Ann Richards will always be
We will ever love and sing:
Red, white and blue, hail to thee

Lead us ever onward
And guide us with your flame
With pride we will carry your name
Ann Richards teach us
For we are yours to instruct
We will ever love and sing
Red, white and blue, hail to thee
2018-2019
Campus Action Plan: Key Actions

**KEY ACTION ONE**
Develop and implement systems to achieve academic growth goals for all students.

**KEY ACTION TWO**
Strengthen the process of instructional growth through coaching and professional development that is data-driven and differentiated.

**KEY ACTION THREE**
Cultivate a social emotional learning approach to foster a supportive and accountable learning environment for all students and adults.

**KEY ACTION FOUR**
Promote parent, and community, and scholar support and partnerships to strengthen teaching and learning at ARSA.
Social Emotional Learning (SEL) @ ARSA

Collaborative for Academic, Social, Emotional, Learning (CASEL), defines social-emotional learning (SEL) as:

“the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

According to CASEL, there are five components of SEL:
• self-awareness,
• self-management,
• social awareness,
• relationship skills and
• responsible decision-making.

While students’ emotional well-being and social skills have always been on educators’ radar, recent years have witnessed a shift towards a stronger focus on SEL in the classroom. Researchers have come to understand the connections between academic performance and SEL, as well as the importance of attending to the many facets of student learning experiences in an effort to educate the whole child. Dallas ISD is committed to SEL as it will be a mandatory component of districtwide curriculum by 2025-26 school year.

At ARSA we are committed to embedding SEL into the very fabric of our campus community. Scholars participate in SEL advisory class every Friday, led by ARSA staff members. We have partnered with Momentous Institute and utilize the curriculum, “Let’s Meet in the Middle” which promotes SEL awareness and skill development.

We are committed as a campus to strengthening our own social and emotional behaviors as adults to foster the critical coping and thriving skills our scholars need to be successful, joyful, resilient, and productive global citizens.

How can parents support and nurture social emotional learning / development in their child? (Edutopia.org)

• Be a good listener
• Model the behavior you seek
• Nurture your child’s self-esteem
• Build awareness of ARSA’s effort to support social emotional learning
• Attend ARSA SEL Parent Workshops

Who do I contact to gain more information about SEL at ARSA?
Mrs. Jessica Linwood, SEL Administrator, jtill@dallasisd.org
STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

**Project Based Learning: Learning, Discovery, and Collaboration**

STEAM at ARSA resides in an annual, standard based Project Based Learning (PBL) learning experience through Math and Science courses. PBL engages students in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. Resulting in are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. Project Based Learning unleashes a contagious, creative energy among students and teachers. These are the innovators, educators, leaders, and learners of the 21st century!

*Who do I contact to gain more information about PBL at ARSA?*

Ms. Taylor, PBL Administrator, frataylor@dallasisd.org

**4 C’s Essential Skills for the 21st Century**

To facilitate this type of learning campus wide, it is imperative to build the culture on the 4 C’s: Collaboration, Creativity, Critical Thinking, and Communication. These four critical attributes of learning permeate ARSA Elective classes and teachers utilize this framework as the foundation for embedding 21st Century skills in learning environment.

**ARSA Electives:**


**STEAM Team Showcase**

ARSA Scholars are given an opportunity once a year to participate in a culminating one day STEAM Team experience. Scholars work collaboratively to develop a solution for the STEAM challenge and present their work to a panel of educators and industry representatives.

Community members from various STEAM industries are available to all teams to provide real time, real world industry insight, and guidance.
AVID stands for Advancement Via Individual Determination. The goal of AVID is to prepare students for college and success in a global society. We use AVID to bring out the best in students and close the achievement gap. For more information about the program visit www.avid.org.

In middle school AVID focuses on helping those students who might not otherwise get to college. Students in the AVID elective class take advanced courses and are given the support they need to succeed and prepare for achieving their college dreams.

**Frequently Asked Questions:**

**Why was my student selected / nominated for the AVID elective class?**
Your student shows potential to succeed in advanced courses and could benefit from the peer community and skills taught in the AVID Elective class. Your student’s teachers believe your child can succeed academically as they prepare for college and a career with the help of AVID.

**What can I do to support my child in AVID?**
One skill that is important in AVID is organization. This means students are expected to use binders or agendas to keep up with school work. Ask your student to show you their binder and check their agenda planners daily. Their planners will list homework, what they learned, and may include notes from the teacher.

**How does the AVID elective help students?**
Students in the AVID Elective are held to higher expectations and given the support they need to succeed and prepare for postsecondary opportunities. By encouraging, assisting, and advocating for students every day, AVID greatly increases their chances of making it to and through college.

**Why do AVID students have to take advanced coursework?**
Many students progress from grade to grade without ever challenging themselves to achieve more. They do well enough to graduate but it doesn't mean that they are college-ready.

**What can I do to prepare my child for college / career readiness?**
Your child's needs will depend on their current grade level. AVID has resources and tips available to help you when preparing your child for college and beyond. Also, be sure to contact your child’s school for related deadlines, college visit opportunities and ways that you can help.

**Who can I contact with more questions about AVID?**
Avid Coordinator, Mr. Christopher Jenkins, chrjenkins@dallasisd.org
## ARSA 2018-19 Daily Bell Schedule

### 6th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:25 – 9:14</td>
</tr>
<tr>
<td>2nd</td>
<td>9:18 – 10:04</td>
</tr>
<tr>
<td>3rd</td>
<td>10:08 – 10:54</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:58 – 11:28</td>
</tr>
<tr>
<td>4th</td>
<td>11:30 – 12:16</td>
</tr>
<tr>
<td>5th</td>
<td>12:20 – 1:06</td>
</tr>
<tr>
<td>6th</td>
<td>1:10 – 1:56</td>
</tr>
<tr>
<td>7th</td>
<td>2:00 – 2:46</td>
</tr>
<tr>
<td>8th</td>
<td>2:50 – 3:36</td>
</tr>
</tbody>
</table>

### 7th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
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<td>Lunch</td>
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</tr>
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</tr>
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</tr>
<tr>
<td>6th</td>
<td>1:10 – 1:56</td>
</tr>
<tr>
<td>7th</td>
<td>2:00 – 2:46</td>
</tr>
<tr>
<td>8th</td>
<td>2:50 – 3:36</td>
</tr>
</tbody>
</table>

### 8th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:25 – 9:14</td>
</tr>
<tr>
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<td>9:18 – 10:04</td>
</tr>
<tr>
<td>3rd</td>
<td>10:08 – 10:54</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:58 – 11:28</td>
</tr>
<tr>
<td>4th</td>
<td>11:30 – 12:16</td>
</tr>
<tr>
<td>5th</td>
<td>12:20 – 1:06</td>
</tr>
<tr>
<td>6th</td>
<td>1:10 – 1:56</td>
</tr>
<tr>
<td>7th</td>
<td>2:00 – 2:46</td>
</tr>
<tr>
<td>8th</td>
<td>2:50 – 3:36</td>
</tr>
</tbody>
</table>

### ARSA Staggered Dismissal

3:36 – 3:40
<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Period</strong></td>
<td><strong>1st Period</strong></td>
<td><strong>1st Period</strong></td>
</tr>
<tr>
<td>8:25 – 9:10</td>
<td>8:25 – 9:10</td>
<td>8:25 – 9:10</td>
</tr>
<tr>
<td><strong>2nd Period</strong></td>
<td><strong>2nd Period</strong></td>
<td><strong>2nd Period</strong></td>
</tr>
<tr>
<td><strong>3rd Period</strong></td>
<td><strong>3rd Period</strong></td>
<td><strong>3rd Period</strong></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>4th Period</strong></td>
<td><strong>4th Period</strong></td>
</tr>
<tr>
<td><strong>4th Period</strong></td>
<td><strong>5th Period</strong></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td><strong>5th Period</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>5th Period</strong></td>
</tr>
<tr>
<td><strong>6th Period</strong></td>
<td><strong>6th Period</strong></td>
<td><strong>6th Period</strong></td>
</tr>
<tr>
<td><strong>SEL Advisory Period 1:26 - 2:06</strong></td>
<td><strong>SEL Advisory Period 1:26 - 2:06</strong></td>
<td><strong>SEL Advisory Period 1:26 - 2:06</strong></td>
</tr>
<tr>
<td><strong>7th Period</strong></td>
<td><strong>7th Period</strong></td>
<td><strong>7th Period</strong></td>
</tr>
<tr>
<td>2:10 – 2:50</td>
<td>2:10 – 2:50</td>
<td>2:10 – 2:50</td>
</tr>
<tr>
<td><strong>8th Period</strong></td>
<td><strong>8th Period</strong></td>
<td><strong>8th Period</strong></td>
</tr>
</tbody>
</table>

ARSA Staggered Dismissal 3:36 – 3:40
# SCHOLAR DRESS CODE

<table>
<thead>
<tr>
<th>Girls &amp; Boys</th>
</tr>
</thead>
</table>

## TOPS

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLARED SHIRTS</strong></td>
</tr>
<tr>
<td>6th Grade: White</td>
</tr>
<tr>
<td>7th Grade: Navy Blue</td>
</tr>
<tr>
<td>8th Grade: Red</td>
</tr>
<tr>
<td>(No see through material)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERSHIRTS</strong></td>
</tr>
<tr>
<td>SOLID White, Gray, or Black</td>
</tr>
</tbody>
</table>

## BOTTOMS

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIFORM SHORTS, SKIRTS, PANTS (with belt loops), OR DRESSES</strong></td>
</tr>
<tr>
<td>Khaki Color</td>
</tr>
<tr>
<td>NO SAGGING PANTS, NO CARGO PANTS OR SHORTS</td>
</tr>
<tr>
<td>(All skirts and shorts must extend to within 2 inches of the top of the knee.)</td>
</tr>
<tr>
<td><em>No sweat pants, jeans, pencil skirts, or jeggings.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
</table>

## OUTERWEAR

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>When worn in the school building:</td>
</tr>
<tr>
<td><strong>JACKETS, SWEATERS, SWEATSHIRTS, OR COATS</strong></td>
</tr>
<tr>
<td><strong>NO HOODIES</strong></td>
</tr>
<tr>
<td>(Zipper, Buttons, all the way down the front – entire shirt must be able to be visible. No offensive language, guns, drugs, violent graphics)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
</table>

## SHOES

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowed: Athletic, closed toe shoes, boots ONLY to ankle level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
</table>

## SHOES not allowed:

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knee high boots, cowboy boots, steel toed shoes, heels, house slippers, flip flops, or slides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
</table>

## GROOMING Refer to FNCA (Regulation)

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>No facial jewelry, visible body piercings, including tongue piercing</td>
</tr>
<tr>
<td>Headwear allowed: ONLY legitimate religious attire No Headbands/Wraps of any kind</td>
</tr>
<tr>
<td>Male students will not wear earrings.</td>
</tr>
<tr>
<td>Hair neatly groomed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
</table>

## ID BADGES Refer to FNCA (Regulation) /Student Code of Conduct

<table>
<thead>
<tr>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Badges required to be worn on campus and other campus events. Damage badges are to be replaced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
</tr>
</thead>
</table>
# 2018-19 Dress Code

Are you DRESSED for SUCCESS?

## Polo Collard Style Shirts Only

<table>
<thead>
<tr>
<th>Grade</th>
<th>Solid White</th>
<th>Solid Navy Blue</th>
<th>Solid Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No shirts of any kind may be worn over uniform shirts.

## Bottom - Khaki Only No Cargo/Side Pockets, No Sagging

<table>
<thead>
<tr>
<th>Bottoms (No Cargo)</th>
<th>Shorts (No Cargo)</th>
<th>Skirts/capris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khaki</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Zipper or Button Up Jackets: Suggested Solid Colors

- Black
- White
- Red
- Gray

NO cowboy boots, knee high boots, slippers/house shoes, flip flops, NO hoodies without zipper or buttons down the front, headgear of ANY kind (unless for religious purpose).

**Mandatory Supplies are part of uniform**

- Student ID
- 2 inch binder with 5 tabs (zipper binder preferred)
- Notebook paper
- Pen/pencils in a pencil pouch

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Ann Richards STEAM Academy

"Excellence without Boundaries"
Jean & Free Dress Day Guidelines

Students earn or are given the opportunity to wear jeans or “free dress”. This is given as a reward and scholars always enjoy these opportunities. Ensure that your scholar adheres to the guidelines of the alternate dress days.

Jean Day Guidelines:

BLUE JEANS ONLY

NO RIPPED JEANS

COLORED JEANS

JEAN SHORTS

Free Dress Guidelines:

ALLOWED: Blue or Colored Jeans, Capri Pants, T – Shirts (no guns, drugs profanity/obscene graphics/words), Sweater, Cardigan, Joggers, Boots (ankle level only), Athletic shoes, University/Team hoodies, loose skirts (no less than 2 inches above the knee)

PROHIBITED – Cargo pants or shorts, Knee high boots, slides, flip flops, spaghetti, strapless, or mid drift tops, jean shorts, ripped jeans, leggings/jeggings, work out attire, tight and/or short skirts (more than 2 inches above the knee), tank tops must have cardigan or jacket covering shoulders.

Failure to follow these guidelines will result in scholars not being able to participate in future alternate dress days, parents being contacted to bring appropriate clothing to school, or students being placed in In School Suspension (ISS) for Dress Code Violation.
STUDENT MANAGEMENT

At ARSA the expectation is ALL students are in dress code by the 3rd Monday of School Year.

Dress Code Expectations:

First Two week of School—Students out of dress code are given a verbal warning. Do not send student out of class for being Out of Dress Code. Communicate the expectation and remind them Dress Code violation consequences begin on Monday.

3rd Monday of School Year—Out of Dress Code process begins.

<table>
<thead>
<tr>
<th>Out of Dress Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Out of dress code means student is missing one or more of the following items: Top, Bottom, ID, or Binder.</td>
</tr>
<tr>
<td>• Students enter their respective grade level doors.</td>
</tr>
<tr>
<td>• Out of dress code students are held in a specific area by their door. With adult permission, student may call their parent on personal cell phones to bring item(s).</td>
</tr>
<tr>
<td>• Students that are not able to get items from parent are given a loaner badge and/or binder by respective administrator. The students cell phone or valuable item is held for the day and will be returned at the end of the day, when the binder and/or loaner badge is returned.</td>
</tr>
<tr>
<td>• 3rd out of dress code – student is given consequence of ISS.</td>
</tr>
<tr>
<td>• Each grade level administrator is responsible for tracking out of dress code students and providing the consequence.</td>
</tr>
</tbody>
</table>

The School Uniform closet is used as a last resort for a student who needs a uniform clothing item. Items are collected at the end of the day.

Athletic Back Packs:
Athletic back packs are approved by Athletic Coordinator. All student athletes are required to turn in their backpack at designated area (Sundial) PRIOR to entering the building for arrival procedures.

Backpacks:
Back packs are NOT allowed at ARSA. On the first day of school backpacks will be collected. Students can retrieve confiscated back packs at 3:45 pm in the cafeteria.

Purses:
ONLY small purses are allowed. Medium and large purses will be collected upon entry and returned in the main office. Students can retrieve confiscated purses at 3:45 pm in the Main Office.
Why are binders FUNDAMENTAL at ARSA?

Scholars at ARSA are engaged in many learning opportunities in a single day. Multiply that times five days a week and a system of organization is essential. We are preparing our students for a lifetime skill of organization and personal responsibility. As a middle school, our goal is to have our students equipped to attend high school with a solid foundation of how to organize and utilize what they have learned and produced. A binder system is essential for students to manage middle school successfully.

Organization is an important skill in school, career and other aspects of daily life. The scholars binder is an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder, which has been provided to them along with all of the necessary items needed. They are expected to keep it organized using the ARSA methods they have been taught.

Students will be evaluated on organization and whether they have all of their materials for every class in their binder. The binder will be evaluated weekly as a part of their class grade.

Students should spend no more than 30 minutes each day organizing and completing their notes. It should be a red flag to parents if their student spends two or more hours organizing their notes and or assignments the night before a binder check.

What should be in the ARSA Binder?
Binders must be good quality 2-inch, 2 1/2-inch or 3-inch three-ring binder with pocket inserts.

Needed binder contents
• Five to six colored tab subject dividers to separate each academic class,
• Zipper pouch to store supplies (three-hole punched heavy duty zip-lock bags also work)
* Two or more pens
* Two or more pencils
* Filler paper

Each section of the binder should have:
• Divider
• Assignment log / Calendar
• Notes and / or Class Handouts
• Class assignments (completed and /or in progress work)
• Filler paper

Binders therefore are not just a thing, binders act as a tool to support your scholar’s educational journey. Binders and content are to be present and respected at all times.
ARSA Community Members

Mrs. Tarin Coley............................................................. 6th Grade Counselor
tcoley@dallasisd.org
972-892-5426

Mrs. Lataria Morrison ............................................... 7th Grade Counselor
laandrews@dallasisd.org
972-892-5422

Ms. Francine Luckey.................................................. 8th Grade Counselor
fluckey@dallasisd.org
972-892-5424

Mrs. Delia Zapata................. Office Manager / Principal Administrative Assistant
dzapata@dallasisd.org
972-892-5402

Ms. Elsa Cardenas....................................................... Parent / Community Liaison
elcardenas@dallasisd.org
972-892-5433

Ms. Debra Scally .............................. Media Center Specialist
dscally@dallasisd.org
972-892-5416

Mr. Cedric Cofer......................................................... Athletic Coordinator
ccofer@dallasisd.org

ARSA Front Office / Main Number
972-892-5400

ARSA Attendance Office
972-892-5405

ARSA Nurse Office
972-892-5406 / 5414
## Need to Know Points of Contact

<table>
<thead>
<tr>
<th>Program</th>
<th>Staff Lead</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education</strong></td>
<td>Ms. Nix <strong><a href="mailto:snix@dallasisd.org">snix@dallasisd.org</a></strong></td>
<td>Leads Special Education team of teachers and teacher assistants to serve, advocate, and educate students with special needs. ARSA’s special education program: Inclusion Teachers &amp; Teacher Assistants Total Communication (TC) / Autism Functional Living Skills (FLS) Activities of Daily Living (ADL) Behavior Management Unit (BMU) DISD Main Special Education webpage: <a href="https://www.dallasisd.org/Domain/153">https://www.dallasisd.org/Domain/153</a></td>
</tr>
<tr>
<td><strong>Student Support Team (SST)</strong></td>
<td>Ms. Taylor <strong><a href="mailto:frataylor@dallaisd.org">frataylor@dallaisd.org</a></strong></td>
<td>Leads campus based collaborative team organized to address academic, behavioral/emotional problems which may interfere with student's ability to obtain an appropriate education. DISD SSI webpage: <a href="https://www.dallasisd.org/Page/39091">https://www.dallasisd.org/Page/39091</a></td>
</tr>
<tr>
<td><strong>Attendance for Credit</strong></td>
<td>Ms. Taylor <strong><a href="mailto:frataylor@dallaisd.org">frataylor@dallaisd.org</a></strong></td>
<td>Leads campus based committee to support Texas State law which state that, each student must be in attendance 90 percent of the days the class is offered. Committee works to ensure that all students are in attendance 90 percent of the time class is offered to certify successful accrual of credit or final grade. DISD Main Attendance for Credit webpage: <a href="https://www.dallasisd.org/Page/39088">https://www.dallasisd.org/Page/39088</a></td>
</tr>
<tr>
<td><strong>Social Emotional Learning (SEL)</strong></td>
<td>Mrs. Jessica Linwood <strong><a href="mailto:jtill@dallasisd.org">jtill@dallasisd.org</a></strong></td>
<td>Leads charge in building awareness and skills of Social Emotional Learning with the staff and scholars. Coordinates professional development and SEL student advisory to infuse SEL into the culture and learning environment of ARSA. DISD SEL webpage: <a href="https://www.dallasisd.org/Page/53730">https://www.dallasisd.org/Page/53730</a></td>
</tr>
<tr>
<td><strong>Student Success Initiative (SSI)</strong></td>
<td>Ms. Walker <strong><a href="mailto:jewalker@dallaisd.org">jewalker@dallaisd.org</a></strong></td>
<td>Leads the efforts outlined by the Texas Legislature in 2009, grade advancement requirements to enrolled 8th graders who take STAAR Reading &amp; Math tests. SSI goal is to ensure all student receive instruction and support needed to be academically successful in reading and math. DISD SSI webpage: <a href="https://www.dallasisd.org/Page/39091">https://www.dallasisd.org/Page/39091</a></td>
</tr>
</tbody>
</table>
| **ARSA Counseling Program**    | Ms. Coley, 6th Grade **tcoley@dallasisd.org** Ms. Morrison, 7th Grade **laandrews@dallasisd.org** Ms. Luckey, 8th Grade **fluckey@dallasisd.org** | The counselors work with students in three settings: classroom, small group, and individual. Counselors schedule periodic classroom visits to present curriculum designed to promote students’ emotional and social health and well-being. | **Topics Include:**  
  - Student Code of Conduct  
  - Anti-Harassment  
  - Character Education  
  - Teen Dating Violence  
  - Anti-Victimization  
  - Higher Education  
  - Career Awareness |
ARSA TEAMS

2018-19 Campus Instructional Leadership Team (CILT)
Ms. Francine Taylor .................................................. Principal / CILT Lead
Mrs. Jessica Linwood..........................................Assistant Principal (6th Grade)
Ms. Sonja Nix......................................................Assistant Principal (7th Grade)
Ms. Jessica Walker..................................................Assistant Principal (8th Grade)
Ms. Antoinette Lewis..................Reading Language Arts Instructional Coach
Ms. Kristel Horne........................................Reading Language Arts Teacher
Ms. Jennifer Calk.................................Math Teacher
Mr. Graham Stephens...............................Social Studies Teacher
Mr. Ariel Kattan........................................Science Teacher
Ms. Michelle Wilson .........................Elective Teacher

2018-19 Social Emotional Learning Team (SELT)
Mrs. Jessica Linwood..........................Assistant Principal / SEL Lead Administrator
Ms. Francine Taylor ......................................Administrator Member
Ms. Kristlyn Macon..................................6th Grade Champion Member
Mr. John Davis ........................................7th Grade Champion Member
Mr. Stephens Getz.................................8th Grade Champion Lead
Mrs. Debra Scally.................................Member
Mr. Jose Zarazua.................................Member

2018-19 Student Support Team (SST)
Ms. Francine Taylor ..................................Principal / SST Lead
Ms. Lataria Morrison...............................Counselor
Ms. Holleigh Lawson..............................Teacher
Mr. Devon Pharms.................................Teacher
Ms. Tara Klein.................................Teacher
Mr. Emmanuel Neault............................Teacher
Ms. Elzena Pearson.................................Teacher
Ms. Monica MeHarg............................Nurse
2018-19 Attendance for Credit
Ms. Francine Taylor ..................................................Principal / SST Lead
Ms. Tarin Coley..............................................................Counselor
Ms. Beverly Hasty.......................................................Registrar
Ms. Augustina Esteban..............................................Attendance Clerk
Ms. Kristel Horne.......................................................Teacher
Ms. Bridgett Hudson..................................................Teacher
Ms. Mary Lou De La Rosa.........................................Teacher
Mr. Devin Gerrity.......................................................Teacher
Ms. Delia Zapata........................................................Office Manager

2018-19 AVID Committee
Mr. Christopher Jenkins .............................................AVID Coordinator
Ms. Francine Taylor..................................................Principal / Member
Ms. Francine Luckey.................................................Counselor / Member
Mr. John Davis............................................................Teacher / Member
Ms. Sarah Salazar.......................................................Teacher / Member
Ms. Elizabeth Grieb....................................................Teacher / Member
Ms. Donna Crabtree...................................................Test Coordinator / Member
Volunteers

Volunteers are a welcome addition to the staff at ARSA. Volunteers enhance our program by establishing a school-community connection, building self-esteem and confidence, serving as role models, and giving students an extra chance for success. Volunteers in the classroom or other areas throughout the school building assist through the following activities: Tutoring, working with small groups, repairing displays, materials, bulletin boards, mentoring students, chaperoning field trips, assisting in classrooms, at the Welcome Desk, in offices, cafeteria, library, clinic, or workroom.

Interested persons in the Dallas ISD community are invited to join our school as a volunteer. Please direct all inquiries to the Community Liaison so that a Volunteer Application can be completed on-line.

Site-Based Decision-Making Committee (SBDM)

Site-Based Decision-Making is a process for decentralizing decisions to improve the educational outcomes at every school campus. Through a collaborative effort, principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement. Each campus is responsible for ensuring that the three components of SBDM (Student Support Team, School-Centered Council, and Parent Involvement Program) are in place. DISD has adopted Dr. James Comer’s model of SBDM and is known here a School-Centered Education. The guiding principles underly Comer’s model include:

• Consensus
• Collaboration
• No-fault

ARSA Parent Partners

The intention of ARMS Parent Partners is to ask parents to spend time on campus, being present to greet and assist our students. Parent Partners need to complete the DISD volunteer process which our Campus Liaison is ready to welcome parents into the partnership program.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Partner Contact</th>
<th>Staff Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARSA Parent Partner Team</td>
<td></td>
<td>Ms. Cardenas</td>
</tr>
<tr>
<td>SBDM</td>
<td></td>
<td>Ms. Taylor</td>
</tr>
</tbody>
</table>

ARSA Parent Partners

The intention of ARMS Parent Partners is to ask parents to spend time on campus, being present to greet and assist our students. Parent Partners need to complete the DISD volunteer process which our Campus Liaison is ready to welcome parents into the partnership program.
This handbook contains information that parents and students must know to ensure a successful school year. The Student Code of Conduct is required by state law and is intended to promote a positive learning environment and safe schools. More information regarding district policies and procedures may be found in board policies and the Student Handbook.

Dallas ISD board policies, as well as state and federal law, are legal guidelines that bind the district, its employees, and students. Such policies and laws take precedence over the information in this Student Code of Conduct, and any conflicts between such shall be interpreted and resolved in compliance with and in favor of board policy and/or applicable laws.

Overview and Purpose

The Dallas Independent School District’s 2017-2018 Student Code of Conduct has been revised to comply with state law as delineated in Chapter 37, Safe Schools Act, and Texas Education Code. The revised code is a collaborative effort between central and campus staff, parents/guardians, and other concerned community members. The Student Code of Conduct, as adopted by the Dallas ISD Board of Trustees, articulates specific expectations regarding appropriate conduct to all students, parents/guardians, teachers, and school administrators of the Dallas ISD. In accordance with state law, the Code shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website.

The four key functions of the Student Code of Conduct are to:

- describe behavior that builds a positive environment for learning;
- delineate specific examples of student misconduct;
- define penalties that will be imposed for specific misconduct;
- provide for district consistency in the matter of student discipline.

The law requires that the District define and communicate to students and parents/guardians, student behavioral expectations and the various kinds of misconduct that may, or in some cases, must result in disciplinary consequences. The District’s Student Code of Conduct categorizes these infractions as Level I, II, III, and IV Offenses.

Level I – Violations of classroom rules:
- Offenses that generally occur in the classroom and can be corrected by the teacher or administrator.

Level II – Suspension and/or optional removal to a Disciplinary Alternative Education Program:
- Offenses that seriously disrupt the educational process in the classroom in the school, and/or at a school-related activity.

Level III – Mandatory placement in a DAEP:
- Criminal offenses as defined in Level III. All offenses listed in Level III are according to TEC Chapter 37.006.

Level IV – Expulsion:
- Offenses that include those which a student may be expelled under state law TEC 37.007

The code also indicates the disciplinary responses attached to these infractions.

In general, disciplinary actions will be designed not merely to correct misconduct, but to encourage and motivate students to become responsible citizens of the school community. District personnel will be responsible for implementing all accessible prevention and intervention measures prior to taking punitive action. These measures would include a range of District programs and the services of specialized personnel, as well as appropriate community resources that are available to students and families. In all cases prior to a student being removed to a disciplinary alternative education placement, teachers, administrators and campus behavior coordinators will draw from a range of current discipline management techniques and be correlated to the following:

- seriousness of the offense
- student’s age
- grade level
- ability and functioning level
- frequency of misbehavior/disciplinary history
- student’s attitude
- effect of the misconduct on the school environment
- statutory requirements
- self-defense, as defined in the Student Code of Conduct
- intent or lack of intent at the time student engaged in the misconduct

Policies and procedures (rules) regarding student behavior refer to the actions of students while they are on school property, including actions that occur before, during, and after regular school hours. The rules also apply to all school-sponsored/related activities or events, such as field trips, sports, dances, assemblies, or even school-related events on or off school property. Students and parents/guardians should be aware that the commission of certain felonious offenses, whether at or away from school, may result in the student’s placement in an Off-Campus Disciplinary Alternative Education Program (DAEP) or expulsion to either a DAEP or the Dallas County Juvenile Justice Alternative Education Program (DCJJAEP).

Level IV Offenses may mandate interaction with the judicial system. A Memorandum of Understanding (MOU) exists between the Dallas Independent School District and Dallas County Juvenile Board. The MOU must be carefully observed in order to provide a DCJJAEP that meets the needs of both the District and the community through the provision of quality, rehabilitative services to the expelled youth of Dallas County.
Student Responsibilities
The student’s responsibilities for achieving a positive learning environment at school and/or school-related activities include the following:

- Attending all classes on-time and adhering to compulsory attendance laws of the State of Texas
- Preparing for each class with appropriate materials and completed assignments
- Dressing according to district and individual school dress codes
- Showing respect toward others
- Conducting oneself in a responsible manner while being respectful and cooperative
- Knowing and obeying all school rules in the Student Code of Conduct and the Campus Behavior Management Plan
- Seeking changes in school policies and regulations in an orderly and responsible manner through appropriate channels
- Reporting threats to the safety of students and staff members as well as misconduct on the part of other students or staff members to an administrator, campus behavior coordinator, counselor, teacher, or other adult
- Using District technology systems and computer related equipment appropriately and for school purposes only

Parent Responsibilities
The parent’s responsibilities for ensuring a positive learning environment for their student(s) include the following:

- Ensuring students arrive at school on-time every day prepared to learn
- Ensuring students read and complete their homework each night
- Supporting school, district, classroom, and school-related activity rules for student behavior and ensuring that their children conduct themselves according to district standards
- Providing the school with their current address and phone numbers for effective communication
- Providing the appropriate school personnel with any student information that will affect the student’s ability to learn and the student’s behavior
- Reading, acknowledging, and understanding these rules and the rules applicable to their children’s conduct while they are at school
- Parents/Guardians shall work with school officials to improve student behavior by supporting available district resources (Youth & Family, Psychological & Social Services).

District Responsibilities
Teachers shall establish classroom management procedures that concentrate on good student conduct and support school and district policies and procedures.

Administrators shall work with students, parents, staff and the community to develop an effective school behavior management plan that promotes and maintains the support of good student behavior. Campus Behavior Coordinators shall support students and staff in maintaining a positive learning environment.

A Campus Behavior Coordinator, which has to be a campus administrator, is primarily responsible for maintaining student discipline and the implementation of any disciplinary actions under the Chapter 37, Texas Education Code. The campus behavior coordinator shall be responsible for maintaining student discipline and implementing any duties assigned by law and as established by campus or district policy; they must have a review process in place for reviewing campus level discipline data monthly, in order to see what changes need to be made in reducing disciplinary infractions as they may occur. [Texas Education Code Sec. 37.0012]

Central Administration shall provide services and support to campuses in maintaining a positive learning environment.
Visit the Student Code of Conduct (SCC) link above for the full SCC handbook. ARSA’s Campus Level Disciplinary processes promote clear expectations for students behavior, fair treatment, and supports the development and the sustainment of optimal learning environments.
**DISCIPLINARY PLACEMENT CHART**

<table>
<thead>
<tr>
<th>AGE/GRADE RANGE</th>
<th>1ST DAEP PLACEMENT</th>
<th>ADDITIONAL DAEP PLACEMENTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISCRETIONARY OFFENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 6 – 3rd Grade</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4th – 5th Grade</td>
<td>10 Days</td>
<td>15 Days</td>
</tr>
<tr>
<td>6th – 12th Grade</td>
<td>15 Days</td>
<td>20 Days</td>
</tr>
<tr>
<td><strong>MANDATORY OFFENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 6 – 5th Grade</td>
<td>15 Days</td>
<td>20 Days</td>
</tr>
<tr>
<td>6th – 12th Grade</td>
<td>20 Days</td>
<td>30 Days</td>
</tr>
<tr>
<td><strong>DISCRETIONARY EXPULSABLE OFFENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 6 – 9</td>
<td>30 Days</td>
<td>40 Days</td>
</tr>
<tr>
<td>Age 10 – 12th Grade</td>
<td>30 Days</td>
<td>40 Days</td>
</tr>
<tr>
<td>60 DAEP Days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Credit for good days will not count for additional DAEP placements.

**STUDENT ACHIEVEMENT GOALS**
1. Student achievement on state assessments in all subjects at Approaches or above will increase from 66 percent to 75 percent by 2022.
2. Student achievement on the third-grade state assessment in reading at Approaches or above will increase from 62 percent to 75 percent by 2022.
3. Student achievement on state assessments in two or more subjects at Meets or above will increase from 34 percent to 40 percent by 2022.
4. Student participation in extracurricular or co-curricular activities will increase from 59 percent to 65 percent by 2022.

**STANDARDS OF STUDENT CONDUCT**
True standards of student conduct are offered as guides to the development of Campus Classroom Rules for each campus, as well as a districtwide model. These standards assert that responsible students should be encouraged and taught to:

- **Exhibit self-control**
  - Use courteous language
  - Resolve conflict in a mature manner
  - Be appropriately dressed and groomed

- **Demonstrate a positive attitude**
  - Take a leadership role
  - Be polite
  - Be cooperative

- **Respect the rights and feelings of others**
  - Behave in a manner that does not disrupt others
  - Treat others with courtesy and respect (i.e., put oneself in the place of the other person, whether that person is another student, teacher, parent/guardian, community person, administrator, lunchroom or custodial worker, or any other person on campus)

- **Take responsibility for school property**
  - Respect the building, grounds, and property
  - Keep the campus free from trash and graffiti

- **Support the learning process**
  - Attend all classes regularly and on time
  - Be prepared for class (i.e., bring assignments, books, and supplies)
  - Listen carefully to instructions
  - Participate in class activities

The districtwide plan to promote positive student conduct in conjunction with the campus/classroom rules is designed to maintain order in the school, foster a climate of mutual respect for the rights of others, and teach students that they are responsible for conducting themselves in a manner appropriate to their age and level of maturity.

**OVERVIEW OF RESPONSIBILITIES**

**STUDENT RESPONSIBILITIES**
The student’s responsibilities for achieving a positive learning environment at school and/or school-related activities include the following:
- Attending all classes on time
- Abiding by all school rules
- Respecting the rights and feelings of others
- Demonstrating a positive attitude
- Exhibiting self-control

**PARENT RESPONSIBILITIES**
The parent’s responsibilities for ensuring a positive learning environment for their students include:
- Ensuring students arrive at school on time each day
- Ensuring students complete their homework each night
- Participating in school activities
- Providing appropriate discipline
- Providing a safe and healthy home environment

**DISTRICT RESPONSIBILITIES**
- Teachers shall establish classroom management procedures that encourage on-track student conduct and support school and district policies and procedures
- Administrators shall work with students, parents, staff, and the community to develop an effective school behavior management plan that promotes and maintains the support of good student behavior
- Campus Behavior Coordinators shall support students and staff in maintaining a positive learning environment
- Central Administration shall provide services and support to campuses in maintaining a positive learning environment

**THE COMPLETE STUDENT CODE OF CONDUCT IS AVAILABLE AT WWW.DALLASISD.ORG/SCOC**
LEVEL I OFFENSES

Students in grades PK–2 may not be suspended (in-school or out-of-school) for Level I Offenses.

- Bus conduct (not defined as a Level II, III, or IV Offense)
- Cheating or copying the work of another
  - Classroom disruption
  - Computer system violations
  - Directing profanity, vulgar language, or obscene gestures toward other students
  - Dress and grooming code violations
  - Electronic Cigarette (smoking, using, or possessing)
  - Extortion/blackmail
- Failure to comply with directives given by school personnel, which is considered insubordination
  - Falsifying school records
  - Gambling
  - Leaving school grounds or school-sponsored events without permission

LEVEL II OFFENSES

Students in grades PK–2 may not be suspended (in-school or out-of-school) for Level II Offenses.

- Assault (Class C student on personnel or volunteer; student may be removed on the first offense at the discretion of the campus behavior coordinator)
- Bullying
- Electronic Cigarette (selling, giving, or causing to be sold or given to a child under 18 years of age) Class C misdemeanor
- False accusation of conduct that would constitute a misdemeanor
- Fighting
- Gang activity
- Harassment
- Harassing
- Hit list
  - Knife possession, not an illegal knife (pocket knives, razorblade, box cutter, etc.)
  - Mace or pepper spray (not defined as a Level IV)
- Major disruptive school behavior
- Non-Titel 5 felonies (a felony offense committed off-campus that is not against another person; the school is notified by the police)
  - Online impersonation
  - Possession of a pistol/BB gun or stun gun (student may be removed on the first offense at the discretion of the campus behavior coordinator)
  - Possession or use of fireworks of any kind, smoke or stunt bombs, live ammunition or any other pyrotechnic device
  - Possessing/selling over the counter drugs/dispersing medicine violation (not defined as a Level I, III, or IV Offense)
  - Profanity/obscene gestures toward personnel
  - Repetitive Level I Offenses (six Level I Offense referrals occurring within a period of 45 rolling school days). A Student Support Team meeting or a Behavior Intervention Plan under Section 564 or IDEA is required.
  - Resisting arrest
  - Setting off the fire alarm (not defined as a Level IV Offense)
  - Stealing/ theft
  - Suspicious drug activity
  - Threats (student on personnel/facility)
    - Vandalism/criminal mischief (not a felony)
  - Video or audio recording of students or employees for disruptive purposes
  - Off-Campus Disciplinary Alternative Education Program (DAEP) is permissible for students that commit the same offense more than one time and a minimum of one intervention plan (with documented strategies to change the behavior in an appropriate format). A student may be placed in a DAEP any time the offense is a Class C Assault (student on personnel or volunteer), major disruptive school behavior and possession of a pistol/BB gun or stun gun at the discretion of the campus behavior coordinator.
### Level III Offenses
- Abuse of a volatile chemical
- Alcohol (non-felony)—includes possession, delivery, under the influence, or use (see the definition in the glossary for “under the influence” and “use”)
- Assault (Class A: student-on-student)
- Drugs (non-felony: i.e., marijuana, K-2, and prescription)—includes possession, delivery, under the influence, or use (see the definition in the glossary for “under the influence” and “use”)
- Felony conduct (if not expellable)
- Indecent exposure
- Public lewdness
- Retaliation against a school employee any place (if not expellable)
- Students enrolling in the Dallas ISD from another school district’s Disciplinary Alternative Education Program (student will be assigned to a Dallas ISD DAEP to complete the required assignment)

### Level III Consequences
- Dallas County Juvenile Department referral
- Dallas ISD Police and Security Services Department notification
- Emergency placement to in-school suspension pending an assignment to Off-Campus Disciplinary Alternative Education Program
- Mandatory extracurricular activities restriction
- Mandatory Off-Campus DAEP following a hearing
- Outside social services agencies referral
- Restitution/restoration, if applicable
- Completion of the required DAEP assignment for a student who owes time from another district

### Level IV Offenses
- Discretionary Expulsions
  - Aggravated robbery off-campus and not a school-sponsored event or related activity
  - Assault with bodily injury (student on personnel/volunteer)
  - Breach of computer security
  - Criminal mischief (felony $2,500+)
  - Deadly conduct
  - False alarm or report (Penal Code 42.06)
  - Serious misbehavior in an Off-Campus Disciplinary Alternative Education Program (see definition)
  - Terroristic threat (Penal Code 22.07)
  - Title 5 felonies (a felony offense committed off-campus against another person)

- Mandatory Expulsions
  - Aggravated assault (student on personnel/volunteer)
  - Aggravated assault (student-on-student)
  - Aggravated kidnapping
  - Aggravated robbery
  - Aggravated sexual assault (student on personnel/volunteer)
  - Aggravated sexual assault (student-on-student)
  - Alcohol punishable as a felony
  - Arson
  - Attempt to commit murder
  - Club
  - Criminal negligence homicide
  - Firearm (including starter gun) as defined 18 U.S.C. § 921(a)(3),(4).
  - Illegal knife
  - Indecency with a child
  - Manslaughter
  - Murder and capital murder
  - Possession of drugs punishable as a felony (i.e., heroin, cocaine, cheese, LSD, methamphetamine)
  - Prohibited weapon
  - Retaliation against school employee or volunteer any place in association with one of the above offenses committed on or off school property or at a school-related activity on or off school property
  - Sexual assault (student on personnel/volunteer)
  - Sexual assault (student-on-student)

### Level IV Consequences
- Dallas County Juvenile Department referral
- Dallas ISD Police and Security Services Department notification
- Referral to outside social services agencies
- Restitution/restoration, if applicable
- Restriction from attending any public school in the state of Texas until the expulsion period or the obligation to the Off-Campus Disciplinary Alternative Education Program/Dallas County Juvenile Justice Alternative Education Program is over, except when receiving school district agrees to enroll student

**Students age 6 through 9**
- Placement to the Elementary DAEP for committing discretionary expulsion offenses for 20 or 30 days
- Placement to the Elementary DAEP for committing mandatory expulsion offenses for 30 or 40 days
- Mandatory Expulsion to the DAEP for possessing a firearm in school (all students under the age of 10) for one year

**Students age 10 through 12th grade**
- Discretionary Expulsion and juvenile court referral to the DAEP for 30 or 40 good days
- Discretionary Expulsion from the DAEP to JJAEP for 50 good days
- Mandatory Expulsion and juvenile court referral to Dallas County Juvenile Justice Alternative Education Program (DCJJ/AEP) for 90 days or one year for firearms
- Mandatory restriction from being on school grounds or extracurricular activities

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*The consequence changes from a mandatory expulsion to a discretionary expulsion if the offense occurs off campus, within 300 feet of school property.

Students age 10 and older will be assigned to the Dallas County Juvenile Justice Alternative Education Program for committing Mandatory Level IV Expulsion Offenses.

Students under the age of 10 will not be expelled for committing Level IV Offenses but they will be placed in the Off-Campus Disciplinary Alternative Education Program for 20 to 40 days or one year for firearms.
2018-2019 DISCIPLINARY FLOW CHART

Teacher Level Offense

- Student commits a Teacher Level Offense that can be handled within the classroom
- Offense is documented in campus wide system (ie ARSA Grade-Level Discipline Google Form)
- Within a 45 rolling school days, Repetitive Level 1 Offenses, require a officially documented actively monitored RTI/Intervention Plan (general ed student) OR a Behavior Intervention Plan/BIP (student served through special education services) for 3-5 weeks prior to DAEP recommendation/consequence.

Repetitive Level 1 Offenses

- Student commits a repetitive Teacher Level 1 Offense (See DISD Student Code of Conduct)
- Teacher/Team documents designated number of offenses in Google Doc
- Grade level counselor receives a referral from teacher to meet with student in regard to repetitive behaviors.
- Teacher/Team meets with student's parent and counselor.
- ISS and OSS can not be assigned for most Classroom Level/ DIS Level 1 offenses (See DISD Student Code of Conduct). ISS/OSS can not be assigned for the 1st offense for only 5 offenses: Classroom Disruption, Extortion/blackmail, Offensive language, Possessing or distributing pornographic materials, Throwing objects that may cause bodily injury or property damage.

Administrative Level Offense

- After designated number of documented Teacher Level offenses and required parent and counselor meeting, the student is referred to administration.
- Student may be referred immediately to administration for an Administration Level Offense (see examples below)

Per DISD Policy, ISS or OSS may not be assigned as the first consequence for the following: Classroom Disruption, Extortion/Blackmail, Offensive Language, Throwing Objects that may cause bodily harm, or Possession or distribution of pornographic material.

Reteitive Level 1 Offense referrals (while 45 day period) has an actively monitored SST Intervention Plan (general ed student) OR a Behavior Intervention Plan (student served through special education services), 3-5 weeks

Upon students return from DAEP, intervention plan progress monitoring time frame starts over. Plan must be actively progress monitored for a minimum of 3-5 weeks, prior to discretionary placement.

Teacher-Level Offenses (Level 1)

- Offensive Language*
- Lateness
- Preparedness
- Negative Disposition/"Attitude"
- Classroom Distruption*
- Use of Electronic Devices

Administrative-Level Offenses (Level 2-3)(not limited to, higher frequency offenses)

- Weapons
- Fighting
- Drugs
- Threats / Harassment (student on student, student on personnel)
- Assault (Class C) student on personnel or volunteer
- Profanity /obscene gesture towards personnel (Not use of profanity)
- Stealing/Theft/Vandalism
- Designated documented Teacher/Level 1 Offenses with documented parent conference

Teacher/Teacher Team Responsibility

Teachers and Teacher Teams are responsible for the following:

- Utilizing the GOOGLE DOC campus-wide documentation system to input student behavior that prompted redirection by teacher. (See Teacher –Level Offenses). This document can be updated and accessed by all members easily and efficiently.
- A system of student management to handle the designated teacher-level offenses leading up to a Parent Conference, i.e. conference with student, speaking with parent, lunch detention, or afterschool detention, etc.

Students are to be sent to the Administrators office ONLY AFTER...

- Designated number of documented Teacher Level offenses and required Parent & Counselor meeting have occurred
- After an Administrative Level Offense
<table>
<thead>
<tr>
<th>Students Who Are Victims of Bullying</th>
<th>Students Who Engage in Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim to:</td>
<td></td>
</tr>
<tr>
<td>1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or</td>
<td></td>
</tr>
<tr>
<td>2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verification</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A board or designee shall verify that a student has been a victim of bullying before transferring the student. A board may consider past student behavior when identifying a bully.</td>
<td></td>
</tr>
<tr>
<td>“Bullying” has the meaning assigned by Education Code 37.0832. [See FFI]</td>
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</tr>
</tbody>
</table>

The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted ARD committee under Education Code 37.004.

The determination by a board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 [see Petitions and Objections—Procedure, above] do not apply to a transfer under this provision.

A district is not required to provide transportation to a student who transfers to another campus under this provision.

*Education Code 25.0342*  
*FDB Local*
ARSA is a BULLY FREE ZONE.

Bullying is different from just playing around or peer conflict. It occurs when a student, or group of students, repeatedly hurt or humiliate another student. Bullying and harassment often cause lasting physical and mental harm, marginalize diverse students and negatively impact the entire school culture.


ARSA is partnered with the No Bully Organization to invest in educating adults and scholars about the meaning of bullying and cyberbullying, the impact, and strategies to ensure we reduce/eliminate bullying on our campus.

Contact the school counselors or administrator if there is an issue of bullying with your child (as the bully or target of bullying).
Child Abuse/Neglect Reporting

Reporting Suspected Child Abuse
Policies DF, DG, DH, FFG, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §26.001, to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Abuse is defined by SBEC and includes the following acts or omissions:

- Mental or emotional injury to a student or minor that results in an observable and material impairment in the student’s or minor’s development, learning, or psychological functioning.
- Causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student’s or minor’s development, learning, or psychological functioning.
- Physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline.
- Sexual conduct harmful to a student’s or minor’s mental, emotional, or physical welfare.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child or person with a disability.

Reports to Child Protective Services can be made to local offices or to the Texas Abuse Hotline at (800) 2525400. State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the District is prohibited from retaliating against an employee who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

Policies DF, DG, DH, FFG, GRA
An employee’s failure to make the required report may result in prosecution as a Class A misdemeanor. In addition, a certified employee’s failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators’ Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency. In addition, employees must cooperate with investigators of child abuse and neglect. Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer’s request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.
Breakfast In The Classroom
The Breakfast in The Classroom (BIC) program allows all of our students to receive a free breakfast each day. This federally-funded program requires strict accounting procedures.

Student Breakfast Responsibilities
• Breakfast in the Classroom kiosks begins at 8:05 AM and must conclude by 8:30 AM each morning. Regular instruction must begin at 8:35 AM.
• Students are to dispense of all breakfast materials in the appropriate trashcan. Students are responsible for cleaning up after themselves and ensuring proper clean up procedures are followed.

Arrival Procedure:
Students are expected to enter the building in their respective areas- doors open at 8:05 a.m.:
• 6th Grade: Sundial
• 7th Grade: Patio (Military Dr. side)
• 8th Grade: Sundial

All students are to comply with the following entry procedure and the following items are searched by arrival staff team:
1. Jackets are taken off
2. Binders are unzipped
3. Purses are unzipped

Weapons Prohibition
The District prohibits the possession, display, or use of any firearms, explosive weapons, illegal knives, clubs, or prohibited weapons as defined at FNCG on school premises, at District sponsored activities, or on other property under the jurisdiction of the District at all times.

ARSA Prohibited Items:
Blankets, hair picks, headscarves, headbands, athletic wristbands, hair picks, large lotion/body spray/perfume bottles

Community Area Expectations:

Bathroom Etiquette:
• Students are expected to Go, Wash, Flush, and Leave. Bathrooms are not socializing areas. Students are to respect the area: no writing on the walls, damaging sinks, toilets, soap dispensers, and hand dryers. Parents can be liable for damage to school property.

Cafeteria Etiquette:
• Students walk on the right hand side and in a single file line.
• Students are expected to follow cafeteria lunch room expectations: walking in the appropriate line, being respectful of cafeteria staff and one another.
• Students without an ID badge participate in community service in the lunch room and do not go to recess.
Community Area Expectations:

**Hall Passes**

Instructional time must be closely guarded. **Student-requested hall passes ARE NOT to be issued during the instructional time.** Students must utilize the restroom during the passing period or during lunch. Students ARE **NOT** to be given permission by a teacher to go to the restroom during a passing period. This is the allowable time, so permission is not needed.

Exceptions shall be made in cases of legitimate emergencies. **Emergency passes** written by the teacher/staff must include the student’s name, destination, date, time, and legible Staff signature.

**Hallway Procedures**

Students are expected to be **Respectful, Responsible, and Ready to Learn**, even while moving through the hallway as a class. Students are expected to **WALK to THE RIGHT**, following posted signals.
Food @ ARMS:
The ONLY food students are allowed to bring on campus is student lunch. Student lunch MUST BE in a lunch box/container.

Lunch food brought grocery/plastic/paper bags ARE NOT allowed. **Students are not allowed to bring any candy/gum/snacks into the building; it will be confiscated and not returned to students.**

Parents may eat lunch with their student on Tuesday only beginning the 4th week of school. You may bring outside lunch on those days but it may not be dropped off. Parent can only eat with their child at designated are in the cafeteria. Students walk back to class with grade level at the end of lunch.

ARSA follows DISD Smart Snacks rules which promote a consistent message of health eating on campus.

**Special Note: STUDENTS ARE PROHIBITED FROM BRINGING CANDY OR GUM INTO ARMS.**

Students & Staff are not to chew gum at ARSA. Teacher issued treats are to be eaten in class (hard candy is allowed as a treat, with the exception of gum).
Classroom Celebrations for Students

Celebrations are always fun for students and teachers. In order to ensure the integrity of the learning environment, we follow strict guidelines. As per District Policy: DISD FFA (Regulation) Student Welfare: Wellness and Health Services. Read thoroughly and ensure compliance with the guidelines.

Birthday or Holiday Parties: NOT allowed during the instructional day.

Class Parties or Reward Parties:
Scheduled after the regular instructional day. Students MAY NOT bring food items for class / reward parties to school.

Food/snack items must be sealed and turned into the Main Office with teacher name on item in the morning upon student entry in the building.

Food is NOT to be consumed during Breakfast In the Classroom time, LUNCH, or After School Meal Program time.

District Exempt Days – Students are ONLY allowed to bring snack food items 3 times out of the year (see district regulation below)

Foods with minimal nutritional value (FMNV) and other restricted foods ARE allowed on THREE District-identified days per year. These snacks may NOT be allowed during meal times in areas where school meals are being served or consumed. The identified days are:
• the last day of October or the preceding Friday,
• the last day before Winter Break, and
• Valentine’s Day or the preceding Friday.
For nutrition information visit Nutri-Cafe at: http://www.dallasisd.org/cafe

Wellness Policy

The district Wellness Policy Handbook establishes goals and requirements that improve the nutrition and physical fitness of all students. The intent is to reduce childhood obesity and result in the improvement in the overall wellness of our children. The National School Lunch Program is authorized by the Richard B. National School Lunch Act (42 U.S.C. 1751 et seq.). The Wellness Policy Handbook may be found at http://www.dallasisd.org/inside_disd/depts/stuserv/WellnessPolicyHandbook.pdf.
# ARSA Academic Honesty Mission Statement:

At Ann Richards STEAM Academy, we are committed to academic excellence for every student through out belief and support of the personal acquisition of knowledge. It is essential that students create and receive credit for their own work and acknowledge the work of others when warranted. Students will take responsibility for their own academic contributions and use shared resources in acceptable ways.

## Definition:

Academic dishonesty includes but is not limited to: plagiarism, fabrication of information or citations, submitting work of another person, substitution of oneself in a course test, submitting work previously used without securing permission or approval, tampering with computer files and/or academic work of other students, unacceptable use of technology, and cheating on course assessments, including obtaining and/or sharing answers.

## Roles and Responsibilities:

Students shall make every effort to practice academic honesty by accepting the challenge to be original and creative in order to produce their own works. Students must also communicate and inquire when they have questions regarding the proper way to cite source.

## Penalties:

According to EIA (Local), Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty will result in one or more of the following actions:

- Failing grade on assignment/assessment (zero)
- Failure of course
- Loss of UIL eligibility
- Assignment to prepare presentation on academic integrity to a designated audience
Oversight and Guidelines for Grading: PK–12

The District shall determine instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Report cards shall be issued every six-week grading period. Districtwide student passing/failure rates shall be monitored by the Superintendent of Schools or designee and reported biannually or as directed by the Board. The Superintendent of Schools shall develop guidelines for teachers to follow in arriving at six-week and semester grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Grades shall not be reduced for disciplinary reasons except in cases of late assignments or academic dishonesty. Guidelines for grading shall be clearly communicated to students and parents. [See EIA(REGULATION)]

The Superintendent of Schools or designee shall develop guidelines regulating homework, makeup work, and grading procedures. [See EIA(REGULATION)]

Numerical averages of 0.5 or above shall be rounded up to the next whole number. That is, 77.5 becomes 78, while 77.4 becomes 77.

An examination or course grade issued by the teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District’s grading policy applicable to the grade level or program as outlined in this policy.

Interim Reports Grades 2–12

Interim progress reports shall be issued by the teacher every three weeks to a student whose performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines.

Lack of a failure notice shall not absolve a student of the responsibility to pass assigned work. The District shall make this information available to the sponsors of extracurricular activities in which the student participates. The notice shall stipulate that the student shall have the remainder of the six-week period to bring the grade up to 70 or above and that the student shall be suspended from extracurricular activities if the grade is not brought up to that point by the end of the six-week period.

A student who receives an interim progress report during the six-week grading period indicating the student's performance in any subject or class is below 70, or whose average is deemed borderline according to District guidelines, shall be encouraged to attend tutorial sessions complete special projects or extra credit assignments prior to the end of the six-week grading period.

When both the teacher and the principal agree that extenuating circumstances are present, the student may be given additional time to complete the special projects or extra credit assignments beyond the end of the six-week grading period.
Retesting

To ensure that test grades reflect content mastery, a student shall be permitted to retake any major test he or she has failed within five school days of the date the failing grade was received or no later than ten days of the date of the test. If the test is passed on the second attempt, the failing grade shall be removed from the grade book, and the passing grade recorded with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher with the principal's approval, may assess a grade penalty. The grade penalty shall be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time shall be the higher score earned on either test.

Make up Work

Students will be permitted to make up assignments and tests without grade penalty after an absence. Giving zeros as a grade is not a best practice, and, therefore, a zero can be recorded only after a parent call/notifications has been made and the student has been given two days for every day missed or two days after parent notification to complete the assignments or tests. An incomplete (I) grade on the six-week report card will be recorded if the makeup time has not elapsed prior to the end of the six-week period.

Late Work

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal.

Grade Weights

The following grade weights will be used to determine six-week grades:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork/Homework</td>
<td>45%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Projects/Products</td>
<td>20%</td>
</tr>
<tr>
<td>Six-week Test Grade</td>
<td>15%</td>
</tr>
</tbody>
</table>

The semester exam/ACP will account for ten percent of the semester grade, and the three six-week grades will be averaged to account for the remaining 90 percent of the semester grade. Semester grades are averaged together to assign a yearly grade.
MASTERS GRADE LEVEL*

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

MEETS GRADE LEVEL**

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

** For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

APPROACHES GRADE LEVEL

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

DID NOT MEET GRADE LEVEL

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.
Student Attendance

If the student was absent due to illness, observance of a religious holiday, or death in the family, an excuse note must be sent within 3 days of the student’s return to school. Notes sent more than three days after the student returns from an illness will not be accepted, and the absences will remain unexcused.

The written excuse must include the following:

date of absence(s), student ID number, reason for absence, Parent / Guardian Signature, and current date

The note should be returned to the Attendance office where it will be date/timed stamped. Scholars do not give notes to teachers. The last day for submitting a late excuse for approval is the 3rd day of the students return to school. Reminder: A written excuse submitted after the 3rd day will not be approved. The absence is therefore unexcused.

Attendance Warning Letter

Once a student reaches three absences be it excused or unexcused, a letter will be generated to explain that the student has reached a warning state. After consequent absences a letter will be generated to indicate that the student is in danger of losing credit for the class. Once students reach the critical number, the attendance committee will meet and request a meeting with the student and parent to address the situation with a Principal’s Plan.

Daily student attendance is checked by teachers at the beginning of each period and posted online in Powerschool system within the 1st ten minutes of each class period.

- Students are allowed to make up missed work due to an absence. Teachers have a designated area for scholars to retrieve missed work, such as a “Make up Work Center”.

All corrections and excused or unexcused absences will be recorded by the registrar or Attendance Clerk.

- If a student accumulates 3 unexcused absences, a letter will be sent to the student’s parents or guardians warning them of potential violation of the state’s mandatory 90% attendance law.
- If 6 or more unexcused absences are accumulated a letter will be sent home.
- If 10 absences occur within an entire school year, the school will file truancy charges against the student and the student’s parents or guardians. These attendance measures ensure that both students and parents understand the importance of attending school on a daily basis so that the student has full access to the educational opportunities presented.

Tardies

Dallas ISD Policy

Tardy sweeps will occur randomly throughout the day. Students identification will be documented and consequences given by administration.

Students may be issued a discipline referral for excessive tardies.
Parent Conferences

Parents/guardians may request a conference with a teacher(s) by speaking with the clerk in the main office.
- The main office clerk will email staff member with contact information for the parent/guardian.
- If the entire teacher team is requested then the grade level leader will be notified by the clerk and the designated teacher leader will set up the conference.

*It is the responsibility of the teacher to contact the parent within 24 hours to set a meeting time and place.*

Fall & Spring Parent – Teacher Conferences

Conferences provide a wonderful opportunity for parents and teachers to get to know each other and discuss the children they share. Parent-Teacher conferences for middle school will be held in October and January.

Parents sign-in using the sign-in sheet provided by the teacher.

School Messenger

ARSA families are communicated via an automated call out system. It is important that accurate contact information is kept in the system. Please communicate to the attendance office as soon as possible when changes to address, contact numbers, or emergency contacts changes. Important information is shared with parents such as campus event information, school parent meetings, testing schedules, or weekly updates.

Excusing Students From Class Or School

No student is to be released from class to leave the school building without a written Principal's Permit to Leave School. Office staff will complete this form after checking the parent or guardian’s identification and confirming that they are listed on the student’s enrollment papers. This is to ensure that the person requesting to take a student out of school is authorized to do so. In addition, their driver's license is checked against a sex offender database. Parents will never be sent to a class for a student. Personnel will come to the classroom to pick up the student while the parent waits in the Attendance Office.
**Clinic Hours**

The clinic is open daily during the instructional day. If the nurse or clinic attendant are both out of the clinic, a note will be posted on the door of the clinic directing students to the Main Office for assistance. The clinic nurse utilizes 7th period for administrative functions including updating student records and recording clinic traffic and treatments. *Please do not send students to the clinic during this last part of the day unless there is a medical emergency.*

**Illness or Injury while at school**

If a student becomes ill or is injured while in school, teachers will complete a Clinic Referral and send the student to the clinic. Students must have their ID badges to verify identity. The student will be sent back to the classroom, after evaluation, with the time written on the Clinic Referral with the expectations that the student will arrive back to class within 5 minutes.

Students **must come to the clinic with a Clinic Referral** unless the injury is an emergency involving serious blood, bone injury, or head injury. Teachers will always send students with questionable head injuries to the clinic for evaluation. The clinic staff will give TLC, soap, and a Band-Aid if necessary for other conditions, including minor scrapes. The clinic staff is prohibited from offering any medical attention other than ice, band-aids, rest, and review of vital signs. If clinic staff determines that further medical attention is warranted, a medical referral will be issued and parents contacted.

**Medication**

Student medication must be prescribed specifically for the student by a health care provider, may only be administered by clinic staff, and must be kept in the clinic at all times. If a student uses an inhaler that is prescribed for them by a physician, the student may carry the inhaler with them during school as long as there is an appropriate physician request for medication administration form on file in the clinic.

Over-the-counter medication cannot be taken or administered to students without a note written by a doctor and must be administered in the clinic by the nurse, clinic attendant, parent, guardian or designated office staff. **The student’s parent or guardian must bring any prescribed medication to the nurse and consult with the nurse before it is accepted into the clinic.**

For information on the district policy regarding administering medicine at school, please see the following document:


**Screening Exams**

In addition to caring for medical emergencies, the nurse will also conduct screenings throughout the year for hearing, vision, scoliosis, and acanthosis according to the grade specific guidelines for testing. If you think a student may have a medical problem that is affecting achievement, please consult with the nurse so that the problem may be addressed and the student can be a successful learner.

**Immunizations**

The nurse maintains immunization compliance for the school, and those students needing to complete immunizations will be given paperwork to return to the nurse to confirm that all immunizations are current.

**Automated External Defibrillators**

AED units are located outside of the Clinic and near the Gym. Athletic coaches, nurses, clinic attendants, and cheerleader sponsors maintain up to date CPR training.
Use With Students

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the Superintendent of Schools or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee’s professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the District. The regulations shall address:

- Exceptions for family and social relationships;
- The circumstances under which employees may use text messaging to communicate with students; and
- Other matters deemed appropriate by the Superintendent or designee.

An employee shall comply with the District’s requirements for records retention and destruction to the extent those requirements apply to electronic media. [See CPC]

Videotaping Of Students

An employee shall obtain written consent from a student's parent or guardian [see FL(LEGAL)] and from his or her principal before the employee may make or authorize a videotape of a student or record or authorize the recording of a student's voice.

Principal's Approval

The principal’s written consent prior to videotaping or recording a student shall be obtained even when the law does not require the consent of a parent or guardian, such as when the videotape or recording will be used for purposes of safety or for a purpose related to regular classroom instruction, as provided by law. [See FL(LEGAL)]

Exception

In the case of videotaping a deposition for an employee termination/ grievance action, the only consent to be obtained in advance shall be that of the student's parent or guardian.
Computer Use

CQ (REGULATION)-X T - The following regulations for unacceptable use of computing devices using voice, video, and data networks, including the Internet, will apply to all District trustees, administrators, faculty, staff, and students.

1. The District network, including the Internet, will be used primarily for instructional and administrative uses. This system will not be used for private gain, selling products or services, lobbying, or in violation of other law, policy, or regulation.

2. If the user identifies or knows of a security problem on the network, the user will notify the site administrator. The site administrator will then notify the Technical Assistance Center, who, depending on the severity of the problem, may notify Internal Audit. Except for notification, the user will not demonstrate and/or broadcast the security problem to other users.

3. Users will not use or try to discover another user’s password.

4. Users will not let other persons (other than authorized staff members) use their name, logon password, or files for any reason.

5. Users will not erase, rename, or make unusable another person’s computer files, programs, or storage media.

6. Users will not copy, change, or transfer any software or documentation provided by the District, teachers or another student without authorization from the site administrator or designee.

7. Unauthorized access to the network, including so-called “hacking” and other unlawful activities, is prohibited.

8. Users will not access or create any obscene or objectionable information, language, or images. If such information is accessed accidentally, the user will immediately notify the site administrator or designee. The site administrator or designee will notify Network Services and provide Network Services with the Web address of the site.

9. Users will not remove technology equipment (hardware or software) from the District premises without written permission from the site administrator. The site administrator will keep such permission forms on file for a period of two years from the date of the authorization. FORM

10. Users will not use the computer to transfer to others profane language, obscene images, or threats for the purpose of annoying or harassing others.

11. Users will not delete or change the electronic mail belonging to another system user or interfere with the ability of other system users to receive/send electronic mail without permission.

12. Unauthorized disclosure, use, and dissemination of personal information (e.g. picture, full name, home address, or home phone number) regarding students, trustees, and employees of the District is prohibited.

13. Users will not defeat or make inoperative anti-virus software installed on District-owned workstations except temporarily for the expressed purpose of installing additional software when the anti-virus software interferes with the normal software installation.

Neither District employees nor any other group shall connect network devices not provided through, or approved by, the technology services department to the District network. Examples of such devices are: personally owned computing devices, servers, routers, switches, hubs, wireless access points, and the like.
### POLICIES AND PROCEDURES

<table>
<thead>
<tr>
<th>STUDENT SCHOOL HOURS</th>
<th>8:25 – 3:40 M-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT ENTRY TIME</td>
<td>8:05 AM</td>
</tr>
<tr>
<td>FRONT OFFICE</td>
<td>8:00 AM</td>
</tr>
<tr>
<td>ADMINISTRATIVE STAFF</td>
<td>8:00 AM</td>
</tr>
<tr>
<td>ATTENDANCE OFFICE</td>
<td>8:00 AM</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>8:00 AM</td>
</tr>
<tr>
<td>Nurse</td>
<td>7:45 AM</td>
</tr>
</tbody>
</table>

**Student Entry Time:**
- 8:00 AM for Front Office
- 8:00 AM for Administrative Staff
- 8:00 AM for Attendance Office
- 8:00 AM for Teachers
- 7:45 AM for Nurse

**Student Drop Off Locations:**
- 6th Grade – Sundial (by fenced Teacher parking lot / Prairie Creek side)
- 7th Grade – Patio (Military Rd. side)
- 8th Grade – Sundial (by circle drop off area / Prairie Creek side)

**Cold Weather Entry**
ARSA Custodians will open the doors in the front foyer area for students during cold or rainy mornings / afternoons. Scholars are NOT supervised during this time and are to stay in the foyer area ONLY. Scholars are to be respectful of the space and use appropriate level of voice and language. If scholars are found to be disrespectful of the space or to others, parents will be contacted and the scholar will no longer be allowed to wait in the foyer area.

**After School Dismissal**
ARSA has over 1300 students and our objectives during dismissal are to supervise a safe, orderly, and efficient process. It is imperative that we have parents as our partners in ensuring a successful process. Please support this effort by communicating to your scholar how they will be getting home and reinforce safe behavior expectations.

Scholars are dismissed via a staggered schedule 3:36 to 3:40pm:
- 1st – Bus Riders
- 2nd – Walkers
- 3rd – Car Riders (parking allowed in front right side parking and along curb on Prairie Creek - ONLY)
- 4th – Afterschool activities (tutoring, sports, clubs, or event meetings). These scholars are walked to a particular area in the building and do not exit. Therefore, if the student exits, they will not be allowed to return to participate in the afterschool activity.

**Campus is to be cleared by 4:00pm.** Car Riders that are waiting are not supervised. Scholars that are still on campus, parents will be called. If this is a consistent practice parents / guardians will need to make alternative arrangements for on time pick up. Leaving a student unattended and without means to communicate with parents, may result in a Child and Protective Services (CPS) report being filed.
Enrolling Students

When students enter during the school year, they will be enrolled immediately upon producing the following:

- Proof of address within attendance zone
- Immunization records
- Withdrawal form from previous school
- Most recent report card
- Birth Certificate
- Social security card

After the parent has completed the Registration Packet and any special program participation ascertained (i.e. Special Education, ESL, or 504), the student and parent will meet with their grade level to schedule appropriate classes based on test scores, grades, and class availability. Their grade level administrator will then meet with the student and parent to review expectations. The student will be issued an ID badge, given a tour of the school, and then sent to class. Once the student has a schedule in PowerSchool, they will immediately show up on their teacher’s class roster for the period they are enrolled in.

Schedule Changes

Every attempt will be made to have a class roster finalized at the end of the 2nd week of school. After that point, we will abide by the following guidelines, and except in special circumstances, changing schedules will be very rare:

- Changes in student schedules will be made during the first few weeks of each semester.
- Changes will only be made to accommodate recommended changes in academic level, to adjust section loads, or to resolve elective conflicts.
- All changes must have the administrator approval.

Steps in the schedule change process:

- Students and their parents will complete the student schedule change forms and turns it in to the appropriate counselor.
- Administration reviews the requests and determines if the request will be approved or denied.
- The student will be called to Student Services Office to receive the approval or denial.
- The change will be made in the system and will be effective immediately.
- The student will report to their new class.

Promotion Of Students

Students must meet 2 criteria in order to be promoted. Students in 6th and 7th grade must:

1. Pass their core classes (70% or higher)
2. Be in attendance 90% of the time.

In addition, 8th grade students must:

3. Pass the Reading and Math STAAR exams

In grades 6, 7, and 8, promotion to the next grade level shall be based on an overall average of 70% based upon course-level, grade-level standards for all subject areas, and a grade of 70 or above in 3 of the following areas: language arts, mathematics, science, and social studies.
Students Returning from Discipline Alternative Education Placement (DAEP)

Students returning to ARSA from DAEP are to re-enroll students into ARSA. In addition to re-enrollment parent, scholar, administrator, and counselor are to meet to conduct an Intake Meeting. Plan accordingly for a 20 minute meeting once enrollment has occurred.

Purpose of Intake Meeting:
Ensure scholar is set up for success through clear communication with parent, campus, and scholar of expectations and support

Intake Process /Meeting (scholar, parent(s), administrator, counselor:)
• Re-enrollment in the Attendance Office
• Review of current schedule and make adjustments as necessary
• Review of Behavior / Academic Contract expectation
• Review of alternative arrival or dismissal procedure (if necessary)

Cell Phone/ Person Equipment
For safety purposes, the district permits students to possess personal cellular phones and pagers. However, these devices must remain turned off during the instructional day, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunication devices such as netbooks, laptops, tablets or other personal computers.

Campus administrators shall have the discretion to determine the appropriate use of cellular phones during the instructional day and for students participating in extracurricular activities while on school property or while attending school-sponsored or school-related activities on or off school property. However, all cellular phones must be turned off during all instructional class time.

All confiscated phones must be turned in to the main office as soon as possible on the day the phone is confiscated. Once the cell phone has been confiscated, the following procedure will be used to return the device:

1. The first time a cell phone is confiscated, parents/guardians may pick it up with no fee assessed.
2. The second time a cell phone is confiscated, an administrative fee of $5 will be paid before the device can be returned. Parents/guardians will be notified that the students’ device has been confiscated for the second time.
3. The third time a cell phone is confiscated, an administrative fee of $10.00 must be paid before the device is returned.
4. The fourth time a cell phone is confiscated, an administrative fee of $15.00 will be paid before the device is returned. The device will be held until the following Monday.
5. Any student refusing to give the device to school personnel will be subject to Level I disciplinary consequences.

Textbooks & Library Books
State-approved textbooks are provided free of charge for each subject or class. A student who is issued a damaged book should report the damage to the teacher immediately. Parents are responsible for the cost of any missing/lost books assigned to their children. Checked out library books are also the responsibility of parents if lost or damaged. Students who have outstanding balances for lost or damaged books will be placed on a Not Clear list.

Student Badges
Students are required to wear their ID badge everyday while at ARSA. Badges will be color coded based on grade level and will be checked for compliance each morning. If a student loses their badge he/she will need to have one replaced at a cost of $5.

Visitors
Visitors are always welcome in our school. To ensure the safety of both staff and students, we ask that visitors to the building enter through the main entrance and proceed directly to the main office where they will sign in and provide appropriate identification. The Receptionist will then enter their information into Raptor which checks their ID against a national sex offender database. If the visitor clears the database and has a scheduled appointment, they will be issued a Visitor’s Badge and sent to the appropriate office, classroom, or other part of the building. Signs will be posted at each entrance directing visitors to report to the Main Office.

Parent visitors must have prior permission from the principal to visit classrooms. Student visitors are not allowed on campus at any time. Any visitor in the building without proper identification shall be escorted to the MAIN OFFICE.

Our goal is to foster the development of a school-parent relationship and create and maintain a positive school climate where every student can achieve his or her potential.

Parent/Guardian Agreement
As the parent/guardian I will encourage and support my child’s learning by doing the following:
• Understanding and supporting policy, procedures and rules outlined in the Parent Handbook.
• Ensure that my child attends school regularly and on time.
• Ensure that all homework assignments are completed to the best of their ability.
• Ensure that projects/assignments are turned in on time.
• Communicating with teachers and/or school officials about problems that interfere with my child's education.
• Consistently discussing progress reports and report cards, behavior reports, school announcements etc., with my child
• Be a partner with campus staff to support student success.

PARENT SIGNATURE / DATE

________________________________________________

ARSA  Student Name   &   Grade