



2020 - 2021 PARENT, STUDENT HANDBOOK



CITYSCAPE SCHOOLS, INC.

6211 E. Grand Ave.

Dallas, TX 75223

214-824-4747

www.cityscapeschools.org

LEADERSHIP

District Superintendent and Co-Founder	Mr. Leonard Brannon
Chief Human Relations Officer, Co-Founder, & Title IX Coordinator	Ms. Glenda Brannon
Chief Academic Officer	Ms. Elda Rojas
Chief Officer of Culture & Climate	Dr. Billy Ferrell
Chief Financial Officer	Mr. Luis Hinojosa
Chief Officer of Innovation	Mr. Mateo Magdaleno
Chief Operations Officer	Mr. David Tecuatl
Campus Principal (East Grand Preparatory)	Dr. Aaliyah Miranda
Campus Principal (Buckner Preparatory)	Ms. Clarenica Wade
Assistant Principal (East Grand Preparatory)	Mr. Ken Dickerson
Assistant Principal (East Grand Preparatory)	Ms. Aibeth Laugisch
Assistant Principal (Buckner Preparatory)	Mr. Phillip Ledesma
Director of Early Childhood	Ms. Maria Jose Lopez
Literacy Coordinator	Ms. Gabriela Camacho
Instructional Coach	Ms. Jackie Montemayor
Instructional Coach	Ms. Elena Bobadilla
Instructional Coach	Ms. Ana Coca
Special Education Coordinator	Ms. Lisa Johnson

Student Motto:

At (East Grand Preparatory /
Buckner Preparatory)

Learning is my opportunity
Studying is my responsibility
Achievement is my reward.

Today, I will be the best student I can be,
by being responsible, respectful,
and ready to learn.

A Word from the Superintendent



Cityscape Schools is a free, open enrollment, PreK3- 8th grade charter school district located in Old East Dallas. Cityscape Schools does not have tuition. As a public charter school district of choice, Cityscape follows the same rules and regulations as traditional public schools and administers the same state exams. Cityscape has its own district and is not part of DISD.

Our mission is to provide under-served children in our community with a free, rigorous, high-quality education that offers the knowledge, skills and character traits necessary to thrive in school, college and the competitive world beyond. We have been in Dallas since 2006. Our vision is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

Cityscape Schools exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. Our students will have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to their fellow man.

We build a partnership among parents, students, and teachers that puts learning first, by providing outstanding educators, and secondly by maintaining a strong culture of achievement. We believe that your zip code should not define your destiny. We envision that Cityscape Schools will have a transformational impact on the city of Dallas. Our goal is that every one of our students will serve as role models to their families and communities. Our college graduates will return to their communities demonstrating the impact that education has had on their own lives and transform poverty through productivity by raising the standards and opportunities for growth.

Start the journey for your child by enrolling your student during the next enrollment period. This does not preclude a student enrolling at anytime during the year. If you are interested in enrolling, fill out an application or enroll online.

Yours in service changing cityscapes one child at a time.

-- Leonard Brannon

A Word from the Principal



Dear EGP families,

It is with honor and great enthusiasm that I become a member of the East Grand Preparatory family. It is a privilege to be a part of such a wonderful school and community. We are all excited to have our mighty eagles back in our classrooms, filling our halls with energy and enthusiasm for learning! We have been working this summer to plan and create activities that will ignite the passion for learning in all of our students. It is our desire to continue establishing a culture of learning, a climate of safety and nurturing for our students, parents and staff. We can't wait to welcome your children back to school!

Sincerely,
Dr. Aaliyah Miranda
Principal

A Word from the Principal



My name is Clarenica Wade and I have the privilege of serving as your new Principal for Buckner Preparatory. I am excited and honored to get to know and work with each of you during the 2019-2020 school year. This will be my 16th year in education and my 11th year as an educational Instructional Leader. My educational background includes working in Cedar Hill ISD, Grand Prairie ISD, and more recently at Trinity Environmental Academy in Dallas. My time as an instructional leader has comprised of being a campus administrator, a mentor to other Instructional-Coaches, conducting district wide Professional Development sessions, and partnering with educational teams to ensure the educational success of all students, while also fostering collegial relationships among all staff and faculty members.

With my experience as an educator, I bring to the position a strong belief that all students have the ability to learn, understand, and reason. The way students accomplish those abilities will all be different. I have a strong knowledge base in working with diverse learners, creating collaborative partnerships, implementing creative instructional strategies, applying 21st century technology skills, and interpreting and utilizing data to drive instruction. Through my understanding and familiarity with MTSS/RtI and using current research practices and strategies to serve special population students, it is my desire to advocate and assist in providing a productive, collaborative, and rigorous academic learning environment.

Thank you for allowing me to be a part of the Cityscape Schools' family and I look forward to our journey together. Should you have any questions or concerns, please do not hesitate to let me know.

SECTION 1: CORE DOCUMENTS

VISION STATEMENT

Our vision is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

MISSION STATEMENT

Cityscape Schools exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. Cityscape students will have the opportunity to become well-prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to society, as a whole.

PHILOSOPHY OF EDUCATION

The Philosophy of Education at Cityscape Schools is grounded in the belief that every student can learn and that working together with parents, we can ensure success for each student.

Cityscape Schools believes in having a “**partnership with families...**”

An educational partnership requires mutual respect and civility, accountability, and communication. Partnership with families implies two issues: **responsibility and consistency**.

Responsibility

Parents are charged with the primary responsibility of the comprehensive well-being of their children. Parents delegate only a portion of that responsibility to a school. Cityscape accepts the responsibility to educate any one child when, on the basis of informed consent, that child is enrolled as a student.

What is informed consent?

Informed consent exists when parents, prior to enrollment, have obtained a clear understanding of everything Cityscape expects and provides. Simply put, there should be few to no surprises after enrollment. Parents **have the responsibility** to examine all the core informational documents of the school but especially The Parent/Student Handbook.

Conversely, partnership can only be said to exist when Cityscape Schools, Inc. is attempting in good faith to carry out its responsibility: creating an environment of

opportunity wherein the mission statement can become a reality for every student entrusted to our care.

Consistency

Partnership between Cityscape Schools and the family implies some degree of consistency between what is valued at school and what is valued at home. If the school values regular attendance, for example, but this is not reinforced at home, the degree to which the child can experience the academy's mission as a reality is lessened in direct proportion.

Consistency between family and school is a significantly empowering factor in the life of a child. The greater the degree of consistency, the greater the likelihood that the child will experience Cityscape Schools as an environment of opportunity.

Without consistency, there is no partnership. Parents must examine not only Cityscape Schools, but their own values, expectations, and standards to determine whether or not a Cityscape school is the right school for their family. For its part, Cityscape must do its best to represent a school in a realistic and informative fashion, and to the highest degree possible, assess the level of consistency that must exist between the school and the enrolling family.

“...a distinctive environment of educational opportunity...”

Cityscape Schools, Inc. is a distinctive environment because we recognize the needs of the whole child and we provide educational opportunities for these needs to be met.

Children and young people have **moral** and **ethical** needs. Therefore, Cityscape will partner with families to provide our students with the opportunity to develop strong character, integrity, a commitment to community service, and a positive vision for their lives and for their community.

Children and young people have **intellectual** needs. Therefore, Cityscape will partner with families to provide our students with developmentally appropriate instruction across the full range of intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Children and young people have **academic** needs. Therefore, Cityscape will partner with families to assess, appropriately place, and provide appropriate educational services for all students accepted into our preparatory.

Children and young people have **social** needs. Therefore, Cityscape will partner with families to provide our students with opportunities to develop healthy relationships within the family, their peers, and classmates, with members of their community, and with society at large.

Children and young people have **emotional** needs. Therefore, Cityscape will partner with families to foster a secure environment that creates and reinforces an awareness within our students that they are loved and respected in all circumstances and by all faculty and staff.

Children and young people have **physical** needs. Therefore, Cityscape will partner with families to provide our students with developmentally appropriate fitness activities. Cityscape Schools will provide health instruction that emphasizes the human body as a temple so that our students will have the opportunity to internalize the implications this awareness brings regarding health, fitness, and lifestyle choices.

Children and young people have **creative** needs. Therefore, Cityscape will partner with families to provide students with developmentally appropriate fine arts opportunities intended to awaken, cultivate, and develop their talents, creative gifts, and abilities.

“...educational opportunity for all children ...in our community...”

Cityscape schools are strategically, and intentionally, located so that we can be an “information and opportunity” center for families in our community. We will proactively connect families with the educational resources, within the school and outside of the school, that will address the needs, abilities, and talents of their children.

The “culture and community” of a Cityscape school will surround our students with a vision for their future that transcends labels, classifications, and prejudices. Our students will have the opportunity to acquire the knowledge and develop the strength of character necessary not only to survive, but to thrive.

“well prepared...life-long learners...”

Our guiding assumption is that every student who walks through our door is ultimately college bound. It is our job to provide students with the opportunity to be well prepared for success in college and other post-secondary opportunities.

Success in college involves innate ability, but to a greater degree it requires

- basic academic skills
- a strong work ethic
- motivation
- the ability to think
- self-discipline

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- ability to acquire knowledge and skills independently, and
 - a love of learning

Cityscape Schools will provide all students with developmentally appropriate opportunities to acquire the knowledge and values necessary for personal and academic success throughout their school years and throughout their lives.

Students who apply themselves to all that we ask of them and who avail themselves of all that we provide for them will indeed have the opportunity to be “well prepared” to make the transition from one grade level to the next, from elementary to middle school, from middle school to high school, and ultimately to college and/or other post-secondary learning environments.

“...character, knowledge, and wisdom necessary to succeed, lead, and contribute...”

There is an old story that perhaps best captures the heart of our philosophy. It is the ancient literary account of three captive Hebrew young people. These young people are described as being widely read in literature and science, quick to comprehend and able to learn. They are also described as wise. They were, however, not considered a part of mainstream society.

Despite demands through the years to lay aside the values and wisdom that had been instilled in them, no compromise could be found in their hearts. In the end, they assumed leadership roles amid a society that did not understand them, nor always value them, but needed what they had to offer.

We believe that all of our students are leaders in training. We believe that our graduates will serve their families, their communities, and their fellow man as leaders and role models in a society that might otherwise have overlooked their potential.

IN THE END....

Cityscape Schools, Inc. does not represent a guarantee. We represent an opportunity. We provide a comprehensive, character-driven, educational opportunity that will serve as the foundation and springboard for our students to succeed in post-secondary education and in life.

CORE VALUES STATED OR IMPLIED BY OUR VISION, MISSION, AND PHILOSOPHY:

- Families are charged with the primary responsibility of the comprehensive well-being of their children; therefore, Cityscape Schools must work in partnership with the family.
- The greatest need that our children have, relative to Cityscape Schools, is to know that they are loved and respected by all staff in all circumstances.
- The primary assumption of Cityscape Schools is that all of our students are bound for some type of post-secondary education.
- Cityscape will provide students with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including post-secondary education.
- Cityscape will provide students with developmentally appropriate instruction that addresses the character building, intellectual, social, emotional, physical, and creative needs of “the whole child”.
- All Cityscape students have the potential to serve their community and their fellow man as leaders and role models.

EXPECTED LEARNER OUTCOMES STATED OR IMPLIED BY OUR VISION, MISSION, AND PHILOSOPHY:

Cityscape Schools students will:

- Model their lives after adults exhibiting wisdom, character, and a love of learning.
- Acquire basic academic skills.
- Take advantage, when appropriate, of advanced academic opportunities.
- Develop a strong work ethic.
- Be motivated.
- Develop thinking skills.
- Develop self-discipline.
- Develop the skills to acquire knowledge independently.
- Develop a love of learning.
- Learn to use the full range of their intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Develop healthy relationships.

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- Know that they are loved and respected in all circumstances by all faculty and staff.
 - Respect the human body regarding health, fitness, and lifestyle choices.
 - Cultivate and develop their creative talents while guiding them to use and apply those creative gifts and abilities in service to their community and their fellow man.
 - Remain faithful to the values learned at Cityscape Schools in the face of pressure to compromise.

McKinney-Vento Homeless Education Assistance Act of 2001

Homeless children and youth are ensured specific educational rights and protections under the McKinney-Vento Homeless Education Assistance Act of 2001. “Children and youth who are homeless,” as defined by this federal law, means and includes children who:

- Are abandoned in hospitals, or are awaiting foster care placement.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Are living in emergency or transitional shelters.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings.
- Lack a fixed, regular, and adequate nighttime residence.

Children who are homeless will be provided flexibility regarding certain policies and procedures, including proof of residency requirements; immunization requirements; educational program placement; award of credit; eligibility requirements for participating in extracurricular activities; continuing enrollment in the “school of origin” or enrollment in a new school in the attendance area where the student is currently residing; graduation requirements; and other related matters.

Questions concerning assistance offered to homeless students can be obtained from Dr. Billy Ferrell at bferrell@cityscapeschools.org or 972-824-4747.

SECTION 2: CITYSCAPE SCHOOLS STUDENT CODE OF CONDUCT

THE PHILOSOPHY AND APPLICATION OF DISCIPLINE AT CITYSCAPE SCHOOLS, INC.

Purpose

The Cityscape Student Code of Conduct has been developed in the context of Chapter 37 of the Texas Education Code, The Texas Association of School Boards' Model Code of Conduct, and the best practices regarding discipline and standards shared by many successful schools.

The Code of Conduct provides information regarding Cityscape methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

In general, the law requires schools to define misconduct that will result in a range of specific disciplinary consequences including, but not limited to, in-school suspension, out-of-school suspension, Saturday School, and expulsion from school.

The Code has been adopted by the Cityscape Schools, Inc. Board of Trustees and, therefore, has the force of school policy. The Code provides information to parents regarding standards, expectations, boundaries, consequences, procedures, and due processes for administering discipline.

A copy of the Code will always be available for review at the school office. A copy of the Code is provided as part of the enrollment process.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School Authority and Jurisdiction

School rules and the authority of the school to administer discipline apply whenever the interest of the school is involved, *on or off school grounds*, in conjunction with or independent of classes and school-sponsored activities.

The school has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on school transportation;
- While the student is in attendance at any school-related activity, regardless of time or location;

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- For any school-related misconduct, regardless of time or location;
 - When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
 - When criminal mischief is committed on or off school property or at a school-related event;
 - For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
 - For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another school in Texas;
 - When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
 - When the student is required to register as a sex offender.

Part I: Philosophical Basis

Cityscape’s mission statement makes reference to our desire to help students develop “character, knowledge, and wisdom”. The goals of the Code of Conduct are an extension of that mission statement:

- Self-discipline (a life quality that is foundational to the development of positive and productive character); and
- An orderly school (a prerequisite of an instructional environment that seeks to impart knowledge and wisdom). An orderly school implies:
 - a safe and secure campus, and
 - classrooms and learning environments that are free from disruption

Discretionary Authority

Despite our best efforts to be clear regarding rules, requirements, and expectations, the need will occasionally arise for judgment calls to be made and discretionary authority to be exercised by the administration. While we wish to avoid these kinds of decisions, the administration, nevertheless, reserves the right to do so.

When making decisions regarding consequences as well as the processes leading to potential removal from school, consideration **will** be given to the following:

- self-defense
- student’s disciplinary history
- disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct

When making decisions regarding consequences as well as the processes leading to potential removal from school, consideration **will not** be given to the following:

- intent or lack of intent at the time the student engaged in the conduct

Discipline vs. Punishment

At Cityscape Schools, we recognize the difference between discipline and punishment. Punishment is what happens when adults are frustrated, and the only goal is that the student be as unhappy as the supervisory adult.

Discipline is the application of consequences with the goal of eliminating behavior that is not in the students', or Cityscape's, best interest. Indeed, discipline that leads to self-discipline is a part of the character training that parents expect from the school.

Standards

Each student is expected to:

- Demonstrate courtesy, even when others do not;
- Behave in a responsible manner, always exercising self-discipline;
- Attend all classes, regularly and on time;
- Prepare for each class; take appropriate materials and assignments to class;
- Meet school and campus standards of grooming and dress;
- Obey all campus and classroom rules;
- Respect the rights and privileges of students, teachers, and other school staff and volunteers;
- Respect the property of others, including school property and facilities;
- Cooperate with and assist the school staff in maintaining safety, order, and discipline;
- Adhere to the requirements of Cityscape's Code of Conduct;
- Adhere to the requirements of Cityscape's Parent/Student Handbook.

BOUNDARIES, CORRECTION, AND CONSEQUENCES

A Code of Conduct that works (i.e. helps a student to eliminate behavior that is not in his or her best interest or in the best interest of Cityscape Schools) involves boundaries, correction, and consequences.

Boundaries are:

- Standards
- Rules

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- Expectations
 - Instructions
 - Parameters
 - Agreements
 - Requirements

and must be established and communicated, for individual classrooms, grades, divisions, and the school, as a whole.

Correction is:

- Verbally instructing students regarding their actions;
- Interrupting their behavior;
- Redirecting their behavior;
- Reminding students of expectations and consequences; and
- Referring the student to the administration for determination and application of consequences.

Most children, especially in the younger grades, respond to **correction** out of a desire to please their teacher, and most school situations can be addressed in this manner (most of the time). At other times, however, **correction** needs to be accompanied by **consequence** in order to help the child eliminate behavior that is not in his or her best interest or in the best interest of the learning environment for the other students.

Consequences are:

- Restrictions on, or removal of, privileges and opportunities
- Required responses; and
- Impacting events viewed by the child as undesirable.

Consequences must:

- Be appropriate to, and proportionate to, the relative seriousness of the infraction and the frequency of its occurrence;
- Be taught and communicated as clearly as possible, alongside classroom rules and expectations;
- (When required), be swiftly and consistently applied; accrue and increase over time if the child does not initially respond with improved behavior; and
- Be provided by the classroom teacher, and then ultimately by the administration, if the child does not initially respond with improved behavior.

Consequences, over time, must have two ultimate outcomes:

- The student will develop and practice self-discipline, or
- The student will make himself or herself ineligible to continue enrollment at a Cityscape school.

It is important to note that an orderly environment is not the same thing as a harsh environment. A school should certainly have high expectations of students. To the same degree, the school should provide a high level of support in helping children learn, respond to, and ultimately meet, those expectations.

At Cityscape Schools, our underlying objective is that, even with boundaries, correction and consequences, our students will know that we love and respect them.

We will do our best to make sure they have an opportunity to learn that there are times that unconditional love must be expressed in terms of boundaries, correction, and consequences.

Classroom Management

Developmentally appropriate boundaries, correction, and consequences

Children are all in varying stages of development, maturation, cognitive functioning, and reasoning ability. A “one size fits all” approach to classroom management is ineffective.

At Cityscape Schools, each classroom, each grade level, and where appropriate, combinations of grade levels, have an administratively approved classroom discipline plan. These plans differ from one another and are intended to do so as a reflection of our understanding of the differing needs and abilities of children across the grade level spectrum. The boundaries, the way correction is handled, and the form that consequences take, and the manner in which those consequences are applied, are all specific to the needs of children in those classes and grade levels.

As a part of Parent Orientation, teachers provide an overview of their specific class rules, procedures, and management plan (some teachers have a name for their plan: Behavior Bucks, Pull Cards, Smiley Faces, etc.). As mentioned before, for most children, simply knowing about and understanding the plan results in compliance and self-discipline. For some, compliance and self-discipline will be a process that comes through crossing boundaries, receiving correction, and experiencing consequences.

For others, self-discipline will not be attained by the classroom management process and will require the intervention of an administrator and the application of administrative consequences.

Administrative Discipline

Developmentally appropriate consequences beyond the classroom

Referring and Sending Students to the Office

For each classroom’s discipline plan there is a point at which students must be referred to an administrator’s office. This will vary to some degree as a function of our desire to recognize developmental and grade level differences. Some behaviors are chronic, and the classroom plan has not resulted in compliance and self-discipline. Some

behaviors and the degree to which that behavior found expression, do not fall within the parameters of classroom discipline plans, but are considered immediate grounds for referral to the administrative offices.

In general, a parent can expect a child's behavior to be **referred (reported)** when:

- minor infractions have been repeated often enough to process the student through available classroom consequences and **no incremental options remain for the teacher** to apply (no cards left, too many behavior bucks gone in one day, all smiley faces turned upside down, recess restrictions already given, etc.) and there is no improvement in behavior.

In general, a parent can expect the child to be **sent or taken** to an administrator when the behavior in question has been, from the teacher's perspective:

- Serious;
- Lacking a positive response to classroom consequences;
- Disruptive of the learning environment
- Disrespectful;
- Inappropriate;
- Potentially injurious or abusive to self or others.
- A Tier 3 behavior in the Positive Behavioral Interventions & Supports (PBIS) program

Clearly, the preceding list is one of broad categories that are open to interpretation. Exactly so. It is the classroom teacher who has primary responsibility to manage and provide a well-ordered instructional environment.

The classroom teacher must have discretionary authority, however, to involve an administrator whenever he or she feels that administrative intervention must be taken into consideration.

Administrative Intervention

Administrative intervention is the administrator's response to situations that have been referred to him or her by a teacher or staff member. The administrator also has discretionary authority to respond to situations referred to him/her by adults who are not on staff (parent volunteers, field trip chaperones, etc.). Additionally, the administrator has discretionary authority to initiate administrative intervention processes for situations that have not been referred to him/her, but of which he/she has knowledge or reason to have a concern.

Parents should be notified by the administrator and/or teacher any time a student is referred to the administrative offices for disciplinary reasons.

PART II: THE DISCIPLINARY PROCESS

The PBIS Approach

In most schools, the writing of, or receiving of, a referral is an emotionally charged issue associated with a major behavior problem, and the referral is seen in and of itself as punishment. To change this antiquated system, Cityscape Schools is adopting a new behavioral approach to discipline called Positive Behavioral Interventions & Supports (PBIS). In a PBIS program, a referral is the final option after an array of preventative measures have first been attempted.

PBIS is an approach many schools utilize to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS recognizes that students can only meet behavior expectations if they know what the expectations are. PBIS has six important guidelines:

- Every child can learn proper behavior;
- Stepping in early can prevent more serious behavior problems;
- Each child is different, and schools need to provide many kinds of behavior support;
- How schools teach behavior should be based on research and science;
- Following a child’s behavioral progress is important; and
- Schools must gather and use data to make decisions about behavior problems.

According to several studies, PBIS leads to better student behavior. In many schools that use PBIS, students receive fewer detentions and suspensions, and get better grades. There is also some evidence that PBIS may lead to less bullying.

PBIS sets up three tiers of support for students and staff in a school.

Tier One is a schoolwide, universal system for everyone in a school. Students learn basic behavior expectations, like to be respectful and kind. School staff regularly recognize and praise kids for good behavior. They may also use small rewards, like tokens or prizes, to encourage kids.

Tier Two provides an extra layer of support for kids who continue to struggle with behavior. Kids get a set of evidence-based interventions and instruction. For example, some kids may interrupt class because they struggle with social interaction. A Tier Two strategy might be a “social skills club” to help these kids learn how to get along with peers.

Tier Three is the most intensive level. It is designed for students who need individualized supports and services because of behavior issues.

The following are some examples of Student Behaviors and Teacher Responses for each of the PBIS Tiers:

	Student Behaviors	Teacher Response
Tier One	<ul style="list-style-type: none"> • Speaking out of turn • Off task • No materials • No homework • Dress Code violation • Delay in following directions • Tardy 	<ul style="list-style-type: none"> • Verbal/non-verbal reminders • Reteach expected behavior • Change seating location • Take a break • One-on-one conference • Correct with respect • Consistency & Fairness
Tier Two	<ul style="list-style-type: none"> • Staff or student disrespect • Defiance • Mild verbal aggression • Horseplay • Significant class disruption • Repeat Tier 1 offenses 	<ul style="list-style-type: none"> • Fill out referral (teacher) • Contact parent/guardian • Loss of privilege • Teacher conference • Counselor referral • Utilize peer resources
Tier Three	<ul style="list-style-type: none"> • Illegal Activity (Threats, Drugs, Weapons, Assault) • Strong, repetitive defiance • Physical Aggression • Verbal Aggression • Severe classroom disruption • Refusal to comply with a Tier 2 consequence 	<ul style="list-style-type: none"> • Situation de-escalation • Immediate removal from class • Fill out referral (principal) • Behavior plan or contract • Parent conference • Reteach expected behavior

It is important to note that consequences resulting from a referral will affect a student's ability to participate in school privileges and programs at various levels and, ultimately, in the school at all. The goal of the process is to provide secure, recognizable boundaries for all students, to ensure consistent discipline by the teachers and staff, and to successfully manage student behavior issues.

Referrals lead to Consequences

Teachers and staff members write referrals. For a Tier 3 violation, it is a school administrator who, in a joint effort with the teacher and parents/guardians, assigns the consequences.

Note: *After School Detention and Out of School Suspension are administrative consequences that may be assigned to any student at any grade level.*

Conference and Communication Process

When an administrator receives a referral from a staff member or is otherwise aware of behavior outside of that permitted by The Code of Conduct, he or she will meet with

the student, as well as the parents/guardians. Parents must be informed and included after any referral is given, and told the nature of the infraction in question, as well as the administrative consequences, if any.

Administrators will discuss the referral or incident or behavior with the student and the student will be allowed to give his/her side of the story or explanation. Parents and students should not expect that we will take the word of the student against the word of the teacher or any Cityscape staff member.

After meeting with all concerned parties, potential consequences include, but are not limited to, the following:

- After school detention(s): requirement to stay after school on (45 minutes per detention) until all detentions have been served;
 - Teachers may require a student to stay after school with one day's notice to the family.
 - Failure to attend after school detention without prior arrangements made with the principal will result in additional consequences.
 - Referrals received for inappropriate behavior during after school detention will result in additional consequences and.
 - Failure of the parent/guardian (if required to accompany their child to after school detention) to work cooperatively with the after school teachers will result in additional consequences.
- Out of school suspension; and
- Recommendation for expulsion.

STUDENT WITH DISABILITIES

Referrals and Consequences for Students receiving IDEA and 504 Services

In the absence of a precluding or limiting provision contained within a Behavior Intervention Plan or behavior accommodation in the IEP, the Principal has discretionary authority to provide consequences outlined in The Code of Conduct. All IDEA due processes, restrictions, and protections will be afforded to all eligible students.

Referrals Can Be Appealed

Occasionally, a parent questions whether or not the disciplinary action taken by the school is warranted. Occasionally, there are mitigating circumstances that can be grounds for altering the consequence, but parents (or students) should not expect that regularly appealing referrals will result in dismissal of the referral.

QUARTERLY STATUS REVIEWS

At the end of each grading period, students in the following categories may, along with a

parent/guardian, be required to meet with an administrator:

- students who have earned three referrals;
- students who have been absent (unexcused) for ten percent or more of the school days (full day or portion thereof) for that quarter;
- students who have unserved consequences at the end of that grading period;
- students who have one or more failing grades for the grading period.

The review process is as follows:

Initial Review- This review is carried out by an administrator and he/she will examine the academic /behavioral/attendance record of all students on the review list for that grading period and determine if any action needs to be taken. The Principal has discretionary authority to decide that no administrative action is warranted and may, therefore, terminate the review process. No student file will reflect an initial review wherein the process is terminated in this manner.

The Principal may decide that the student and family is best served by taking administrative action and will, therefore, initiate the second level of the status review by requiring a student/family consultation.

Student\Family Consultation – In this stage of the process, the student, one or more of the parents/guardians, and an administrator meet together to discuss the reasons for the status review (academic/behavioral/attendance) and how the situation can be remedied for the future. The Principal has the discretionary authority to decide that no further action is warranted and may terminate the review process and, indeed, this is the goal of the consultation. Alternatively, the Principal has discretionary authority to exercise other options:

- The assignment of additional consequences
- Counseling family regarding resources, intervention, and assistance

The Principal may decide that the needs of the school, or the needs of the student, are best served by taking more serious administrative action and will, therefore, inform the parent/guardian regarding the initiation of the third level of the status review.

DISCIPLINE REVIEW COMMITTEE

The Principal has discretionary authority to call for a Discipline Review Committee.

When an infraction has occurred for which expulsion is mandatory according to state law or district policy, no discipline committee review will be conducted.

A committee consisting of three or more Cityscape administrators and teachers will review

the student's academic/behavioral/attendance record for the current and previous, if any, grading period(s).

The student and the parent/guardians will be invited to address the committee and state what they believe to be a compelling reason for allowing their student to continue at a Cityscape school. *Note: this is an expulsion hearing and all due process rights regarding same will be accorded.* After which, the family will be excused. The committee will begin deliberations leading to a recommendation to the Superintendent. If the committee does not find a compelling reason to allow the student to continue, the committee will recommend that the Superintendent expel the student for a specific length of time.

If the student for which expulsion is being recommended **receives** Special Education services, the principal will call for a Manifestation Determination ARD. The Superintendent will be immediately notified of the ARD committee decision.

Upon review, the Discipline Review committee may alternatively recommend that:

- no further action is required, and the Principal should terminate the status review process;
- the Principal should exercise additional options from the second stage of the process (assign additional consequences other than expulsion).

Please note: any of the offenses below will result in the immediate placement of the student on temporary suspension (notwithstanding due process requirements).

A Discipline Review Committee must be convened to determine the student's eligibility to return to classes. Actions that violate local, state, or Federal laws will be reported to local law enforcement authorities.

1. Administrative discovery of misrepresented student discipline record from previous school
2. Physical abuse including, but not limited to, biting, hitting, or kicking of a Cityscape staff member, substitute, approved volunteer, or campus visitors
3. Carrying or possessing any object identified as a weapon in the state penal code.
4. Using, possessing, providing for others, or being under the influence of alcohol, inhalants, marijuana, controlled or illegal substances, on or off campus, school or non- school related activities, school or non-school hours/days.
5. Major (as determined by the school) vandalism, damage, or alteration to school property or the property of another; (replacement or repair costs may be charged to the student/family by the school)
6. Creating, or participation in creating, a false alarm of any kind

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7. Threat of Physical Harm –in any format made to, or in reference to, other Cityscape students, employees, substitutes, approved adult volunteers or family members of any of the preceding (pending administrator evaluation of severity of threat and/or potential for disruption of the educational environment)
 8. “Loss of Life” threats, in any format, made against other Cityscape students, employees, substitutes, approved adult volunteers, or family members of any of the preceding
 9. Threat, in any format, to destroy or damage school property or the property of employees, substitutes, approved adult volunteers or family members of any of the preceding
 10. Possession of, accessing of, and providing for others, pornographic material in any format
 11. Unauthorized possession of, access to, or use of, unauthorized information or resources/assistance with STAAR test
 12. Sending or posting electronic messages or images, in reference to a Cityscape staff member, student, or the family members of either, that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This includes electronic messages or images sent while off on or off campus, during school hours and non-school hours
 13. Use, exhibition, or possession of fireworks of any kind, smoke bombs, stink bombs, or any other pyrotechnic device or substance
 14. Violation of school’s “Acceptable Use” policies regarding computers
 15. Leaving, or attempting to leave, the classroom, school building, or school grounds without the knowledge or permission of, or against the directive of, campus personnel without being under the supervision of the parent/guardian.

Please note: any of the offenses below will result in immediate suspension until an expulsion hearing can be convened.

These offenses will result in an immediate recommendation to the superintendent for expulsion regardless of:

- the date on which the student’s conduct (or the relevant issue) occurred,
- the location at which the conduct (or relevant issue) occurred,
- whether the conduct (or relevant issue) occurred while the student was enrolled in the school, or
- whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Actions that violate local, state, or federal laws will be reported to local law enforcement authorities. Actions directly involving a Cityscape campus that violate local, state, or Federal laws will be reported to local law enforcement authorities. The school will

seek to have such actions prosecuted to the full extent of the law. Actions listed by state law as requiring mandatory expulsion will be treated as such.

1. Failure to meet the terms of probationary enrollment agreement
2. Superintendent finding of cause regarding grievance file against the parent/guardian by Cityscape faculty member for abusive or threatening behavior
3. Additional misconduct during temporary suspension while awaiting expulsion hearing or Discipline Committee Review meeting
4. Required to register, or discovered to be registered, as a sex offender
5. Arrested for, charged with, convicted of, referred to a juvenile court for having received deferred prosecution/ deferred adjudication for, or given probation for conduct defined as a Title 5 felony offense
6. Assault or aggravated assault
7. Criminal mischief
8. Robbery or aggravated robbery
9. Terroristic threat (including a bomb threat) involving a public school
10. Engaging in deadly conduct
11. Coercion, blackmail, or extortion
12. Sexual assault, or aggravated sexual assault
13. Murder, capital murder, or criminal attempt to commit murder or capital murder
14. Indecency with a child
15. Inappropriate or indecent exposure of private body parts
16. Inappropriate verbal, physical, or sexual conduct
17. Sexual harassment
18. Sexual abuse of a young child or children
19. Convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault
20. Aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery
21. Use, exhibition, or possession of a firearm (as defined by state law or federal law)
22. Use, exhibition, or possession of any instrument (including a starter gun or zip gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive
23. Use, exhibition, or possession of the frame or receiver of any such weapon

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24. Use, exhibition, or possession of any firearm muffler or firearm silencer
 25. Use, exhibition, or possession of any destructive device, such as live ammunition, any explosive, incendiary or poison gas bomb, or grenade
 26. Use, exhibition, or possession of any knife (including a pocketknife)
 27. Use, exhibition, or possession of a club or an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including, but not limited to, a blackjack or nightstick
 28. Use, exhibition, or possession of a chemical dispensing device (pepper spray, mace, etc.)
 29. Attempt to access or circumvent passwords or other security-related information of the school, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment
 30. Attempt to alter, destroy, or disable school computer equipment, school data, the data of others, or other networks connected to the school's system, including off school property if the conduct causes a substantial disruption to the educational environment
 31. Encouraging, in any format, any behavior that threatens school safety
 32. Possess published or electronic material that is designed to promote or encourage illegal behavior or behavior that could threaten school safety
 33. Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program, interfere with school activities, or incite violence
 34. 36. Breaking and entering school property abuse of, and/or providing for others, prescription and non-prescription medications and substances.
 35. Possessing, using, exhibition of, or providing for others "look alike" drugs or drug paraphernalia

Mandatory Expulsions

Texas Education

Code Section 37.007

(a) (d) and (e)

37.007. EXPULSION FOR SERIOUS OFFENSES

- (a) A student shall be expelled from a school if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

(1) uses, exhibits, or possesses:

(A) a firearm as defined by Section 46.01(3), Penal Code;

(B) an illegal knife as defined by section 46.01(6), Penal Code or by local policy;

(C) a club as defined by Section 46.01(1), Penal Code or

(D) a weapon listed as a prohibited weapon under section 46.05, Penal Code

(2) engages in conduct that contains the elements of the offense of:

(A) aggravated assault under Section 22.02, Penal Code, sexual assault under section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;

(B) arson under Section 28.02, Penal Code;

(C) murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code, or criminal attempt, under Section 15.01, Penal Code to commit murder or capital murder;

(D) indecency with a child under Section 21.11, Penal Code;

(E) aggravated kidnapping under Section 20.04, Penal Code;

(F) aggravated robbery under Section 29.03, Penal Code;

(G) manslaughter under section 19.04, Penal Code; or

(H) criminally negligent homicide under Section 19.05, Penal Code, or

(3) engages in conduct specified by Section 37.006(a) (2) (C) or (D), if the conduct is punishable as a felony.

(10) (D) A student shall be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (a) against any employee or volunteer in retaliation for or as a result of the person's employment or association with a school district without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event on or off school property.

APPEAL PROCESS

Occasionally a parent or student questions whether the disciplinary action taken by the school is warranted. The following procedures should be followed:

- If there is a question regarding a consequence applied by the classroom teacher or faculty member, the parent must contact the teacher/faculty member for clarification.
- If there is a question as to what happened or why the referral was written, or why the student was taken to the office, the parents must contact the teacher or staff

member for clarification.

- If there is a question regarding consequences (what was assigned and why), the parents must contact administration for clarification.

Parents may set up a conference with a teacher or administrator by letter, e-mail, voicemail or with the help of the school office.

Please do not call the teacher at home. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

After meeting with the teacher, if the parent does not feel the question has been resolved, then, and only then, will a meeting be set up with the parent and campus administration. After that meeting, if the parent does not feel that the question has been resolved, then a meeting will be set up with the parent, teacher, and the superintendent. The previous meetings must have been held to reach this level.

For disciplinary consequences other than recommendation for expulsion, disciplinary decisions cannot be appealed beyond the superintendent unless it can be reasonably asserted that the consequence:

- was assigned in a manner inconsistent with the Cityscape Code of Conduct policies and due processes or
- is inconsistent with the legal requirements of charter schools or violates established civil or legal rights of the student or his/her parent/guardian.

To appeal a decision to, to register a complaint with, or to file a request for a grievance to be heard by the school board in open meeting, please refer to the Grievance Section of the Parent/Student Handbook.

SUPPLEMENTAL CODE OF CONDUCT ISSUES POLICIES AND PROCEDURES

Weapons

In accordance with a federal law, the school shall expel any student who brings a firearm (as defined by 18 U.S.C. 921) to school or who is found in possession of a firearm at school. The expulsion shall be for a period of at least one year, except that the school administrator may modify the length of expulsion in the case of an individual student. Employees, visitors, and students are prohibited from bringing knives of any sort or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place, to ensure the safety of all. Students who observe or suspect a violation of the school's weapons policy should report it to a staff member and/or contact

the administrator immediately. The school shall report all student expulsions that occur under this policy to the Texas Education Agency, together with information identifying the weapon involved.

- The term "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm which is incapable of being fired.
- The term "destructive device" means: any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, fireworks or device similar to any of the devices described in this handbook, Texas Education Code or State and Federal guidelines.

Possession of Prohibited Items:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- any hazardous material such as mercury, acid;
- a razor, box cutter, chain, or any object used in a way that threatens or inflicts bodily injury to another person;
- a "look-alike weapon or hoax explosive";
- an air, BB, blow, paint, pellet, or stun gun or any device designed to propel a projectile;
- ammunition;
- any pocketknife;
- pornographic material;
- tobacco products and/or related paraphernalia;
- matches or a lighter;
- a laser device for other than approved use; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Tobacco

The school prohibits all students from possessing, smoking, or using tobacco products at school and school-related or school-sanctioned activities on or off school property.

Every Cityscape campus (buildings, parking lots, grounds, etc.) is a smoke free environment. Adults who wish to smoke must please leave school property before doing so.

Freedom from Bullying

Cityscape Schools prohibits bullying as defined below, as well as retaliation against anyone who reports or is involved in an investigation of potential bullying.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- 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 enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or the School; or
- Infringes on the rights of the victim at school.

Bullying also includes cyberbullying, which is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The school's anti-bullying policy applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - Interferes with a student's educational opportunities; or
 - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Reporting Procedures

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, the Principal, or another school employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. Cityscape Schools will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. Reports of potential bullying may be submitted anonymously.

Investigation of Report

The Principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited harassment and, if so, proceed under that policy instead. The Principal or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

If the results of an investigation indicate that bullying occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

A student who receives special education services will be disciplined for conduct meeting the definition of bullying or cyberbullying within applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 *et seq.*). Cityscape Schools may not impose discipline on a student who, after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

The Principal or designee may make a report to local law enforcement authorities if, after an investigation is completed, the Principal or designee has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment), Texas Penal Code.

To the greatest extent possible, Cityscape Schools shall respect the privacy of the complainant and/or grievant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary to conduct a thorough investigation. If a law enforcement or other regulatory agency notifies Cityscape Schools that it is investigating the matter and requests that the school delay its investigation, Cityscape Schools will resume the investigation at the conclusion of the agency's investigation.

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the Cityscape Schools student and parent complaint and/or grievance procedure.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of

harassment may include, but are not limited to, offensive or derogatory language directed at a person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Freedom from Sexual Harassment

Cityscape Schools prohibits discrimination on the basis of sex, including sexual harassment, by an employee, volunteer, or another student.

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

1. A school employee conditioning the provision of aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
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 Cityscape Schools’ educational programs or activities;
3. Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

Examples of sexual harassment may include, but are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; sexually-motivated physical, verbal, or nonverbal conduct; or other sexually motivated conduct, communications, or contact.

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

General Definitions

A “complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

A “respondent” means an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

A “formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Cityscape Schools investigate the allegation of sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered appropriate and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are

designed to restore or preserve equal access to Cityscape Schools' educational program or activity without unreasonably burdening either party, including measures designed to protect the safety of all parties or Cityscape Schools' educational environment, or deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, mutual restrictions on contact between the parties, and other similar measures.

Reporting Sexual Harassment

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator listed in the Personnel section of this Handbook, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

Cityscape Schools' response to a report of sexual harassment must treat complainants and respondents equitably by offering supportive measures and by following a grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

After a report of sexual harassment has been made, the Title IX Coordinator must 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 to the complainant the process for filing a formal complaint.

Notice of Allegations

Upon receipt of a formal complaint, Cityscape Schools must provide the following written notice to the parties who are known:

- Notice of Cityscape Schools' grievance process, including any informal resolution process.
- Notice of the allegations of sexual harassment, including, to the extent known, the identity of the parties, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made known at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
- Notice that the parties may inspect and review evidence related to the complaint.
- Notice that Cityscape Schools prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during an investigation, Cityscape Schools decides to investigate allegations about the complaint or respondent that are not included in the initial notice of the complaint, Cityscape Schools must provide notice of the additional allegations to the parties whose identities are known.

Grievance Process

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of Cityscape Schools

The following guidelines apply when Cityscape Schools receives a formal complaint of sexual harassment. This process is designed to incorporate due process, principles, treat all parties fairly, and to assist Cityscape Schools reach reliable responsibility determinations.

- Cityscape Schools will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.
- Any individual designated by Cityscape Schools as a Title IX Coordinator, investigator, decision-maker, or to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent responsible. Cityscape Schools will ensure that Title IX Coordinators, investigators, decision-makers, and anyone who facilitates an informal resolution process receive appropriate training related to the requirements of Title IX and Cityscape Schools’ sexual harassment policy.
- Cityscape Schools recognizes a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.
- Cityscape Schools shall attempt to complete an investigation of reported sexual harassment within 60 calendar days of receiving a complaint. However, the investigation process may be delayed or extended for a limited time for good cause with written notice to the complainant and the respondent of the delay or extension. Good cause may include considerations such as absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- Students found to have engaged in sexual harassment are subject to disciplinary action as outlined in the Student Code of Conduct.
- Cityscape Schools shall employ the *clear and convincing evidence* standard to determine responsibility when reviewing formal complaints.
- Cityscape Schools may not require, allow, rely upon, or otherwise use questions of evidence that constitute, or seek disclosure, of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Consolidation of Formal Complaints

Cityscape Schools may consolidate formal complaints as to allegations 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, where the allegations of sexual harassment arise out of the same facts or circumstances.

Dismissal of Formal Complaints

Cityscape Schools must investigate the allegations in a formal complaint.

Cityscape Schools must dismiss a formal complaint if the conduct alleged in the formal complaint:

- Would not constitute sexual harassment, even if proved;
- Did not occur in Cityscape Schools' education program or activity; or
- Did not occur against a person in the United States.

Cityscape Schools may dismiss a formal complaint or any allegations therein if, at any time during the investigation:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by Cityscape Schools or
- Specific circumstances prevent Cityscape Schools from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, Cityscape Schools must promptly send simultaneous written notice to the parties of the dismissal and the reason(s) for the dismissal. Dismissal of a formal complaint does not preclude Cityscape Schools from taking appropriate action under the Student Code of Conduct or any other school policy that may apply to the alleged conduct.

Investigating Formal Complaints

The following guidelines apply during the investigation of a formal complaint and throughout the grievance process.

- Cityscape Schools will ensure the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on Cityscape Schools and not on the parties.
- Cityscape Schools cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Cityscape Schools receives that party's voluntary, written consent to do so.
- Cityscape Schools will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- Cityscape Schools will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- Cityscape Schools will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied

to any related meeting or proceeding by the advisor of their choice, and not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. Cityscape Schools may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

- Cityscape Schools will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- Cityscape Schools will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- Prior to completing an investigative report, Cityscape Schools must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completing the investigative report.
- Cityscape Schools must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for review and written response.
- After sending the investigative report to the parties and before reaching a determination of responsibility, the decision-maker(s) must afford each party the opportunity to submit written relevant questions that a party wants asked of any witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination Regarding Responsibility

The decision-maker(s) making a determination regarding responsibility cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The decision-maker(s) must review the investigation report and make a written determination, based on the *clear and convincing evidence* standard, regarding responsibility. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from receipt of the formal complaint

through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, or methods used to gather other evidence;

- Findings of fact supporting the determination;
- Conclusions regarding application of Cityscape Schools' Code of Conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to Cityscape Schools' education program or activities will be provided to the complainant; and
- Cityscape Schools' procedures and permissible bases for the complainant and respondent to appeal.

Cityscape Schools must provide the written determination to the parties simultaneously. The determination becomes final either on the date Cityscape Schools provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals

Cityscape Schools will offer both parties an appeal from a determination regarding responsibility, and from Cityscape Schools's dismissal of a formal complaint or any allegations therein, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

As to appeals, Cityscape Schools will ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, or the investigator(s), or the Title IX Coordinator. Cityscape Schools will provide both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal will issue a written decision, based on the **clear and convincing evidence** standard, describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

A party who is dissatisfied with the appeal decision may file an appeal to the Board of Directors through the process outlined in Cityscape Schools' grievance procedures.

Emergency Removals

Cityscape Schools is able to remove a respondent from Cityscape Schools' education

program on an emergency basis, provided that Cityscape Schools undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Cityscape Schools's ability to do so may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

Informal Resolution

At any time prior to reaching a determination regarding responsibility, Cityscape Schools may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. However, Cityscape Schools may not require as a condition of enrollment or continuing enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Additionally, Cityscape Schools may not require the parties to participate in an informal process and may not offer an informal resolution process unless a formal complaint is filed.

Prior to facilitating an informal resolution process, Cityscape Schools must:

- Provide to the parties a written notice disclosing the allegations and the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations. The notice must also inform that, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, as well as of any consequence resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- Obtain the parties' voluntary, written consent to the informal resolution process.

Cityscape Schools may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Retaliation Prohibited

Neither Cityscape Schools nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy.

Examples of retaliation may include, but are not limited to, intimidation, threats, coercion, or discrimination.

Complaints alleging retaliation may be filed according to the grievance procedure described above.

Confidentiality

Cityscape Schools must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or for purposes related to the conduct of any investigation, hearing, or judicial proceeding arising under the Title IX regulations.

Non-Sexual Harassment Sex Discrimination

The formal complaint investigation and resolution process outlined above in “Freedom from Sexual Harassment” applies only to formal complaints alleging sexual harassment as defined by Title IX, but not to complaints alleging sex discrimination that do not constitute sexual harassment. Complaints of non-sexual harassment sex discrimination may be filed with the Title IX Coordinator and will be handled under the process described under “Freedom from Discrimination, Harassment, and Retaliation” as outlined above.

Disruptions

As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. **Class disruption includes** making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or **any misconduct**
- Interference with the transportation of students in vehicles owned, operated, or temporarily is used by the district.

Disruptions will be dealt with according to district policy, including reporting to law enforcement, when applicable.

Electronic Devices

Radios, CD Players, Other Electronic Devices and Games, and Cell Phones

Students are not permitted to operate or exhibit items such as smartphones, tablets, iPads, radios, CD players, tape recorders, camcorders, DVD players, PDA's, MP3's, IPOD's of any type, cameras, electronic devices or games at school, unless prior permission has been obtained from a teacher for a specific activity. Without such permission, teachers will collect the items and turn them into the main office. The items will not be returned to the student, but parents/guardians are welcome to pick them up in the front office. **Repeated offenses could result in a fine of \$15 dollars will be collected from the parent picking up the device.** These funds will be placed in the school's Activity Fund for the benefit of Cityscape students.

Video Cameras

For safety purposes, video/audio equipment may be used to monitor student behavior in common areas on campus. Students/staff will not be told when the equipment is being used or the location of such equipment. Administration may routinely review and document student misconduct. Discipline will be in accordance with the Code of Conduct. A parent, student, or guardian who wishes to view video recording or listen to audio recording may request such access under the procedures set out by law.

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school.

Law Enforcement Agencies

Reporting Crimes

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, administration will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

-
- Administration will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
 - Parents/guardians will always be notified when their child is interviewed or questioned by law enforcement, except for a child abuse investigation.
 - An administrator will be present unless the interviewer raises a valid/legal objection.

Students Taken into Custody

State law requires the school to permit a student to be taken into legal custody:

to comply with an order of the juvenile court; to comply with the laws of arrest by a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision; by a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court; by an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety and to comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, school officials will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The superintendent will immediately be notified, as will the parents/guardians, unless the officer or other authorized person raises a valid/legal objection to notifying the parents. Because administrators do not have the authority to prevent or delay a student's release to a law enforcement officer, any parent notification will most likely be after the fact.

Notification of Law Violations

The school is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

Physical Restraint

Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body (TAC 89.1053).

Any school employee may, within the scope of their duties, use & apply physical restraint to a student when the employee can reasonably assume it is necessary in order to:

- Protect a person from physical harm, including the person using physical restraint.
- Obtain possession of a weapon or other dangerous object.
- Protect property from serious damage.
- Remove a student from a specific location who is refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.
- Restrain an irrational student.

By Commissioner Rule (TAC 89.1053), a school employee, volunteer, or independent contractor may use restraint on students with disabilities only in an emergency and under the following guidelines:

- Limited to such reasonable force as is necessary to address the emergency.
- Use discontinued at the point at which the emergency no longer exists.
- Implemented in such a way as to protect the health and safety of the student and others.
- Does not deprive the student of basic human necessities.

An emergency as defined by TAC 89.1053 means:

- Imminent, serious physical harm to the student or others; or
- Imminent, serious property destruction.

When an employee, volunteer, or independent contractor uses restraint on a student with disabilities an incident report must be completed.

Prescription and illegal drugs

Defined as:

- Possessing or selling seeds or pieces of marijuana or other illegal substances;
- Abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or a school-related event;
- Having or taking prescription drugs or over-the-counter drugs at school or a school-related event other than as provided by school policy.

Safety Infractions

Defined as:

- Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety;
- Engaging in verbal (oral or written) exchanges that threaten the safety of another

student, a school employee, volunteers, or school property;

- Making false accusations or perpetrating hoaxes regarding school safety;
- Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence;
- Throwing objects that can cause bodily injury or property damage;
- Discharging a fire extinguisher without valid cause;
- Trespassing on school property;
- Being in a restricted area of the campus;
- Behavior, while being escorted near or across streets, that is disorderly and/or non-compliant.

Skateboards/roller blades

Students are not allowed to use skateboards or roller blades on school property. Students are not allowed to bring skateboards or roller blades to school. Students who violate this policy, in addition to the demerits assigned as per the Code of Conduct, will have skateboards or roller blades confiscated, and such items will only be released to the students' parent or guardian. Shoe skates or Heelys are not allowed at school.

Bicycles

Students who ride bicycles to school are to park them in the designated areas. Bicycles are not to be ridden during school hours. All bicycles should be locked while parked. Bicycles must be walked on and off the school grounds. The school is not responsible for any lost or damaged bicycles.

Property offenses

Property offenses will not be tolerated and are defined as:

- Damaging or vandalizing property owned by others where damage does not constitute a felony criminal mischief;
- Damaging, destroying, or defacing school property – including textbooks, lockers, furniture, and other equipment – with graffiti or by other means (less than criminal mischief);
- Stealing from students, staff, or the school;
- Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code

Vandalism

The school has made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are

intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Code of Conduct.

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

A pat-down search of a person may be conducted based on a reasonable, individualized suspicion that such person is in possession of contraband. Any such search shall be conducted in private by an authorized school official of the same sex as the person to be searched and in the presence of a witness of the same sex.

Students may be asked to empty pockets and turn inside out, open coats and empty pockets. Personal purses may be opened by owner and contents removed (if some item(s) are personal in nature, then student or staff member may be moved to a more private area at their request), backpacks, briefcases or similar personal effects may be searched in general. A student or staff member may be removed to a private area at their request prior to any search involving a purse, backpack, coat, or similar items.

General searches will be conducted only when authorized by the Principal or his designee. These searches are necessary to maintain order and discipline, promote security, health, and welfare of students and to control violence, drug, or contraband from entering school. If during a general search, an individual is identified to have committed a violation of the school Code of Conduct, state or federal penal code, this constitutes individualized reasonable suspicion and further search of student's personal affects is authorized. A teacher, staff member or administrator may conduct a general search of a student if there is reasonable suspicion the safety of the students or other people in the school could be at risk.

Students' desks, lockers, and cubbies

Students' desks, lockers, and/or cubbies are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Searches of desks, lockers or cubbies may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by school policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk, locker, purse, or backpack.

Trained dogs

The district will use trained dogs to alert officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials. The purpose of the canine surveillance program is to each Cityscape schools as a drug free environment.

SECTION 3: ABSENCES/ATTENDANCE

Attendance

Consistent school attendance is an essential component of each student's education. Absence from school will affect a student's ability to succeed in class; therefore, students and parents should make every effort to avoid unnecessary absences. Additionally, state law mandates compulsory school attendance for children of a certain age, and Cityscape Schools policy deals with attendance for course credit and a student's final grade. These laws are discussed below.

Texas Compulsory Attendance Law

The state compulsory attendance law requires that a student between the ages of six and 19 must attend school any applicable accelerated instruction programs and school-required tutorial sessions unless the student is otherwise legally exempted or excused. Cityscape Schools staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, or from required tutorials will be considered "truant" and subject to disciplinary action.

Pre-Kindergarten *and* kindergarten students are required to attend school and are subject to compulsory attendance requirements as long as they remain enrolled. On enrollment in Pre-Kindergarten or kindergarten, a student shall attend school. Education Code 25.085(a)-(c).

SO HOW DO THE COMPULSORY ATTENDANCE LAWS AFFECT THE POLICIES OF CITYSCAPE SCHOOLS?

- We will proactively, diligently, and regularly, monitor the attendance of all students.
- We will proactively, diligently, and regularly, warn parent-guardians regarding their child's attendance record.
- We will proactively, diligently, and regularly, file truancy charges regarding non-compliance with compulsory attendance laws AGAINST THE PARENT/GUARDIANS.

Absences

Parents of students with three *unexcused* absences within a four-week period (including tardies and early dismissal) will be contacted by telephone and letter by a campus attendance clerk. Parents will be notified that it is their duty to monitor their student's school attendance and require the student to attend school. **Further, the student is subject to truancy prevention measures under Education Code 25.0915; and a conference between school officials and the parent is needed to discuss the absences.**

Parents of students with five *unexcused* absences (in total) will be required to meet with an Attendance Committee, comprised of school and district personnel, to discuss their student's attendance concerns and sign an attendance contract, which will outline specific measures to correct the student's excessive absences. **As previously stated, the student will be subject to truancy prevention measures.**

If a student fails to attend school on ten or more days (or parts of days) without excuse within a six-month period in the same school year, school personnel may refer the student to a truancy court for truant conduct under Family Code 65.003(a). The school has ten school days (after the student's tenth absence) to refer the student.

Notice to parents: Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Texas Education Code § 25.093; and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a).

Students with ten consecutive absences with no contact with parent or guardian may be administratively withdrawn from school.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. These days include both excused and unexcused absences. A student who attends fewer than 90 percent of the days the class is offered may be referred to the Attendance Review Committee (ARC) to determine whether the absences were due to extenuating circumstances and how the student may regain credit or earn a final grade.

The ARC will consider the following factors when determining whether there are extenuating circumstances for the absence:

1. All absences, whether excused or unexcused, must be considered, with consideration given to special circumstances as defined by the Texas Education Code.
2. For a student transferring into a Cityscape School campus after school begins, including a migrant student, only those absences after enrollment will be considered.
3. In reaching consensus about a student's absences, the ARC will attempt to ensure that its decision is in the best interest of the student.
4. The ARC will consider whether the absences were for reasons over which the student or parent could exercise control.

5. The ARC will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
6. The ARC will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student, parent or other representative will be given an opportunity to present any information to the ARC about the absences and to discuss ways to earn or regain credit.

If credit is lost or a final grade is not earned due to excessive absences, the ARC will decide how the student may regain credit or earn a final grade. If the ARC determines there are no extenuating circumstances and that credit or a final grade may not be earned, the student or parent may appeal the ARC's decision to the Superintendent by filing a written request with the Superintendent or the Superintendent's designee. The parent may then appeal the Superintendent's decision to the Board of Directors by filing a written request with the Superintendent or the Superintendent's designee. The appeal notice must be postmarked to the following address within 10 calendar days following the last day of instruction in the semester for which credit was denied:

Cityscape Schools, Inc.
6211 E. Grand Ave.
Dallas, TX 75223

The appeal to the Board of Director's meeting will then be placed on the agenda of the next regularly scheduled meeting. The Superintendent or the Superintendent's designee shall inform the student or parent of the date, time, and place of the meeting.

Absences and Tardiness

When a student must be absent from school, parents are asked to call the school each day the student will be absent. Upon returning to school, the student must bring a note, signed by the parent, or a medical excuse signed and dated by a provider that describes the reason for the absence. Notes should be submitted to the school registrar or attendance clerk. If a note is not received within five school days of the absence, the absence will be recorded as unexcused.

Because excessive absences are considered truancy under state law, Cityscape Schools, Inc. reserves the right to take extreme absence cases to court.

Cityscape Schools recognizes two kinds of absences: excused and unexcused. Students and parents should read this section carefully to understand the school's expectations. Students and parents should also be aware of the school's policy regarding homework, quizzes, and tests following an absence.

Excused Absences

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These may include the following activities and events:

- Religious holy days.
- Required court appearances.
- Activities related to obtaining United States citizenship.

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- Service as an election clerk.
 - Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus.
 - For students in the conservatorship (custody) of the state who need to attend:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

For religious holy days, required court appearances, activities related to obtaining citizenship, and services as an election clerk, one day of travel to the site and one day of travel from the site shall also be excused by Cityscape Schools.

The only additional excused absences are for personal illness, death in the immediate family (parent, sibling, grandparent, or member of the immediate household), a school-related absence or an absence approved in advance by the campus principal due to extenuating circumstances.

Unexcused Absences

Any absence not listed above (or approved in advance by the campus principal and/or district superintendent due to extenuating circumstances) will be considered an unexcused absence.

Tardiness and Late Arrival

Nearly all tardiness is avoidable. If a student arrives late to school, a parent must report to the school office to complete a tardy slip.

Make-Up Work

If a student misses class for any reason, a teacher may assign make-up work that incorporates the instructional objectives for the class and that will assist the student to master the essential knowledge and skills necessary to meet subject or course requirements. Students are responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Teachers will provide students and parents with additional information regarding penalties for failure to complete make-up work within the time allotted, and the process for making up tests missed due to absence.

Release of Students from School

A student will not be released from school at times other than at the end of the school day except with permission from a campus principal or designee and in accordance with campus sign-out procedures. Additionally, state rules require that parental consent be obtained before a student under the age of 18 may leave campus at any point in the school day.

Because class time is important, doctor's appointments or meetings with other professionals should be scheduled at times when the student will not miss instructional time, if possible.

Due to end-of-day procedures, students will not be allowed to checked-out of school after 2:45 p.m., and parents must wait until their student's respective dismissal time.

SECTION 4: UNIFORM AND DRESS CODE

Philosophical Basis

It is our expectation that we will have many reasons to be proud of the students at Cityscape. It is also our expectation that most of our students will proactively dress in a manner that will represent their family, their school, and, indeed, themselves in admirable fashion. Our desire is to provide reasonable, affordable, and enforceable standards that are consistent with our vision, mission, and philosophy. Such standards will quite often differ from those encouraged by media influences and popular culture.

The mission statement notes our desire to create a school that is a character-driven environment of educational opportunity. The goals of our dress code are an extension of that same mission:

1. modesty (a characteristic quality that is in the best interest of the student); and
2. minimal distraction (an element of an instructional environment that seeks to focus on comprehensive educational opportunities).

Discretionary Authority

Despite our best efforts to be clear regarding details, requirements, and options, the need will occasionally arise for judgment calls to be made and discretionary authority to be exercised by teachers and the administration. While we wish to avoid these kinds of decisions, the school, nevertheless, reserves the right to do so.

A Requirement of Our Students

Student compliance with the dress code is required. Appropriate and consistently applied consequences for non-compliance are clearly outlined in the discipline section of the handbook. In general, however, students who do not consistently and proactively comply with that which we ask them to do, will experience correction and consequence.

A Partnership with Parents

Parental support of the dress code is essential. The more effort parents expend in this area before their child leaves the house, the more time we can invest in instruction. This is best accomplished by the attitude a parent models for their student and by carrying out the responsibility they have for sending their student(s) to school in compliance with the code.

Occasionally, parents question whether or not the dress code is being enforced and consequently require less compliance from their own child (nobody wants to be the only bad guy). Rest assured, parents, that appropriate consequences are consistently being assigned, particularly for the few chronic offenders we may have. You, or your student, may not see them corrected in public, but this should not be interpreted as an absence of consequence.

Important note: when in doubt, don't let your child wear it. You are always welcome to bring a clothing item to school before and get approval or counsel regarding the item. Bring the item(s) to the school and you will be directed to the appropriate personnel for approval or lack of same.

UNIFORM AND DRESS CODE

Pre-Kindergarten through 5th Grade Requirements

Shoes: May be purchased through www.converse.com or www.keds.com

- Converse Chuck Taylors low top black canvas tennis shoes.
- Keds Champion Oxford black canvas tennis shoes.
- No boots or heels will be allowed.
- All shoes **must** have a white or tan sole.
- Only for sports practice and games, may you use a sports tennis shoe that is approved by the Coach.

Socks:

- Boys: black socks
- Girls: white or navy blue knee high, with skirt.
- Tights that are white, black or navy blue are also permitted, under a skirt or dress.

Shirts: Purchased from Affordable Uniforms www.affuni.com

- Oxford white button up shirts embroidered with school crest long sleeve or short sleeve.
- Undershirts must be all white.
- Shirts must be tucked in at all times.
- Students may untuck shirts for recess/PE, but shirts must be tucked in before students enter the building or leave PE.

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- Students may wear a spirit shirt untucked on Fridays with uniform pants or skirt.

Pants/Belt: Pants must be purchased from Affordable Uniforms www.affuni.com

- Navy blue slacks.
- Black or brown belt is mandatory.
- Belts may not be cloth or tied.
- The only exception to the belt rule is if girls are wearing a uniform skirt or jumper that doesn't have belt loops or already has a belt attached.

Skirts: Purchased from Affordable Uniforms www.affuni.com

- PreK and Kindergarten: Girls plaid jumper embroidered with the school logo.
- 1st through 5th grade: Girls blue/gold plaid skirt wear plaid uniform skirts.
- Skirts must not be shorter than two inches above the knee.
- Please wear modesty shorts under skirts.

Ties: Purchased from Affordable Uniforms www.affuni.com

- Required 1st-9th grade and optional for PreK and Kinder: Boys- Blue/Gold Plaid, adjustable tie, professional tie, bow ties. Girls- cross tie.

Jackets:

- Must be navy blue. No hoodies. JACKETS MUST NOT BE WORN DURING SCHOOL DAY.

Optional Uniform Items: Purchased from Affordable Uniforms www.affuni.com

- Girls navy blue pants. No jeans.
- Navy blue v-neck pull over sweater embroidered with school crest and students name.
- Navy blue vest embroidered with school crest.

Jewelry:

- Students may wear small stud earrings or small hoops/dangling earrings that hang down no more than ½ inch.
- Students may not wear more than one earring in each ear.
- Students may wear small rings and one small, short necklace.
- Students may wear a watch and one small bracelet.

UNIFORM AND DRESS CODE

6th through 8th Grade Requirements

Shoes: May be purchased through www.converse.com or www.keds.com

- Converse Chuck Taylors low top black or white canvas tennis shoes
- Keds Champion Oxford black or white canvas tennis shoes
- Only for sports practice and games, may you use a sports tennis shoe that is approved by the Coach.
- No boots or heels will be allowed.
- All shoes **must** have a white or tan sole.

Socks:

- Boys: black or white socks
- Girls: while wearing skirt, only white knee high (no ankle socks)

Shirts: Purchased from Affordable Uniforms www.affuni.com

- Royal Blue, white, baby blue polo with school logo
- Undershirts must be all white.
- Dress white shirts must be tucked in at all times.
- Students may untuck dress white shirts for recess/PE, but shirts must be tucked in before students enter the building or leave PE.
- Students may wear an school spirit shirt untucked on Fridays with uniform pants or skirt.

Pants: Pants must be purchased from Affordable Uniforms www.affuni.com

- Blue pants with traditional school uniform
- Khaki pants or shorts (shorts allowed in warm weather)
- The only exception to the belt rule is if girls are wearing a uniform skirt or jumper that doesn't have belt loops or already has a belt attached.

Skirts: Purchased from Affordable Uniforms www.affuni.com

- Traditional plaid, blue, or khaki skirts
- Skirts must not be shorter than two inches above the knee cap.
- Please wear modesty shorts under skirts.

Jackets:

- Must be navy blue. No hoodies. NO visible brand logo.
- Jackets may not be worn in school

Jewelry:

- Students may wear small stud earrings or small hoops/dangling earrings that hang down no more than ½ inch.
- Students may not wear more than one earring in each ear.
- Students may wear small rings and one small, short necklace
- Students may wear a watch and one small bracelet.

Dress Code Standards for all Grades

- Clothing items must have no insignias, logos, wording or images of any kinds other than tags/labels of a Cityscape campus from Affordable Uniforms.
- Pants must be the proper size and not allowed to bag or sag.
- No cut, tears allowed in pant legs. Pants must be hemmed.
- Make-up is not allowed.
- Girls may have basic earrings that are safe to wear on an active playground.
- No necklaces and no chains as these may not be safely worn on an active playground.
- No other body piercings of any kind are allowed.
- No hats, caps, bandanas, or headwear may be worn in the building.
- No hair coloring is allowed other than the student's natural hair color.
- Hair designs are not allowed in school, students will not be allowed to wear designs such as: stars, lines, names, on their hair and/or scalp.
- Visible tattoos (permanent or temporary) are not allowed on campus or at school events. This does not exclude school sponsored face painting and school spirit imprints that may be conducted by the school through the course of the year.
- Hair must be clean, neat and well groomed, principal will determine appropriateness of hair as it pertains to hair being distracting to learning (no unnatural hair colors such as blue, purple, etc. will be allowed).

SECTION 5: GENERAL ACADEMIC INFORMATION

Promotion and Retention

Grade level advancement (promotion), except where otherwise indicated, (see pre-kindergarten and kindergarten promotion-retention standards), is based on mastery of the curriculum provided to the student. Mastery of the curriculum is demonstrated by a grade of seventy (70) or better on indicated core subjects and, where required, satisfactory performance on the State of Texas Assessments of Academic Readiness.

Documentation of mastery shall include multiple measures such as observations, checklists, portfolio, anecdotal records, work journals, performance-based tests, homework, and teacher evaluation. Requiring that a student repeat a grade level (retention) will be faithfully implemented in the context of due process whenever the preceding standards are not met.

Through curriculum assessment tools, teacher recommendation, and parent conferences, the school may determine that retention is in the best interest of the student. Parent input prior to the decision to retain a student will be sought, but the school reserves the right to determine if a student should be promoted or not.

Please note:

- A report card grade of less than seventy (70) in any subject area will result in a Six Weeks Status Review. If this review results in a required parent conference, the family is strongly encouraged to cooperate as the purpose will be to assess possible reasons for the failing grade and to set strategies that will increase the student's opportunity for success in the next grading period.
- A final report card grade of less than seventy (70) for the year in any subject area will result in an Annual Status Review. The purpose will be to assess whether Cityscape Schools represents the best educational placement for the student and to make recommendations/communicate requirements for summer school. For status reviews that are required due to multiple or discretionary criteria please see the section on discipline.

MANDATORY SUMMER SCHOOL

Students who are identified not to be on grade-level in Reading and/or Math, as determined by grades, reading assessments and teacher observations will be **REQUIRED** to attend Summer School for three and one-half weeks (17 days) in June.

General Instruction

In Pre-kindergarten and Kindergarten, promotion is based on the teacher's recommendation and the administration's evaluation of the student's developmental readiness for the next grade level.

In grades first through eighth (1st-8th), a student must receive a final grade for the school year of at least seventy (70) based on course-level or grade-level standards for the core subjects of English Language Arts components (including Reading) and Math.

Special Education

Promotion requirements for each student classified as special education shall be determined by the student's ARD committee.

Bilingual\ESL

Promotion requirements for students classified as LEP (Limited English Proficiency) shall take into consideration the ability of the student to demonstrate mastery of grade level content independent of their English language skills.

Appeal Process

The family may appeal the retention result by submitting a request to the grade placement committee. The placement committee may set aside the retention status only if it may reasonably conclude that the student will perform at grade level during the next school year if the student is provided with accelerated instruction. **Families should not expect that the decision to appeal the retention will normally result in promotion. The response to the appeal is final and cannot be appealed further.**

Academic Grading for Pre-Kindergarten and Kindergarten

The student profile/report card for students in pre-kindergarten and kindergarten will follow the essential knowledge and skills. The report card for students with disabilities shall reflect programs as modified by the IEP, which is designed to compensate for particular students' disabilities.

In recording marks for pre-kindergarten and kindergarten students on the student profile/report card, the symbols:

- “E” indicating excellent progress,
- “S” for satisfactory progress, and
- “N” for needs improvement shall be used.

Documentation of mastery shall include multiple measures such as observations, checklists, portfolio, anecdotal records, work journals, performance-based tests, homework, and teacher evaluation (please refer to the section on Promotion and Retention policies).

REPORT CARDS

Numerical and/or letter grades in all subjects or courses are reported to parents and students at the end of each six-week grading period. Report Cards will be sent home with the student at the end of each six week grading period.

Grading for Grades First through Eighth

Beginning in first grade the following numerical scale will be used for all student academic grade reporting and records:

100- 90	A
89 – 80	B
79 – 70	C
69 & below	F

70 - 100 = Passing

Below 70 = Failing

*I = Incomplete

*An Incomplete (I) may be recorded on a report card if requirements have not been met due to an excused extended absence. An extension into the new grading period will be given to allow for the assignments to be completed. If the assignments have not been completed under the guidelines for “Excused Absences,” the student will receive a fifty for assignments not completed. The fifties will then be averaged with his/her other grades for a final grade for the six-weeks grading period.

Progress Reports

Academic progress reports are sent home to the parents at the end of the third week of the six-week grading period.

Parent Conferences

Parent conferences are encouraged and may be requested by the principal, teacher, or parent/guardian. Under certain circumstances a parent conference with the principal may be required (see Discipline). Classroom teachers will proactively schedule two parent conferences a year: one in the fall and one in the spring. Please feel free to request additional meetings whenever necessary.

Please do not attempt to conference with a teacher while he or she is conducting class, supervising student activities, or on dismissal duty. Please do not call them at home. Teachers check and respond to their school e-mail, voice mail, and office notes regularly during the course of the day. Parents will find all of these to be dependable methods for scheduling a conference

Parent Observations

Parents who wish to observe a classroom or teacher are welcome to do so, but this must be scheduled in advance with the teacher or principal. We do not wish to place undue limitations on parents, but our responsibility to maintain an instructional environment for all the children makes scheduling a necessity.

Textbooks

The school issues all basic classroom textbooks to the students for use during the school year. These textbooks remain the property of the State of Texas and should be treated as such. Students are required to keep textbooks covered at all times. The condition of the textbook will be recorded at the time it is issued and examined again at the end of the school year. Please do not use adhesive book covers because they damage the books.

Lost and Damaged Books: Whenever a book is lost, it must be paid for, and a replacement book will be issued. Payment should be made to the office. Fines for lost or damaged books may be assessed by the principal. Failure to pay the fines will result in the student being unable to take textbooks home.

Testing and Assessments

Students in Pre-K, kindergarten, first and second grades do not take the STAAR (State of Texas Assessments of Academic Readiness). Students at these grade levels will be given a locally developed whole-year assessment tests in the fall and in the spring. Dual language students in kindergarten and first grade will be given, in addition to an English version, a Spanish language achievement test to assess ability in Spanish. All Limited English Proficient (LEP) students, those whose parents indicate that they speak Spanish at home will be given a Language Proficiency Test in English and Spanish each year. In addition, they will also take any language proficiency test that the State of Texas requires.

The testing program for elementary students also includes other standardized national norm-referenced English and Spanish achievement tests at the elementary grade level. The Texas English Language Proficiency Assessment (TELPAS) includes the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) for limited English proficient students. The language proficiency measure should be administered within four weeks of enrollment to students who indicate a language other than English on the home language survey.

The DRA2/EDL and ISIP assessments of reading skills and comprehension development is administered in all elementary grade levels. All results are reported to parents.

DUAL LANGUAGE AT CITYSCAPE SCHOOLS, INC.

When the school reaches an enrollment of 22 or more “limited English proficiency” (LEP) students in any language classification in the same grade level, the school shall offer a dual language program of instruction. Pre-K students in the dual language program spend about half the day working in English and about half the day working in Spanish. Dual language students in kindergarten and first grade study Spanish language arts, English language arts and all other subjects in English.

The program shall address the affective, linguistic, and cognitive needs of the LEP students, shall incorporate the cultural aspects of the students' backgrounds, and shall otherwise comply with all the applicable requirements of law, including but not limited to:

- Program area and content
- Program coverage
- Identification Procedures
- Classification Procedures
- Staffing
- Learning Materials

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- Testing Materials
 - Re-classification of students for either entry into regular classes conducted exclusively in English, or re-entry into a bilingual education or special education program;
 - Activities of the Language Proficiency Assessment Committee (LPAC)

Home Language Survey

A home language survey shall be administered to all students (unless transferred records indicate one has already been taken). The original of the survey shall be retained in the student's permanent record. If the home language survey indicates a language other than English is used, either by the student or spoken at home, the student shall be tested for eligibility to participate in the program.

Language Proficiency Assessment Committee

The Language Proficiency Assessment Committee (LPAC) is responsible for the following:

1. Review all relevant information on LEP students;
2. Make recommendations concerning the most appropriate placement for the educational advancement of LEP students after the elementary grades;
3. Review each LEP student's progress at the end of the school year to determine appropriate placement for the following school year;
4. Monitor the progress of students formerly classified as LEP who have transferred out of the bilingual or ESL program within the last two years;
5. Determine the appropriateness of a program that extends beyond the regular year based on the needs of each LEP student;
6. Make the required determinations regarding placement in and exit from bilingual and ESL programs;
7. Perform additional duties as required by law or prescribed by the Texas Education Agency.

Within the first four weeks following the first day of school, the Language Proficiency Assessment Committee (LPAC) shall determine the number of LEP students at the school and shall classify each student according to the language in which the student is most proficient. The school shall provide orientation and training for all members of the LPAC regarding responsibilities, laws, rules, and confidentiality of student information.

Certification of Teachers

A teacher assigned to a bilingual education program or English as a second language program must be appropriately certified. If the school is unable to hire a sufficient number of certified teachers to staff its program, the school may request an exemption from TEA.

Special Education Services

Special Education services at Cityscape Schools provide for the needs of students who need specially designed instruction, related services and/or a more restrictive instructional setting to succeed in school. Teachers or parents may refer students for an evaluation for special education eligibility. If a student meets eligibility criteria, the Admissions, Review, and Dismissal (ARD) committee will create an Individual Education Program (IEP) outlining services, instructional methodology, educational, and, where appropriate, social and behavioral goals for the student. The ARD committee includes staff members, the parents, and the student if they will reach the age of 14 during the term of the IEP.

At any time, a parent/guardian is entitled to request an evaluation for special education services. Prior to this request, students having difficulty in the regular classroom should be considered for tutorial, remedial, and other support services that are available to all students.

If the school is in agreement with the parent's request for evaluation, Notice and Consent for Full Individual Evaluation (FIE) will be provided for parent. The school must complete an initial evaluation and written report within 45 days of the date of written consent. The school must provide a copy of the report to the parent/guardian. An IEP/ARD meeting will be held within 30 calendar days of the date of the evaluation report.

If the school determines that the evaluation is not needed, the school will provide the parent with a written notice that explains why the child will not be evaluated called a Notice of Refusal. This written notice will include a statement that informs the parents of their rights should they disagree with the decision, as well as a copy of the Notice of Procedural Safeguards. The written notice will also provide information on how to appeal this decision and dispute resolution.

If your child is experiencing learning difficulties, contact their classroom teacher, the school administrator, or the school Special Populations Coordinator regarding a referral for evaluation for special education eligibility.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on the Multi-Tiered System of Supports (MTSS). The implementation of the MTSS process has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no

longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Lisa Johnson, M.Ed.
Phone Number: 214-824-4747 x131

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Lisa Johnson, M.Ed.
Phone Number: 214-824-4747

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

SECTION 6: GENERAL INFORMATION, POLICIES, AND PROCEDURES

Age Requirements

The required age for students entering Pre-K(4) is four and kindergarten is five on or before the first day of September for the current school year. The required age for students entering first grade is six on or before the first day of September for the current school year.

- The School Day is from 8:00 a.m. to 3:00 p.m. for Pre-Kindergarten students.
- The School Day is from 8:00 a.m. to 3:15 p.m. for Kindergarten, 1st and 2nd grade students.
- The School Day is from 8:00 a.m. to 3:30 p.m. for 3rd grade through 8th grade students.

- Arrival - Students are expected to be in the classroom by 7:40 a.m. and are considered tardy if they arrive after 8:00 a.m. Students arriving before 7:15 a.m. must remain under the supervision of their parents.
- Late Arrival - Students who are not in the classroom by 8:00 a.m. must get a tardy pass before reporting to class. Parents are responsible for the supervision and safe arrival of their child until they enter the school building. A tardy slip from the office is required. The tardy will be marked unexcused unless a note is sent with the student indicating the reason for the tardy (and assuming the reason is listed in the Handbook as one that the school excuses). Please note: students with excessive tardies, excused or otherwise, will not be eligible for perfect attendance awards.
- Early Pick Up and/or Return - A student who becomes ill during the school day will be taken to the school's nurse office. The office personnel will decide whether the student should be sent home and will notify the principal and the student's parent/guardian.
- Parents/guardians are expected to pick up their children promptly if notified by the school that their child is sick.

Dismissal

- 3:00 p.m. (Pre Kindergarten)
- 3:15 p.m. (Kinder through 2rd grade)
- 3:30 p.m. (3th through 8th grade)

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- Parent/guardians must pick up their child outside the school via the carpool lanes.
 - Parent/guardians or other authorized individuals must have pick up card on car windshield when driving through carpool lanes. This is an important element of keeping our schools a safe and secure environment for our children.
 - Not having “the card” will require the individual picking up the child to report to the school office for the alternative authorization process.
 - Parents who wish for someone other than the parent/guardian to pick up their child should note the following:
 - Parents must register the names of all individuals who have permission to pick up their children with the school office. These individuals should be prepared to provide identification and the “**Authorized Pick-Up Card**” to school personnel.
 - If an individual who has not been registered must pick up the student, the parent/guardian must notify the school office and the individual must have identification and the “**Authorized Pick-Up Card**” ...
 - If we cannot verify that an individual has parent/guardian permission to pick up a student, we will **not** release that student to leave our campus or supervision.
 - It should be noted here that **if** the school must continually verify that a child is leaving our campus safely, and with the full knowledge of the parent/guardian, the school will take appropriate action including contacting the Child Protective Services or removal from school.

After-School Care and Student Supervision

- **Cityscape Schools, Inc. does not operate an after-school program.** Most of our students who need after school care are served by the an independent after school program company program that uses our facility to serve our students. Application to the after-school program should be made as early as possible due to limited space.
- Students enrolled in the after-school care program will be picked up by their personnel and escorted to the appropriate location at the 3:30 p.m. dismissal.
- Students not enrolled in an after-care program and who are not picked by 3:30 p.m., will be escorted to the school office for supervision and parent/guardian contact. Repeated late pick-ups will result in possible non-continuation for the following school year due to expulsion.

School Tutoring

- Morning tutoring from 7:15-7:40 p.m. will be done on a student by student basis and must be scheduled by the teacher with the parent
- Students enrolled in the after-school care will be escorted to the appropriate location at the conclusion of tutoring.
- Disruptive or distractive behavior during tutoring will incur disciplinary action or removal from tutoring.

Contact Information

Change of address, e-mail address, or telephone number should be reported to the school office as soon as the change is made. It is important that the office records contain the correct information at all times. A dependable e-mail address for one or both parents will be very helpful for the purpose of school communications. Mail outs and backpack notes will be provided as needed.

Breakfast and Lunch Program

The students may bring their own lunch or purchase lunch from the school lunch program. Cityscape Schools participates in the National School Lunch Program and offers free and reduced priced meals based on a student's financial need. Parents are responsible for providing meals for students whose allergies do not permit them to eat the meal of the day indicated on the published menu.

Parents should not send food items to school requiring the use of a microwave as microwaves will not be available.

Personal Possessions

Please label all of your child's belongings, clothing items, etc. This will assist us should a personal possession be lost or misappropriated. Do not let them bring expensive items, toys, electronics (such as smart phones, iPads, Kindles, etc.), or video games to school. The schools will not be responsible for personal items that are lost, damaged, stolen at school or school related activities. Toys, expensive or not, should not be brought to school without teacher permission. Smart Phone or iPads can only be used with teacher permission and only if it's part of the lesson.

Student Records

As outlined in the Family Educational Rights and Privacy Act (FERPA), a student's school records are confidential and protected from unauthorized inspection/use. A cumulative record is maintained for each student from the time the student enrolls until they withdraw or graduate. This record moves with the student if the student withdraws.

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the federal office that administers FERPA is:

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

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. If one parent has sole custody of a child, that parent must present the court order to the school principal so that it gets fully followed by school staff.

Records may be reviewed during regular school hours upon written request to the principal. The principal or designee will be present to explain the record and answer questions. Parents and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or district Board Members, or cooperatives of which Cityscape Schools is a member, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. working with the student;
2. considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. compiling statistical data;
4. investigating or evaluating programs;
5. pursuing other school related educational goals;
6. fulfilling a school related responsibility.

If circumstances prevent a parent or eligible student from inspecting the records, a copy may be requested from the school office for a copying charge. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge. Cityscape Schools' campuses forward a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Prior written parental consent is required to release the records to anyone else, unless a specific exception under FERPA is applicable.

Certain information about students is considered directory information and will be released to anyone who follows procedures for requesting it unless the parent objects to the release of the information at the beginning of the school year.

Fund Raising

All proposed fund-raising activities by student organizations or parent support organizations must be submitted in writing to the principal director for approval before implementation.

Inclement Weather

Cityscape Schools, Inc. will work in cooperation with the Dallas Independent School District regarding the closing or delayed opening of school due to weather-related conditions. No announcement means that school is open and operating as usual. A DISD announcement of delayed opening or closure will apply to Cityscape Schools. We will also post late opening or closing of schools on our website.

When the outside temperature ranges from 40 degrees (F) to 98 degrees (F), elementary students will have regularly scheduled recesses. Please dress accordingly.

General Grievance, Complaint, & Appeal Process

Grievance Process Steps for Helping Students/Parents/Guardians Handle Their Concerns Not Related to Disciplinary Actions

Parents/Guardians who take concerns directly to individual board members will always be referred to the school administration unless there is reason to believe that doing so is not in the best interest of the child. The following is procedure established by the Cityscape Board Members for handling student or parent concerns not related to disciplinary actions:

- If the concern does not involve a staff member, the parent/guardian should feel free to contact the principal for an appointment.

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- If the concern involves a member of the school staff, the parent/guardian should first approach the staff member regarding the concern.
 - If the principal is contacted first, the principal must offer to arrange contact or an appointment so that the concern can be addressed between the parent and the staff member first.

Parents may set up a conference with the teacher by letter, e-mail, voice mail or with the help of the school office.

Please do not call the teacher after school hours. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

Notice: School policy allows for the teacher\faculty member to file a grievance against any parent, family member, or guardian who treats the teacher in an abusive (lacking civility and respect) or threatening (loud, angry, aggressive proximity) manner. A decision by the superintendent that the teacher had good cause for filing the grievance could result in the removal of the student from a Cityscape school.

- If a parent/guardian has met with the staff member or is unwilling to meet with the staff member and still feels that the issue has not been resolved, then he/she may make an appointment with the staff member's immediate supervisor (usually the principal).
- The principal will meet with the parent/guardian to discuss the concern.
- The principal will meet with the staff member for a response to the concern.
- The principal may elect to have a meeting with the staff member and one or more parents present to discuss the concern together.
- The principal will then:
 - direct the staff member to make specific changes/take specific actions or
 - direct the staff member to continue the process or procedure that has raised a concern.
- The principal will then:
 - report back to the parent regarding specific changes, or specific actions, and/or the administrative decision to allow or continue that which raised a concern;
 - inform the parent\guardian of the appeal options available to them at this point in the process if they feel the issue is unresolved.

Parents/guardians should avoid appealing campus decisions beyond the principal to the superintendent unless it can be reasonably asserted that the decision:

- is not consistent, or was made in a manner that is not consistent, with the policies and procedures contained in the Cityscape Parent-Student Handbook or the Cityscape Board Policy Manual;
- is not consistent, or was made in a manner that is not consistent, with TEA requirements of charter schools;
- is not consistent, or was made in a manner that is not consistent, with state and federal requirements of charter schools.
- is not consistent, or was made in a manner that is not consistent, with the rights accorded to parents/guardians by state and federal laws.

To appeal a decision to, to register a complaint with, or to file a request for a grievance to be addressed by the superintendent the parent may contact the superintendent by calling the school office.

Should a parent/guardian wish to appeal a decision beyond the superintendent or to address an issue in an open meeting with the school board, the parent/guardian must indicate their desire to do so by sending a letter to:

Cityscape School Board
6211 East Grand Avenue
Dallas, TX 75223

You will then be contacted by a representative of the school board who will make arrangements to meet with you regarding your concern or for you to address the board in open meeting.

Harassment/Abuse Reporting Policy

Cityscape Schools, Inc. is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, free from all forms of intimidation, exploitation, and harassment, including sexual harassment. The school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

Sexual harassment from employee to employee, employee to parent, employee to student, student to employee, or student to student is **PROHIBITED**. Anyone who violates this policy will be subject to discipline, including termination or expulsion.

As required by law, Cityscape administration will report suspected child abuse cases to the proper authorities. If asked by a parent or any other individual not associated with the

proper authorities, Cityscape Schools will never confirm or deny that a report of potential child abuse originated from the school.

Statement of Cooperation with Agencies and Authorities

Cityscape Schools seeks to work in partnership with parents. This partnership does not exempt us from the local, state, and federal law and does not exclude the school from the necessity of complying with directives from agencies and authorities established to protect and serve the community.

Cityscape will proactively co-operate with any lawfully established authority that has determined a need to send a representative of that agency onto our campus or who has come to our campus at our request. In situations involving Child Protective Services, Cityscape will never confirm or deny that the school or any of its employees has filed a report with that agency.

Proactive co-operation with authorities will include, but not be limited to, agencies concerned with health and safety issues, law enforcement, building and fire inspections, and child welfare. Communication with specific families regarding the presence or actions of such a representative (police officer, case worker, etc.) while they are on our campus will be determined by parameters set by the representative on site.

Asbestos

All schools are required to develop and submit an asbestos management plan to the Texas Department of Health for Approval. The Cityscape Schools management plan is kept on each campus and a copy is posted in the school office.

Pledges of Allegiance and a Moment of Silence

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

A brief moment of silence will follow recitation of the pledges. Students may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

Prayer

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school.

The school will not require a student to engage in, or refrain from, such prayer or meditation during any school activity.

Crisis Management Plan

The school will conduct drills and procedure practice to familiarize students and teachers with what they should do in various emergency situations. These drills and practices include but are not limited to:

- Fire Drills
- Tornado and Disaster Drills
- Lockdowns
- Intruder Drills
- Campus Evacuations

A copy of the school's Crises Management Plan will be available in the school office and provided upon request.

Visitors, Volunteers, and Parents on Campus

Any and all individuals (including parents) who come to a Cityscape campus should come directly to the school office to identify themselves, sign in, and obtain the appropriate pass before proceeding to any building or classroom. Individuals on campus without such a pass will be redirected to the school office. An unwillingness to comply with this re-direction may result in an emergency 911 call regarding an intruder on campus.

While our schools are small and remain an environment where "everybody knows everybody" these procedures will often seem unnecessary and inconvenient. All of us, however, know that the safety of the children is our highest priority and will therefore be willing to be inconvenienced.

School age children and students who do not attend our school may not be on campus without adult supervision and will not be given permission to spend the day or a portion of the day in the classroom or to have lunch with an enrolled student.

Individuals wishing to volunteer at a Cityscape campus must pass a criminal history background check as required by state and federal law.

Classroom Observations

A parent/guardian who wishes to observe their child's classroom during instruction may do so with the permission of the principal and at a scheduled time. The duration and or

frequency of such visits will not be allowed to interfere with instruction or to disrupt the normal school environment.

Computers and Networks

The following provisions regarding the acceptable use of computers and networks, including the Internet, apply to all students. All technology equipment shall be used under the supervision of the teacher.

- Students shall not erase, rename, or make unusable anyone else's computer files, programs, or disks.
- Students shall not let other persons (other than authorized staff members) use their name, log-on, password, or files for any reason.
- Students shall not use or try to discover another user's password.
- Students shall not use school computers or networks for any non-instructional purpose (e.g., games or activities for personal profit).
- Students shall not use a computer for unlawful purposes, such as the illegal copying or installation of software.
- Students shall not copy, change or transfer any software or documentation provided by the school, teachers, or other students without permission from the campus teacher technologist.
- Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
- Students shall not deliberately use the computer to annoy or harass others with language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.
- Students shall not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources.
- Students shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or teacher technologist.
- Students shall not take home technology equipment (hardware or software) without written permission of the teacher.

Protection of Pupil Rights

The Protection of Pupil Rights Amendment affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain

physical exams. Notice will be sent home before a survey, analysis, or evaluation is administered if the survey is funded in whole or in part by a program of the U.S. Department of Education and involves one of the following protected areas:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

"Opting Out" of Surveys and Activities

As a parent, you have a right to receive notice and opt your child out of participating in:

- Any survey concerning the private information listed above, regardless of the funding of the survey.
- School activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.
- Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.
- Parents also have a right to inspect, upon request and before administration or use:
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any
 - of the above, marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum

SECTION 7: HEALTH INFORMATION

Smoking

Cityscape schools are smoke-free environments. This includes students, teachers, parents, and any visitor to our camps. Students are prohibited from smoking, using, or possessing tobacco products at a school-related or school sponsored activity on or off school property.

Illness or Injury while at School

The school staff will administer minor first aid. In the event of a serious injury or illness, 911 will be called. Parents are required to submit emergency information authorization and information. This authorization must be kept current. If any changes such as address or phone numbers occur during the school year, notification must be given to the school office immediately. If a student becomes ill or is injured during school, the parents will be notified.

Communicable Diseases

A student with any of the following symptoms must be excluded from school until such time as the student is free of symptoms, has been satisfactorily treated or submits a signed physician's statement that he/she is not contagious.

- Temperature of 100 degrees or more. Student must be fever free for 24 hours, without medication, before re-entry.
- Pain and/or swelling at angle of jaw.
- Undetermined rash over any part of the body accompanied by fever.
- Undiagnosed scaly patches on the body or scalp.
- Nausea, vomiting, or diarrhea. Student must be symptom free for 24 hours, without medication, before re-entry.
- Red, draining eyes.
- Intense itching with signs and symptoms of secondary infection.
- Open, draining lesions.
- Jaundice.
- Lice in or on hair.

It shall be the responsibility of the principal to exclude a student because of health problems.

The principal or his/her designee will notify the student's parent or guardian that the student is to be excluded for health reasons.

It is the responsibility of the parent or guardian to transport the student from school.

For readmission, some diseases may require a statement from the student's physician affirming that the student is not contagious.

Dispensing Medicines

School clinic staff members will only dispense prescription medication with a doctor's orders AND a parent's written request to administer the medication following the doctor's orders. School clinic staff members do NOT dispense non-prescription (over-the-counter medication). Parent/guardians may either come to the school to administer non-prescription (over-the-counter) medication or should take care that medications are administered before school hours.

Immunizations

Texas law requires proof of immunization against:

- Diphtheria
- Tetanus
- Pertussis
- Poliomyelitis
- Hepatitis A
- Hepatitis B
- HIB
- Pneumonia
- Measles

Texas Law requires proof of immunization, **or a history of illness from:**

- Rubella
- Rubeola
- Mumps
- Varicella

Students must provide the school with a record of immunizations as required by the current Texas Department of Health, Education, and Welfare laws. These medical records must be on file and up to date by the beginning of school each year and at the beginning of January. Students with incomplete records will not be allowed to attend

classes beginning in September. Texas State law requires that a school receive proof of a student's immunization within 30 days of its due date for the student to be allowed to attend school. New students will be provisionally enrolled with thirty days allowed for records to be received from their previous school. Students failing to acquire the needed immunizations will be removed from the classroom until the office obtains verification.

Cityscape Schools, Inc. will recognize legally documented medical and religious exemptions to required immunizations. Such exceptions will not be recognized during a time of epidemic or emergency as declared by the Commissioner of Public Health. Exempt students may be excluded from attendance during a time of outbreak or epidemic.

Required Health Screenings

Each year all new students and all students in grades Pre-K, Kinder, 1st, 3rd and 5th will be screened for vision and hearing abnormalities.

Students in Kinder through 3rd grade will be screened for acanthosis nigricans (a sign of insulin resistance)

A medical professional or trained staff contracted by the school will provide required tests unless the parent chooses to submit test results signed by a physician.

Asthma Medicines at Schools

In 2003, the State of Texas passed a law stating that students could carry their reliever asthma inhalers with them to school if the parents and child's health care provider agree, and if both gave written permission.

With written permission, the student **MUST** be allowed to carry their asthma inhaler with them at school. This includes all school related events such as field trips, sporting events. Talk with your child and their provider. If you and the provider agree your child is responsible enough to decide when they need their reliever inhaler and can show you good technique, your child should be allowed to carry their inhaler with them while at school.

The inhaler must have the pharmacy label on it. It is important to ask your pharmacist to place the label **ON THE INHALER** not on the box.



CITYSCAPE SCHOOLS

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Cityscape Schools, Inc. does not discriminate on the basis of race, religion, color, disability, gender, national origin, or ethnic origin in the consideration of applicants, the enrolling of students, and the provision of educational services, activities, and programs.