



Parent/Student Handbook
Policies and Procedures
2022–2023

www.aristoiclassical.org

If you have difficulty accessing the information in this document because of a disability, please contact the administrative assistant to the Superintendent or call 281-391-5003

TABLE OF CONTENTS

PURPOSE OF THIS HANDBOOK.....	1
DEFINITION OF "PARENT".....	1
PARENT INVOLVEMENT.....	1
GENERAL SCHOOL INFORMATION.....	2
ABOUT OUR SCHOOL.....	3
MISSION	3
VISION.....	3
PHILOSOPHY	3
ACCREDITATION AND FUNDING.....	3
NONDISCRIMINATION POLICY	3
STUDENT DISABILITY ACCOMMODATIONS.....	4
<u>FACULTY AND STAFF</u>	
DISTRICT OFFICE AND ELEMENTARY SCHOOL STAFF.....	6
UPPER SCHOOL FACULTY AND STAFF	7
<u>ENROLLMENT</u>	10
INTRA-DISTRICT TRANSFER POLICY	10
<u>ATTENDANCE</u>	
[ATTENDANCE] GENERAL.....	12
EXCUSED ABSENCES	13
MAKE-UP WORK FOR EXCUSED ABSENCES	13
STUDENT ILLNESS.....	14
UNEXCUSED ABSENCES.....	15
TRUANCY	15
MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE	16
LOSS OF CREDIT/GRADE PROMOTION.....	17
MORNING ARRIVAL - ELEMENTARY AND UPPER SCHOOL.....	18
DISMISSAL – ELEMENTARY CARPOOL	17
DISMISSAL – UPPER SCHOOL CARPOOL	17
TARDIES/EARLY RELEASE – ELEMENTARY AND UPPER SCHOOL	18
SIGN-IN AND SIGN-OUT PROCEDURES - ELEMENTARY AND UPPER SCHOOL	19
REENROLLMENT.....	19
INCLEMENT WEATHER AND SCHOOL CLOSINGS.....	19
<u>ACADEMICS AND GRADING</u>	
TESTING/PLACEMENT	20
GRADING.....	20
REPORT CARDS.....	21
HOMEWORK.....	21
MIDTERM AND FINAL EXAM POLICY – 6-12 GRADES.....	22
RETENTION AND PROMOTION POLICY	22
ACADEMIC PROBATION.....	23
EARNING CREDIT.....	23
COURSES ENHANCED BY 1.0... ..	23
GRADUATION	24
GRADUATION REQUIREMENTS.....	24
NOTE ON STUDENTS TRANSFERRING AFTER GRADE 11.....	25

GRADUATING WITH HONORS.....	24
HIGHEST RANKING STUDENT GRADUATE CALCULATIONS.....	24
ACCELERATED INSTRUCTION.....	26
COMMUNICATION BETWEEN PARENTS AND TEACHERS.....	27
SCHEDULE AND TEACHER CHANGES.....	28
ACADEMIC FIELD TRIPS.....	28
ACADEMIC/ATHLETIC COMPETITION.....	29
CHEATING AND PLAGIARISM.....	29
<u>HEALTH AND SAFETY</u>	
MEDICATION.....	31
HEALTH INFORMATION SHARING.....	34
HEALTH SCREENINGS.....	34
IMMUNIZATIONS.....	35
LICE.....	36
BACTERIAL MENINGITIS.....	37
EMERGENCY DRILLS.....	39
ACTIVE SHOOTER.....	39
CHILD ABUSE OR NEGLECT.....	40
<u>BEHAVIOR AND DISCIPLINE</u>	
PHILOSOPHY OF DISCIPLINE AT ARISTOI CLASSICAL ACADEMY (ACA).....	44
STUDENT CODE OF CONDUCT.....	44
WHEN AND WHERE THE RULES APPLY.....	45
BEHAVIOR IN CLASS/HALLS/WALKWAYS.....	45
PUBLIC DISPLAYS OF AFFECTION.....	45
LANGUAGE.....	46
CONDUCT AT SCHOOL EVENTS.....	46
GENERAL DISCIPLINE GUIDELINES FOR ASSESSING CONSEQUENCES.....	46
BEHAVIORS AND CONSEQUENCES.....	46
TEACHER-DIRECTED.....	47
ADMINISTRATIVE INTERVENTION.....	47
SUSPENSION AND DISMISSAL FROM ACA.....	49
EXPULSION AND MANDATORY DISMISSAL FROM ACA.....	51
WEAPONS AND THREATS.....	55
BULLYING AND CYBERBULLYING.....	55
CYBERBULLYING AND ONLINE HARASSMENT.....	57
THEFT AND VANDALISM.....	58
DRUGS, ALCOHOL, TOBACCO, AND E-CIGARETTE PARAPHERNALIA.....	58
SEARCHES, SEIZURES, STUDENT INTERVIEWS, AND INVESTIGATIONS.....	58
NON-DISCIPLINARY REMOVAL.....	59
EXPULSION PROCESS.....	59
APPEAL OF STUDENT DISCIPLINE.....	60
DISCIPLINE OF SPECIAL EDUCATION STUDENTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA).....	61
DISCIPLINE OF STUDENTS SERVED UNDER SECTION 504 OF THE REHABILITATION ACT.....	61
REPORTING OF INFRACTIONS TO COLLEGES/UNIVERSITIES AND OTHER SCHOOLS.....	61
<u>ADDITIONAL SCHOOL POLICIES</u>	
ANIMAL POLICY.....	63

CONFLICT RESOLUTION.....	63
DRESS CODE.....	63
FOOD/LUNCHES.....	64
LOST AND FOUND.....	64
OUTSTANDING DEBT.....	64
SOCIAL MEDIA AND SOCIAL NETWORKING POLICIES AND PROCEDURES.....	64
STUDENT/ADULT INTERACTION AND COMMUNICATION.....	65
STUDENT DRIVING AND STUDENT PARKING.....	66
TECHNOLOGY.....	66
TITLE IX.....	69
TOYS, ELECTRONIC DEVICES, AND PERSONAL ITEMS.....	73
USE OF TEXTBOOKS.....	74
VIRTUAL LEARNING.....	74
<u>STUDENTS WITH DISABILITIES</u>	
PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR NEED SPECIAL EDUCATION SERVICES.....	76
MANIFESTATION DETERMINATION FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES.....	77
PROTECTIONS FOR STUDENTS CURRENTLY BEING EVALUATED.....	78
RESTRAINT AND TIME-OUT FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES.....	78
RESPONSE TO INTERVENTION (RTI).....	80
SECTION 504.....	80
HEARING RIGHTS.....	83
<u>APPENDIX</u>	
<u>STUDENT DRESS CODE</u>	
KINDERGARTEN THROUGH 4 TH GRADE.....	86
5 TH GRADE.....	88
6 TH –8 TH GRADES.....	90
9 TH –12 TH GRADES.....	92
CASUAL DRESS CODE GUIDELINES.....	95
UPPER SCHOOL LETTER JACKET EARNINGS.....	96
2022-2023 STUDENT AND PARENT ACKNOWLEDGMENT OF RESPONSIBILITY.....	98
FREQUENTLY ASKED QUESTIONS 2022–23.....	99
ACKNOWLEDGMENT OF COMPULSORY ATTENDANCE.....	101
LATE PICK-UP PROCEDURES ACKNOWLEDGMENT.....	102
PARENT/STUDENT HANDBOOK ACKNOWLEDGEMENT.....	103

ARISTOI CLASSICAL ACADEMY PARENT/STUDENT HANDBOOK **POLICIES AND PROCEDURES 2022–2023**

PURPOSE OF THIS HANDBOOK

This Handbook was developed to answer many of the commonly asked questions that students and parents may have during the school year. Because the Handbook contains information about student rights and responsibilities, parents and students are responsible for knowing its contents. Please take time to become familiar with the following information and keep this Handbook available for your use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstandings when questions arise.

Aristoi Classical Academy (“ACA” or the “School”) reserves the right to interpret the content of this Handbook, including the rules and regulations governing the academic and nonacademic conduct of students. Neither this Handbook nor any provision included herein creates a contract or any contractual obligation or right of any kind between the School and the parents or the School and the students. Furthermore, the School reserves the right to revise, supplement, or rescind any policies or portion of the Handbook in its sole and absolute discretion. Parents and students will be notified of such changes to the Handbook as they occur. This Handbook supersedes all previous student handbooks, provisions in the charter application, and any memoranda of the administration that may have been issued on subjects covered herein.

If you have any questions about the Handbook or any of its policies, please contact Brenda Davidson, Superintendent, at bdavidson@aristoi.classical.org.

DEFINITION OF “PARENT”

Throughout this Handbook, the term “parent” includes a natural parent, adoptive parent, legal guardian, or person having legal authority for the student. “Parent” may also include an adult student who has reached the age of majority and who is not under legal guardianship.

PARENT INVOLVEMENT

In addition to complying with the policies and procedures set forth in this Handbook, all parents are expected to:

- Create a consistent, calm environment for their children to study;
- Spend at least fifteen (15) minutes per day discussing their homework assignments and upcoming assessments with their children; and
- Make sure that their children complete their homework assignments and place those assignments in their backpacks to be returned to School the following day.

ARISTOI CLASSICAL ACADEMY

GENERAL SCHOOL INFORMATION

Elementary School Campus: 5618 Eleventh Street, Katy, TX 77493

Upper School Campus: 5610 Morton Rd. Katy, TX 77493

Office: 281-391-5003

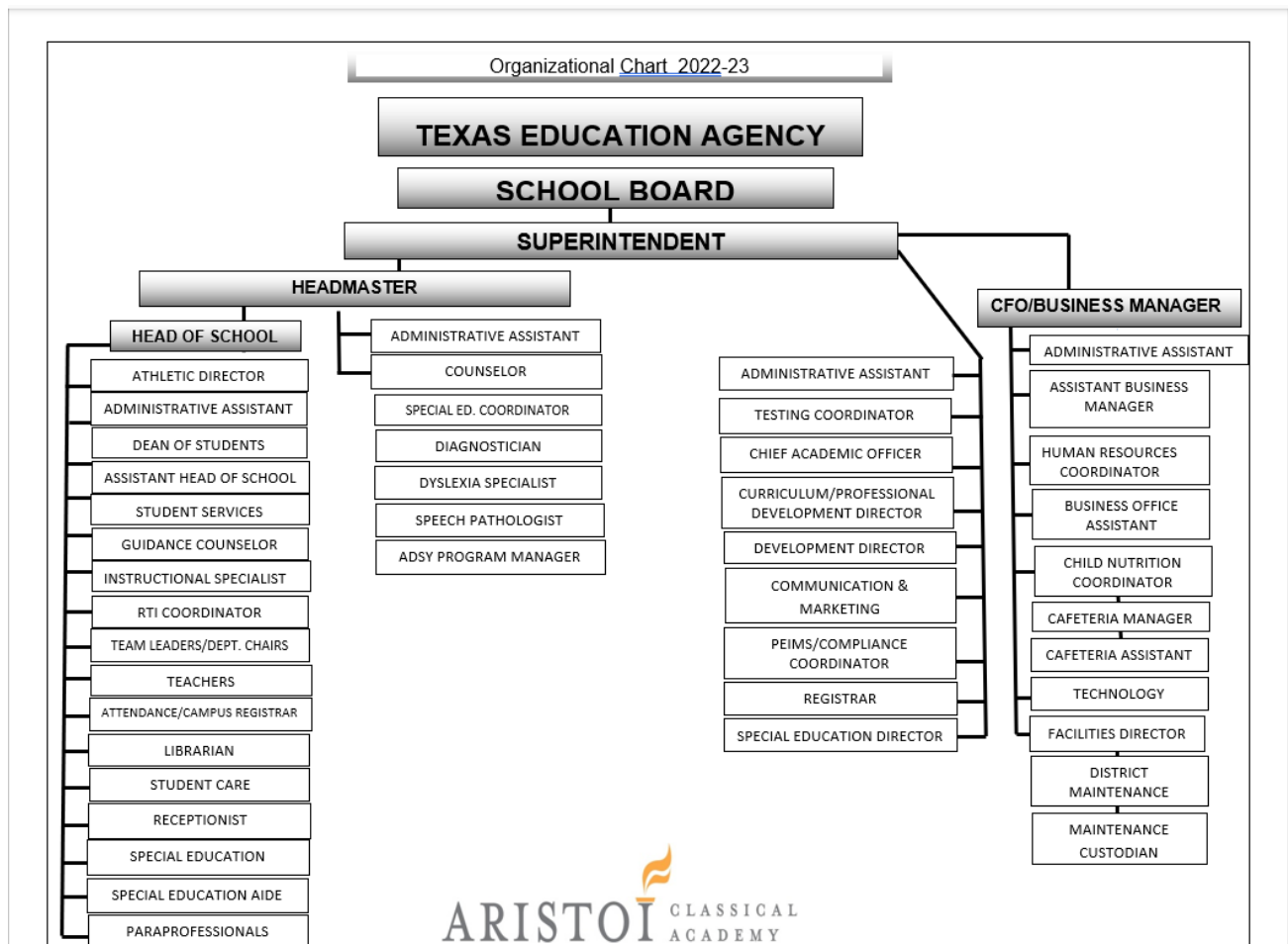
Fax: 281-391-5010

Elementary School day begins at 7:45 a.m.

Dismissal begins at 3:00 p.m.

Upper School day begins at 8:00 a.m.

Dismissal begins at 3:15 p.m.



RTI: Response to Intervention; PEIMS: Public Education Information Management System

ABOUT OUR SCHOOL

Aristoi Classical Academy is a free, public charter school offering classical education from grades kindergarten through 12th. ACA established in 1996, with an emphasis on student learning in classical education, rigorous academics, and fine arts. We have high expectations for our students and staff, encourage parental involvement, and promote volunteerism so that students can be a part of the “real-world experience” and support their community.

MISSION

Our mission is to provide students with an academically challenging Classical Liberal Arts education that encourages them to develop a passion for learning and gives them the means to become responsible citizens of virtuous character.

VISION

ACA aims to graduate young men and women who seek the truth in all things; who understand that learning is a lifelong pursuit; and who listen carefully, reason critically, communicate clearly, and write persuasively. We desire them to be honorable citizens who seek to improve their communities and the world rather than passively traveling along the road most followed. We desire to cultivate in our students the virtues of courage, moderation, and wisdom. We aim for them to be humble and magnanimous when dealing with others. We seek to help all students become who they are meant to be.

PHILOSOPHY

ACA’s philosophy is to provide a disciplined culture of excellence that fosters intellectual curiosity through a partnership with the students, their parents, and the community. The School requires a rigorous pursuit of knowledge, teaches the habits of hard work and perseverance, and develops students who embrace truth, goodness, and beauty.

ACCREDITATION AND FUNDING

The School is accredited by the Texas Education Agency and receives partial funding through the State of Texas, based primarily on the Average Daily Attendance formula and through federal funds for specific programs. ALL other funding is secured through local, state, and federal grants, as well as fundraising and donations.

NONDISCRIMINATION POLICY

The School admits students regardless of race, color, creed, sex, sexual orientation, sexual identity or transgender status, age, national origin, citizenship status, or disability who possess the motivation, ability, and character that would enable them to succeed in our School community. They are entitled to the rights, privileges, programs, and activities

generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, creed, sex, sexual orientation, sexual identity or transgender status, age, national origin, citizenship status, or disability in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other School-administered programs. This nondiscrimination policy also applies to those who seek to join the School community in any capacity and to those who interact with the School, including citizens, parents, and vendors.

STUDENT DISABILITY ACCOMMODATIONS

We understand that there may be circumstances in which a parent may request that the School provide an adjustment or accommodation for a student's medical needs or physical, mental, or learning disability. As the range of requests has grown over the years, the School believes that it is appropriate at this time to outline its policy and general guidelines for addressing such requests.

General Policy: In general, it is the School's policy to provide accommodations or adjustments for a student's minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in an unacceptable impairment to the rights of other students (or employees) or a fundamental change in the educational environment or mission. We also ask parents to realize that, given the size of our School and the available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

Request and Documentation: For any type of accommodation (including the administration of medication at School), the parent must contact Student Care to discuss the need. Student Care will then advise the parent of the type of medical documentation needed, which generally will state the student's diagnosis, how the condition limits the student, the recommended accommodations, and the length of time that the accommodation(s) will be needed.

Release for Communications with Physician: Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. Therefore, the parent(s) must sign a Release of Information form, permitting the School to contact the medical professional when necessary. In addition, if there is any cost associated with the physician's cooperation (e.g., to answer a set of questions submitted), the parent must agree to bear the cost.

Assessment of Request: Once the parent's request and medical documentation has been received by the School, appropriate persons within the administration will meet with the parent(s) to clarify information and discuss whether the School will be able to implement the accommodation requested. In some cases, the parent may be asked to provide (at the parent's cost) any special equipment needed, training for the School's staff, or other associated matters. In addition, the School

may advise the parent that it will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested or have certain types of medicines administered during the day that the School or Student Care believes are beyond the scope of ACA's responsibility, the School may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

Limitations on Requests: Please understand that the School is not a medical facility and does not have the personnel, training, or equipment to handle certain types of medical procedures best left to the student, parent, or physician.

Nothing in this section of the Handbook serves to limit the process for requesting disability-related accommodations under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act. (See the "Students with Disabilities" section in this Handbook).

FACULTY AND STAFF

DISTRICT OFFICE STAFF

Superintendent	Brenda Davidson	Administrative Assistant	Regina Abanathy
Deputy Superintendent	Matthew Watson	Administrative Assistant	
Headmaster	Kathryn Locheed	Administrative Assistant	Cabie Lamb
Business Manager	Anna Amboree	Human Resources Business Office Assistant	Rhonda Tietz
Assistant Business Manager	Joanne Bravo	Business Office Assistant	Yvette Flores
PEIMS & Compliance Coordinator	Jackie Carpio	Registrar	Lauren Boling
Marketing and Communications	Heather Lamb	Technology Specialist	Ben Nguyen
Child Nutrition Director	Rashonda Davis	Technology Specialist	Robert Jones
District Testing Coordinator	Tiffany Madison	Special Education Director	Blaine Locheed
Development Director	Natalie Dejong		

ELEMENTARY SCHOOL

ADMINISTRATION AND ADMINISTRATIVE STAFF

Head of Elementary	Tamara Polvogt	Administrative Assistant	Kathryn Ober
Student Services Coordinator	Denise Cummins	Student Care	Jill Smock
General Advisor	Julie Craig	Receptionist	Roxanna Lara
Child Nutrition Manager	Keith Parr	Educational/Office Aide	Becky Giebler
Child Nutrition Assistant	Mariana Millan	Maintenance/Custodian	Darrell Hippolyte

ELEMENTARY SCHOOL TEACHERS

Kindergarten	Angela Beane	Kylie Freeman	Jessica Martin	Lonna Mock
1 st Grade	Patti McKenzie	Kristina Hope	Aubree Fogarty	Kessi Wilhite
2 nd Grade	Melissa Gaitan	Lolita Colom	Brittany Sandbrook	
3 rd Grade	Amy Grier	Julia Ferreira	Randi Mausbach	Emma Lamb
4 th Grade	Stephanie Hall	Laura Alexander	Gabbi Browne	Ranie Warren
Instructional Specialist	Kevin Boyle			

FINE ARTS/PE TEACHERS

Music	Christina Boroughs
Art	Charity Butler
Computer	
Physical Education	Jesse Crum
Physical Education Aide	Carrell Davis

STUDENT SERVICES TEACHERS

Instructional Specialist	Kevin Boyle
Special Education Teacher	Bonnie Clarke
Special Education Aide	Alyssa Ford
Special Education Aide	Jennifer Tompkins
Dyslexia	Cheryl Evans
Advisor/504	Julie Craig
TCLAS Grant Reading Specialist	Evette Haberman

UPPER SCHOOL FACULTY AND STAFF

ADMINISTRATION AND ADMINISTRATIVE STAFF

Head of Upper School	Dr. Claudiu Cimpean	Administrative Assistant	Makenzie Jenkins
Assistant Head of Upper School	Mark Pertuso	Receptionist	Amber Piercy
Dean of Students	Doug Thompson	Counselor	Vanessa Cordes
Office Assistant	Rehanna Dornelly	Student Care	Anneca Sarver
Guidance Counselor	Hannah Rodriguez	Child Nutrition Manager	Susan Tyler
Athletic Director	Terry Boling	Child Nutrition Assistant	Karla Begnaud
Maintenance/Custodian	Freddy Chavez	Dyslexia/Reading Specialist	

5TH GRADE

Math/Science	Victor Jamie Roxanne Giardina
English/History	Zak Browne Kelly Garrison
Art	Sarah Davis

6TH GRADE

Math/Science	Theresa Collins Rebekah Herty
English/History	Susan Bradley Claire Mynatt
Art	

Music	Shonee Singer
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Music	
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UPPER SCHOOL TEACHERS

Math	Sue Ulrey Michelle Mullet Stefanie Burns Hanan Abouollou
English	Ryan Birsinger Ashley Stepp Timothy Pepper
History	Blaine Locheed Timothy Pepper Ashely Stepp
Science	Holly Burleson Jennifer Turner Lisa Campbell Sam Downing Russell Stepp
Humane Letters	Shane Slowey Kemper Crabb Daniel Carr Violet Slowey Joshua Jones Valerie Calvillo
Latin	Joseph Lockett Gwen Gruber
Govt./Econ.	Joshua Jones
Spanish	Diana Moles

FINE ARTS/PE TEACHERS

Rhetoric	Shane Slowey Kemper Crabb Joshua Jones Violet Slowey Valerie Calvillo Levi Greene Daniel Carr Blaine Locheed
Art	Shannon Laich
Music History/Choir	Bethany Hassell Ronald Montgomery Adrian Gonzales
Theater	Amira Judeh
Physical Education	Tracy Heiliger
Physical Education Aide	Courtney Garcia
Music/Musical Theater	Shonee Singer
Instructional Specialist	David Bocciardi
Band	Dr. Ronald Montgomery Adrian Gonzalez

STUDENT SERVICES TEACHERS

Special Education Director	Blaine Locheed
Special Education Teacher	Belinda Harrington
Special Education Teacher	Vanessa Connor
Special Education Aide	Ashton Robinson
Special Education Aide	Melonee Nelson
Special Education Aide Clerical	Vikki Camper
504 Aide	Ana Ramirez

ENROLLMENT

Currently enrolled students will be automatically enrolled for the following school year. ACA offers open enrollment until such time as the maximum enrollment is attained. After such time and as prescribed by state law, if more students submit applications than there are spaces at ACA, a lottery draw will be held to determine the order in which the applicants will be placed into available openings. The ACA open enrollment period for the following school year takes place from January 1st through January 31st.

The lottery draw will include students who have completed the application process during the open enrollment period and exclude currently enrolled students. Participation in dual campus lotteries will not be permitted. Siblings of currently enrolled students, children, grandchildren, and foster children of current ACA employees have first priority for all available openings and have a separate lottery to see who will fill those openings. Multiples (twins, triplets, etc.) will each receive a lottery number. Should one be enrolled and the other(s) not, the remaining sibling(s) will move to the top of the grade-level waiting list in order to maximize the opportunity that multiples will be able to remain together.

All applicants will receive notification within fifteen (15) business days of the application deadline either offering admission or directing them to view their places on the waiting list. If the application is received after the lottery has been completed, the applicant's name will be added to the bottom of the waiting list in the order received.

During the enrollment process, applicants must submit the following documents: student records, including the child's birth certificate, Social Security card, immunization records, and previous school records; proof of residence, including current utility bill or lease agreement; driver's license of the enrolling parent; and school forms, including a completed enrollment form, consent to release records, an ethnicity/race form, a health inventory, a home language survey, a military survey, and a free/reduced lunch form. Where applicable, applicants may also be required to submit special service records and custody/guardianship papers during the enrollment process. Children of ACA employees may be enrolled regardless of residence.

To enroll in kindergarten, children must be at least five (5) years of age by September 1st of the school year in which they seek to enroll (Texas Education Code § 42.003(d)). Children under the age of six (6) by September 1st of the school year in which they seek to enroll may enter 1st grade if they have completed kindergarten in a public or private school.

Students with a documented history of discipline problems from their previous campus or those from a juvenile justice system under Texas Education Code, Chapter 37, will be excluded from enrolling in ACA. **The School does not enroll students who have been expelled from other schools.**

Intra-District Transfer Policy

Each ACA campus has a separate registration process. Students who wish to make an intra-district transfer must fill out an enrollment application at the campus to which they

wish to transfer. If the application is received during the open enrollment period, the applicant's name will be included in the lottery. If the application is received after the open enrollment period and there are not available spaces, the applicant's name will be added to the waiting list according to application date and behind the names of applicants who already applied.

ATTENDANCE

GENERAL

Students are expected to be at School every day and to report to their classes on time. School attendance is critical to achievement of the School's mission and is required under Section 25.085 of the Texas Education Code. Aristoi students grades 7 - 12 who are not present (arrived late or left early) for more than 50% of a given class period, other than their 9:05 AM attendance period, will be counted absent for attendance purposes for that class period. Excused, unexcused absences, and make-up work will follow the same policies on pages 13-15.

Frequent absences and tardiness seriously affect academic progress and are disruptive to the teaching environment. The School requests that parents and students thoughtfully consider the impact of any absence other than one of a medical or family emergency. Parents of school-age children have the responsibility to require their children to attend school regularly.

The School discourages vacations taken during the regular school year—except during School breaks—and families are discouraged from taking students out of School prior to a School break. Absences for vacations will be unexcused. **Failure to attend the first day of school may result in the loss of enrollment status.**

Furthermore, whenever possible, regularly scheduled medical appointments should be made outside of School hours. Students with excessive absences, excused or unexcused, may be denied reenrollment or promotion.

Should an absence be unavoidable due to sickness or another reason, **an email or note signed by the parent, guardian, or doctor explaining the reason for the absence must be submitted upon the student's return to the School.** The note should include the following:

- Child's full name and grade level,
- Date of absence,
- Reason for absence, and
- Parent/doctor's signature.

If the email or note is not received by the Attendance Clerk within three (3) days following the student's return to the School, the absence will be considered unexcused.

If a student is absent for four (4) or more consecutive days due to an illness or other condition requiring an extended absence from ACA, the student must return to School with a statement from a physician or health clinic verifying the illness or other condition requiring the extended absence. Failure to do so will result in an unexcused absence. The School has the discretion to exclude any student who is absent due to an illness or other condition requiring an extended absence until such statement is received.

Should a student be absent for a prolonged period due to a serious or life-threatening illness or related treatment that makes the student's attendance infeasible, the parent must provide verification from a physician licensed to practice medicine in Texas. This verification must specify the student's illness and the anticipated period of the student's

absence relating to the illness or related treatment.

Special requests for absences due to extenuating family circumstances must be made in writing to the Superintendent. Factors considered in granting the special request will include the student's academic standing, history of absences, and length and timing of the requested absences.

To be eligible to practice or participate in an athletic or extracurricular activity on campus, a student must have attended a minimum of 50% of the school day. For a weekend event, the student must have attended a minimum of 50% of the school day on the Friday before the weekend event.

In accordance with state law, students must attend 90% of school days to qualify to pass to the next grade level for the following school year (Texas Education Code § 25.092). The Superintendent will address any deviation from this policy in accordance with policies adopted by the ACA School Board ("Board"). Parents may make a written appeal to the Board on behalf of their child. The Board makes the final decision on attendance-based appeals as determined by state laws and will only award class credit to students who fail to meet the attendance requirements in extenuating circumstances.

EXCUSED ABSENCES

The following absences will be considered "excused":

- Application for passport/VISA/INS (upon showing documentation requiring appearance and proof of attendance);
- Required court appearance (upon showing documentation requiring appearance and proof of attendance);
- Absences for medical reasons (with a parent or doctor's note);
- Sent home from the School by Student Care personnel;
- An 18-year-old senior may sign themselves out with the written and verbal permission of their parent/guardian;
- Citizenship application and/or participation in a U.S. Naturalization Oath Ceremony;
- Absences for mental or emotional disabilities (with physician/therapist note);
- Death in the immediate family or of a person living in the student's home;
- Participation in an activity that is approved by the Board as a School-sponsored event and is under the direction of a member of the professional staff of the School;
- Lice: up to one (1) school day is excused;
- SB:289 Provides for an excused absence to obtain a drivers license for a 1 time instance. This includes 1 Permit or 1 Drivers license. The documentation needed is a receipt and the student must be in high school aged 15 years or older.
- Juniors and seniors are allowed two (2) excused days of absences for college visits during their junior year and two (2) excused days of absence for college visits

during their senior year. Each absence must have been properly requested and approved through a note or email from the parent to the Head of School. A letter from the college/university, a stamp, or an attendance form to confirm the attendance of the student to the college/university must be submitted to the Attendance Office for the absence to be excused; and

- Absence from School to observe holy days so long as a written request is provided to the Superintendent 24 hours prior to the absence and is approved.

MAKE-UP WORK FOR EXCUSED ABSENCES

Students who have been absent from School are responsible for making up any graded work missed because of an excused absence. Students are responsible for contacting their teachers to request missed assignments. Unless the teacher has communicated otherwise to the student, students are allowed one (1) school day for each day absent to make up the assignments missed. Teachers will assign a "Zero" (0) for any missed assignment that is not made up within the required timeframe.

Make-up tests, if applicable, will be scheduled at a time designated by the teacher. If a student fails to make up a test and makes no other arrangement within the allotted time, at the discretion of the teacher, the student may not be given the test.

In the case of a pre-planned absence, advance work requests should be made with a minimum of two (2) weeks' notice when possible. Teachers will make every effort to provide advance work in anticipation of pre-planned absences; however, students should expect to receive additional assignments upon return, as lesson plans are subject to change.

STUDENT ILLNESS

Parents are responsible for ensuring that sick children do not come to School if they are exhibiting signs and/or symptoms of illness. Please be considerate of other students and School personnel and help prevent the spread of illness by not sending your child to School with an infectious condition, fever, vomiting, diarrhea, sore throat, green mucus, continuous coughing or sneezing, etc.

Sick children (e.g., a temperature of 100.0 degrees F or higher, vomiting, diarrhea, skin rashes, sore throats, cough) or children whom the School nurse feels should go home based on symptoms, complaints, or past experiences with similar situations will be sent home from the School. For fevers registering less than 100.0 degrees F, the parent will be called to discuss the child's symptoms and proper action to take to protect the welfare of the child and other students.

The final decision to send a student home from School due to illness will reside with the Student Care employee. The School will notify the parent or individual listed by the parent as the emergency contact if it is determined that the child is unable to participate in a normal day's activities or is suffering from a contagious condition. Sick children will be isolated from other students until they can be picked up from the School. **It is the parent's responsibility to ensure that the child is picked up within one**

(1) hour of the School’s notification.

Students should be free of fever, vomiting, or diarrhea for a minimum of 24 hours without the use of any type of medication before returning to the School.

Thus, if the School sends a student home for one of these reasons, they cannot return the following day. Similarly, if a child runs fever or vomits during the night, they may not return to School the following morning.

If a child is diagnosed with strep throat or the flu, the student must complete 48 hours of treatment and be symptom free—including no fever for 24 hours without medication—before returning to School. Parents may also be asked to pick up their child(ren) if they are found to have contracted conjunctivitis (“pink eye”). To return to School, the student must submit a written note from a physician, clearing the return to School.

If a student has an injury requiring crutches, a wheelchair, special shoes, or clothing while at School, a note from a physician will be required.

UNEXCUSED ABSENCES

An unexcused absence is defined as an absence for a reason other than the described excused absences, subject to the review and discretion of the Headmaster . Examples of unexcused absences are, but not limited to:

- Death of someone other than an immediate family member;
- Doctor’s appointment for someone other than the child;
- Family business (e.g., sibling graduation, awards ceremony, accompanying parent on a business trip);
- Family vacations, reunions, weddings, etc.;
- Non-school sponsored activities (e.g., Boy Scouts, gymnastic events, dance competitions);
- Transportation issues (e.g., car trouble or no one available to drive);
- Truancy (i.e., skipping school/class, leaving campus/class without permission); and
- Any absence for which no reason is provided by the parent.

Each unexcused absence will be entered on the student’s record. Absences remain unexcused unless a valid written excuse is submitted to the Attendance Clerk within three (3) days following the student’s return to School. Students will receive a “Zero” (0) in each subject for all unexcused absences, excluding major projects and tests and any grades received in K—4th Fine Arts, Computer, and Physical Education. These guidelines apply to all school days, including those immediately before and after School-designated breaks.

TRUANCY

The School will initiate truancy prevention measures (TPM) when a student fails to attend School without an excuse for three (3) or more days or parts of days within a four-week

period but does not fail to attend School without an excuse on ten (10) or more days or parts of days within a six-month period in the same school year (Texas Education Code § 25.0915). If a student fails to attend School without an excuse on ten (10) or more days or parts of days within a six-month period in the same school year, ACA will refer the student to a truancy court for truant conduct under the Texas Family Code.

Prior to referring a student to truancy court, ACA will develop an Attendance Intervention Plan (AIP) for the student and share it with the parent and student. If the AIP is not successfully fulfilled and unexcused absences persist, ACA will refer students ages 12–18 to truancy court and/or file charges against the parents for “parents contributing to nonattendance.”

Through this Handbook, ACA is notifying parents that if a student is absent from the School for ten (10) or more days or parts of days within a six-month period in the same school year, parents are subject to prosecution under Section 25.093 of the Texas Education Code, and the student is subject to referral to a truancy court for truant conduct under the Family Code.

MINIMUM ATTENDANCE FOR CLASS CREDIT OR FINAL GRADE

In accordance with Section 25.092 of the Texas Education Code, ACA maintains the following policy regarding minimum attendance for class credit or a final grade:

- (a) Except as provided by the Texas Education Code § 25.092, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90% of the days the class is offered. A student who is in attendance for at least 75% but less than 90% of the days a class is offered may be given credit or a final grade for the class if the student completes a plan approved by the School’s principal that provides for the student to meet the instructional requirements of the class. A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade without the consent of the judge presiding over the student’s case.
- (b) The Board shall appoint an attendance committee to hear petitions for class credit by students who are in attendance for fewer than 90% of the days the class is offered and have not otherwise earned class credit under a plan for students attending at least 75% but less than 90% of the days a class is offered. Classroom teachers shall comprise a majority of the membership of the committee. The committee may only award class credit to a student due to extenuating circumstances, as determined by the Board. Furthermore, the Board shall adopt policies establishing alternative ways for students to make up work or regain credit lost because of absences, including at least one option that does not require a student to pay a fee.
- (c) No member of the attendance committee is personally liable for any act or omission arising out of duties as a member of the committee.
- (d) If the attendance committee denies the student credit or a final grade for a class,

the student may appeal the decision to the Board. The decision of the Board may then be appealed to the district court in which ACA's District Office is located.

- (e) Excused absences from School to observe religious holy days do not count toward the 90% attendance requirement.

LOSS OF CREDIT/GRADE PROMOTION

As indicated above, students may not receive credit for a class unless they are in attendance for at least 90% of the days the class is offered. Therefore, a student is in jeopardy of not receiving credit if the student acquires nine (9) or more absences in a semester. A student is allowed eighteen (18) absences during the entire school year. Failure to meet this attendance requirement **regardless of whether the absences are excused** may necessitate a student being retained in the current grade level for the following school year.

MORNING ARRIVAL – ELEMENTARY AND UPPER SCHOOL

The Elementary School day begins at 7:45 a.m.; students may not be dropped off at the Elementary School earlier than twenty (20) minutes prior to the official start time of school. The Upper School day begins at 8:00 a.m.; students may not be dropped off at the Upper School earlier than thirty (30) minutes prior to the official start time of school. There is no direct supervision available for students before these times. Parents take full responsibility for their unsupervised children dropped off at the School prior to the official start time.

Elementary School students arriving after 7:45 a.m. are considered tardy and must be checked in at the front office by their parent before going to class. Upper School students arriving after 8:00 a.m. are considered tardy and must be checked in at the front office by their parent before going to class. Student drivers must also check in at the front office.

Breakfast is available to students for a minimal charge between 7:20 a.m. and 7:40 a.m.

DISMISSAL – ELEMENTARY CARPOOL

Elementary School dismissal time is 3:00 p.m. Students must be picked up in the designated carpool area. Parents are to display the student's carpool tag in the window. Students are not to be picked up after School in any other area. The School must be notified of any change regarding regular pickup before 2:00 p.m. on the day the change will take place by emailing elementarycarpool@aristoicclassical.org or by calling the front office. Students may be picked up at the front office for early release until 2:30 p.m. No student may be picked up from the front office after 2:30 p.m. After 2:30 p.m., all students will be picked up in their respective carpool areas. Elementary School students not picked up in their carpool area by 3:30 p.m. may be picked up at the front office.

Students will not be placed in a car that does not display their School-issued, personalized carpool tag. Persons who are listed on a student's approved pickup list but who do not

have the appropriate carpool tag may pick up the Elementary School student at the front office before 2:30 p.m. or after carpool is over.

Unless students are participating in an after-school event, it is imperative that parents have their children picked up no later than 3:30 p.m. Since all staff and faculty are dismissed from work at 3:45 p.m., it is a safety issue for students to be on campus after 3:30 p.m. The School has a legal obligation to report any abuse and/or neglect to Children's Protective Services (CPS). To ensure that the School does not file abandonment charges, all Elementary School students must be picked up by 3:30 p.m.

DISMISSAL – UPPER SCHOOL CARPOOL

Upper School dismissal time is 3:15 p.m. Parents are to display the student's carpool tag in the window. The School must be notified of any change regarding regular pickup before 2:00 p.m. of the day the change will take place by emailing uppercarpool@aristoclassical.org or by calling the front office. No student may be picked up from the front office after 2:45 p.m. After 2:45 p.m., all students will be picked up in their respective carpool areas. Upper School students not picked up in the carpool area by 3:45 p.m. may be picked up at the front office in front of building D.

Unless students are participating in an after-school event, it is imperative that Upper School children are picked up no later than 3:45 p.m. Since all staff and faculty are dismissed from work at 3:45 p.m., it is a safety issue for Upper School students to be on campus after 3:45. The School has a legal obligation to report any abuse and/or neglect to CPS. To ensure that the School does not file abandonment charges, all Upper School Students must be picked up by 3:45 p.m.

TARDIES/EARLY RELEASE – ELEMENTARY AND UPPER SCHOOL

Elementary School students arriving after 7:45 a.m. are considered tardy. Upper School students arriving after 8:00 a.m. are considered tardy. Five (5) morning tardies in any one semester will result in an early morning detention (or another age-appropriate consequence); subsequent tardies will result in further disciplinary action. Parents will receive a warning letter after the third tardy, notifying them that two additional tardies during the semester will result in early morning detention (or another age-appropriate consequence). **Parents, please remember that punctuality is important. We are building the foundation for your child's future, and tardiness interferes with student learning.**

Elementary School early morning detention begins at 6:45 a.m., and Upper School early morning detention begins at 7:00 a.m. A failure to attend Elementary School early morning detention will result in lunch/recess detention on the same day. A failure to attend Upper School early morning detection will result in lunch and leisure detention. Furthermore, perfect attendance awards will not be awarded to students who have five (5) tardies during any one grading period.

Aristoi students grades 7 - 12 who are not present (arrived late or left early) for more than 50% of a given class period, other than their 9:05 AM attendance period, will be counted absent for attendance purposes for that class period. Excused, unexcused absences, and make-up work

will follow the same policies on pages 13-15.

Please be aware that any subjects missed due to unexcused tardies or unexcused early sign-out of a student (other than a School-sponsored early release) may result in a teacher's inability to help students make up missed work. In such cases, parents will be responsible for helping their children complete their assignments. An unexcused tardy or early sign-out of a student will be considered an unexcused absence for that subject.

SIGN-IN AND SIGN-OUT PROCEDURES – ELEMENTARY AND UPPER SCHOOL

There are specific procedures for signing a student in and out of the School. Students who arrive late to School must have their parent sign them in at the front office and then receive a late pass to class. Student drivers must also sign in at the front office.

Students who need to leave campus during the school day must notify the School office prior to leaving campus. They must sign out when leaving and sign in upon returning to the campus. A parent must be present when students sign in or out of School, unless they are 18 years of age or older. The School will not allow a student to leave School early with another person unless authorized by the parent to do so.

REENROLLMENT

A pattern of low grades, poor work habits, poor conduct, or excessive absenteeism or tardiness can jeopardize a student's continued enrollment in ACA. Promotion to the next grade level will be based on the classroom performance of the student, observations of the teacher, and appropriate testing.

INCLEMENT WEATHER AND SCHOOL CLOSINGS

The School values the instructional time our teachers have with students. Thus, ACA will make all efforts to conduct instructional days in the event of inclement weather.

If it becomes necessary to delay or close the School because of inclement weather, ACA will attempt to follow the same schedule as Katy ISD. Announcement of closings will be made on Channel 13 (TV station) and the ACA website. An email will also be sent to parents through the email address on file at ACA.

Should ACA be closed for the school day, all before- and after-school clubs, meetings, rehearsals, and athletic practices/events will be cancelled. Coaches and sponsors will communicate directly as decisions are made regarding athletic practices/events.

ACADEMICS AND GRADING

TESTING/PLACEMENT

Previous school records or on-site testing will determine grade placement. Placement is the decision of the Headmaster and is made in accordance with state law. All students must participate in placement testing at the request of the School.

GRADING

Grades are useful tools for evaluating the extent to which a student has mastered a particular skill or course. Therefore, grades will be assigned in all subject areas. The School will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

The letter and numerical grades for **K–8th** grades are listed below:

A	Mastery	90–100
B	Proficiency	80–89
C	Competence	75–79
D	Insufficiency	70–74
F	Failing	0–69

For **Fine Arts, Computer, and Physical Education** for **Kindergarten through Grade 5**, the following scale will be used to reflect the student’s participation/effort in the course:

E	Excellent	90–100
S	Satisfactory	80–89
N	Needs Improvement	75–79
U	Unsatisfactory	74 and below

For the purpose of calculating an **Upper School** student’s grade point average, the following scale will be used:

A+	97–100	4.0
A	94–96	4.0
A-	90–93	3.7
B+	87–89	3.3
B	84–86	3.0
B-	80–83	2.7
C+	77–79	2.3
C	74–76	2.0
C-	70–73	1.7
F	<70	0.0

A teacher will only give an "Incomplete" designation under special circumstances as determined by the Headmaster. Parents and students will be informed of the student's progress through the Parent Portal, progress reports, report cards, and teacher communication.

REPORT CARDS

The School has a 9-week or quarterly grading period. Report cards will be issued at the end of each grading period. Progress reports are issued after the first four (4) weeks of each grading period. Grade reporting days are noted on the School calendar on our website.

HOMEWORK

Homework is a fundamental part of our general academic program. It helps develop a strong work ethic and personal organizational skills. Homework's immediate educational purposes are:

- To reinforce skills and concepts learned in class,
- To develop study skills and habits,
- To practice skills and knowledge in ways that are not readily accomplished in the classroom, and
- To inform parents of what is being taught in the classroom.

As cited in *A Nation At Risk*, "The single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a lifelong learner should be if one hopes to become a citizen of nobility and virtue who pursues the true, the good, and the beautiful. It is of utmost concern to all of us at ACA that every child learns and is successful. By choosing not to complete assigned learning activities on time, a student is choosing not to learn and impairing the ability to succeed.

As both short- and long-term assignments are given, it is necessary for students, with the assistance of faculty and parents, to budget their time wisely. Students are expected to complete assigned homework as directed and in the spirit in which it is assigned, return homework assignments to the teacher by the designated time, and submit homework assignments that reflect careful attention to detail and quality of work. In addition, all student work must be School-appropriate. Students must refrain from making inappropriate sexual, drug, alcohol, violence, or cigarette references or innuendos in any homework assignments or projects. Additionally, students must not ridicule others because of their disability, gender, sex, age, ethnic, or racial characteristics at any time through homework assignments or projects.

Grades K–5:

Homework one (1) day late will receive a 30% point deduction from the student's earned score. If homework is two (2) days late, the student will receive a "Zero," and the assignment will be

completed during the student's recess or off time. Late work must be turned in by the beginning of class time.

Major projects will be penalized one (1) letter grade (or 10%) for each day they are late. After five (5) school days, the student will receive a "Zero." This policy also applies when a student fails to make up a test on the date designated by his or her teacher.

Grades 6–12: No late homework will be accepted. Assignments not turned in on time will be recorded as a "Zero" (0). Major papers and projects will be penalized one (1) letter grade (or 10%) for each day they are late. After five (5) school days, the student will receive a "Zero" (0). This policy also applies when a student fails to make up a test on the date designated by a teacher.

Midterm and Final Exam Policy - 6-12 Grades

Students must take midterm and final exams according to the exam schedule issued by the campus administration. Students may not make arrangements to take exams at alternative times other than for a documented excused absence (see pages 13-14). Students who do not take midterm or final exams as scheduled will receive a "0" for the exam grade. Parents are strongly encouraged to make travel arrangements during Aristoi Classical Academy winter and summer breaks to ensure that their students may take their scheduled exams.

Midterm and final exams count one seventh of the cumulative semester average.

RETENTION AND PROMOTION POLICY

In accordance with School policy, a student may be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level.

In Kindergarten, retention will only be recommended by ACA in unusual circumstances and with the approval of the student's parents. A written recommendation for retention, including suggestions for assistance for the student, shall be signed by the student's teacher, parent, Head of School and Headmaster.

For Kindergarten through Grade 5, promotion to the next grade level shall be based on a final grade of 70 or above in Reading, Language Arts, and Mathematics.

For Grades 6–8, promotion to the next grade level shall be based on a final grade of 70 or above in Language Arts, Mathematics, Science, and Social Studies.

Students in Grades 9–12 shall be promoted from one grade to the next based on the following criteria:

- 9th grade – promotion from Grade 8
- 10th grade – one year of attendance and seven credits earned, including Humane

Letters I, Biology, and Algebra I

- 11th grade – two years of attendance and 14 credits earned
- 12th grade – three years of attendance and 21 credits earned

Students who fail to meet the promotion requirements for their grade level must attend and pass summer school to be considered for promotion to the next grade level.

All students must meet the state attendance requirements to be promoted to the next grade. *See generally* the “Attendance” section above. Failure to meet the attendance requirements is governed by the provisions of “Minimum Attendance for Class Credit or Final Grade.”

ACADEMIC PROBATION

Students in Grades 3 through 12 whose overall academic average is below a “C” (i.e., below 70%) at the end of any grading period are automatically placed on academic probation for the following grading period. For any student in Grades 3 through 12 who has an average of less than a “C” (70%) for the academic (school) year, the parent may be advised to seek an alternate School for the child for the next year or the student may be recommended for retention. Exceptions are possible only when extenuating circumstances have affected the student’s academic performance. A student will be removed from academic probation when his or her GPA for a full semester is a “C” or above.

EARNING CREDIT

Credits for students in Grades 9–12 are awarded on a semester-by-semester basis (typically 1/2 credit per semester). However, if a student fails the first semester of a full-year course and passes the second semester, the two (2) semester grades will be averaged to determine whether the student has earned a passing grade for the year. In other words, if a student receives a 68 the first semester and a 72 the second semester, full credit has been earned since the second semester passing grade is high enough to give an average of at least 70 for the school year. If a student passes the first semester of a full-year course but fails the second semester, the second semester grade cannot be averaged, and the student must repeat the second semester of the course. Each individual semester grade earned is included in the calculation of a student’s grade point average (GPA). A student’s semester grade is the average of the two grades for each grading period and the grade earned on the semester examination.

COURSES ENHANCED BY 1.0

Upper School students (grades 9–12) have the opportunity to earn “Enhanced Credit” in specially designated courses. Credit in these courses will be awarded on a 5.0 scale. Courses include:

- Humane Letters I, II, III, IV
- 3rd, 4th, and 5th year of any single language (other than English)
- Rhetoric II: Senior Thesis
- Pre-Calculus, Calculus and/or higher courses

- Any courses labeled as “AP” or “Honors”
- American Political Economics

GRADUATION

High school students who take and successfully complete all requirements for graduation, will receive a diploma from ACA. However, students have no constitutional right to receive their diplomas at a specific graduation ceremony. “Walking across the stage” at graduation is both an exciting and memorable privilege, but participation in a graduation ceremony is not a protected right. Thus, ACA may restrict participation in a graduation ceremony for any rational reason.

Graduation Requirements: In accordance with Section 28.025 of the Texas Education Code, students must have successfully completed, at a minimum, the following credits to qualify for graduation:

- Four (4) credits in English Language Arts,
- Three (3) credits in Mathematics,
- Three (3) credits in Science,
- Three (3) credits in Social Studies,
- Two (2) credits in the same language in a language other than English,
- Five (5) elective credits,
- One (1) credit in Fine Arts, and
- One (1) credit in Physical Education.

Students must also successfully write, present, and defend their Senior Thesis in order to participate in graduation.

Exceptions to the graduation requirements may apply for students with disabilities receiving special education services, as determined by the Admission, Review, and Dismissal (ARD) Committee and outlined in the Individualized Education Program (IEP).

Graduation Plan: The following graduation plan is available for either the Arts & Humanities or Multidisciplinary Studies endorsement.

Freshman Year	Sophomore Year
<ul style="list-style-type: none"> ➤ Humane Letters I: Ancient Greece to the Fall of Rome (English I, World Geography) ➤ Biology ➤ Algebra I or Geometry ➤ Latin I, II, or III, or begin study of a modern language ➤ Fine Art (Music, Art, Theater, Band, Choir) ➤ P.E. 	<ul style="list-style-type: none"> ➤ Humane Letters II: Rise of Christendom to the Eve of WWI (English II, World History) ➤ Chemistry ➤ Geometry, Algebra II, or Algebra II Honors ➤ Latin II, III, or IV, or continue study of a modern language (Spanish) ➤ Fine Art (Music, Art, Theater, Band, Choir) ➤ Rhetoric I (Speech) & Health

Junior Year	Senior Year
<ul style="list-style-type: none"> ➤ Humane Letters III: The American Civilization (English III, American History) ➤ Physics, AP Physics 1, AP Physics C, AP Physics 2, Astronomy, or Anatomy and Physiology ➤ Algebra II, Algebra II Honors or Pre-Calculus ➤ Latin III or IV, or continued study of a modern language (Spanish) ➤ Fine Art (Music, Art, Theater, Band, Choir) ➤ American Government & Economics 	<ul style="list-style-type: none"> ➤ Humane Letters IV: The Legacy of the Twentieth Century (English IV, Advanced Social Studies) ➤ Physics, AP Physics 1, AP Physics C, AP Physics 2, Astronomy, or Anatomy and Physiology ➤ Pre-Calculus, AP Calculus, or Math Models ➤ Latin IV, or continued study of a modern language (Spanish) ➤ Fine Art (Music, Art, Theater, Band, Choir) ➤ Rhetoric II: Senior Thesis

Note on Students Transferring After Grade 11: Students who enroll in the School after completing Grade 11 elsewhere must be able to develop a schedule out of ACA’s course offerings that will allow them to complete all requirements for graduation by the end of the spring semester. Otherwise, the student may be classified as a Grade 11 student for that school year. The grade status of students transferring from other schools will be evaluated by the Head of School and Headmaster or designee on a case-by-case basis.

Graduating with Honors: To be eligible for honors at graduation, a student must have been enrolled at ACA for Grades 11 and 12 and have earned the 28 credits required to graduate from ACA, as outlined in the graduation plan. The major graduation honors are:

- **Valedictorian:** Student graduating with the highest GPA
- **Salutatorian:** Student graduating with the second highest GPA
- **Aristoi Award:** ACA’s highest honor, chosen by the faculty and administration. This graduate best exemplifies the ideals articulated in ACA’s Vision statement. At the graduation exercise, this student delivers a speech extolling the School and his/her teachers and exhorting peers.
- **Cumulative GPA Awards**
 - *Summa Cum Laude* (3.9 and above)
 - *Magna Cum Laude* (3.89–3.74)
 - *Cum Laude* (3.74–3.50)
- **Outstanding Graduate:** By subject; nominated by department and ratified by Head of School.

Highest Ranking Student Graduate Calculation: All courses attempted for Upper School credits through the end of Cycle 3 of Grade 12 are calculated to determine the semester GPA for Valedictorian and Salutatorian recognition. Grade calculations at the end of Cycle 3 are used to rank all Grade 12 students ONLY for

the purpose of determining Valedictorian and Salutatorian. Final semester grades are entered on the final transcripts.

Note: Students arriving from schools that award credit on a 5.0 scale will have those credits converted to a 4.0 scale for the purpose of honors at graduation. Students' grade point averages will be calculated through Cycle 3 of Grade 12 for the purpose of determining graduation honors and class rank.

ACCELERATED INSTRUCTION

In 2021, the Texas Legislature passed House Bill 4545, requiring ACA to provide accelerated instruction during the following school year or subsequent summer for any student who does not pass the state reading and math assessments (STAAR) in grades 3-8 or End of Course (EOC) assessments. Accelerated instruction entails either (1) assigning a classroom teacher who is certified master, exemplary, or recognized teacher, or (2) delivering supplemental instruction (e.g., tutoring) before or after school or embedded in the school day. The School will notify the parent of each student who does not pass the STAAR assessment in grades 3-8 or EOC assessments of the student's performance. A student in grades 5 or 8 is no longer required to be retained at the same grade level based on STAAR.

"Supplemental accelerated instruction" includes instruction that meets the following criteria:

- Includes targeted instruction in the essential knowledge and skills for the applicable grade levels and subject area;
- Is provided in addition to instruction normally provided to students in the grade level in which the student is enrolled;
- Is provided for no less than 30 total hours during the subsequent summer or school year and, unless the instruction is provided fully during summer, includes instruction no less than once per week during the school year;
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area;
- Includes effective instructional materials designed for supplemental instruction;
- Is provided to a student individually or in a group of no more than three students, unless the parent or guardian of each student in the group authorizes a larger group;
- Is provided by a person with training in the applicable instructional materials for the supplemental instruction and under the oversight of the school district; and
- To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

A student who achieves *Approaches Grade Level*, *Meets Grade Level*, or *Masters Grade Level* on the STAAR assessment will be considered to have passed the STAAR assessment. However, a student will be considered as not having passed STAAR if the student achieves *Did Not Meet Grade Level* or did not test. Performance in this category suggests that the student is unlikely to succeed in the next grade or course without significant, ongoing

academic support and that the student does not presently demonstrate a sufficient understanding of the assessed knowledge and skills.

If a student is participating in accelerated instruction due to performance on a STAAR EOC assessment, the student may stop participating in accelerated instruction once the student passes the STAAR EOC assessment in which they previously did not perform satisfactory.

The School must establish an accelerated learning committee ("ALC") to develop an individual educational plan and monitor progress for each student who does not pass the reading and math STAAR assessments in grades 3, 5, or 8. This must take place before the end of the school year that the testing was completed or during the following summer and prior to the start of the following school year. At a minimum, the ALC must be comprised of the principal or the principal's designee, the student's parent, and the teacher of the subject of an assessment on which the student failed to pass. The School will make every effort to accommodate and encourage a parent's participation in ALC meetings. If, despite these efforts, the School is unable to obtain parent participation in the meeting, the information decided at the meeting will be shared with the parent as soon as possible following the meeting.

This plan should detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student. The plan will be documented in writing with a copy provided to the parent. For a student who receives special education services under the IDEA, the student's ARD Committee may serve as the ALC and establish an IEP that modifies the approach to required curriculum and instruction, if necessary.

If a student fails an assessment in the same subject in the subsequent school year, the Superintendent or designee must meet with the student's ALC to determine an appropriate course of action.

Furthermore, the parent of a student who does not pass the state reading and math assessments in grades 3, 5, or 8 may request that ACA consider that the student be assigned to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available. The School has discretion as to whether to grant the request.

COMMUNICATION BETWEEN PARENTS AND TEACHERS

Please email your child's teacher with any questions or concerns or to set up a meeting to discuss your questions and concerns. Teachers are generally expected to respond to emails from parents within 48 hours of receipt. Parents may also leave a note with the front office to be placed in the teacher's personal mailbox.

In addition to email, teachers may also communicate with parents via a class website, phone call/voicemail, the Parent Portal, face-to-face meetings, the ACA website, a take-

home folder/student planner, or parent/teacher conferences.

Teachers are happy to schedule a meeting with parents and welcome discussion related to parents' concerns. Because teachers have a large number of daily responsibilities and deadlines to meet and be able to dedicate proper attention to such concerns, teachers are unable to meet with parents without an appointment. In addition to scheduled appointment times, ACA also holds pre-scheduled parent/teacher conferences.

SCHEDULE AND TEACHER CHANGES

Schedule and/or teacher changes will be initiated by the School when operational needs require or when the administration believes the change will be in the best interests of the student and/or School. The School will not entertain requests for changes based on a parent's or student's dislike of a particular teacher or to accommodate friendships. Please understand that the School and administration often place students in particular classes to ensure a quality mix of students and enhance everyone's learning experiences.

ACADEMIC FIELD TRIPS

Field trips provide valuable information to supplement the ACA curriculum and allow students experiences that cannot be achieved through regular classroom instruction. Participation on a field trip is a privilege for those who have maintained acceptable conduct and grades during a grading cycle. Thus, except for field trip experiences that are required for grading purposes or to attain credit in a course, each teacher, along with the Head of School, has the right to determine that a student should remain on campus rather than participate in a field trip.

Prior to attending a field trip and in accordance with any stated deadline, the student must return a permission slip signed by the parent. Where applicable, payment must be attached with the permission slip. Otherwise, the student may not attend the field trip. Should payment be a hindrance in the student attending the field trip, please notify your child's teacher or Head of School.

Parents may be asked to accompany students on field trips as chaperones. Criteria to be considered in determining the number of chaperones needed are, for example, the age of the students, distance to be traveled, nature of the field trip activities, and safety requirements. Chaperones on ACA field trips should be concerned with the safety and security of students while away from campus. Therefore, the following criteria for adult chaperones are in place:

- All chaperones must be at least 21 years of age;
- All chaperones must be approved by the teacher;
- Chaperones may not consume alcohol, tobacco products, or illegal drugs during field trips, nor will they be allowed to chaperone if they report for any duty after consuming alcohol or taking illegal drugs;
- Chaperones are not permitted at any time to purchase questionable or illegal items for students, including cigarettes, alcohol, illegal drugs, weapons, or any sexually suggestive or explicit materials, clothing, or other items;
- For student safety, chaperones may not bring additional children on the field trip.

The School reserves the right to require all chaperones to participate in a background screening performed by ACA's designated vendor prior to becoming a chaperone.

ACADEMIC/ATHLETIC COMPETITION

Participation in an academic or athletic event requires that the student meet academic and conduct standards for each grading cycle. Students participating in a sport or academic extracurricular activity must maintain an academic average of "C" (70%) or above during the entire time that they are involved in the sport or activity. This policy is not instituted to punish but to help students keep their academic work as a high priority and not neglect it while participating in sports or academic activities.

Report cards will be used to determine a student's eligibility. Students with an academic average that falls below a "C" (70%), as determined by their report card, will be required to stop participating in a sport or activity in order to devote more time to School work. They will not be allowed to attend practices or meetings or travel with the team/group to athletic or academic games/competitions. Suspension from all sports and activities will last until the academic average has been raised to a "C" (70%) or above.

A Progress Report may return a student to eligibility; however, it cannot cause a student to become ineligible. This eligibility requirement does not apply to "class-required" performances that constitute a portion of a student's grade.

Only students participating in an event can utilize designated transportation provided by the School. Thus, siblings are not permitted to utilize School-designated transportation to or from their sibling's academic or athletic competition.

CHEATING AND PLAGIARISM

All work that students complete for which they receive credit must be their own. A student who asks or allows another person to complete or submit the student's work is responsible for the actions of the other person.

Cheating and plagiarism are considered serious offenses at ACA, where academic integrity is a core component of the School's mission. Cheating is destructive to the entire ACA community, as it deprives students of the opportunity to learn for themselves, damages relationships, and engenders mistrust from teachers and classmates.

Cheating is defined as giving or receiving information or help on any assignment for which permission has not been given for students to work together; possession of any unauthorized material during a test; copying another student's schoolwork and homework, or knowingly allowing another student to copy from his/her work; modifying or in any way altering a teacher's grades or official records; stealing or borrowing or removing an assessment from the classroom or taking it from a teacher without explicit permission; submitting the same assignment in more than one class for different assignments without explicit permission from one's teachers (in both subjects); and discussing the contents of any tests or quizzes with other students who were not present or have yet to take the test or quiz. Cheating will result in an automatic "Zero" (0) for

that assignment.

Plagiarism is any failure to give credit for information found and used. It may involve word-for-word copying, paraphrasing, or simply using ideas and information without properly citing the initial source of the information. Any work suspected of being plagiarized will be investigated by the teacher, and any evidence found will be reported and discussed with the Head of School.

A student who is found cheating or plagiarizing work will be subject to disciplinary action, up to and including expulsion and permanent removal from the School. Students should recognize the long-term implications of cheating/plagiarizing, including the likelihood that teachers or counselors may be hesitant to write letters of recommendation after learning of the student's dishonest behavior and the fact that suspensions as a result of cheating may be reported on certain college applications. Ignorance about what constitutes cheating is not a defense.

HEALTH AND SAFETY

MEDICATION

All parents must complete and return the Authorization to Administer Medication at School form, which can be obtained from the Student Care department or ACA website, before Student Care or designated staff member may treat your child with medication. This form is required for ALL medications, whether prescription or over-the-counter.

All medications that are to be administered to a student at School must:

1. Be given to the Student Care department by a parent,
2. Be in the original container,
3. Be properly labeled with the child's name on the container,
4. Not be expired,
5. Include specific instructions for administering the medication,
6. Be accompanied by a fully completed Authorization to Administer Medication at School form (signed by a physician for a prescription drug), and
7. Comply with any other requirements as outlined in this section of the Handbook.

If a student has a potentially life-threatening allergy or illness and a doctor indicates that medicine must be available at all times, either the student (as approved) or School must have the medication, along with the necessary documentation and completed forms, at School. **The student will not be allowed to attend School if ACA does not have the appropriate, current medication on hand. The risk is too great.**

It is the responsibility of the parent to replace any expired medication that is provided to the School.

Over-the-Counter Medication: Over-the-counter (OTC) medications will only be administered at the parent's request and should be provided by the parent. The written request from the parent, which will only be good for the remainder of the current school year, shall contain the following:

- Student's name,
- Name of medication to be given,
- Date of permission and number of days medication should be given,
- Amount of medication to be given,
- Time of day the medication is to be given, and
- Signature of parent.

Prescription Medication: Only prescribed medications from a physician will be given to students. Medications must be in the original container with a clear and legible label that contains the following:

- Pharmacy name and address,
- Name of patient,
- Name of prescribing practitioner,
- Date the prescription was dispensed,
- Instructions for use,

- Expiration of medication,
- Name of medication,
- Strength of medication, and
- Name of manufacturer or distributor.

Any changes in directions for the administration of prescription medication must be in writing from the prescribing provider. They may be faxed or scanned so long as they are legible.

Self-Administration of Medication: NO MEDICATION OR DRUGS OF ANY TYPE ARE TO BE IN THE POSSESSION OF A STUDENT AT ANY TIME. This includes, but is not limited to, over-the-counter medication, prescription medication, inhalers, cough drops, EpiPens, vitamins, and mouthwash. Any exception to this rule must be approved and documented in writing through a note on file with the Student Care department. This note must indicate that it is necessary and appropriate for the child to carry and self-administer the medication and that the child is capable of self-medication. The School has the discretion to determine whether a student may possess and self-administer medication on a case-by-case basis and may revoke a decision allowing a student to do so at any time.

Parents relieve the School of any responsibility for benefits or consequences of medication when it is self-administered at the request of the parent and acknowledge that the School bears no responsibility for ensuring that the medication is taken.

Self-Administration of Asthma or Anaphylaxis Medication: According to Texas Education Code § 38.015, a student with asthma or anaphylaxis may possess and self-administer his or her prescription asthma or anaphylaxis medication while on School property or at a School-related event or activity if the following criteria are met:

- The prescription medicine has been prescribed for that student as indicated by the prescription label on the medicine;
- The student has demonstrated to his/her physician or other licensed health care provider and the School nurse the skill level necessary to self-administer the prescription medication;
- Self-administration is performed in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
- The parent provides the School (1) with written authorization, signed by the parent, for the student to self-administer the prescription medicine while on School property or at a School-related event or activity and (2) a written statement from the student's physician or other licensed health care provider, signed by the physician or provider, indicating that the student has asthma or anaphylaxis and is capable of self-administering the medicine, the name and purpose of the medicine, the prescribed dosage for the medicine, the times at

which or circumstances under which the medicine may be administered, and the period for which the medicine is prescribed.

Before a student can possess and self-administer his or her asthma or anaphylaxis medication, all required paperwork must be completed and on file in the School clinic.

Epinephrine Auto-Injector Use: ACA will maintain epinephrine auto-injectors (EpiPens) on its campuses as prescribed by a physician and/or other authorized person. The School nurse, or any other School employee or volunteer designated by the School to administer an EpiPen, may administer it to any person whom they reasonably believe to be experiencing anaphylaxis, whether on the School campus, at an off-campus event, or while in transit to or from a School event.

The School nurse may train and equip such other persons as may be necessary to implement this policy (Texas Education Code §§ 38.201-38.215). All persons designated by the School nurse with the authority to use an EpiPen on an ACA campus will be trained annually as required under Section 38.210 of the Texas Education Code.

Each campus of the School shall have at least one person designated under this policy with the authority to use an EpiPen available during all hours the campus is open. EpiPens at each campus will be stored in a secure location and will be easily accessible to School personnel and volunteers who are authorized and trained in their use. EpiPens will be replaced, used, and disposed of as specified by the prescribing medical professionals who consult with ACA in their usage.

If an EpiPen is used, the School employee or volunteer who administered it must immediately notify the Student Care, Head of School, Headmaster and an incident report filed that an EpiPen was used and the circumstances surrounding its use. No later than the 10th business day after the date a School employee or volunteer administers the EpiPen, the Head of School or designee shall report such usage to the physician who prescribed it, the Board, and Commissioner of Education at the Texas Education Agency at healthandsafety@tea.texas.gov. This report must contain the following information:

- The age of the person who received administration of the EpiPen;
- Whether the person who received such administration was a student, School employee, volunteer, or visitor;
- The physical location where the EpiPen was administered;
- The number of doses of EpiPen auto-injector administered;
- The title of the person who administered the EpiPen auto-injector; and
- Any other information that may be required by the state's Commissioner of Education under any rules or guidance issued by the Texas Education Agency.

Not later than the 10th business day after the date the EpiPen is administered, the Head of School or designee must also notify the Commissioner of State Health

Services by completing and submitting the form issued by the Texas Department of State Health Services at: <https://www.dshs.state.tx.us/schoolhealth/forms/ReportingForm-Epinephrine.aspx>.

The School must provide annual training to School personnel and volunteers in the administration of an EpiPen either through a formal training session or through online education. The training shall include information on recognizing the signs and symptoms of anaphylaxis; administering an EpiPen; implementing emergency procedures, if necessary, after administering an EpiPen; and properly disposing of used or expired EpiPens. The School shall maintain records on the required training.

This provision of this Handbook serves as written notice to parents prior to the start of each school year as to the School's policy regarding the use of EpiPens. Receiving this Handbook serves as affirmation by parents that they have read and understood the policies contained therein relating to the use of EpiPens.

In accordance with Section 38.215 of the Texas Education Code, a person who in good faith takes or fails to take any action in accordance with this policy is immune from civil or criminal liability or disciplinary action resulting from the action or failure to act, including supervising or delegating the administration of an EpiPen; possessing, maintaining, storing, or disposing of an EpiPen; dispensing an EpiPen; administering or assisting in administering an EpiPen; providing, or understanding or failing to undertake, any other act permitted or required by this policy. In addition, ACA is immune from suits resulting from an act, or failure to act, under this policy.

HEALTH INFORMATION SHARING

Parents and students agree, as a condition of continued enrollment, to consent to the release of any of the student's health-related information—including information related to drug treatment, testing, medical and mental health records—to employees or agents of the School, as determined by the Head of School or appropriate designee, to meet the medical or safety needs of the students and the community or legal responsibilities of the School.

The School will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody. While it is the obligation of the School to safeguard student medical information, we must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, parents and students consent to allow employees and agents of the School who have a need to know to receive and/or share medical and/or psychological information necessary to serve the best interests of the student and/or community. In the event of a disclosure required by law, every effort will be made to notify the student and/or parents/guardians in advance.

HEALTH SCREENINGS

The Texas Department of State Health Services requires that the following screening tests

be conducted for ACA students:

- **Vision and Hearing:**
 - Kindergartners or first-time entrants (Kindergarten through Grade 12) – Screening must be conducted within 120 days of admission
 - 1st, 3rd, 5th, and 7th Graders – Screening must be conducted anytime within the school year (but preferably within 120 days of admission)
- **Type II Diabetes Risk Assessment for Acanthosis Nigricans (AN):**
 - 1st, 3rd, 5th, and 7th Grades
- **Spinal:**
 - Girls – One time at age 10 (or fall semester of Grade 5) and another time at age 12 (or fall semester of Grade 7)
 - Boys – One time at age 13 or 14 (or fall semester of Grade 8)

These screenings allow the School to test students for specific conditions that could impact their ability to learn or impact their health and well-being in the future. The screenings will be conducted only by individuals who are certified to do so.

If parents do not wish for ACA to perform the screening, they may substitute a professional examination by a preferred health care provider. Parents should contact Student Care for information on the timing of screenings to coordinate the student's screening by the health care provider in a timely manner.

Because these screenings are state-mandated, parental consent to these procedures is automatic unless the parent notifies the School district in advance.

IMMUNIZATIONS

Pursuant to Chapter 97 of the Texas Administrative Code, all students entering, attending, enrolling in, or transferring to ACA must be fully immunized against certain diseases unless the student is excluded from compliance on an individual basis for medical contraindications, reasons of conscience (including a religious belief), or active duty with the U.S. armed forces.

To claim an exemption for medical reasons, the student must present an exemption statement, dated and signed by a physician (M.D. or D.O.)—properly licensed and in good standing in any state in the U.S.—who has examined the child or student. The exemption statement is valid for only one year from the date signed by the physician unless the physician indicates in writing that a lifelong condition exists.

To claim an exclusion for reasons of conscience, including a religious belief, the student's parent must present to the School a completed, signed, and notarized affidavit on a form provided by the Texas Department of State Health Services, indicating that the student's parent, legal guardian, or the student declines vaccinations for reasons of conscience, including because of the student's religious belief. The affidavit is valid for a two-year period from the date of notarization. However, ACA may exclude a student who has not

received the required immunizations for reason of conscience in times of emergencies or epidemics declared by the Texas Department of State Health Services, so long as that immunization is directly related to these.

Updates and changes in state requirements can be found at www.immunizetexas.com under "School Requirements."

LICE

The School has a strict "NO LICE – NO NITS" policy, with no exceptions. This policy is necessary to protect the ACA community since up to one-third of nits hatch despite the use of lice-killing shampoos. The most crucial step in ridding a child of lice is the removal of the eggs (nits) by using a fine-toothed comb or tweezers. There are no known products available over-the-counter that successfully kill head lice eggs 100% of the time, according to the CDC.

To maintain control of this issue, classes will be checked periodically and randomly. If it is confirmed that a child has head lice, then every child in that class, as well as any of their siblings in the School, will be thoroughly checked. Students will be treated with the utmost respect at all times during this process. If a sibling attends a different school and/or daycare, it will be the responsibility of the parent to notify those facilities. In addition, teachers in Kindergarten through 5th grade will be trained to inspect for lice periodically based on alerts from parents or a physical indication (e.g., scratching, visible bugs).

The parent of a student identified with lice or nits will be immediately contacted by phone and asked to pick up the child within the hour. A letter will be sent home with the other students in that grade, notifying parents of the incident. Students identified with lice or nits will receive an excused absence for one (1) school day for the treatment of lice. Upon returning to the School, a parent **MUST** accompany the child to the front office with proof of treatment with a proper lice-killing shampoo (i.e., box or store receipt). At that time, the student will be reevaluated by office staff or the School nurse. The student will only be permitted to remain at School if cleared of lice, nits, and eggs. If nits or egg cases are found, the parent must assist the office staff or Student Care with removal of the nit casings before the student may return to class.

Summary of Actions Taken Once Lice/Nits Are Identified:

School

1. Notify parents of child who has lice.
2. Check all students in the child's class for lice.
3. Notify classmates' parents that lice has been found.
4. Remove students with head lice.
5. Clean the classroom thoroughly.
6. Recheck chronic cases every two (2) weeks until the child stays clear for two consecutive checks to help identify any new nits.

Parents

1. Treat the child's infected head and personal belongings and check all occupants of the home.
2. Remove all nits.
3. Accompany the child back to school.
4. Provide proof of treatment.

BACTERIAL MENINGITIS

State law requires ACA to provide the following information to students and parents:

WHAT IS MENINGITIS?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are *Streptococcus pneumoniae*, with over eighty (80) serogroups that can cause illness, and *Neisseria meningitidis*, with five (5) serogroups that most commonly cause meningitis.

WHAT ARE THE SYMPTOMS?

Someone with bacterial meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over age 1) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

HOW SERIOUS IS BACTERIAL MENINGITIS?

If it is diagnosed early and treated promptly, most people make a complete recovery. If left untreated or if treatment is delayed, bacterial meningitis can be fatal, or a person may be left with a permanent disability.

HOW IS BACTERIAL MENINGITIS SPREAD?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange

saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering the mouth or nose.

The bacteria do not cause meningitis in most people. Instead, most people become carriers of the bacteria for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

Vaccination: Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis* may be prevented through vaccination. The vaccine that protects against *Streptococcus pneumoniae* is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. *Neisseria meningitidis* is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine that protects against the four (4) serogroups A, C, W, and Y and is referred to as MCV4. The second is a vaccine against *Neisseria meningitidis* serogroup B and is referred to as MenB. The ACIP recommends MCV4 for children aged 11–12 years, with a booster dose at 16–18 years. In Texas, one dose of MCV4 given at or after age 11 years is required for children in 7th–12th grades. One dose of MCV4 received in the previous five years is required in Texas for those under the age of 22 years and enrolling in college. Teens and young adults (ages 16–23 years) may be vaccinated with MenB. This vaccine is not required for school or college enrollment in Texas. Vaccines to protect against bacterial meningitis are safe and effective. Common side effects include redness and pain at the injection site lasting up to two (2) days. Immunity develops about one (1) to (2) weeks after the vaccines are given and last for five (5) years to life, depending on the vaccine.

Healthy Habits: Do not share food, drinks, utensils, toothbrushes, or cigarettes. Wash your hands. Limit the number of persons you kiss. Cover your mouth and nose when you sneeze or cough. Maintaining health habits, like getting plenty of rest and not having close contact with people who are sick, also helps.

WHO IS AT RISK FOR BACTERIAL MENINGITIS?

Certain groups are at increased risk for bacterial meningitis caused by *Neisseria meningitidis*. These risk factors include HIV infection, travel to places where meningococcal disease is common (such as certain countries in Africa and in Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness. Children aged 11–15 years have the highest rate of death from bacterial meningitis caused by *Neisseria meningitidis*. Youth who are in the age range of 16–

23 years have the second highest rate of disease caused by *Neisseria meningitidis*.

WHAT SHOULD YOU DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

Seek prompt medical attention.

FOR MORE INFORMATION:

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all infectious diseases. You may call your family doctor or local health department to ask about the meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/meningitis/index.html> and the Texas Department of State Health Services (DSHS): <https://www.dshs.texas.gov/immunize/PreteenVaccines.aspx> or <https://dshs.texas.gov/IDCU/disease/meningitis/Meningitis.aspx>

EMERGENCY DRILLS

Teachers are given information and evacuation maps concerning actions to take in case of emergency activity. Maps are posted in each room and other areas of the School for evacuation purposes, and teachers discuss the procedures with students at the beginning of the year. Fire drills are carried out each month, and a severe weather drill and active shooter drill are carried out periodically throughout the school year.

ACTIVE SHOOTER

This procedure will be used when a campus-wide security threat has been identified.



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



**SECURE!
Get inside. Lock outside doors.**

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students
or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy
for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students
or adults

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CHILD ABUSE OR NEGLECT

The Texas Family Code requires any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect or that a child has died of abuse or neglect to make a report to a local law enforcement agency. Any person may make a report of abuse or neglect to the CPS division of the Texas Department of Family and Protective Services by calling the Texas Abuse Hotline at 1-800-252-5400 or by reporting online at <https://www.txabusehotline.org/Login/Default.aspx>. Professionals must make a report no later than the 48th hour after first suspecting that a child has been abused or neglected or is a victim of an offense under Section 21.11 of the Texas Penal Code. A professional may not delegate to or rely on another person to make the report (Texas Education Code § 38.004, Texas Family Code § 261.101).

The School provides assistance, interventions, and counseling options for those students who have been victims of abuse or neglect.

Plan for Addressing Sexual Abuse, Sex Trafficking, and Other Maltreatment of Students: ACA has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatments of children, which may be accessed by emailing counseling@aristoicclassical.org.

What is Sexual Abuse of a Child?: The Texas Family Code defines “sexual abuse” as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

Warning Signs of Sexual Abuse: It is important for parents to be aware of warning signs that could indicate a child might have been or is being sexually abused. The Texas Family Code defines sexual abuse as any sexual conduct harmful to a child’s mental, emotional, or physical welfare, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking
- Pain in the genital areas
- Claim of stomachaches and headaches
- Verbal references or pretend games of sexual activity between adults and children
- Fear of being alone with adults of a particular sex
- Sexually suggestive behavior
- Withdrawal
- Depression
- Sleeping and eating disorders
- Problems at school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Warning Signs of Sex Trafficking: Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child’s community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (e.g., manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries

- Isolation from family, friends, and community
- Older boyfriends or girlfriends

What is Other Maltreatment of a Child?: Under state law, “other maltreatment” of a child includes “abuse” or “neglect,” as defined by Texas Family Code, sections 261.001 and 261.401.

Reporting Obligation: Anyone who suspects that a child has been or may be abused, sex trafficked, neglected, or abandoned has a legal responsibility, under state law, to report the suspected incident to the Texas Department of Family and Protective Services (DFPS) as soon as possible, but no later than 48 hours after the suspicion arises. Depending on the circumstances, we may not be able to communicate with parents about the report until authorized by authorities to do so. We ask for your understanding as we do our best to protect the children under our care.

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse or trafficking may be more indirect than disclosures of physical abuse or neglect, and it is important to be calm and comforting if your child or another child confides in you. Reassure them that they did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the General Education Counselor or Head of School will provide information regarding counseling options in your area for you and your child. The Texas Department of Family and Protective Services also manages early intervention counseling programs.

Reports may be made by contacting one of the following:

- Texas Abuse Hotline: 1-800-252-5400
- In non-emergency situations only, <http://www.txabusehotline.org>

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS.

Investigations of Child Abuse or Neglect: ACA takes our responsibilities to report suspected child abuse, neglect, and abandonment seriously and will cooperate with governmental authorities in connection with their investigations.

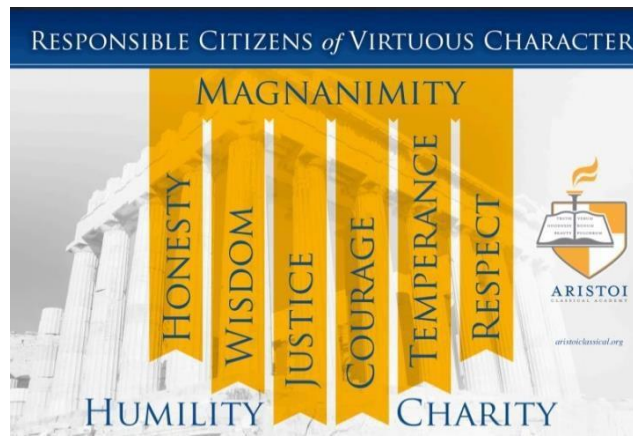
The School’s administration shall cooperate with law enforcement investigations of child abuse, including investigations by the DFPS. School officials may not refuse to permit an investigator to interview a student who is alleged to be a victim of abuse or neglect at School. School officials may not require the investigator to permit School personnel to be present during an interview conducted at ACA.

Resources:

- Texas Education Agency – Prevention of Child Abuse Overview:
http://www.tea.state.tx.us/index2.aspx?id=282_0
- Texas Department of Family and Protective Services – Recognize the Signs of Child Abuse:
https://www.dfps.state.tx.us/child_protection/Child_Safety/recognize_abuse.asp

Texas Department of Family and Protective Services – When and How to Report Child Abuse: https://www.dfps.state.tx.us/Child_Protection/Child_Safety/report_abuse.asp

BEHAVIOR AND DISCIPLINE



PHILOSOPHY OF DISCIPLINE AT ARISTOI CLASSICAL ACADEMY (ACA)

The School is committed to cultivating wisdom and virtue in all students, as well as creating a culture of accountability and responsibility. Further, ACA students are expected to behave in a manner that contributes to a positive learning environment on campus and respect themselves, others, and property. Students who behave in a disruptive manner will be subject to disciplinary action. School conduct expectations extend to all School-sponsored activities, whether on or off the School campus. Students should be aware that committing any felony offense, whether on or off the School campus, will result in dismissal from ACA. Any student committing an offense listed in Section 37.007 of the Texas Education Code shall be expelled. These are incorporated in the prohibitions described below.

Parents may be asked to participate in behavior management plans that will help support efforts directed toward improving a student's behavior while at School. Parents may also be asked to take their student home to discuss appropriate behavior choices. Respect for self and others is an essential component of each student's success at ACA.

STUDENT CODE OF CONDUCT

Discipline is the means of cultivating wisdom and virtue. We prioritize and take pride in providing the kind of education that gives our students the means to become men and women of virtuous character. Below are the virtues that make up the core of ACA's discipline plan and expectations regarding student conduct.

The School believes that each student is a unique individual. As a result, every disciplinary situation is unique in nature. We adhere to the notion that logical and natural consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation.

When a student's choice of behavior is not in keeping with the Student Code of Conduct, the result will be a range of natural, logical, or imposed disciplinary consequences, which

may include, but are not limited to, detention, in-school suspension, out-of-school suspension, or expulsion. The Student Code of Conduct provides information and direction to faculty, staff, students, and parents regarding standards of living, as well as the consequences of misconduct.

The policies and rules outlined in this Handbook related to student conduct should not be read as an all-inclusive description of the School's standards, which are based on honesty, respect, trust, and safety. Any behavior that constitutes a breach of these School values may be treated as a major School rule violation. Students are expected to comply with School standards and rules, and they are also encouraged to discuss with fellow students, teachers, or the administration any issues or infractions of School standards and rules toward the purpose of caring for one another in a spirit of kindness and what is best for each person in the School community.

WHEN AND WHERE THE RULES APPLY

The policies and administrative procedures concerning student conduct apply to the student's choices of actions at any time the student is enrolled in the School, including both on and off School property, when the student is involved in a School-related activity, when the student is officially representing the School, during transport to a School-related event, when the student is traveling on behalf of the School, and during School breaks, including summer break.

A student who commits any felony offense, whether at school or away from School, or who brings a firearm to any School-related activity, shall be dismissed from ACA. Finally, faculty and staff who are or who become aware of criminal activity by a student, whether on or off School property, must report the activity to appropriate law enforcement agencies. This may result in a student being subject to criminal charges for violations of state or federal law, as well as penalties under ACA's Student Code of Conduct.

BEHAVIOR IN CLASS/HALLS/WALKWAYS

Students are to refrain from talking in class or other required gatherings except as permitted, are to use a reasonable tone of voice, and should exhibit orderly behavior at all times. Students must walk from place to place on campus. Students must exercise good judgment in traveling from place to place, which includes watching for obstacles, not walking with items in their mouths, not playing in the corridors, not blocking entrances or walkways, etc.

PUBLIC DISPLAYS OF AFFECTION

To maintain a mature and respectful atmosphere, students are reminded that public displays of affection are considered unsuitable in an educational setting, which includes School events occurring outside of the regular school day. These displays include, but are not limited to, kissing, embracing, and/or other forms of physical fraternization, and are subject to disciplinary action as stipulated in the Student Code of Conduct or otherwise in this Handbook.

LANGUAGE

Students and parents are prohibited from using profane, obscene, bigoted, and other type of offensive language or gestures on campus or at School-sponsored events.

CONDUCT AT SCHOOL EVENTS

All students are encouraged to participate in School events. The possession or use of alcohol and drugs are prohibited before or during any School event.

School Dances: Each organization that sponsors a school dance is responsible for setting the entrance rate and providing security personnel, where applicable. All Upper School Students are generally invited to each school dance for the campus in which they are enrolled and may invite guests from other schools unless prohibited by the Head of School. All students entering the dance must present their School identification before entering, and guests must sign in and provide an address, telephone number, and form of identification, such as a driver's license. Once a student or guest leaves the dance, they will not be permitted to return to the dance. ACA faculty and staff are responsible for chaperoning School dances.

GENERAL DISCIPLINE GUIDELINES FOR ASSESSING CONSEQUENCES

As stated previously, ACA believes that each student is a unique individual. When assessing behavior, the teacher, Dean of Students, and/or Head of School will determine the natural, logical, or imposed consequences using the following general guidelines:

1. Discipline shall be administered when necessary to protect students, School employees, or property and maintain essential order and discipline.
2. Students shall be treated justly and independently. Consequences shall be based on a careful assessment of the circumstances of each case and will include, without limitation, such factors as:
 - a. Seriousness of the offense,
 - b. Student's age and attitude,
 - c. Frequency of misconduct;
 - d. Potential effect of the misconduct on the School environment, and
 - e. State law requirements for certain disciplinary consequences.

The Board declares that ACA's standard of conduct as outlined in this Student Code of Conduct will be enforced, faithfully employed, and implemented in a nondiscriminatory manner. School personnel will use the Student Code of Conduct, applicable law, and their professional judgment in determining which disciplinary actions will be most effective in dealing with specific choices of student misconduct. Since ACA believes that every disciplinary situation is unique in nature, disciplinary actions will apply justly to all students, except as is provided under applicable law related to disabled students.

BEHAVIORS AND CONSEQUENCES

The School environment should be safe for all students and free of disruptions that interfere with the educational process. Therefore, School personnel will handle all issues

related to misconduct, and criminal activity will be referred to the proper authorities.

Any student who chooses to commit an act of misconduct as set forth below at School, on School property, at a School-related event, or during transport to a School event will be subject to a natural, logical, or imposed consequence administered by the classroom teacher, Dean of Students, Head of School and/or Headmaster in accordance with this Code of Student Conduct.

The following section provides a description of a broad range of behaviors considered to be student misconduct. Listed are four responses to student misconduct: Teacher-Directed, Administrative Intervention, Suspension or Dismissal from ACA, and Mandatory Dismissal from ACA.

Teacher-Directed: This section includes misconduct that generally occurs in the classroom and can be corrected by the teacher.

Acts of misconduct under this section include, but are not limited to, the following behaviors:

- Chewing gum;
- Cheating and/or copying the work of other students;
- Refusing to participate in classroom activities;
- Unexcused tardiness to class;
- Failure to bring required classroom materials and/or assigned work to class;
- General misbehavior including, but not limited to, unauthorized eating in class, horseplay, and making excessive noise;
- Any other act that impedes orderly classroom procedures or interrupts the orderly operation of the class; and
- Failure to deliver and/or return written communications between home and the School.

Disciplinary options and responses to such misconduct include, but are not limited to, the following:

- Verbal corrections;
- Teacher-student conference;
- Parent contact by note, email, or telephone call;
- Student-counselor conference;
- Detention after School for thirty (30) minutes with 24-hour notice to parent;
- Referral to the Dean of Students or Head of School or ;
- Other appropriate in-class disciplinary actions;
- Any other appropriate disciplinary actions determined by the Dean of Students or Head of School in keeping with ACA's Student Code of Conduct.

Administrative Intervention: This section includes misconduct that is more serious in nature and/or a continuance of misconduct described in the "Teacher-Directed" subsection that may require a referral to the Dean of Students or Head of School. The disciplinary consequences for these types of behaviors will depend on the nature of the offense, previous actions and misconduct of the student, and the seriousness of the

misbehavior.

Teachers or other School personnel who observe a student engaged in misconduct included in this section will make a written referral to the Dean of Students or Head of School. If the conduct requires immediate attention, the person making the written referral will follow up with the Dean of Students or Head of School to ensure the misconduct received appropriate attention. The Dean of Students or Head of School may contact the parent by phone or email or send a copy of the referral home with the student for the parent's signature.

The Dean of Students or Head of School will then confer with the student about the reported misconduct and provide the student with the opportunity to give a personal account of the incident. Subsequently, the administration will determine the appropriate consequence based on the degree of severity of the conduct, the nature of the conduct, and the disciplinary history of the student.

Acts of misconduct under this section include, but are not limited to, the following behaviors:

- The repeated or continual occurrence of misbehavior described in the "Teacher-Directed" subsection;
- Leaving the classroom or School grounds without the permission of School personnel;
- Dress Code violations;
- The inappropriate display of affection;
- Inappropriate physical or sexual behavior, including jokes, comments, gestures, or unwelcome physical conduct or contact that does not rise to the level of sexual harassment;
- Any verbal abuse of others, including name-calling or derogatory statements;
- Posting or distributing unauthorized materials on School grounds;
- Failure to abide by rules and regulations applicable to extracurricular activities and/or co-curricular activities, such as field trips;
- Violation of the School's policy on toys and electronics, including cell phones, MP3 players, and hand-held games;
- Altering School records, documents, or signing parent's names on School documents;
- Participation in illicit activities by groups unauthorized by the School, such as gangs;
- Failure to serve a detention assigned by a teacher;
- Disruptive behavior or any other acts that interfere with the orderly educational process in the classroom and/or the School, including, but not limited to, the following: obstructing or restraining the passage of another student or adult; exhibiting force; engaging in conduct that prohibits others from peaceful, lawful assembly; emitting noises that prevent or hinder classroom instruction; bullying; threats and/or harassment of another person, whether School employee, student, or any other person; enticing

or attempting to entice another student away from the classroom; and/or inappropriate use of force;

- Throwing things or objects that can cause bodily injury or damage property;
- Use of inappropriate language—verbal or written;
- Violating the School’s acceptable use policy for technology;
- Any form of dishonesty, including lying, cheating, and stealing;
- Loitering in unauthorized areas; and
- Failure to comply with directions of a School faculty or staff member.

Disciplinary options and responses to such misconduct include, but are not limited to, the following:

- Parental contact by phone and written notification to the parent(s) within 24 hours;
- Required student/parent conference with the Dean of Students or Head of School ;
- Detention;
- Exclusion from extracurricular activities, including, but not limited to, field trips and award ceremonies; and
- The creation of a “behavioral” contract.

Suspension or Dismissal from ACA: This section includes misconduct that seriously disrupts the educational process in the classroom, the School, and/or School-related activities, and/or a continuance of repeated misconduct described in the “Teacher-Directed” and/or “Administrative Intervention” subsections. The following includes, but is not limited to, misconduct for which a student may receive an in-School or out-of-School suspension. The Dean of Students or Head of School will determine whether to suspend the student from ACA. The duration of a suspension under this section is limited to three (3) days per occurrence.

Teachers or other School personnel who observe a student engaged in the misconduct included in this section will submit a written referral to the Dean of Students or Head of School. If the conduct requires immediate attention, the person making the written referral will follow up with the Dean of Students or Head of School to ensure the misconduct received appropriate attention. Dean of Students or Head of School may contact the parent(s) by phone or email or send a copy of the referral home with the student for the parent’s signature.

The Dean of Students or Head of School will then confer with the student about the reported misconduct and provide the student with the opportunity to give a personal account of the incident. Subsequently, the administration will determine the appropriate consequence based on the degree of severity of the conduct, the nature of the conduct, and the disciplinary history of the student. The administration will determine whether to suspend the student from ACA and provide written notice of the offenses and any action taken to the Head of School, parent(s), and teacher. Should expulsion be recommended, ACA will follow the expulsion process outlined in the section titled “Expulsion Process” below.

Acts of misconduct under this section include, but are not limited to, the following behaviors:

- Fighting in the classroom, on School grounds, or at a School-related event or activity;
- Chronic or repeated disciplinary referrals or continuing or repeated misconduct described in the "Teacher-Directed" or "Administrative-Intervention" subsections;
- Gambling;
- Stealing/theft of property;
- Possession of a knife or weapon;
- Smoking, vaping/using e-cigarettes, or otherwise possessing or selling tobacco and tobacco products on the School campus or at School-related events;
- Inappropriate substance use or possession of contraband on campus or at a School-related event;
- Interfering with School authorities in any manner;
- Aggressive, disruptive action or group demonstration that substantially interrupts or materially interferes with School activities, including such acts as boycotts, sit-ins, trespassing, or walkouts;
- Failure to comply with reasonable requests of School personnel and/or defiance of the authority of School personnel;
- Failure to adhere to terms of behavior contracts;
- Indecent/unsolicited sexual proposals and/or sexual harassment;
- Selling or soliciting for sale any unauthorized merchandise;
- Display of disrespect toward School personnel, campus visitors, chaperones, or others;
- Profanity, vulgar language, or obscene gestures;
- Any ethnic or racial slurs that seriously disrupt the educational process;
- Engaging in acts of intimidation that interfere with another student's desire or willingness to participate in the educational process;
- Misdemeanor criminal mischief (i.e., vandalism) resulting in the destruction of or damage to School property or the property of members of the ACA community;
- Use of School computers, facsimile equipment, or other electronic devices to transmit, receive, view, or display obscene, vulgar, sexually explicit, or racist media or display information that advocates unlawful activities or provides guidance on the construction of weapons or other illegal devices;
- Misdemeanor extortion, which is defined as obtaining money or information from another by coercion or intimidation;
- Participation in unauthorized organizations, such as gangs;
- Possession or use of any prescription or non-prescription drug, controlled substance, medicine, vitamins, or other chemicals in violation of the guidelines for dispensing medications at School;
- Defacing of School property with graffiti or other means;

- Bullying, threats, and/or harassment of another person, whether a School employee, student, or any other person;
- Hazing, which means any intentional, knowing, or reckless act directed against a student by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization or general classification of students;
- Leaving campus without permission and/or truancy;
- Assisting (directly or indirectly) with the promotion of or conspiring with one or more persons to commit any behavior prohibited by ACA's Student Code of Conduct;
- Any other acts of serious misconduct that disrupt the environment in the classroom and/or School; and
- Driving another student off campus during regular School hours without the express written and verbal approval of the other student's guardian(s) (this is a safety issue and strictly prohibited). A student who abuses the student driver privileges will be subject to discipline that includes the removal of the driving privilege for the remainder of the school year and suspension from School for up to three (3) days.

Disciplinary options and responses to such misconduct include, but are not limited to, the following:

- A mandatory conference between the Dean of Students or Head of School and the student and/or parent;
- In-School or out-of-School Suspension (ISS or OSS) for up to three (3) school days per occurrence;
- Financial restitution or restoration, as applicable, for vandalism to property;
- Expulsion from extracurricular activities, including, but not limited to, field trips and award ceremonies;
- Receipt of a "Zero" (0) in each course for daily work for each day of suspension. "Zeroes" will not be given for a test or project during a suspension.
- Receipt of a "U" in conduct in each subject for a suspension for the current grading period;
- Any other appropriate disciplinary actions as determined by the Dean of Students or Head of School in keeping with the School's Student Code of Conduct.

Expulsion and Mandatory Dismissal from ACA: This section includes more serious criminal offenses and/or repeated misconduct covered in the "Teacher-Directed" or "Administrative Intervention" subsections and any conduct the School's Student Code of Conduct lists as requiring expulsion and mandatory dismissal from ACA.

The Superintendent will make the determination whether to dismiss or expel the student from ACA, subject to the right of the student to a hearing before the Board.

Teachers or other School personnel who observe or become aware of a student engaging in misconduct included in this section will submit a written referral to the Dean of Students or Head of School. If the conduct requires immediate attention, the person making the written referral will follow up with the Dean of Students or Head of School to ensure the misconduct received appropriate attention. The Dean of Students or Head of School may contact the parent by phone or email or send a copy of the referral home with the student for the parent's signature.

The Dean of Students and/or Head of School will then confer with the student about the student's misconduct and provide him or her with the opportunity to give a personal account of the incident. After conferring with the student, the Dean of Students and Head of School will confer among themselves before meeting with both the student and parent(s) to discuss the student's offense. The Headmaster will determine whether to expel or dismiss the student from ACA based on the offense and provide the parent a written notice of the offenses and the action to be taken. The Superintendent will be notified of the recommendation to expel or dismiss the student. The parent has the right to request a meeting with the Superintendent to discuss the recommendation for expulsion or dismissal from ACA.

The following acts of misconduct require **mandatory expulsion** from ACA:

- Using, exhibiting, or possessing a firearm, defined as any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use (Section 46.01 (3), Penal Code) (see Texas Education Code § 37.007(e)) and any other offense listed in Section 37.007 of the Texas Education Code; and
- Engaging in conduct that contains the elements of the offense of:
 - Aggravated assault, which includes, but is not limited to, causing serious bodily injury to another during the commission of an assault, or using or exhibiting a deadly weapon during the commission of an assault (Section 22.02, Penal Code);
 - Sexual assault (Section 22.011, Penal Code);
 - Aggravated sexual assault, which includes, but is not limited to, causing or threatening to cause serious bodily injury to another during the commission of a sexual assault, or using or exhibiting a deadly weapon during the commission of a sexual assault (Section 22.021, Penal Code);
 - Arson (Section 28.02, Penal Code);
 - Murder (Section 19.02, Penal Code);
 - Capital murder (Section 19.03, Penal Code) or criminal attempt to commit murder or capital murder (Section 19.03, Penal Code);
 - Indecency with a child (Section 21.11, Penal Code);
 - Continuous sexual abuse of a young child or children (Section 21.02, Penal Code);

- Aggravated kidnapping (Section 20.04, Penal Code);
- If punishable as a felony, possessing, using, selling, giving, delivering, or being under the influence of marijuana or a controlled substance or a dangerous drug; or committing a serious act or offense while being under the influence of an alcoholic beverage, but only if the conduct is punishable as a felony, including aggravated robbery (Section 29.03, Penal Code), manslaughter (Section 19.04, Penal Code), and criminally negligent homicide (Section 19.05, Penal Code).

Other acts of misconduct under this section include, but are not limited to, the following behaviors:

- Continuous or repeated infractions or offenses described under "Administrative Intervention" for which the student may be suspended;
- Engaging in assault, which is defined as intentionally, knowingly, or recklessly causing bodily injury to another (Section 22.01 (a)(1), Penal Code);
- Engaging in any offense punishable as a felony;
- Engaging in the elements of the offense of false alarm (Section 42.06, Penal Code);
- Engaging in terrorist threats, defined as but not limited to, threatening to commit violence or harm to any person or property with intent to cause an emergency response or which places any person in fear of imminent serious bodily injury; interrupting the occupation or use of a building, room, place of assembly, or place to which the public has access by threats of violence or other means; causing impairment or interruption of public communications, public transportation, public water gas or power supply, or other public service (Section 22.07, Penal Code);
- Selling, giving, delivering to another person, possessing, using or being under the influence of marijuana, a controlled drug, or other controlled substance (Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et. seq.);
- Selling, giving, delivering to another person, possessing, using or being under the influence of a dangerous drug (Chapter 483, Health and Safety Code);
- Selling, giving, or delivering an alcoholic beverage to another person or causing another person to be under the influence of alcohol;
- Possessing, using, or being under the influence of alcohol on campus or at a School-related event;
- Engaging in conduct that contains the elements of an offense relating to abusable glue or aerosol paint, including, but not limited to, the possession or use of abusable glue or aerosol paint, delivery of abusable glue or aerosol paint to a minor, or possession of inhalant paraphernalia (Sections 485.031 through 485.035, Health and Safety Code);
- Engaging in conduct that contains the elements of an offense relating to

- volatile chemicals, including but not limited to, possession or use, delivery of abusable volatile chemicals to a minor or possession of inhalant paraphernalia (Chapter 484, Health and Safety Code);
- Engaging in conduct that contains elements of the offense of public lewdness or indecent exposure, which are defined to include offenses against chastity, common decency, morals, and the like (Sections 21.07 and 21.08 Penal Code);
 - Felony stealing/theft of School property; repeated acts of stealing or theft of School property or the property of other persons, regardless of value;
 - Burglary of an ACA facility or any vehicle on School property or parked at a School-related event;
 - Engaging in conduct that includes elements of the offense of retaliation under Section 36.06, Penal Code, against any School employee by engaging in conduct including, but not limited to, intentionally or knowingly threatening to harm another by an unlawful act in retaliation for that person's performance of official duties;
 - Using, exhibiting, or possessing a location restricted knife, which includes any knife with a blade over 5 1/2" (Section 46.01 (6), Penal Code);
 - Using, exhibiting, or possessing a club, to include an instrument that is specially designed to inflict serious bodily injury or death by striking a person with the instrument including but not limited to a blackjack, nightstick, mace or tomahawk (Section 46.01 (1), Penal Code);
 - Using, exhibiting, or possessing a weapon listed as a prohibited weapon—including a location restricted knife, firearm, sword, spear, tomahawk, club, explosive device, throwing instrument designed to cut or stab, firearm silencer, ammunition, dagger, knuckles, blackjack, nightstick, mace, switchblade, bowie knife, zip gun, chemical dispensing device, short-barreled firearm, machine gun, a tire deflation device, and an improvised explosive device;
 - Engaging in deadly conduct (Section 22.05, Penal Code);
 - Engaging in any conduct that seriously disrupts the educational environment or is harmful to other students or persons; and
 - Any other conduct that the Head of School, Headmaster, Superintendent, or Board in their reasonable discretion consider to be detrimental to the health, welfare, and safety of other students.

Disciplinary options and responses to such misconduct include, but are not limited to, the following:

- Written referral to the administration not to exceed one page in length;
- Written notification of the referral to the parent;
- Mandatory conference between the Head of School and/or Headmaster and the parent and/or student;
- Referral to the Houston or Katy Police Department (or other appropriate agency);
- Dismissal of the student from ACA.

The Head of School, Headmaster, Superintendent, and/or designee have an obligation under the law to notify the Houston or Katy Police Department (or other appropriate agency) if they have reasonable grounds to believe that certain offenses listed in Section 37.015 of the Texas Education Code have occurred in School, on School property, or at a School-sponsored or School-related activity, on or off School property.

The School has a zero-tolerance policy for misconduct including possession of a firearm, possession of a prohibited weapon, sexual harassment and/or sexual assault, Title V felonies, and threats against a school or campus. Under Section 100.121 of the Texas Administrative Code, ACA shall notify the school district in which the student resides within three (3) business days of any action for which a student is expelled or withdrawn from ACA. The Dean of Students, Head of School, Headmaster and/or Superintendent will then confer with the student about the student's misconduct and provide him or her with the opportunity to give a personal account of the incident. After conferring with the student, Under Section 100.121 of the Texas Administrative Code, ACA shall notify the school district in which the student resides within three (3) business days of any action for which a student is expelled or withdrawn from ACA.

WEAPONS AND THREATS

A student shall not use, exhibit, or possess any prohibited weapon at School, on any School property or grounds, in any School building, at any School-related activity regardless of location, or while being transported to any School-related event. A student in violation of this prohibition will be removed from the School or the School-related activity immediately and shall be expelled permanently from School.

The following weapons constitute "prohibited weapons" for the purpose of this section: location restricted knife, firearm, sword, spear, tomahawk, club, explosive device, throwing instrument designed to cut or stab, firearm silencer, ammunition, dagger, knuckles, blackjack, nightstick, mace, switchblade, bowie knife, zip gun, chemical dispensing device, short-barreled firearm, machine gun, a tire deflation device, and an improvised explosive device.

The School takes all threats seriously, even when students make comments in jest, on the Internet, by text, or away from School toward or about another student, employee, or the School. Any pictorial depictions of weapons or verbal or written comments that the administration determines in its discretion to be threatening in nature will result in disciplinary consequences.

BULLYING AND CYBERBULLYING

The School maintains a strict policy prohibiting bullying. "Bullying," as defined in Section 37.0832 of the Texas Education Code, includes a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct and that has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; is sufficiently

severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or infringes on the rights of the victim at school; and includes cyberbullying. See "Cyberbullying and Online Harassment."

Conduct that fits the definition of bullying is prohibited when it occurs on or is delivered to School property or to the site of a School-sponsored or School-related activity, on or off School property; when it occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from the School or a School-sponsored or School-related activity; and cyberbullying that occurs off school property or outside of a School-sponsored or School-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, the School, or School-sponsored or School-related activity.

Students who believe that they have been bullied are encouraged to promptly report such incidents to a teacher, counselor, Dean of Students or Head of School without fear of reprisal. A student may anonymously report an incident of bullying if preferring to remain anonymous. Failure to promptly report alleged bullying may impair an administrator's ability to investigate and address the bullying.

All bullying, harassment, and threats will be taken seriously and will be investigated by the administration or law enforcement personnel, as appropriate. Verbal or physical incidents of bullying are immediately referred to the Dean of Students or Head of School for disciplinary action. The School will notify a parent of the alleged victim on or before the third (3rd) business day after the date the incident is reported and inform the student and parent of the availability of the School counselor for support. The School will also notify the parent(s) of the student alleged to have committed the act within a reasonable amount of time after the incident and inform the student and parent(s) of the availability of the School counselor for support.

If the administration, after investigating a report, determines that a student has been involved in bullying, harassment, or the creation of a hit list, the School will contact the student's parent the same day that the misconduct is reported. The parent will be required to remove the student from the School for the remainder of the day. In order to return to School the following day, the parent(s) and student will meet with the Head of School. A student who has been disciplined for engaging in bullying and/or harassing behavior and/or the creation of a hit list on two or more occasions may be expelled permanently from ACA. All discipline related to bullying of or by a student with disabilities must comply with applicable requirements under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. Section 1400 *et seq.*

The School prohibits bullying of students and retaliation against any person, including a victim, witness, or another person who in good faith provides information concerning an incidence of bullying. The School recognizes the harm that can be imposed on individuals who are exposed to an imbalance of power. Whether by means of harassment, bullying or cyberbullying, ACA is committed to educating, preventing, mediating, and reporting situations involving exploits of an imbalance of power. According to Texas Senate Bill 179,

public charter schools now have legal jurisdiction to involve law enforcement agents and the penal system as investigations warrant. The School will notify the parent(s) of an alleged victim upon notice of an incident within three business days; ACA will notify the parent of an alleged perpetrator within a reasonable time. The School has procedures in place for students to report alleged incidents and will adhere to any applicable court-ordered injunctions. If ACA confirms any incident involving an imbalance of power, the student responsible for perpetrating the offense may be expelled from ACA.

CYBERBULLYING AND ONLINE HARASSMENT: Cyberbullying is defined as using the Internet, cell phones, or other devices to send or post text messages or images intended to hurt, torment, threaten, harass, humiliate, or embarrass another person. Cyberbullying includes bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, computer, camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Cyberbullying is bullying at a higher level because of the wider audience and ease with which information can be broadcast. Cyberbullying may include pretending to be someone else online to deceive others, spreading lies and rumors about victims, using deception to obtain personal information from others, sending or forwarding mean messages, and posting images of victims without their consent.

Texas Penal Code 33.07 defines "online harassment" as occurring when a person uses the name or persona of another person to create a web page on or post one or more messages on a commercial social networking site without obtaining the other person's consent and with the intent to harm, defraud, intimidate, or threaten any person. Online harassment also occurs when a person sends an email, instant message, text message, or similar communication that references a name, domain address, phone number, or other item of identifying information belonging to any person without obtaining the person's consent, with the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication, and with the intent to harm or defraud any person.

Parents are encouraged to monitor their child's access online and through texting. Because of the limited access to these venues during the school day, most situations occur in the community and in the home setting where the School does not have jurisdiction. Should cyberbullying that amounts to the level of a crime occur outside of the School setting, it should be reported to the local law enforcement agency. Only in situations where there is a direct impact on the educational setting does ACA have jurisdiction for disciplinary purposes.

Victims of cyberbullying and online harassment in the School setting should report these occurrences as soon as possible to a teacher, counselor, Dean of Students and/or Head of School without fear of reprisal. Cyberbullying and online harassment that occurs in the School setting will be disciplined accordingly and may result in significant consequences, up to and including expulsion or dismissal

from ACA.

THEFT AND VANDALISM

Theft and/or vandalism will not be tolerated, and incidences of either offense will result in serious disciplinary action up to and including expulsion and permanent removal from the School. Disciplinary consequences will be assessed based on the damage or amount taken and the student's history of similar infractions. The student and parent will be liable for repair of damages or replacement of property if a student is responsible for the damage or theft.

DRUGS, ALCOHOL, TOBACCO, AND E-CIGARETTE PARAPHERNALIA (CONTRABAND)

Students at ACA are forbidden to use, possess, sell, or deliver illicit substances (narcotic or mind-altering), items that look like illicit substances or are falsely portrayed as drugs or contraband, inhalants, tobacco products/e-cigarettes/nicotine delivery system, or alcoholic beverages on School premises or at or during transport to a School-related event or activity. Any violation of this rule jeopardizes a student's privilege to attend ACA and will be subject to disciplinary action, up to and including expulsion. Furthermore, ACA may file a report with the applicable law enforcement agency for any violation of this rule.

Possession means actual care, custody, control, or management. A student shall be considered to be in possession of any substance or object prohibited or regulated by this Student Code of Conduct if the substance or object is: (1) on the student's person or in the student's personal property, including, but not limited to, the student's clothing, purse, book bag, or briefcase; (2) in any private vehicle used by the student for transportation to or from the School or School-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle; or (3) in any School property used by the student, including, but not limited to, a locker or desk.

SEARCHES, SEIZURES, STUDENT INTERVIEWS, AND INVESTIGATIONS

Students have full responsibility for the security of their lockers. It is the students' responsibility to ensure that lockers are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain any article or material that is forbidden by School policy in lockers, desks, or in any other location on School property.

Students shall have no expectation that student lockers, desks, school computers, email, and other technology equipment and resources, or other items provided by the school for temporary student use are private. The administration may search a student's locker, desk, school computer, email, and other technology equipment and resources, and other items provided by the school for temporary student use with or without reasonable suspicion. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. Coercion, either expressed or implied, such as threatening to contact parents or police, invalidates apparent consent.

The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker or desk or on the student's person as a result of a search conducted in accordance with this policy.

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. The School will not impede the questioning of a student by a law enforcement officer who has a subpoena, court order, warrant, or directive to apprehend, or who is willing to take the child into custody and remove the child from campus for an investigation regarding a non-School related matter under Section 52.01 of the Texas Family Code. However, absent one of these provisions and except in child abuse investigations, parental permission will first be obtained. In the context of School discipline, students have no claim to the right not to incriminate themselves.

NON-DISCIPLINARY REMOVAL

The Head of School may remove a student from regular classes or from School premises for non-disciplinary health, safety, or welfare reasons whenever the Headmaster determines that an emergency or necessity exists for doing so. Any student who is removed from School premises pursuant to this subsection and who is in a condition that threatens their own welfare or the welfare of others must be released to the student's parent, a representative of the parent, or other proper authority.

The Head of School shall make reasonable efforts to notify the parent(s) prior to removing a student from School premises under this subsection. If a parent cannot be notified prior to removal, the parent must be notified as soon as possible after the removal and the reasons for it.

EXPULSION PROCESS

The Dean of Students and/or Head of School will confer with the student about the student's misconduct and provide him or her with the opportunity to give a personal account of the incident. After this initial conference, the Head of School will determine whether the student's conduct warrants expulsion. Should the Head of School and/or Headmaster decide that the student's conduct warrants expulsion, that individual shall provide written notice to the parent or adult student of the proposed expulsion of the student. The written notice shall include the reason(s) for the proposed expulsion—including a description of the violated offense(s) listed in the Student Code of Conduct—and the date, time, location, and procedure for an expulsion hearing in front of the Superintendent. The student is entitled to be represented by an attorney or other representative (e.g., parent, guardian, attorney, or other) at the hearing. An expulsion hearing may be conducted virtually or telephonically as necessary and appropriate. The student may not be returned to the regular classroom pending the conference.

At the hearing, the student and/or the student's representative will have the opportunity to review and present evidence and information to the Head of School, Headmaster and Superintendent may place reasonable restrictions on the conduct of the hearing, such as the length of the hearing. At the end of the hearing, the Superintendent may issue a

decision immediately or wait until a later date to communicate a decision. However, the Superintendent shall typically issue a decision within 48 hours (or two school days) unless the Superintendent designates a later time. The Superintendent shall send written communication of the decision to the parent or adult student and to the School administration.

If the Superintendent determines that expulsion is warranted, the written decision shall include the length of the term of expulsion. Specifically, the period of expulsion may be either (1) permanent or (2) temporary. A temporary expulsion is generally defined as through the end of the following school year. A scholar who is permanently expelled is not eligible for readmission to ACA.

The parent or adult student may choose to voluntarily waive the right to an expulsion hearing by signing a hearing waiver for provided by the administration. If the hearing is waived, or the parent or adult student fails to appear at the hearing, the decision-maker will review the relevant evidence and issue a written decision to the parent or adult student as described above.

Under Section 100.121 of the Texas Administrative Code, ACA shall notify the school district in which the student resides within three (3) business days of any action for which a student is expelled or withdrawn from ACA.

During a period of expulsion, the student is prohibited from entering onto any ACA property or attending any ACA-sponsored or ACA-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the student.

APPEAL OF STUDENT DISCIPLINE

The School adheres to the following due process procedures and provides an appeal process for student disciplinary action.

A student or parent seeking to appeal a decision of the Superintendent may appeal to the Board. The student or parent shall give written notice of the appeal to the Board within seven (7) school days after the decision of the Superintendent is communicated in writing to the parent(s). Failure to give timely notice of appeal shall constitute a waiver of the student's right to appeal.

Any notice of appeal shall contain the student's name, date of issuance of the decision under appeal, name of the official whose decision is under appeal, aspects of the decision that the student wishes to appeal, and the grounds for such appeal. Within seven (7) school days of receipt of timely written notice of appeal, the School Board shall notify the student's parent(s) in writing of the date, time, and place at which the appeal will be heard.

Pending the outcome of the student's appeal, the student shall serve any and all discipline assigned by the Superintendent. Generally, the student will not be charged with unexcused absences during the pendency of the appeal and will be allowed to remain current on all coursework. However, in the case of expulsion and denial of the appeal, credit will not be given for any coursework performed during the pendency of the appeal unless the decision on appeal provides that such credit shall be given. An expulsion will

not be delayed during the appeal process.

Hearings before the Board shall be limited to the matters and issues set forth in the student's notice of appeal and generally shall be conducted on the basis of the testimony given and evidence introduced during the initial hearing with the Head of School, Headmaster and Superintendent, unless the Board determines that it is in the best interest of the School and educational process to permit the introduction of new or additional matters or evidence during the appeal. The student shall be entitled to representation in any appeal by an adult chosen by the student or parent. Hearings before the Board will be before a quorum of Board members.

Decisions on appeal shall be announced as soon as possible after the conclusion of the hearing before the Board and shall be communicated in writing to the student's parent(s). Decisions on expulsion appeals shall be in writing. The decision of the Board shall become final unless the student is entitled to a timely appeal under applicable federal or state law.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The Student Code of Conduct applies to all students, including students with disabilities under the IDEA. Students with disabilities are expected to exhibit appropriate conduct and are subject to the requirements of the Student Code of Conduct. However, all disciplinary actions regarding a student with a disability who receives special education services shall be determined in accordance with state and federal law and related regulations. See "Manifestation Determination for Students Receiving Special Education Services" subsection of "Students with Disabilities."

DISCIPLINE OF STUDENTS SERVED UNDER SECTION 504 OF THE REHABILITATION ACT

The Student Code of Conduct applies to all students, including students receiving services under Section 504 ("Section 504"). All disciplinary actions regarding a student with a disability who receives services under Section 504 shall be determined in accordance with state and federal law. See "Section 504" under "Students with Disabilities" on page 72 in this handbook.

REPORTING OF INFRACTIONS TO COLLEGES/UNIVERSITIES AND OTHER SCHOOLS

If requested on the original application, students and parents are responsible for immediately reporting to colleges and other schools to which the student may be transferring the following: (1) disciplinary matters for which a consequence has been given and (2) circumstances under which a student was withdrawn from ACA to avoid the possibility of a disciplinary infraction. The student and/or parent must also provide the School with a copy of the letter or other information disclosed. It is important for the student and parent to realize that the School and/or the student's college counselor will also inform the school/college of such an incident.

When a disciplinary action (or withdrawal) has occurred after the college or school transfer application has been sent, the same process must be followed. In other words, if the original application asked for information on disciplinary infractions, the student should update the information if it later changes and provide the School with a copy of the update letter. Similarly, ACA will update the information to the college or school. This reporting must take place in letter form to the college or school within a reasonable period of time after the consequence has been imposed or the withdrawal has occurred.

ADDITIONAL SCHOOL POLICIES

ANIMAL POLICY

Due to concerns about the health, safety, and welfare of people in the School community, no animals are allowed on School property or at School-related events without the express, written permission of the Head of School. This means that animals may not be brought onto School property for any reason, including drop-off, pickup, parties, games, and activities, and may not be brought to School-related events on- or off-campus.

CONFLICT RESOLUTION

This School firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance about a particular class, teacher, or the administration of the School, that grievance should be resolved using the following chain of command:

1. The Teacher: Issues that arise in a particular classroom should always be addressed to the teacher first since teachers are in the best position to give accurate information about activities in the classrooms.
2. The Head of School: If the grievance and the matter regard discipline, the parent should schedule a meeting with the Head of School.
3. The Headmaster: If the grievance pertains to academics or other issues not relating to discipline, the parent should schedule a meeting with the Headmaster and the teacher or appropriate parties.
4. 4. The Superintendent: If the grievance is not resolved with the teacher and the Headmaster, the parent should schedule a meeting with the Superintendent.
5. The School Board: A parent has a right to grieve a decision or address other matters to the Board. If the parent is grieving a matter that cannot be resolved after talking with the teacher, the administration, or appropriate parties, then the parent may request a hearing on the matter by submitting a written request to the Board. The Board will make a final determination in the situation.

DRESS CODE

The School's Dress Code is designed to promote a professional atmosphere that emphasizes academics and encourages a sense of pride in self and the School. The purpose of the ACA Dress Code is to:

- Distinguish each student as a member of a unique and special community,
- Establish a desirable learning environment,
- Maintain order and minimize disruptions,
- Minimize peer pressure,
- Improve the appearance of the student body, and
- Reinforce the academic atmosphere.

The administration enforces and determines the appropriateness of all dress and compliance with the Dress Code. For specifics relating to the Dress Code for each grade level, please refer to the Appendix in this Handbook.

FOOD/LUNCHES

Students may bring their lunches (including eating utensils) or participate in the hot lunch program for a minimal charge. Students who bring their lunches may buy milk. Reduced and free lunch options are available for those who qualify by completing the required form and returning it to the front office. Students are legally prohibited from sharing food from lunches provided under the federally funded school lunch program.

Students who forget their lunch will be given one, and the parent will be charged accordingly. Students with a lunch balance of -\$15.00 or more will be given a cheese sandwich. Should a parent bring the student's lunch to campus after the school day has commenced, the parent should drop it off at the front desk at least thirty (30) minutes before the child's scheduled lunch time. The lunch should be labeled with the student's name, grade, and teacher. It will then be delivered to a designated holding area in the cafeteria.

Parents are welcome to join their child for lunch during their scheduled time, except on days of School testing or when the administration calls for a closed campus. Parents and children eating together are seated at a designated area in the lunchroom. Parents may bring their own child lunch but may not bring food for other students.

Parents must email the School 1 hour before the scheduled lunch time, if a non-parent adult will be joining their child for lunch. The name of the visitor must be included in the email. The School's administration reserves the right to determine whether an adult visitor will be allowed to have lunch at ACA. Visitors will not be allowed to visit with other students and must adhere to all ACA policies and procedures.

Aristoi Alumni in good standing may come to the upper school 9-12 lunch provided that they are supervised by an Aristoi Employee.

LOST AND FOUND

All items left around the School campus will be placed in the "Lost and Found" located in the Commons. It is the responsibility of the student or parent to check for lost items. All items are donated to charity at the end of each quarter. Please check regularly for lost items at lunch or after carpool at 3:30 pm. Writing the student's name on clothing and belongings can help ensure that items are returned to the student.

OUTSTANDING DEBT

If a student has acquired unresolved debt (e.g., fees, library book, lunch bill, textbook bill), the School may withhold or delay providing a certified or official transcript.

SOCIAL MEDIA AND SOCIAL NETWORKING POLICIES AND PROCEDURES

Social media encompasses a broad array of online activity, including social networks such as Facebook, Instagram, Twitter, TikTok, blogs, and other similar online or Internet communications. Because this form of communication is vast and growing, it is important that parents and students understand the School's position regarding a student's use of social media or networking.

Use at School or a School-Related Event: ACA does not permit students to access social media and/or social networking sites while on School property or at School-related events. We have taken steps to block many of the social media/networking sites on our network, but technology will undoubtedly work faster than our IT Department. Therefore, even if you are able to access such sites on School property or at a School-related event, you should understand that your activities are in violation of School policy and may result in disciplinary action.

Use Away from School Property or School-Related Events: It is not our goal to regulate a student's personal online activities when not on School property or at a School-related event. Please understand, however, that certain activities may impact a student's relationships with other students or School employees or School rights that we reserve the right to regulate. All students should ensure that they are familiar with the School's conduct policies to avoid any online communications that might violate those policies.

For example, students should refrain from any online activities that violate School policies regarding bullying or harassment. If a student posts or says something online that makes another student feel uncomfortable, that activity may result in an investigation and possible discipline. In addition, postings on social networking or other Internet sites of students engaging in inappropriate or illegal behavior (e.g., drinking, smoking, sexual actions) are prohibited.

Students should also be aware that teachers and administrators periodically access such sites and may determine that off-campus behavior violates the Student Code of Conduct by making disparaging or negative remarks about the School, administration, or faculty members in a manner that is disruptive to the School's educational mission or activities.

Students may not be "friends" with "followers" of or "followed" by any faculty member or administrator on any social networking site. Any violation of this prohibition must be reported to the Head of School immediately.

Students are not permitted to use the School's name, logo, trademark or service mark in online activities. Students are not permitted to post photographs of the School, its locations, activities, students, parents, or employee-related activities online. Further, students are not permitted to disclose any confidential information of the School, employees, students, parents, or activities online.

STUDENT/ADULT INTERACTION AND COMMUNICATION

Our students and adults (teachers, administrators, staff members, parents, and visitors) are expected to interact with each other in a professional and respectful manner. Although our adults can and should be friendly with students, becoming too friendly with each other sometimes results in confusion and anxiety.

If a student or the student's parent becomes aware of any adult's communications or actions toward one or more students that seems unusual, overly friendly, or otherwise inappropriate, such information should immediately be reported to the Head of School or

School counselor.

STUDENT DRIVING AND STUDENT PARKING

Before being permitted to drive to school, students must produce and have on file with ACA administration the following items:

- Copy of a Texas Driver's License,
- Proof of car insurance,
- Parent permission form, and
- A description of the vehicle(s) the student will be driving to School.

Student parking is only permitted in a designated student parking area.

Reckless and distracted driving will not be tolerated. Permission granted to drive on School grounds may be revoked for such behavior.

Students must exit their vehicles immediately upon parking. Loitering in or around any vehicle is not permitted. Student drivers must exit the property immediately at the end of their school day or following participation in extracurricular activities.

Upper School students who have a car on campus must obtain an early dismissal pass from the front office to leave campus during the school day. These students shall check out through the appropriate office before leaving the campus. Students who leave campus at any time without parental permission and administrative approval shall be subject to disciplinary action, including but not limited to having their parking permission revoked.

Students are advised to lock their vehicles at all times as they will be held responsible for the vehicle's contents. **THE SCHOOL SHALL NOT BE RESPONSIBLE FOR ANY THEFTS OR DAMAGE TO VEHICLES.**

School officials may search vehicles parked on School property if there is reasonable cause to believe that they contain articles or materials prohibited by School policy. Students shall be responsible for any prohibited items found in vehicles parked on School property. If a School administrator or law enforcement official has reason to believe that a vehicle may contain evidence of criminal activity, the student will be asked to consent to a search of the vehicle. If the student refuses to consent, the School shall contact the student's parents and may turn the matter over to local law enforcement officials.

TECHNOLOGY

Appropriate Use Policy: ACA offers student access to technology resources for the purpose of supporting the educational experience and enhancing the teaching and learning experience for all members of the School. The ACA curriculum utilizes online Web resources for research, instruction, and the fulfillment of technology goals.

Students will have access to a computer network for School-related Internet use.

All ACA students must understand and acknowledge that using digital devices (personal or School-owned) and the ACA network is a privilege and that they must

be used in accordance with the following guidelines:

- Do not use a computer to harm other people or their work;
- Do not damage a computer or the School network in any way;
- Do not interfere with the operation of the network by installing illegal software, shareware, or freeware;
- Do not violate copyright laws through the use of the School network or devices;
- Do not view, send, or display offensive, harassing, or otherwise inappropriate messages or pictures through the use of the School network or devices;
- Do not share your password with any person other than those authorized by the School to have access to such information;
- Do not waste limited resources, such as disk space or printing capacity;
- Do not trespass in another member of the ACA community's folders, work, or files;
- Notify an appropriate adult (e.g., teacher, Head of School) if, by accident, you encounter materials that violate the rules of appropriate use;
- Do not use any School computer or technology for personal, non-School-related use;
- Do not use a computer without appropriate supervision.

Students at ACA will be held accountable for any actions that violate these guidelines. A violation of ACA's Technology Appropriate Use Policy as set forth herein or in any other document provided to ACA students and parents could result in disciplinary consequences, up to and including expulsion and permanent removal from the School.

If students are authorized to use their own equipment or devices on campus, they assume sole responsibility for the care and safekeeping of each device. Any loss or damage, regardless of the cause, will be the strict financial responsibility of the student.

In the event that a student is loaned a device, it is the responsibility of the parent to pay for any damage to School equipment. Any device loaned to a student remains the property of ACA. All loaned equipment must be returned to the School immediately upon request or withdrawal from ACA. Any loaned device should be used for educational purposes *only*. Inappropriate use of the device may result in the student losing the right to use the device. It is the responsibility of the parent to supervise the student's use of the device at home or off-campus and to ensure that the student cares for the equipment and retains it in a safe environment. Any problems with a School-loaned device should be immediately reported to the School.

Students and their parents should have no expectation of privacy in the use of the School's computers, servers, software, or Internet access; in any information stored on computers or computer peripherals; or in any information gathered related to a student's use or operation of the

School's equipment, software, or technology.

The School may access any files or data as needed for the following purposes: system administration and maintenance, resolution of technical problems, compliance with the School policies set forth in this section related to technology use, compliance with the Texas Public Information Act and other laws, investigation purposes, and any other purpose necessary to conduct the business of ACA. The School retains the right to review and inspect the content of any electronic files or data or to investigate Internet usage without prior notice to the student or parent(s).

Furthermore, users of the School's network and/or devices should be aware that computer use (including emails) may be subject to review or public disclosure under the Texas Public Information Act or pursuant to a subpoena, court order, or other law.

Opt-In to Creation of Internet Accounts for Students: Students will use technology, including websites and other Internet applications operated by third party providers, as part of the School's educational program. One or more of these providers may require that students disclose certain personal identifying information (generally name and email address) in order to use their product or service. By signing the School's "2022-2023 Student and Parent Acknowledgement of Responsibility," a parent agrees to the following:

I understand that my child, including a child under thirteen (13) years of age, will use technology, including websites and other Internet applications operated by third party providers, as part of the School's educational program. I understand that one or more of these providers may require that students provide certain personal identifying information (generally name and email address) in order to use their product or service. I authorize, and release from any liability in doing so, the School to provide the necessary personal identifying information for my child to providers chosen by the School. I understand that I may (1) review the privacy policies for these providers upon written request to the Head of School, (2) contact any provider to request the information it has about my child, and/or (3) request that a provider refrain from sharing or deleting any information it has about my child. If I ask a provider to delete my child's information, I will notify the School's Head of School in writing and understand that my child's educational curriculum may be hindered. I understand that this would prevent my child from participating in some of the School's educational activities and that the School is not obligated to develop alternative activities for my child.

Alternative to Technological Resources: Upon request, ACA will provide printed instructional materials to students without reliable access to technology at home. To request such materials, please contact Lissa Berea,

lberea@aristoicclassical.org or call 281-391-5003.

TITLE IX

The School does not discriminate on the basis of sex in any educational program or activity. Furthermore, ACA does not retaliate against any person for opposing an unlawful educational practice or policy, or for making charges, testifying, or participating in any complaint action under Title IX.

Students and/or parents are encouraged to discuss any questions or concerns about these expectations with a teacher, campus administrator, or Title IX Coordinator and report any possible harassment to the Title IX Coordinator: Anna Amboree, Business Manager, at aamboree@aristoicclassical.org, 5610 Morton Road, Katy, Texas, 77493.

Sexual Harassment: The School's students may not engage in offensive, verbal, written, electronic, or physical conduct of a sexual nature directed toward another student. Additionally, sexual harassment of students by School employees is strictly prohibited. Any romantic or inappropriate social relationship between a student and School employee is prohibited, even if consensual. Sexual contact between a School employee and a student is a second-degree felony under the Texas Penal Code. "Sexual conduct" is defined in the Texas Penal Code as any touching by an employee of the School of the anus, breast, or any part of the genitals of a student or any touching of any part of a student's body with the anus, breast, or any part of the genitals of the employee of the School. Necessary or permissible physical contact that is not reasonably construed as sexual in nature does not constitute sexual harassment. In addition, sexual harassment does not include simple acts of teasing and name-calling among schoolchildren, even when the comments target differences in gender

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo* sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity (i.e., *hostile environment* sexual harassment); or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v);
4. "Dating violence" as defined in 34 U.S.C. 12291(a)(10);
5. "Domestic violence" as defined in 34 U.S.C. 12291(a)(8); or
6. "Stalking" as defined in 34 U.S.C. 12291(a)(30).

Title IX covers not only sexual harassment occurring on the School's campus, but also all locations, events, and circumstances wherein the School exercises substantial control over the context of the harassment and the person accused of committing sexual harassment, including field trips, conferences, and school buses.

Retaliation: Retaliation against a person who makes a good faith report of dating violence, discrimination, or harassment is prohibited. Retaliation against a person who is participating in an investigation of alleged dating violence, discrimination, or harassment is also prohibited. Title IX defines retaliation as intimidation, threats, coercion, or discrimination, including charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX.

A person who makes a false claim, offers false statements, or refuses to cooperate with an investigation conducted by the School, however, may be subject to appropriate discipline.

Reporting Procedures: Students or persons who believe that they have experienced harassment or retaliation on the basis of sex or have information regarding another person being subjected to harassment or retaliation on the basis of sex should immediately report the problem to a teacher, School administrator, or Title IX Coordinator. A report of sex discrimination or retaliation may be made in person, by mail, telephone, or email, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's report. A report may be made to the Title IX Coordinator at any time, including during non-business hours, via the telephone number, email address, or physical office address listed for the Title IX Coordinator.

All allegations of sexual harassment or retaliation involving any person observed or reported to a School employee shall be immediately reported by that employee to a School administrator and the School's Title IX Coordinator. Should any person need to bring a complaint against a School administrator or supervisor, the complaint may be filed with the next level of authority and/or directly with the Title IX Coordinator. The School shall keep identities of parties and witnesses confidential unless required to disclose such information under another law or as necessary to conduct the grievance process.

Filing false allegations is a violation of School policy and may result in disciplinary action. Any person who intentionally files a false claim may also be subject to any and all available state and school penalties.

Investigation of Report and Grievance Process: Upon receiving a report of harassment or retaliation on the basis of sex, the Title IX Coordinator will determine whether the allegations, if proven, would constitute prohibited conduct under Title IX. If not, the Title IX Coordinator shall refer to this Handbook to determine if the allegations, if proven, would constitute bullying or some other violation of the Student Code of Conduct, as defined by law and School policy. Where it is determined that such behavior constitutes bullying or other violations of the Student Code of Conduct, appropriate action shall be taken in accordance with the law and School policy.

The Title IX Coordinator shall promptly investigate all allegations of discrimination, harassment, or retaliation based on sex. In addition, School administration has discretion to take any other action as deemed appropriate pursuant to School policy. Any School employee participating in the grievance policy must be properly trained and have no conflict of interest or bias toward any party.

The School is considered to have actual knowledge of a complaint and must promptly respond as soon as any School employee is made aware of a complaint. Once the School receives a formal complaint of sexual harassment, it must give all parties written notice of its grievance process and the allegations of sexual harassment at issue (in sufficient detail) before an initial interview. This notice must also include a statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached, that a party has a right to an advisor or representative and to inspect and review evidence, and a prohibition regarding false statements. If the complainant has not yet filed a formal complaint, the Title IX Coordinator must also notify the complainant of his or her right to do so. In addition, the Title IX Coordinator may personally initiate the complaint process.

The Title IX Coordinator must also promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint. Such a prompt response is required regardless of whether a formal complaint is filed. Supportive measures are non-disciplinary, nonpunitive, individualized services, offered as appropriate and without charge to a complainant or respondent. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment or deter sexual harassment. Examples of possible supportive measures include counseling, extensions of deadlines and other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. However, a supportive measure that is unreasonably burdensome to the other party, such as one that completely removes a respondent from an activity, would likely be considered punitive.

The School shall treat complainants and respondents equitably by designing remedies that (1) restore or preserve access to a complainant's education program or activity wherein a finding of responsibility against the respondent has been made and (2) afford due process protections for the respondent before any disciplinary sanctions are imposed. There is a presumption that a respondent is not responsible for the alleged conduct until a decision is reached at the end of the grievance process.

However, the School may remove a student respondent from any School program

or activity on an emergency basis during the investigation if the respondent is determined to be an immediate threat to the physical health or safety of students or employees and the School provides the respondent with notice and an opportunity to challenge the immediate removal. An emergency removal is not an appropriate action solely to address emotional and mental health needs, which should instead be addressed by supportive measures. The School may also place a non-student employee respondent on administrative leave during the pendency of a grievance process under Title IX.

The School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, when the allegations of sexual harassment arise out of the same facts or circumstances.

The investigation and grievance process shall be completed in a reasonably prompt timeframe. If a law enforcement or other regulatory agency notifies the School that it is investigating the matter and requests that the School delay its investigation, the School will resume the investigation at the conclusion of the agency's investigation. In addition, if the School's investigation is delayed based on good cause (e.g., law enforcement involvement; absence of a party, witness, or advisor; translation or accommodation needs), both parties will be provided written notice explaining the reasons for the delay.

The School cannot require a respondent to waive the right to the investigation and formal resolution of a sexual harassment complaint as a condition of enrollment or continuing enrollment, employment or continuing employment, or enjoyment of any other right. Nor can the School require the parties to participate in an informal resolution process. However, in some circumstances, the School may facilitate a mediation or other informal resolution process.

An investigation shall objectively evaluate all relevant evidence. Any credibility determination will not be based on the person's status as a complainant, respondent, or witness. The School will use a clear and convincing evidence standard to determine responsibility for all formal complaints. Both parties will be provided an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint and be given at least ten (10) days to prepare a written response, which the investigator will consider prior to completing the investigation report. A written investigation report that fairly summarizes the relevant evidence will be completed and provided to both parties for their review and written response, at least ten (10) days before the decision-maker makes a final determination of responsibility. The School will provide parties the opportunity to submit written questions to each other before the decision-maker makes the determination.

The decision-maker may not be the same person as the investigator or Title IX Coordinator. In most cases, the decision-maker for the School will be the School administrator over the school or program in which the complainant is enrolled or the Human Resources Coordinator if an employee is involved. The decision-maker

must issue a written determination that identifies the allegations in the formal complaint; describes all procedural steps taken; includes findings of facts and conclusions about the application of the Student Code of Conduct; states the decision reached on each allegation and rationale for that decision; includes the determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the School's education program or activity will be provided to the complainant; and explains the procedures and permissible bases for appeals. A finding of sexual harassment or retaliation may lead to disciplinary action up to permanent removal from the School community. Depending on the nature of the violation, the School may also be required to report the conduct to local, state, or federal authorities.

The School must dismiss the complaint if its investigation reveals that the alleged harassment did not occur in the School's education program or activity or against a person in the U.S.. Additionally, the School may dismiss a complaint if the complainant provides the Title IX Coordinator in writing of his/her wish to withdraw the complaint or any allegations if the respondent is no longer employed by the School or enrolled in its education program or if specific circumstances prevent the School from gathering enough evidence to reach a decision.

The Office of Civil Rights ("OCR") also may evaluate, investigate, and resolve complaints alleging sex discrimination.

Appeal Procedures: The School will allow both parties to appeal a final decision on responsibility, its dismissal of a formal complaint, or any allegations therein, if: (1) a procedural irregularity affected the outcome, (2) a party has new evidence that could affect the outcome and was not reasonably available at the time of the determination, and/or (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents that affected the outcome.

For all appeals, the School must ensure that written notice is provided to both parties and that both parties are provided an equal opportunity to submit a written statement in support of, or challenging, the determination.

Appeals will be conducted by the director of the School who must receive appropriate Title IX training. Should a concern regarding a conflict of interest or bias arise, another appropriately trained School administrator who is not the Title IX Coordinator or who has not previously served as an investigator or initial decision-maker in the particular matter will conduct the appeal. At the conclusion of the appeal process, both parties must simultaneously be provided a written decision.

TOYS, ELECTRONIC DEVICES, AND PERSONAL ITEMS

Students are not to bring toys, electronic devices, or other personal items (including cell phones, smart watches, iPods or similar devices, laser pens, or any other device that is capable of connecting to the Internet or receiving a Bluetooth or other wireless signal) or other personal items of this sort to School. Inappropriate items brought to School will be

sent to the Head of School and must be reclaimed by a parent. In such cases the School reserves the right to inspect the device, including all contents, and students must provide any passwords to inspect the device upon request by an administrator. A student who disregards the School's policy regarding bringing toys, electronic devices, and/or personal items, as described in this Handbook, two (2) or more times may be subject to disciplinary action, up to and including expulsion.

The School will not be responsible for the theft, damage, or loss of such devices. Students who choose to bring such devices to School in violation of this Handbook do so at their own risk.

Any students found to have an electronic device in their possession and turned on during a test or examination will be presumed to have used the device to cheat and will receive a "Zero" (0) for the test or examination.

USE OF TEXTBOOKS

All textbooks issued to students are the property of ACA. Students are responsible for maintaining textbooks in good condition. A student's family is financially responsible for any textbook(s) not returned in a timely manner or returned in a damaged condition. The School may withhold official or certified transcripts from students who have not cleared their financial records for lost textbooks.

VIRTUAL LEARNING

A situation, such as a pandemic or natural disaster, may arise that requires ACA to close or sequester classes, grades, age groups, sections of the campus, and/or the entire campus due to an emergency and/or if required by federal, state, and local authorities. In such situations, ACA may opt to educate students through the use of virtual learning.

Use of ACA's virtual learning resources, such as School-issued devices and remote learning platforms, is use of School property. Thus, use must comply with School policies and procedures. Students must use virtual learning resources in a responsible, ethical, and courteous manner, respecting the rights of the School and others. The School's virtual learning resources may be used only for educational purposes and to conduct School business. All content provided or accessed through the School's virtual learning resources must relate to educational purposes and be professional and respectful in content and tone.

Students have no expectation of privacy when using the School's virtual learning resources. The School retains the right to review and inspect the content of any electronic files or data or determine Internet usage without prior notice.

All users of the School's virtual learning resources shall adhere to the same standard of conduct expected and required in the classroom environment, including, but not limited to, using only appropriate language, following the School's Dress Code, and not sharing any inappropriate content and/or language. All rules outlined in the School's "Appropriate Use Policy" under "Technology" apply to virtual learning.

Being able to participate in virtual learning and utilize the School's virtual learning resources is a privilege. Those who do not comply with acceptable use standards, as well as all applicable local, state, and federal laws, may lose their privilege of using the

School's virtual learning resources and/or be subject to other disciplinary actions.

While virtual learning provides students with a new model of classroom instruction that opens the door to a multitude of learning opportunities, an unintended consequence is that students may have access to information that provides them with an inappropriate advantage when completing assignments. Students are expected to demonstrate academic honesty and integrity while utilizing virtual learning resources. Possible consequences of using these resources to cheat or act dishonestly include discontinuation of access to the School's virtual learning resources and severe disciplinary action, such as expulsion.

STUDENTS WITH DISABILITIES

PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR NEED SPECIAL EDUCATION SERVICES

The School is responsible for identifying, locating, and evaluating individuals with disabilities who are 5–21 years of age and who fall within the School’s jurisdiction.

If a child is experiencing learning difficulties, the parent may contact the School’s Special Education Director to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. The School must respond to the parent’s request—whether provided in writing or verbally—within fifteen (15) school days. If ACA determines that an evaluation is warranted, the School will provide the parent with consent forms prior to conducting the evaluation. Once informed consent is received, ACA must complete the evaluation and report within forty-five (45) school days of the date the School receives written consent. The district must provide a copy of the evaluation report to the parent.

If the School determines that the evaluation is not needed, the School will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with ACA’s decision. The School must also provide the parents a copy of the Notice of Procedural Safeguards [Rights of Parents of Students with Disabilities] https://fw.esc18.net/Documents/Pro_Safeguards_ENG.pdf (updated February 2021). For additional information regarding the process for requesting an evaluation under the IDEA, see the Parent’s Guide to the Admission, Review, and Dismissal Process: https://framework.esc18.net/documents/ard_guide_eng.pdf (updated February 2021).

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an IEP developed by the individual’s ARD Committee. The ARD Committee considers the student’s disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for participation in the general curriculum. All special education services are provided in the least restrictive environment (e.g., special education settings, general education settings, or a combination of both). All students receiving special education services are educated to the maximum extent appropriate with their nondisabled peers and participate in all School activities on the same basis as students who are not disabled.

Additionally, the following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First: <https://www.texasprojectfirst.org/>
- Partners Resource Network: <https://prntexas.org/>

- Texas Education Agency: <https://tea.texas.gov/academics/special-student-populations/special-education>

If you know or suspect that your child has a disability, seek to refer your child for special education services, or wish to learn more about support and services provided to students experiencing learning difficulties at ACA, please contact the Special Education Director at 281-391-5003.

BEHAVIOR INTERVENTION PLANS

If a Behavior Intervention Plan (BIP) is included as part of a student's IEP, the student's ARD Committee shall review the plan at least annually and more frequently if appropriate to address:

- Changes in a student's circumstances that may impact the student's behavior, such as:
 - The placement of the student in a different educational setting;
 - An increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - A pattern of unexcused absences; or
 - An unauthorized unsupervised departure from an educational setting; or
- The safety of the student or others.

MANIFESTATION DETERMINATION FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Within ten (10) school days of any decision to make a disciplinary change of placement of a student with a disability due to a violation of the ACA Student Code of Conduct, the student's ARD Committee must conduct a Manifestation Determination Review (MDR) to determine if the student's conduct is a manifestation of the disability. School special education personnel will provide the parent with written notice of the MDR ARD meeting at least five (5) school days before the meeting unless the parent agrees to a shorter timeframe. The notice will indicate the purpose, time, and location of the meeting and inform the parent of the provisions relating to the participation of other individuals who have knowledge or special expertise about the student.

During the MDR ARD meeting, the ARD Committee will review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent. The ARD Committee will then determine whether the cited conduct is a manifestation of the student's disability. The ARD Committee must determine that the conduct is a manifestation of the student's disability if (1) the ARD Committee determines that the conduct was caused by, or had a direct and substantial relationship to, the student's disability, or (2) the conduct in question was the direct result of the School's failure to implement the student's IEP. However, if the ARD Committee determines that neither of these conditions are met, the behavior is not a manifestation of the student's disability, and the student may be disciplined in the same manner and for the same duration as that which would be applied to a student without disabilities.

If the School takes a disciplinary action regarding a student who receives special

education services that constitutes a change in placement, not later than the 10th school day after the change in placement, the School shall:

- Seek consent from the student's parent to conduct a functional behavioral assessment of the student, if a functional behavioral assessment has never been conducted on the student or the student's most recent functional behavioral assessment is more than one year old; and
- Review any previously conducted functional behavioral assessment of the student and any BIP developed for the student based on that assessment; and
- As necessary, develop a BIP for the student if the student does not have a BIP, or if the student has a BIP, revise the student's plan.

PROTECTIONS FOR STUDENTS CURRENTLY BEING EVALUATED

A student who has not yet been determined to be eligible for special education and related services may be protected from certain disciplinary actions under the IDEA if ACA had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred. 20 U.S.C. § 1415(k)(5)(A); 34 CFR 300.534(a). The School shall be deemed to have knowledge that the student has a disability if the following took place before the behavior that precipitated the disciplinary action occurred:

- The student's parent expressed concern in writing to supervisory or administrative personnel of ACA or to the student's teacher that the student needs special education or related services;
- The student's parent requested an initial evaluation to determine if the student qualifies as a child with a disability under the IDEA;
- The student's teacher or other ACA personnel directly expressed specific concerns about a pattern of behavior demonstrated by the Special Education Director or to other supervisory personnel of ACA.

The School will not be deemed to have knowledge that the student has a disability if the parent has prevented ACA from evaluating the student or has refused special education services. Likewise, ACA will not be deemed to have knowledge that the student has a disability if the student has been evaluated and determined to be not eligible for special education services. Finally, ACA will not be deemed to have knowledge that the student has a disability if the student has previously been determined eligible for and has received special education services, but the parent has since withdrawn consent for the provision of services.

RESTRAINT AND TIME-OUT FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

The School treats all students, including those with disabilities receiving special education services, with dignity and respect. Thus, ACA employees, volunteers, and independent contractors may only utilize behavior management techniques or discipline management practices that protect the health and safety of each student and others. The School

prohibits any technique or practice that is intended to inflict injury, cause harm, demean, or deprive a student of basic human necessities.

Specifically, ACA employees, volunteers, and independent contractors, as well as any peace officer employed or commissioned by the School, are prohibited from using or authorizing the use of aversive techniques or interventions (i.e., those that are used to reduce the chance of the behavior reoccurring by intentionally inflicting significant physical or emotional discomfort or pain on a student).

The School further prohibits students with disabilities receiving special education services from being confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique. Confinement is only allowed in an emergency situation while awaiting the arrival of law enforcement personnel if the student possesses a weapon and the confinement is necessary to prevent the student from causing bodily harm to self or another person.

Restraint, which includes the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body, should only be used in an emergency situation wherein the student's behavior poses a threat of imminent, serious physical harm to the student or others or imminent, serious property destruction. All restraint must be limited to reasonable force necessary to address the emergency and must stop as soon as the emergency ceases to exist. Further, the restraint should be implemented in such a way as to protect the health and safety of the student and others. Only those employees, volunteers, and independent contractors who have received proper restraint training, which includes training in prevention and de-escalation techniques and alternative methods to restrain, are authorized to utilize restraint.

All incidents wherein restraint is utilized must be documented, and the parent(s) of the student being restrained must be provided written notification of the use of restraint within one (1) school day following such restraint. This written notification must include, at a minimum, the following information: (a) the name of the student; (b) the name of the School employee or volunteer or independent contractor of the School who administered the restraint; (c) the date of the restraint; (d) the time that the restraint started and ended; (e) the location of the restraint; (f) the nature of the restraint; (g) a description of the activity in which the student was engaged immediately preceding the use of the restraint; (h) the behavior of the student that prompted the restraint; (i) any efforts made to de-escalate the situation and any alternatives to restraint that were attempted; (j) if the student has a BIP, whether the plan may need to be revised as a result of the behavior that led to the restraint; and (k) if the student does not have a BIP, information on the procedure for the student's parent to request an ARD meeting to discuss the possibility of conducting a functional behavioral assessment of the student and developing a plan for the student. Any written documentation regarding the use of restraint, along with information on the method by which the written notification was sent to the parent and the contact information for the parent to whom the School sent the notification, should also be placed in the student's special education folder for review by the student's ARD Committee.

Time-out may only be used in conjunction with other positive behavior intervention

strategies and techniques and must be included in a student's IEP or Behavior Intervention Plan if it is utilized on a recurrent basis. It will not be used in any way that denies a student the opportunity to be involved in and progress in the general curriculum and/or advance appropriately toward specified IEP goals. Only those employees, volunteers, or independent contractors who are trained in the use of time-out may implement time-out measures. Any documentation or data collected regarding the use of time-out will be addressed in the student's IEP or Behavior Intervention Plan.

RESPONSE TO INTERVENTION (RTI)

The aforementioned federal IDEA directs schools to focus more on helping all children learn by addressing problems early on. The IDEA stresses the importance of providing high-quality, scientifically based instruction and interventions and holding schools accountable for the progress of all students in terms of meeting grade level standards. Thus, ACA aims to comply through the RtI process. The goal of RtI is to identify children who are at risk for not meeting grade level standards and intervene early.

The basic elements of the RtI approach are the provision of scientific, research-based instruction and interventions in the general education classroom, monitoring and measurement of student progress in response to the interventions, and use of these measures of student progress to make educational decisions. The RtI approach includes a multileveled system of interventions in which each level (or tier) represents an increasingly intense level of services. Interventions provided to a child will be adjusted continually based on progress monitoring until the child is progressing adequately. A student who does not respond to the RtI approach within a reasonable period of time will be referred for more intensive interventions, including, but not limited to, a referral for special education services. The School will not use RtI to delay evaluating a student for special education services if it knows or has reason to know that the student may have a disability that impacts the ability to access education.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to prohibit discrimination against individuals with disabilities. A child with a physical or mental impairment that substantially limits a major life activity or major bodily function, as defined by law, and who does not otherwise qualify for special education services, may qualify for accommodations under Section 504. The School may not exclude a qualified student with a disability from its programs if the student can, with minor adjustments, be provided an appropriate education within the scope of the program or activity. Further, the School may not charge a student with a disability more for programs or services, unless such charge is justified by a *substantial* increase in cost to the school.

If a student is experiencing learning difficulties, his parent may contact, Blaine Locheed, Special Education Director/Section 504 Coordinator, at blocheed@aristoicclassical.org, 281-391-5003, 5610 Morton Road, Katy, Texas, 77493, to learn more about a possible referral for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services.

Parent Procedural Safeguards: The School's Section 504 Coordinator will provide parents requesting a Section 504 evaluation, or for whom an evaluation is requested by the School, a copy of their rights under Section 504. In order for an evaluation to be conducted, the parent must also be provided notice and consent for an initial Section 504 evaluation, which must be signed and returned to the Section 504 Coordinator prior to any evaluation.

Additional procedural safeguards include an opportunity for a parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure.

Evaluation Process: If a student is experiencing learning difficulties or is otherwise having difficulty accessing the educational programs and activities offered by ACA, School personnel and/or the student's parent may contact the Section 504 Coordinator to learn about a possible referral for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. In order for an evaluation to be conducted, written consent from the parent must be obtained. If upon receipt of a parental request for a Section 504 evaluation, the team determines that an evaluation is not required, they must indicate a refusal to evaluate and provide parents with their procedural safeguards.

A Section 504 evaluation includes documentation of the condition and a review of relevant educational records necessary to determine whether the condition creates a significant impairment in the School or academic setting. Data used for the evaluation and determination of a disability and required accommodations can be broad and may include, but are not limited to, medical records, school records, standardized test results, classroom observations, and anecdotal records. Section 504 evaluations may encompass records and work sample reviews; direct observation in the natural setting; interviews with the student, parent, and School personnel; and/or the administration of more formal assessment measures. If formal tests and other evaluation procedures are used, they must meet the following criteria:

- Have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Be tailored to assess specific areas of educational needs and not merely designed to provide a single intelligence quotient; and
- Accurately reflect aptitude or achievement or whatever else the tests purport to measure rather than reflect the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular factors).

An evaluation should provide the team information about the following: 1) the physical or mental impairment at issue, 2) the major life activity or bodily function impacted by the impairment, and 3) the degree to which the impairment substantially limits the major life activity (or activities). This information is critical to the determination of whether the student has a qualifying disability and whether the student needs a Section 504 plan to ensure that educational needs are met as

adequately as those of nondisabled peers are met.

When an evaluation is completed, a Section 504 Committee, comprised of the student's teacher, Section 504 Coordinator, and any other persons knowledgeable about the child, the meaning of the evaluation data, and the placement and accommodations options, will be formed to determine if the student qualifies as a student with a disability under Section 504 and whether the child is in need of services and support under Section 504. A parent will be invited to the initial Section 504 meeting but is not required to attend.

A Section 504 evaluation will be completed within a reasonable amount of time, but no longer than forty-five (45) school days following signed parental consent. The initial Section 504 meeting will be held within thirty (30) calendar days of completion of the evaluation.

Section 504 Plans: A Section 504 plan is the document developed by a child's Section 504 Committee, which is made up of persons knowledgeable about the child, the meaning of the evaluation data, and the placement and accommodation options. It is designed to assist an eligible student by setting out the services the student will need to participate in the regular education program as adequately as nondisabled peers. Students having disabilities with behavioral components should have an individualized behavior management/discipline plan and/or a Behavior Intervention Plan as part of their Section 504 plan. Section 504 plans are individualized to meet the specific needs of the student and are shared with all the student's teachers and/or service providers who will monitor the student's progress. A student's Section 504 Plan will be reviewed and/or revised, as appropriate, annually, or sooner upon request.

Section 504 and Discipline: Students receiving services under Section 504 are still expected to follow the School's Student Code of Conduct. However, when disciplining a student under Section 504, the School must consider the relationship between the disability and misbehavior if the child is going to be removed from the regular setting for longer than ten (10) days in the MDR. This does not mean that a student with a disability cannot be suspended or expelled. Instead, should the School initiate the disciplinary removal of the eligible student from educational placement for a term of more than ten (10) consecutive school days, the Section 504 Committee must first conduct a review of the student's evaluation data and progress, considering various sources of data recent enough to afford an understanding of the behavior and disability. Prior to the review, the Section 504 Coordinator shall give the student's parent(s) notice of the time and place of the meeting, inviting the parent(s) to attend. The Section 504 Committee's review should determine: (1) whether the conduct in question was caused by or directly and substantially related to the student's disabilities, and (2) whether the conduct in question was the direct result of the School's failure to implement the student's

Section 504 plan. If a link is found, a disciplinary removal of longer than ten (10) consecutive school days cannot occur.

Removals for less than ten (10) days can be effected without Section 504 Committee approval, subject to the “pattern of exclusion” rule. A series of short removals over the course of the school year that exceeds ten (10) total days may constitute a pattern of exclusion that triggers applicable procedural safeguards (an MDR and the right to a Section 504 hearing) and requires the School to provide the parent(s) with another copy of the Notice of Rights form. The Section 504 Committee will meet to conduct an MDR prior to the tenth (10th) cumulative day of removals during a school year (and prior to each subsequent short-term removal thereafter), to determine: (1) whether the conduct in question was caused by or directly and substantially related to the student’s disabilities and (2) whether the conduct in question was the direct result of the School’s failure to implement the student’s 504 plan. Prior to the review, the 504 Coordinator shall give the student’s parent(s) notice of the time and place of the review meeting, inviting the parent(s) to attend.

Under Section 504, ACA may take disciplinary action—to the same extent that such disciplinary action is taken against students without disabilities—pertaining to the use or possession of drugs or alcohol against any student with a disability in violation of the School’s Code of Conduct. The School is not required to conduct an MDR prior to disciplining a student for illegal drug or alcohol use or possession where the student is eligible under Section 504 on the basis of a disability other than drug or alcohol addiction.

This review process does not apply to students with disabilities served under Section 504 who use or possess illegal drugs or alcohol. The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability served under Section 504 to the same extent it would take disciplinary action against students without disabilities.

Hearing Rights:

In the event of a disagreement in regard to the identification, evaluation, or educational placement of a disabled student under Section 504, the parent(s), guardian, or eligible student has the right to an impartial hearing with an opportunity to participate and be represented by counsel at their own expense. The parent must exercise the right to an impartial hearing by providing the written request for hearing within one year of the School’s action or omission.

A parent must submit a written Request for a Due Process Hearing to the School’s Section 504 Coordinator. The written request must make clear that the parent is seeking a due process hearing under Section 504 before an impartial §504 Hearing Officer and must identify the issues and supporting facts regarding their disagreement. Within fifteen (15) days of the date of receipt of a clear Request for a Due Process Hearing, the School will appoint an impartial Hearing Officer to

preside over the hearing and issue a decision. The Hearing Officer shall not be a current employee of the School. The Hearing Officer need not be an attorney but shall be familiar with the requirements of §504 and the School's hearing procedures under Section 504. The School's choice of an impartial Hearing Officer is final and may not be made an issue at the due process hearing, since such an issue would not relate to the identification, evaluation, or placement of a disabled child under Section 504.

The hearing shall be conducted in an informal, non-adversarial manner at a mutually agreeable time and place. As part of their presentations, the parties may submit any reports, evaluations, correspondence, notes, or other documents that may support their positions and that the Hearing Officer may deem appropriate to admit. Each side may have witnesses who will present their information in narrative form, without the traditional question and answer format of legal proceedings. Cross-examination of witnesses will not be allowed, but a party may request that the Hearing Officer, at his or her discretion, ask a witness a certain question. Neither the federal nor Texas Rules of Evidence or Civil Procedure will apply. The Hearing Officer is not required to entertain any legal evidentiary objections to the admissibility, authenticity, or probative value of either oral testimony or documentary exhibits offered at the hearing. In the exercise of discretion, however, the Hearing Officer may reasonably limit testimony and the introduction of documentary exhibits for reasons of relevance. A decision will be issued within thirty (30) school days after the hearing unless the parties agree otherwise. If not satisfied by the decision of the Hearing Officer, a parent may seek review of the decision in a court of competent jurisdiction, generally the closest federal district court.

A parent alleging that the School has violated the provisions of Section 504 may also file a complaint with the OCR.

**APPENDIX
TO THE
PARENT/STUDENT HANDBOOK
POLICIES AND PROCEDURES
2022-2023**

STUDENT DRESS CODE

KINDERGARTEN THROUGH 4TH GRADE

The purpose of the ACA Dress Code is to:

- Distinguish the student as a member of a unique and special community,
- Establish a desirable learning environment,
- Maintain order and minimize disruptions,
- Minimize peer pressure,
- Improve the appearance of the student body, and
- Reinforce the academic atmosphere.

Exceptions to the Dress Code will include special event days, which have been preapproved and scheduled by the Superintendent.

Kindergarten–2nd Grade Students

- 1st violation: Warning and note/email home to parents
- 2nd violation: Lunch detention with a note/email home to parents
- 3rd violation: Lunch detention, recess detention, and a note/email home to parents
- 4th violation: Further disciplinary action as determined appropriate (may involve speaking with the Head of Elementary School); phone call to parents

3rd and 4th Grade Students

- 1st violation: Lunch detention with note/email home to parents
- 2nd violation: Lunch detention with a note/email home to parents
- 3rd violation: Lunch detention, recess detention, and a note/email home to parents
- 4th violation: Further disciplinary action as determined appropriate (may involve speaking with the Head of Elementary School); phone call to parents

Because we do not want students to miss social time because of this issue, we request your diligence in ensuring that your child is dressed according to the guidelines.

The administration enforces and determines the appropriateness of all dress and compliance with this Dress Code.

	Boys	Girls
Tops Flynn O'Hara French Toast Walmart–Galaxy by Harvic	Style: short or long sleeve polo shirt. May have school logo, but no other logo is acceptable. All shirts must be tucked in; no exceptions. Polo shirt color: Griffin gold or heather gray only. Purchased from stores listed under "Tops" Undershirt: short sleeve, crew-neck t-shirts may be worn under the Dress Code polo. The crew neck t-shirt should not be visible except at the neck. Undershirt color: Solid navy or white	
Bottoms	Style: pants or knee-length shorts Solid navy only	Style: pants, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer. Solid navy or gray only. Gray skirt or pants: Flynn O'Hara or French Toast only Shorts must be worn under skirts or jumpers. (options for shorts can be found at French Toast or Flynn O'Hara) Solid navy or solid black only

Bottoms	<p>Bottoms color: solid navy only Garments must be age- and size-appropriate. No cargo pants, denim, jeggings, spandex, knit, faded, stained, corduroy, or torn garments may be worn.</p> <p>Belts: Bottoms with belt loops must be worn with a belt in a size that is proportionate to the size of the child. Belt color: solid black or navy.</p>	
Classroom Cover-ups, Outerwear	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast or Pullover quarter-zip fleece provided by PTO/Booster Club Jacket color: solid navy only</p>	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster Club or French Toast or Pullover quarter-zip fleece provided by PTO/Booster Club Jacket color: solid navy only</p>
	<p><i>The above mentioned sweaters and jackets may be worn in the classroom and throughout the campus. Non-dress code outerwear may be worn to and from school only, not in the buildings. If the weather is below the temperature suitable for Dress Code compliance, personal coats or jackets may be worn outside only at the discretion of the ACA administration.</i></p>	
Shoes	<p>Style: athletic shoes. No high-tops are allowed. Color: solid white, with no colored emblems or fabric</p>	
Socks	<p>Style: cuff, crew, or knee-high sock Sock color: solid white</p>	<p>Style: cuff, crew, or knee-high sock Sock color: solid white Style: "footed" tights Color: solid white or solid navy</p>
	<p><i>Socks or footed tights must be worn with all shoe styles.</i></p>	
Spirit Day Wear (all grade levels)	<p>Shirts: approved ACA spirit shirts or Dress Code Griffin gold or heather gray polo tops and Gray cover ups sold by PTO/Booster Club. Shirts do not need to be tucked in on Spirit Day.</p> <p>Bottoms: Dress Code bottoms or ALL solid blue jeans, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer and shorts must be worn under skirts or jumpers. Jeans must be Dress Code compliant with no rips, tears, frays, or holes. No tightly fitted jeans or jeggings.</p> <p>Shoes: athletic shoes in any color or Dress Code footwear For safety reasons, only tied lace-up shoes or Velcro shoes are allowed. No boots, slippers, flip-flops, or Toms. Sock color: any color if ankle, cuff, knee-length, or crew</p>	
Backpacks: K-2	<p>For safety reasons, students in K-2nd grade are not allowed to use rolling backpacks.</p>	
Hair, Jewelry	<p>Hair: clean, neat, and styled to be out of the way for learning. No unusual or radical hairstyles that distract from learning. Only natural hair colors are allowed. Jewelry: modest jewelry is allowed</p>	

ARISTOI CLASSICAL ACADEMY

STUDENT DRESS CODE

5TH GRADE

The purpose of the ACA Dress Code is to:

- Distinguish the student as a member of a unique and special community,
- Establish a desirable learning environment,
- Maintain order and minimize disruptions,
- Minimize peer pressure,
- Improve the appearance of the student body, and
- Reinforce the academic atmosphere.

Exceptions to the Dress Code will include special event days, which have been preapproved and scheduled by the Headmaster.

5th Grade Students

- All violations will result in a lunch detention on the day of the violation and an email notification sent home to parents.
- Multiple violations will require further disciplinary action and may require a conference with the Dean of Students or Head of Upper School.

Because we do not want students to miss social time because of this issue, we request your diligence in ensuring that your child is dressed according to the guidelines.

The administration enforces and determines the appropriateness of all dress and compliance with this Dress Code.

	Boys	Girls
Tops Flynn O’Hara French Toast Walmart–Galaxy by Harvic	<p>Style: short or long sleeve polo shirt. May have school logo, but no other logo is acceptable. All shirts must be tucked in; no exceptions. Polo shirt color: Griffin gold or heather gray only Purchased from stores listed under “Tops”</p> <p>Undershirt: short sleeve, crew-neck t-shirts may be worn under the Dress Code polo. The crew neck t-shirt should not be visible except at the neck. Undershirt color: solid navy or white</p>	
Bottoms	<p>Style: pants or knee-length shorts Solid navy only</p> <p>Bottoms color: solid navy only Garments must be age- and size-appropriate. No cargo pants, denim, jeggings, spandex, knit, faded, stained, corduroy, or torn garments may be worn. Belts: bottoms with belt loops must be worn with a belt in a size that is proportionate to the size of the child. Belt color: Solid black or navy.</p>	<p><u>Style</u>: pants, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer. Solid navy or gray only. Gray skirt or pants: Flynn O’Hara or French Toast only Shorts must be worn under skirts or jumpers. (options for shorts can be found at French Toast or Flynn O’Hara) Solid navy or solid black only</p>

	Boys	Girls
Classroom Cover-ups, Outerwear	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast or Pullover quarter-zip fleece provided by PTO/Booster Club Jacket color: solid navy only</p>	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast or Pullover quarter-zip fleece provided by PTO/Booster Club Jacket color: solid navy only</p>
	<p><i>The abovementioned sweaters and jackets may be worn in the classroom and throughout the campus. Non-Dress Code outerwear may be worn to and from School only, not in the buildings. If the weather is below the temperature suitable for Dress Code compliance, personal coats or jackets may be worn outside only at the discretion of the ACA administration.</i></p>	
Shoes	<p>Style: athletic shoes. No high-tops are allowed. Color: solid white, with no colored emblems or fabric</p>	
Socks	<p>Style: cuff, crew, or knee-high sock Sock color: solid white</p>	<p>Style: cuff, crew, or knee-high sock Sock color: solid white Style: "footed" tights Color: solid white or solid navy</p>
	<p><i>Socks or footed tights must be worn with all shoe styles.</i></p>	
Spirit Day Wear (all grade levels)	<p>Shirts: approved ACA spirit shirts or Dress Code Griffin gold or heather gray polo tops and Gray cover ups sold by PTO/Booster Club. Shirts do not need to be tucked in on Spirit Day.</p> <p>Bottoms: Dress Code bottoms or ALL solid blue jeans, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer, and shorts must be worn under skirts or jumpers. Jeans must be Dress Code compliant with no rips, tears, frays, or holes. No tightly fitted jeans or jeggings.</p> <p>Shoes: athletic shoes in any color or dress code footwear. For safety reasons, only tied lace-up shoes or Velcro shoes are allowed. No boots, slippers, flip-flops, or Toms. Sock color: any color if ankle, cuff, knee-length, or crew</p>	
Hair, Jewelry	<p>Hair: clean, neat, and styled to be out of the way for learning. No unusual or radical hairstyles that distract from learning. Only natural hair colors are allowed.</p> <p>Jewelry: modest jewelry is allowed</p>	

STUDENT DRESS CODE

6TH THROUGH 8TH GRADES

The purpose of the ACA Dress Code is to:

- Distinguish the student as a member of a unique and special community,
- Establish a desirable learning environment,
- Maintain order and minimize disruptions,
- Minimize peer pressure,
- Improve the appearance of the student body, and
- Reinforce the academic atmosphere.

Exceptions to the Dress Code will include special event days, which have been preapproved and scheduled by the Headmaster.

6th-8th Grade Students

- All violations will result in lunch detention on the day of the violation and an email notification sent home to parents.
- Multiple violations will require further disciplinary action and may require a conference with the Dean of Students or Head of Upper School.

Because we do not want students to miss social time because of this issue, we request your diligence in ensuring that your child is dressed according to the guidelines.

The administration enforces and determines the appropriateness of all dress and compliance with this Dress Code.

	Boys	Girls
Tops Flynn O'Hara French Toast Walmart-Galaxy by Harvic	<p>Style: short or long sleeve polo shirt. May have school logo, but no other logo is acceptable. All shirts must be tucked in; no exceptions. Polo shirt color: Griffin gold or heather gray only. Purchased from stores listed under "Tops"</p> <p>Undershirt: short sleeve, crew-neck t-shirts may be worn under the Dress Code polo. The crew neck t-shirt should not be visible except at the neck. Undershirt color: solid navy or white.</p>	
Bottoms	<p>Style: pants or knee-length shorts Solid navy or gray only</p> <p>Gray pants: Flynn O'Hara or French Toast only</p>	<p>Style: pants, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer. Solid navy or gray only. Gray skirt or pants: Flynn O'Hara or French Toast only Shorts must be worn under skirts or jumpers. (options for shorts can be found at French Toast or Flynn O'Hara) Solid navy or solid black only</p>
	<p>Bottoms color: solid navy or gray only Garments must be age- and size-appropriate. No cargo pants, denim, jeggings, spandex, knit, faded, stained, corduroy, or torn garments may be worn. Belts: bottoms with belt loops must be worn with a belt in a size that is proportionate to the size of the child. Belt color: solid black or navy.</p>	
Options		<p>Skirts: French Toast or Flynn O'Hara pleated skirt or kick pleat skirt: solid navy only</p>

	Boys	Girls
Classroom Cover-ups, Outerwear	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast or Pullover quarter-zip fleece provided by PTO/Booster Club Jacket color: solid navy only</p>	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast or Pullover quarter-zip fleece provided by PTO/Booster Club Jacket color: solid navy only</p>
	<p><i>The abovementioned sweaters and jackets may be worn in the classroom and throughout the campus. Non-dress code outer wear may be worn to and from School only, not in the buildings. If the weather is below the temperature suitable for Dress Code compliance, personal coats or jackets may be worn outside only at the discretion of the ACA administration.</i></p>	
	<p>* Socks or tights must be worn with all shoe styles.</p>	
Shoes	<p>Style: dress shoes only in either loafer, Mary Janes, Oxfords or lace-up (no court shoes) Color: black</p>	
Socks	<p>Style: ankle, cuff, crew or knee high socks Sock color: solid white, navy, or black</p>	<p>Style: ankle, cuff, crew or knee high socks Sock color: solid white, navy, or black Style: "footed" tights Color: solid white, navy, or black</p>
	<p>* Socks or footed tights must be worn with all shoe styles.</p>	
Hair, Jewelry	<p>Hair: clean, neat, and styled to be out of the way for learning. No unusual or radical hairstyles that distract from learning. Only natural hair colors are allowed.</p> <p>Jewelry: modest jewelry is allowed</p>	
Make-up		<p>Make-up must be natural in appearance.</p>
Spirit Day Wear (all grade levels)	<p>Shirts: approved ACA spirit shirts or Dress Code Griffin gold or heather gray polo tops and Gray cover ups sold by PTO/Booster Club. Shirts do not need to be tucked in on Spirit Day.</p> <p>Bottoms: Dress Code bottoms or ALL solid blue jeans, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer and shorts must be worn under skirts or jumpers. Jeans must be Dress Code compliant with no rips, tears, frays, or holes. No tightly fitted jeans or jeggings.</p> <p>Shoes: athletic shoes in any color or Dress Code footwear For safety reasons, only tied lace-up shoes or Velcro shoes are allowed. No boots, slippers, flip-flops, or Toms.</p> <p>Sock color: any color if ankle, cuff, knee-length, or crew</p>	
PE Uniforms	<p>P.E. tops and bottoms will be purchased through the Athletic/PE Department.</p>	
PE Shoes	<p>Shoe style: lace-up, athletic shoes For safety reasons, only tied lace-up shoes are allowed. No boots, slip-ons, or flip-flops. High-tops may be worn. Color: any color Socks: same as Jr. High Dress Code socks</p>	

STUDENT DRESS CODE

9TH THROUGH 12TH GRADE

The purpose of the ACA Dress Code is to:

- Distinguish as a member of a unique and special community,
- Establish a desirable learning environment,
- Maintain order and minimize disruptions,
- Minimize peer pressure;
- Improve the appearance of the student body, and
- Reinforce the academic atmosphere.

Exceptions to the Dress Code will include special event days, which have been preapproved and scheduled by the Headmaster.

9th–12th Grade Students

- All violations will result in lunch detention on the day of the violation and an email notification sent home to parents.
- Multiple violations will require further disciplinary action and may require a conference with the Dean of Students or Head of Upper School.

Because we do not want students to miss social time due to this issue, we request your diligence in ensuring that your child is dressed according to the guidelines.

The administration enforces and determines the appropriateness of all dress and compliance with this Dress Code.

	Boys	Girls
Tops	<p>Style: short or long sleeve polo shirt or oxford button-down shirt. May have school logo, but no other logo is acceptable. All shirts must be tucked in; no exceptions. Shirt color: solid white only</p> <p>Undershirt: short sleeve, crew-neck t-shirts may be worn under the Dress Code polo. The crew neck t-shirt should not be visible except at the neck. Undershirt color: solid white only</p>	
Bottoms	<p>Style: pants or knee-length shorts</p>	<p>Style: pants, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer.</p> <p>Shorts must be worn under skirts or jumpers. (an option for shorts can be found at French Toast or Flynn O'Hara) Solid navy or solid black only</p>
	<p>Bottoms color: solid navy or khaki only Solid khaki pants, shorts, or skirts from French Toast or Flynn O'Hara only</p> <p>Garments must be age- and size-appropriate. No cargo pants, denim, jeggings, spandex, knit, faded, stained, corduroy, or torn garments may be worn.</p> <p>Belts: bottoms with belt loops must be worn with a belt in a size that is proportionate to the size of the child. Belt color: solid black</p>	

Options	<p>Optional plaid necktie available at Flynn O'Hara Necktie color: navy plaid only</p> <p>Hopsack blazer: available at Flynn O'Hara Blazer color: solid navy only</p>	<p>Optional plaid skirts available from Flynn O'Hara Plaid skirt color: navy plaid only Skirts: French Toast or Flynn O'Hara Color: solid navy only</p> <p>Optional plaid necktie available at Flynn O'Hara Necktie color: navy plaid only</p> <p>Hopsack blazer: available at Flynn O'Hara Blazer color: solid navy only</p>
Classroom Cover-ups, Outerwear	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater</p> <p>Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast (#1321C) or Pullover quarter-zip fleece provided by PTO/Booster Club</p> <p>Jacket color: solid navy only Sweater color: solid navy only</p>	<p>Sweaters only: French Toast or Flynn O'Hara V-neck button-up cardigan sweater or crew-neck button-up sweater</p> <p>Sweater color: solid navy only</p> <p>Jackets: Aristoi logo jackets ordered through PTO/Booster club or French Toast (#1321C) or Pullover quarter-zip fleece provided by PTO/Booster Club</p> <p>Jacket color: solid navy only Sweater color: solid navy only</p>
	<p>Optional outerwear: letter jackets approved by ACA administration only</p> <p><i>The abovementioned sweaters and jackets may be worn in the classroom and throughout the campus. Non-dress code outerwear may be worn to and from School only, not in the buildings. If the weather is below the temperature suitable for Dress Code compliance, personal coats or jackets may be worn outside only at the discretion of the ACA administration.</i></p>	
Shoes	<p>Style: dress shoes only in either loafer, Mary Janes, oxford or lace-up (no court shoes) Color: black</p>	
Socks	<p>Style: ankle, cuff, crew or knee-high socks Sock color: solid white, navy, or black</p>	<p>Style: ankle, cuff, crew or knee-high socks Sock color: solid white, navy, or black Style: "footed" tights Color: solid white, navy, or black</p>
	<p><i>Socks or footed tights must be worn with all shoe styles.</i></p>	
Hair, Jewelry	<p>Hair: clean, neat, and styled to be out of the way for learning. No unusual or radical hairstyles that distract from learning. Only natural hair colors are allowed.</p> <p>Jewelry: modest jewelry is allowed</p>	
Make-up	<p>Make-up must be natural in appearance.</p>	
Spirit Day Wear (all grade levels)	<p>Shirts: approved ACA spirit shirts or Dress Code white polo or oxford tops and Gray cover ups sold by PTO/Booster Club. Shirts do not need to be tucked in on Spirit Day.</p> <p>Bottoms: Dress Code bottoms or ALL solid blue jeans, capris, shorts, skirts, skorts, or jumpers. All bottoms should be knee-length or longer, and shorts must be worn under skirts or jumpers. Jeans must be Dress Code compliant with no rips, tears, frays, or holes. No tightly fitted jeans or jeggings.</p> <p>Shoes: athletic shoes in any color or Dress Code footwear For safety reasons, only tied lace-up shoes or Velcro shoes are allowed. No boots, slippers, flip-flops, or Toms.</p> <p>Sock color: any color if ankle, cuff, knee-length, or crew</p>	
PE Uniforms	<p>PE tops and bottoms will be purchased through the Athletic/PE Department.</p>	

PE Shoes	<p>Shoe style: lace-up, athletic shoes For safety reasons, only tied lace-up or high-top athletic shoes are allowed. No boots, slip-ons, or flip-flops.</p> <p>Color: any color Socks: same as High School Dress Code socks</p>
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Casual Dress Day Guidelines

All students MUST wear appropriate shoes at all times. Steel-toed boots as well as flip-flops are not appropriate footwear at ACA. Students must dress in suitable clothing for school that in no way interferes with learning or disrupts the learning atmosphere. Pants and shorts MUST be worn at the waist (NO SAGGING) and skirts/dresses must be knee-length or longer.

Inappropriate attire includes, but is not limited to, the following:

- Clothing that reveals the midriff
- Low-cut shirts that reveal cleavage (any at all)
- Hats, caps, bandanas, and scarves on the head that are not worn for a religious, medical, or other protected purpose
- Clothing/accessories referring to alcohol, drugs, tobacco, weapons, nudity, gang affiliation, violence, or vulgar/obscene language or images
- Clothing that insults any race, religion, sex, ethnicity, or disability
- Clothing with frayed edges, cuts, patches, or holes
- Hairstyles that may be distracting or conspicuous
- Unnatural hair color
- Any body-piercing jewelry other than that designed for the ears
- Chains and emblems that may cause a disruption
- Pajamas, biker shorts, tank tops, and spandex-type clothing items, including leggings and jeggings
- Sleeveless, spaghetti straps, tank tops, see-through blouses or any style of clothing that shows undergarments
- Slippers and flip-flops

The School's administration is authorized to determine the suitability of students' attire and grooming. The administrator is the person designated to enforce the Dress Code on campus.

Please note that inappropriate dress will result in the student calling parents to bring appropriate clothes. The student will not be allowed to remain in class until appropriate attire is brought for the student to wear.

Upper School Letter Jacket Route for Earning a Letter

Athletic Letter Requirements

- Member of varsity team in Cross Country, Volleyball, Football, Basketball, or Soccer
- No academic suspension or other removal from the team during the season
- Fewer than two behavioral referrals during the athletic season; no suspensions

Theater Letter Requirements

Points needed to qualify: 12

All points that are not for taking a theater class must be earned outside of class time unless previous permission is granted.

Point opportunities:

- Minimum of two (2) years in Theatre (1 point each year)
- Perform in a production
 - Main role: 3 points
 - Minor role: 2 points
 - Walk-on or understudy: 1 point
- Participate in a theater/speech contest or festival (2 points)
- Duet acting scene or monologue, out of class and performed (1 point)
- Design and run lights or sound for a show (2 points)
- Design and pull costumes/props for a show (1 point)
- Organize the greenroom (1 point)
- Make-up design and implementation for a production (1 point)
- Set construction or strike (1 point)
- Direct a piece performed outside of class (2 points)
- Stage manage a production (3 points)
- Design a program for a production (1 point)
- Ticket or house crew (1 point)
- Build a costume (2 points)
- Write an original script (extracurricular/produced):
 - Full-length: 3 points
 - One act: 2 points
 - Scene: 1 point
- Attend a production outside of school and write a review (1 point)

Band Letter Requirements

Points needed to qualify: 12

Point opportunities:

- Minimum of two years in Band (1 point each year)
- Earning an "A" for each semester completed (2 points each year)
- No missed rehearsals or performances each year in Band (2 points each year)

- Region or Area Band audition (1 point each)
- Region or Area Band selection (2 points each)
- All-State Band, Orchestra, or Jazz selection (3 points each)
- Section Leader (1 point each year)
- Jazz Ensemble participation (1 point each year)
- Concert attendance at performances outside of school (1 point each year)

Art Letter Requirements

Points needed to qualify: 12

Point opportunities:

- Minimum of two years of art (1 point each year)
- Participation in any art contest (1 point each contest)
- Receiving a 4 at VASE UIL Art Competition (1 point)
- Participation in VASE and chosen for State (1 point)
- Participation in the art exhibit (1 point each year)
- Earning an "A" for each semester completed (2 points each year)
- Help with backdrops for theater productions (up to 2 points)
- Create advertisements for school functions (up to 2 points)
- Create banners to increase school spirit (up to 2 points)
- A professional portfolio presentation with quality work that illustrates the student's artistic talent and quest for artistic excellence (2 points)
- Eloquently written Artist Statement (500 words minimum) that shows the student has mastered the ability to communicate about their art (1 point)

Choir Letter Requirements

Points needed to qualify: 12

Point opportunities:

- Minimum of two years of choir (1 point each year)
- Earning an "A" in each semester completed (2 points each year)
- Participation in any choir/voice contest (1 point each contest)
- Participation in the fall and spring concert (1 point each year)
- Successful presentation of a solo in a public performance (2 points each year)
- Participation in a performance in the community (up to 2 points each year; must be approved by choir teacher to qualify)
- Section Leader (1 point each year)
- Help with set-up/tear-down for choir concerts (1 point)
- Eloquently written Artist Statement (500 words minimum) that shows the student has mastered the ability to communicate about music and performance (2 points; see choir director for guidance)

ARISTOI CLASSICAL ACADEMY
2022-2023 STUDENT AND PARENT
ACKNOWLEDGMENT OF RESPONSIBILITY

This Parent/Student Handbook, Policies and Procedures, 2022-2023, and Student Code of Conduct have been created to help each student gain the greatest possible benefit from the School experience. Parents must read and discuss this document with their child. Your signature below acknowledges your receipt of a copy of the Handbook, represents that you have read or will read and discuss this Handbook with your child, and indicates that you understand the responsibilities outlined within. Your signature further acknowledges your notice of and assent to the affirmative or opt-in provisions contained in the aforementioned Parent/Student Handbook. A copy of this form will be kept on file by ACA.

Student Name (Please Print)	Grade
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Student Signature	Date
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Parent(s) Signature(s)	Date
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The School reserves the right to revise, supplement, or rescind any policies or portion of the Handbook in its sole and absolute discretion. Parents and students will be notified of such changes to the Handbook as they occur. This Handbook supersedes all previous student handbooks, provisions in the charter application, and any memoranda of the administration that might have been issued on subjects covered herein. Neither this Handbook nor any provision included herein constitutes a contract or creates any contractual obligation or right of any kind between ACA and the parents or ACA and the students.

* * * * *

As a user of the School computer network, I agree to comply with the Technology Appropriate Use Policy, as stated in this Parent/Student Handbook, Policies and Procedures, 2022-2023, and to use the network in a constructive manner.

Student Name (Please Print)

Student Signature	Date
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ARISTOI CLASSICAL ACADEMY

FREQUENTLY ASKED QUESTIONS 2022-23

(Page 1)

The School's goal is to enable parents to make informed decisions and to effectively communicate all policies. Please initial in the blanks below to indicate your acknowledgment of the following frequently asked questions:

_____ **Does ACA enforce the Dress Code specified in the Appendix?** Yes, parents will be notified of all Dress Code violations. Students in grades 3–12 who are not in compliance will receive lunch detention that day. Students in grades K–2nd will receive lunch detention on the second and thereafter violations.

_____ **What type of outerwear (i.e., sweaters, jackets) may be worn at School?** Only the approved sweater, pullover, and jackets detailed in the Dress Code in the Appendix of this Handbook may be worn during School hours. If the weather is below the temperature suitable for Dress Code approved outerwear, personal coats or jackets may be worn outside of the building at the discretion of ACA's faculty and staff.

_____ **What is considered an excused absence?** An absence is excused only for the reasons listed under "Excused Absences" in the section of "Attendance" and only if a note is emailed to the Attendance Office (attendance@aristoiclassical.org) or sent to School within three (3) days of the student returning to School.

_____ **Do I need to send a note if my child is absent, even if I called the School?** Yes, we must have an excuse in written or emailed form within three days or the absence will be unexcused.

_____ **Are there academic consequences (penalties) for an unexcused absence?** Yes, students will receive a "Zero" (0) in each subject for all unexcused absences, excluding major projects and tests.

_____ **What is truancy? Does ACA file truancy charges?** If a student is absent without an excuse for three (3) or more days or parts of days in a four-week period, or ten (10) or more days or parts of days in a six-month period, it is considered truancy. Yes, ACA reserves the right to file truancy charges.

_____ **What excuses a tardy?** Only proof of a doctor's visit excuses a tardy.

_____ **What excuses an early dismissal?** Only a School-sponsored early release or the reasons stated for an excused absence excuse an early dismissal.

FREQUENTLY ASKED QUESTIONS 2022–23

(Page 2)

_____What is the latest time a parent may notify the office of early dismissal or carpool changes? Parents must call the front office or email elementarycarpool@aristoicclassical.org or uppercarpool@aristoicclassical.org by 2:00 p.m. for early dismissal or carpool changes. If parents do not notify the office by 2:00 p.m., their students will only be released in carpool to persons listed on the students' approved pickup lists.

_____What is the latest time a parent may sign out a student for early pickup? Students may be signed out at the front desk up until 2:30 p.m. for Elementary School and 2:45 for Upper School. After 2:30 p.m. (Elementary School) or 2:45 p.m. (Upper School), students must be picked up through carpool.

_____May parents bring food or treats for the class for their child's birthday or for special occasions? Yes, parents may bring treats for the class. Parents may drop off treats at the office for their child's birthday to be given out after 2:30 p.m. at the teacher's discretion. In consideration of students with dietary restrictions, please notify the teacher in advance of bringing treats.

_____May I join my child for lunch? Yes, parents are welcome to join their children for lunch during their scheduled time, except on days of School testing or when the administration calls for a closed campus. Parents and children are seated at a designated area in the lunchroom. Parents may bring their own children lunch but may not bring food for other students.

_____Can students or parents return to elementary classrooms after 3:00 p.m. to retrieve forgotten items? No, teachers and staff have their afternoon duties and are not in their classrooms after 3:00 pm. At ACA, we encourage a culture of student accountability and responsibility.

_____ (For students under 13 years of age) Can the School sign my child up for Internet accounts used in the classroom for educational purposes? Yes, by signing the 2022-2023 PARENT-STUDENT HANDBOOK ACKNOWLEDGEMENT in this Handbook, I consent to the School acting on my behalf to create any necessary Internet accounts for my child in compliance with the Children's Online Privacy Protection Act (COPPA) and all other applicable laws

Parent/Guardian Signature: _____ Date: _____



ACKNOWLEDGMENT OF COMPULSORY ATTENDANCE
2022-2023

I have received information regarding the requirements for compulsory attendance and attendance for credit. My signature is an acknowledgment that I have received this notice.

Name of Student	Grade Level
Address City/State/Zip	
Parent/Guardian Name	Home/Work Phone Numbers
Parent/Guardian Signature	Date
Parent/Guardian Name	Home/Work Phone Numbers
Parent/Guardian Signature	Date



LATE PICKUP PROCEDURES
ACKNOWLEDGMENT

School Year 2022–2023

Late pickup is defined as students not picked up by 3:30 p.m. for Elementary and 3:45 p.m. for Upper School in the designated carpool area from Aristoi Classical Academy. To avoid abandonment charges, please be prompt.

I understand that a late pickup, as defined as any time after 3:30 p.m. for Elementary School and 3:45 p.m. for Upper School, of my child from Aristoi Classical Academy may result in ACA filing abandonment charges with the local authorities.

Administrative discretion will be used for severe emergencies, such as weather.

I, _____ (parent name), acknowledge the procedures for late pickup from Aristoi Classical Academy.

Student Name (please print) _____

Grade Level _____ Teacher _____

Parent/Guardian Signature _____ Date _____

EMPLOYEES ONLY

2022-2023 Parent/Student Handbook Acknowledgement

I, _____, acknowledge that I have read and have had the opportunity to ask any questions I have regarding the ACA Parent/Student Handbook, Policies and Procedures, 2022-2023. I also agree to comply with the provisions in this Handbook.

Employee Signature

Date