



2023-2024 Student Handbook

Henry Ford Academy: Alameda School for
Art+Design

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Henry Ford Academy
Alameda School for Art + Design
STUDENT CODE OF CONDUCT
2023-2024

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**Henry Ford Academy Alameda School
District Leadership Team**

Superintendent

Ms. Jessica Rae Sanchez

Principal

Mr. Michael Elizondo

Business Manager

Noemi “Mimi” Rodriguez

Community Liaison

Jessica O. Guerrero

APPLICATION OF THE CODE

The Henry Ford Academy: Alameda School for Art + Design of the Henry Ford Learning Institution has adopted this Student Code of Conduct (the “Code”) in accordance with Section 12.131 of the Texas Education Code, in order to clearly communicate standards for expected student conduct, the disciplinary consequences which may be applied to students who violate those standards, and the applicable procedures for the implementation of disciplinary consequences. All students must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and students are encouraged to contact campus administration with any questions or concerns regarding the requirements and provisions of the Code. Parents and students are expected to review and be familiar with the provisions of the Code. Lack of knowledge or awareness about any School rules, including this Code, will not excuse violations of the Code. Parents and students will be required to sign a statement acknowledging receipt and understanding of the Code. A copy of this Code is available <http://asad.hfli.org>

The School has the authority to create and enforce rules related to student conduct and behavior while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. The School has the authority to issue disciplinary consequences for certain other student conduct that relates to, affects, or shares a nexus with the School, its students, or its employees regardless of when or where the conduct occurs. The School may also issue discipline based on a student’s use of electronic media, whether on or off campus.

Other School rules, codes or policies may apply to a student’s misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

In considering a student’s request for admission, the School may consider the student’s history of a criminal offense(s), juvenile court adjudication(s), or disciplinary problems under subchapter A, Chapter 37 of the Education Code, as evidenced by records received from schools previously attended by the student, law enforcement, or any other relevant documentation, and may exclude the student from admission on this basis.

If a student who would otherwise be ineligible for admission to the School provides false information on an admissions application or other enrollment document and as a result of the false information is admitted to the School, the student shall be immediately withdrawn from enrollment from the School upon discovery of the falsification. Falsification of information for the purpose of gaining enrollment in a public school is a criminal offense under § 37.10 of the Texas Penal Code. The School may elect to report the falsification to law enforcement or take any other action permitted by law.

THE PURPOSE OF THE HANDBOOK

The Student Handbook is a guide to assist students and parents in understanding the foundations, philosophy, policies and procedures of Henry Ford Academy: Alameda School for Art + Design. It is the responsibility of all staff, students, and their parents/guardians, to become familiar with the Student Handbook and the policies within.

DIFFERENT BY DESIGN

Henry Ford Academy: Alameda School for Art + Design is built on the idea that learning needs to be hands-on, connected to the real world, and should develop not only students' academic knowledge and skills, but also their potential as creative thinkers and innovative problem solvers. As a public school academy all enrolled students attend tuition-free.

SCHOOL MISSION

The mission of Henry Ford Academy: Alameda School for Art + Design is to prepare every student academically for the college or university of their choice. Our learning community instills professional expectations, and values art, design and creativity as essential tools to our high school's college bound culture.

CORE VALUES

1. The HFA: Alameda School learning community creates a foundation of support for learning through the active and committed participation of these essential, contributing members: students, families, staff members, board members, and adult and community partners.
2. HFA: Alameda School members are driven to achieve ambitious results for academic achievement and personal growth for students and themselves
3. HFA: Alameda School members believe that achievement in learning can and should be demonstrated in authentic ways that reflect readiness to attend college and pursue a career of choice successfully.
4. HFA: Alameda School members believe that all students have the capacity for meaningful creativity, inspiring vision and commitment to make their world a better place.
5. HFA: Alameda School members value and use art and design as critical tools for transformative contributions to the local and global community.
6. HFA: Alameda School members see themselves as life-long learners, seeking knowledge and skills from a wide variety of formal and informal teachers, as well as peer learners
7. HFA: Alameda School members believe that strong, personal, learning-focused relationships are essential to promoting the quality, safety and security of the learning environment.
8. HFA: Alameda School members view the education of the individual, whole child as central to all decision-making, understanding that not all children will come with a strong foundation, follow the same path or require the same support to accomplish ambitious learning outcomes.

RESPECT

Students at HFA: Alameda School are expected to demonstrate respect in all aspects of their participation in the school community, on campus and at off-site events. Respect is reflected in a wide range of situations and through individual words and actions; HFA: Alameda School defines the critical elements in the following ways:

SELF-RESPECT -- by their manner and in their school dress, students are to carry themselves with a sense of dignity and maturity.

RESPECT FOR PEERS -- by showing support and encouragement; by refraining from insulting, deriding, bullying, or humiliating others; and by refraining from physically, emotionally, verbally or sexually harassing other students.

RESPECT FOR ALL ADULTS -- by listening and following instructions; by using appropriate tone of voice; by honoring a teacher's need to present a lesson to the entire class; by demonstrating an awareness of the appropriate time and place to disagree with a teacher's decision; and by accepting feedback.

RESPECT FOR DIFFERENCES -- by demonstrating sensitivity to physical, cultural, religious, gender, and sexual orientation differences, and by refraining from the use of stereotypes.

RESPECT FOR THE WORK OF OTHERS – by not copying, defacing or defaming work products created by others; by valuing the creative process, time and effort that are put forward by themselves and others.

RESPECT FOR PROPERTY -- by respecting their personal property and the property of other students; by respecting the works of art that are displayed throughout the campus; by maintaining their textbooks and other materials; and by caring for the school grounds and property, especially by pitching in to protect and to keep them clean and neat.

A UNIQUE LOCATION: UTSA College Campus

Students at Henry Ford Academy: Alameda School for Art + Design attend school in the Frio Building and Buena Vista Building of the UTSA campus, located in central downtown San Antonio. Because of the location of our learning community within our city's downtown area, students and staff of HFA: Alameda School become part of a larger community of businesses and organizations. Students are therefore expected to be respectful of our community neighbors as well as conduct themselves in a manner that promotes a positive image of our learning community.

HENRY FORD ACADEMY NETWORK OF SCHOOLS

Henry Ford Academy: Alameda School for Art + Design is a member of the Henry Ford Academy Network of Schools. All Henry Ford Academies incorporate the same essential features which provide a strong foundation for academic success, individual personal growth, meaningful use of partner and community resources, and a central focus on preparing all graduates for college readiness, career readiness and a strong foundation in creativity and innovation. These include the Academy Design Framework, the Five Developmental Areas and the Core Educational Program.

HENRY FORD ACADEMY DESIGN FRAMEWORK

- 1. Partners in Learning** Central to the design of the Henry Ford Academy is the commitment to public school as the center of a tightly knit, growth-oriented community in which local businesses, and community and cultural organizations play a substantial role.

Partners bring together financial, material and human resources to support powerful, authentic learning experiences for students.

The host institution shares its physical space and overall professional community with staff and students on a daily basis. Through both formal and informal contact, students regularly encounter a variety of work-based tools, projects, contexts and professionals, which enhance their overall knowledge and skill base.

- 2. Public School in a Public Space**

Henry Ford Academy students attend classes and participate in learning experiences in the midst of significant cultural or community organizations. These content-rich environments provide students with invaluable artifacts, environments, and adult interaction from which to learn and grow.

- Teachers incorporate the analysis of real-world artifacts, presentations from guest experts and out-of-school exploration of relevant resources into their lesson plans.
- Students are expected to learn and work in very diverse and public settings, interacting with adults on a regular basis and maintaining high standards of personal conduct.

- 3. The Work Place as the Learning Space**

Located on site at the center of a major cultural and community institution, HFA provides students with opportunities daily to observe how adults live, learn and work to meet the responsibilities associated with their careers.

- Students witness professionals meeting deadlines, planning and accomplishing goals, implementing new strategies, collaborating with colleagues, continuing learning beyond school, and gaining pleasure and a sense of accomplishment from a job well done.
- The multi-generation relationships between the adults and the students reinforce the connections between what is emphasized in the Academy curriculum and what students will find in the world beyond their classroom.

4. Pedagogy of Authentic Achievement

Centered on our deep commitment to all students attaining high standards of personal and academic achievement, the HFA curriculum provides students with a structured approach to development deep, significant knowledge that emerges from thoughtful, discipline-based inquiry and that addresses the value of that knowledge beyond the classroom.

- Students must demonstrate individual mastery of the HFA's Five Developmental Areas: academic content, communication, technology, thinking and learning, and personal development. They do so through a variety of assessments, ranging from traditional tests to more authentic performance or project-based tasks.
- Beginning with Student Orientation and continuing through to Graduation, all core courses, elective classes and co-curricular activities reinforce the focus on these Five Developmental Areas.

5 C's of Henry Ford Academy

HFA: Alameda School will provide every student with the tools and capacity to thrive as a contributing member of the 21st global community. Each HFA: Alameda School graduate will demonstrate his/her readiness to do so by meeting the expectations for high standards of personal mastery in each of the Five Developmental Areas. Core and elective courses, the student activities, and the many formal and informal interactions among staff and students are consciously designed to reinforce one or more of the Developmental Areas, ensuring that students have multiple and varied means of support in their many years at HFA: Alameda School to achieve this challenging goal.

+ College:

We prepare students for college success. Students will develop and demonstrate an understanding of the critical elements of the core academic disciplines (Language Arts, Mathematics, Science, and Social Studies) by exploring compelling questions and/or problems, engaging in authentic work for each particular content area, and applying their skills and knowledge to real-world experiences through the process of design thinking. In addition, students will also develop competencies in and an appreciation for fine arts, lifelong health and physical fitness, and world languages and cultures. They will understand that this knowledge is not a finite source of information; rather it is the foundation for effective learning and decision-making in both work and life.

+ Career:

Our students have unique career preparation experience. Through their daily work and life, students will use technology as an integral part of their learning and solving problems at HFA: Alameda School. They will become familiar and develop expertise with a variety of technologies that include media tools, computers and graphing calculators. They will also consider and address the intellectual, environmental and ethical issues associated with the use of technology and its impact on society.

+Culture:

Students will develop a strong awareness of their own values and use self-assessment and reflection as a means for personal growth. As a result of their education at HFA: Alameda School, they will demonstrate personal characteristics that include an orientation of innovation, creative

confidence, focus on achievement, trustworthiness, reliability, flexibility, an openness to change, acceptance of diversity, and a commitment to their local, national and global community. In addition, students will demonstrate their ability to apply the “soft skills” in a variety of situations, including school-based and work-based environments. As an ongoing part of their experience, students will understand the importance of continuous learning and set goals that reflect a commitment to the values required to live in a diverse and democratic society. They will also be able to translate their competencies to a variety of settings, including school, home, work and community.

+Community:

Learning and working in a team-centered community that emphasizes collaborative effort as critical to individual and collective success, students will develop and demonstrate a variety of effective communication skills that include reading, writing, speaking, listening, persuasion, and negotiation and conflict resolution. They will learn to evaluate the validity, reliability and accuracy of the information they receive and the effectiveness of the communication strategies they choose to employ in a variety of situations, including personal relationships, work-based interactions and larger social contexts. In an ever-changing global society, these skills will enable them to share ideas, work collaboratively and promote a more cohesive community made up of diverse people and cultures.

+ Creativity:

Throughout their courses, students will develop and demonstrate proficiency with design thinking—a set of creative and critical thinking skills that enable them to identify problems correctly, gather and analyze needed information, and select innovative and effective solutions, which is a capacity they will need long after they leave formal schooling. Engaging in a variety of cognitive strategies, students will also develop their capacity as lifelong learners so that they will be able to adapt to new environments and challenges they will certainly face beyond high school. Lastly, students will be expected to understand their own learning needs and seek strategies or support that will enable them to meet the expectations for high personal and academic achievement.

Admissions Policy

The Henry Ford Academy: Alameda School for Art + Design (HFA: ASAD) accepts students' admission application and student re-enrollment forms from students residing in the approved geographic area during its annual enrollment periods and eligible to enter the 9th, 10th, 11th, or 12th grade for the upcoming school year. The board of directors will adopt an enrollment timeline and process that flexibly meets the needs of the academic school year. The admissions application requires general information and parent/guardian contact information.

HFA: ASAD board will analyze student admission application number to ensure that the student enrollment is within the state approved maximum limitation. Following the admission application period the number of student admission applications will be compared to the number of student slots available. If the number of student admission applications exceeds the number of student slot available, admission will be based on a random lottery. Any student admission application not selected via the random lottery will then be placed on a waiting list in the order drawn. If available, HFA: ASAD will fill student slots in order they were received. If a lottery is necessary

based on the oversubscribed number of student admission applications, a lottery will be scheduled within three weeks of the end of the enrollment period. HFA: ASAD does give returning students and their sibling's priority and exemption from the lottery.

HFA: ASAD also accepts student's admission applications outside of the enrollment period. If a student application is received, there is no student waiting list and the student slots are available, the prospective student will be offered admission. If a student admission application is received and student slots are not available, the admission form will be placed or added to an existing student waiting list.

HFA: ASAD prohibits discrimination in the admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability or the district the student would have otherwise attend, excluding the districts noted in our charter application. HFA: ASAD does not discriminate on the basis of race, color, sex age, national origin, religion, sexual orientation, or disability in matters affecting employment or in providing access to the program services.

SCHOOL HOURS

Distance/On-Campus Learning

Building Doors Open 7:50 AM

Breakfast Program Begins 7:50 AM

Classes Begin for All Students 8:30 AM

Dismissal

Classes End 4:30 PM

Student Pick-Up Ends 4:45 PM

School Day

HFA: ASAD has a 4-day week schedule. School hours are from 8:30 AM –4:30 PM.. Students will be on-campus 4 days of the week, Monday, Tuesday, Wednesday and Thursday. There are no classes on Friday.**Building doors will open at 7:50 AM for drop-off, and close at 5:00 PM.**

The first class begins promptly at 8:30 AM. Each period (M-Th) will last 1 hour and 30 mins with a 40-minute lunch period. On scheduled Friday's, staff will be on campus and students will be allowed to come for studio time between 8:30 AM-2:00 PM. Monday/Wednesday: **(A Day)**
Tuesday/Thursday: **(B Day)**

STUDENT DROP-OFF AND PICK-UP

Because of the downtown location of HFA: Alameda School, it is vital that drop-off and pick-up of students be done in an efficient manner. **All students are expected to be picked up no later**

than 5:00 p.m. as the building will close promptly at this time and no adult supervision will be available.

Late pick-up

Students not participating in after school activities should be picked up promptly after 4:30pm class dismissal. For students participating in after school activities or after school detention, late pickup runs to 5:00 p.m.

Public Transportation

Students are strongly encouraged to take advantage of the VIA bus system for which they receive free yearly passes through HFA: Alameda School.

Student Drop-Off and Pick-Up Locations

Parents are to drop off and pick up their student(s) at the UTSA Monterey Parking Lot on Frio St.

Visitor Parking

All Parents must secure parking in the designated city parking areas located around the school or UTSA parking lots.

Student Parking

Because of our downtown location, there will be no reserved parking lot for student drivers. There are parking lots at the UTSA where students may pay to park daily. The daily parking rate at the UTSA Downtown parking lot is \$2.50. Permits for the students will cost \$15.00 per permit per 30 days (permits can be sold for multiple months if desired) and will allow for Commuter Surface parking when valid. For more information please contact the UTSA Campus Services on the 2nd floor of the Frio Bldg.

Students will be issued an official HFA: Alameda School identification badge. Students will need to show their ID to gain access to various school functions i.e. dances, theatre performances, etc. while held on school grounds.

Students are **NEVER** allowed to admit anyone onto the school premises except for a teacher, staff member or fellow student unless a staff member is present and gives permission. Admission of non-HFA: Alameda School students or staff into the building or grounds may result in suspension or expulsion.

Replacement of Lost ID

Students who lose their ID badge must purchase a replacement badge before the start of the school day. There will be a replacement charge for lost badges. The cost will be \$5.00 for a replacement.

EMERGENCY SCHOOL CLOSING

HFA: Alameda School follows the same emergency school closing procedures as San Antonio Independent School District (SAISD). In case of an emergency school closing, we will follow the same school schedule closure as SAISD. Students and parents are encouraged to check local TV news stations for school closing information.

ATTENDANCE POLICY

Regular attendance is essential for a student's success in school. **HFA: Alameda School expects regular attendance in every class every day.** Due to our highly interactive curriculum, we must have cooperation between parents/guardians, students, and school staff to ensure that students attend every class, every day, on time.

Students must maintain a 90% attendance average at all times. ***"It is a parent's duty to monitor the student's school attendance and require the student to attend school: and the parent is subject to prosecution under Section 25.093."*** This is a state requirement of the *Texas Education Code 25.092*. The consequences of not maintaining a 90% attendance average are as follows:

1. Students will lose credit and may be subject to retention.
2. Students must comply with and meet the deadlines for credit retrieval in order to keep the credits that have been earned.
3. Student enrollment may be revoked if the student voluntarily enrolls after the person's 18th birthday (TEC 25.085).

Final course grades/credit of students shall not be penalized because of absences if the following conditions are met: 1.) Absences are justified and validated for excusable or valid/lawful reasons; 2.) An appeal to have credit reinstated was submitted to the principal no later than thirty (30) days following the formal end of the semester. All decisions regarding the reinstatement of credit are at the sole discretion of the principal. The school reserves the right to terminate or revoke enrollment for students who fail to meet at least 75% daily attendance in one semester.

Excusable Absences

If a student is not in attendance for at least half of the instruction day, he or she is counted absent. Excusable absences are based on written excuses presented by parents. When it is demonstrated that the purpose of the absence is due to an appropriate reason for lack of school attendance, the absence(s) may be considered excusable. The following excuses are considered valid excuses:

1. Personal illness/doctor's appointment
2. Death in a student's immediate family
3. Court attendance
4. Observing religious holidays

Any other reason for absence is not considered an excusable absence.

When a student is absent

If a student must be absent from school or tardy to a specific class or mandatory event for any reason, s/he must provide written documentation with an original signature from a parent, physician, welfare unit or juvenile court officer within 24 hours to ensure full consideration and application to a student's attendance record. **A complete excuse must include the student's name, grade, date, course(s) missed and reason for absence.**

Punctuality and Tardiness

Punctuality is very important at HFA: Alameda School. Time management is an important life skill that students will need throughout their personal, educational, and professional lives. **Class**

begins promptly at 8:30 AM and all students are expected to arrive early enough to be in class and ready to learn at that time. Students who are late will face consequences up to and possibly including loss of academic credit for habitual and excessive tardiness. Penalties expire each quarter, providing opportunities for students to experience getting it right and have a fresh start.

Morning Tardy: A student who arrives to his/her first period class after 8:30 AM is considered tardy.

Class Tardy: the respective teacher will mark a student who arrives to his/her scheduled class period after the scheduled start time tardy.

- **Please note that students who arrive more than 45 minutes late to a class will be marked absent as attendance must be taken during this time.**

Tardiness Consequences:

Tardy Disciplinary Consequence

1st-2nd offense Noted in student file/Gradebook

3rd. offense Disciplinary referral Mandatory parent/student conference with Principal

4th offense In-School Suspension

Off Campus Lunch Tardy

1st offense Noted in student file/Gradebook

2nd offense Phone call to parent/guardian

3rd offense Loss of off campus lunch privilege

Excessive Absences and Tardies

To succeed to the highest degree at HFA: Alameda School, students must be present every day. When a student is absent, it is not possible to recreate the complete learning experience. Regardless of the reason for absence, students are responsible for making up their assigned work. **Students will have the same number of days to make up work as the number of days absent.**

A student is marked absent for the day when they have not attended any classes for the day. **A student is marked absent from a class period when they have missed 50% or more of class instruction time.** This generally pertains to students who leave class early.

Students who are marked absent for any reason for 9 days or more of a course during a single semester will receive no credit for that particular course. Students may appeal to receive credit for the course in which such absences occurred provided they have completed the assigned work for the course and earned a passing grade. The decision to reinstate credit for any course will be at the discretion of the principal.

Missed Assignments When Absent

All assignments that were given during a student's absence are to be turned in within the same number of days after the student returns. Make up work from excusable absences will be eligible for full credit as long as it is submitted by the extended deadline. Work requested prior to an absence (excusable or inexcusable) will be eligible for full credit.

Early Dismissal Requests

HFA: Alameda School understands that there will be times when students need to leave school early for personal reasons (doctor/dentist appointments, court date, family emergency, and so forth). **These should be rare and parents should make every effort to schedule such commitments for times outside the regular school day.**

On such occasions, parent(s) or authorized person(s) on the student's emergency information card are required to come to the Main Office for student sign out. The authorized person will be required to show identification before the student will be released. The student must wait in the Main Office for parent pick up and will not be released without an authorized signature. Parents who send an unauthorized person (not listed in the emergency information card) must inform the school in writing in advance regarding student pick-up. Students who do not have the required information on file will not be released prior to scheduled dismissal times under any circumstances unless explicit consent is given by the Principal.

Students 18 years old may only excuse themselves **if there is a signed parent/guardian consent letter on file in the office granting that privilege to the student.** Attendance consequences still apply. In no case may this individual student check out others, including family members, unless there is a corresponding permission on file for each individual in question.

DISMISSAL & AFTER SCHOOL POLICIES

All students must be picked up from school no later than 5:00 PM. HFA: Alameda School may conduct after-school activities such as: clubs, tutoring and detention. Students are encouraged to stay after school if they are registered for, and involved in, a structured, supervised and sanctioned school activity. **Students are not to remain on campus after school unless they are participating in an after school activity and in direct or close proximity of their sponsor.**

A student participating in our afterschool programs must exit the premises or be picked up within 15 minutes of their program's ending time. All after school activities, not including theater or art will end by 5:00 p.m. and students must be picked no later than 5:00 p.m.

ACADEMIC SUPPORT & EXPECTATIONS

HFA: Alameda School is committed to promoting high standards and high expectations in an academic program that will prepare students for college readiness, career readiness, and creativity and innovation.

Tutoring

Students are encouraged to approach their teachers for extra help when needed. Teachers are available during the academic day and after school for academic assistance. Families receive a tutoring schedule at the start of the school year indicating which day tutoring is provided for each core subject. Tutoring sessions are open for any student who seeks assistance. On most days, teachers will provide 45 minutes of after school tutoring, and often stay longer to support their students.

Homework

The purpose of homework is to reinforce concepts covered in class, provide additional practice on essential skills and encourage both short and long-term review of information.

HFA: Alameda School staff encourages students to use their time wisely during class and in-school study sessions in order to decrease the amount of work that must be completed at home. It is also important for students to budget their time when working on major projects or studying for tests to alleviate last minute “study crunches.”

Late work Policy

In an ongoing effort to help students develop effective time management, a skill necessary for success in all endeavors throughout life, the following late policy is in effect.

Late work will be accepted under the following conditions and will be subjected to a numerical grade deduction.

The only exceptions will be for serious illness or family emergency and a note from a parent/guardian will be expected. If you want full credit for an assignment and cannot be in school, please refer to the “Missed Assignments When Absent” mentioned earlier in the handbook.

Assignments are due on the date assigned by the teacher during that class period. Work turned in later in the day will be considered late. If work is to be emailed, the emailed assignment must be in before the class period and a hard copy must be presented to the teacher by 5:00 PM on the due date.

If a student knows in advance they will not be in school, arrangements must be made with the teacher prior to their absence.

Recognition of Academic Excellence

Academic honors are an important reflection of our school’s focus and values. Students who receive a grade point average of 3.00 or higher are recognized for their success. At the end of each semester, students who demonstrate academic excellence may be eligible for the Honor Roll, and/or the National Honor Society.

Students who earn a 3.5 grade point average and a 95% attendance rate at the end of an 18-week semester will be deemed “Alameda Scholars” and qualify for selective academic opportunities including out-of-town college visits. A cumulative, end-of-the year Alameda Scholar title will be given to students who have a cumulative 3.5 GPA average and a 95% attendance rate.

Parent Conference

Our staff welcomes the opportunity to communicate with you about your child. Conferences are scheduled in advance. Due to the nature of the school schedule, conferences can be scheduled before/after school or during conference periods. If you wish to visit with your son or daughter's teacher(s) or a staff member, call or email the teacher to set up a meeting.

Staff will contact parents on a regular basis when there is a need and especially when:

- A student is absent
- A student is truant
- For disciplinary measures
- A request for a conference is made
- Lack of academic response

Parent failure to attend conferences will lead to student suspension until a meeting is held.

Academic Interventions

Academic intervention meetings are designed to address students 1.) who are identified as extremely low performing over a documented period of time, 2.) for whom several unsuccessful strategies have already been implemented, and 3.) whose parent requests a meeting. Unlike a parent conference, intervention meetings also include the principal, guidance counselor, and/or outside invited service agency among other student support personnel. A comprehensive strategy plan is developed and may include mandated tutoring, supplemental assignments, intervention classes, and Saturday School. Parents may also be asked for additional academic, psychological, and/or medical assessments for their child.

Parent Portal

Using any computer with an Internet connection, parents and guardians can access students' grades and attendance using Ascender Parent Portal. Parents are provided with login information for each of their students, along with instructions for using the site. Once logged in, parents can view the current and previous week's attendance, and the current grade in each of their student's classes. Many items can also be clicked on to provide greater detail, such as class assignment descriptions. Parents can also opt to set up automatic updates, which will be delivered to their email on a regular basis. Parent portal logins can be gained through from office staff.

Academic Dishonesty

Students should take pride in doing their own work on individual assignments and contributing their own work to group projects. Academic dishonesty in the form of cheating and plagiarism (defined as stealing or copying something from another person's work) are serious offenses. Students caught cheating will receive a "zero" on the assignment. Academic dishonesty could be subjected to disciplinary action including but not limited to suspension or expulsion.

Grading Scale

A = 90 - 100 (Passing)

C = 75 - 79 (Passing)

B = 80 - 89 (Passing)

D = 70 - 74 (Passing)

F = 0 - 69 (Failing)

Graduation Requirements

A student choosing to earn a high school diploma from the Henry Ford Academy: Alameda School for Art + Design must satisfy the following requirements:

1. Complete the required number of credits needed for graduation established by the Texas Education Agency.
2. Complete 4 credits of Fine Arts Courses
4. Complete the following classes: Algebra II, and Physics.

Foundation Graduation Program

Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (“STEM”); Arts and Humanities; Business and Industry and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and the student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to an appropriate school administrator for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Endorsements

A student must complete the following graduation plan along with the respective electives to satisfy the requirement for their chosen endorsement:

-English/ Language Arts (4 Credits)

English 1

English 2

English 3

Advanced English Course

-Mathematics (4 Credits)

Algebra 1
Geometry
Algebra 2
Advanced Mathematics Course

-Science (4 Credits)

Biology
Chemistry
Physics
Advanced Science Courses

-Social Studies (3 Credits)

World History or World Geography
U.S. History
Government (.5 Credit)
Economics (.5 Credit)

-Language other than English (2 Credits)

-Fine Art (1 Credit) P.E. (1 Credit) Electives (3 Credits)

-Endorsement Specific Electives (2 Credits)

Distinguish Level of Achievement

A student can earn distinguish level of achievement on their academic transcript and diploma by completing the following:

- A total of four credits in math, including in Algebra 2
- A total of four credits in science
- Completion of curriculum requirements for at least one endorsement

Performance Acknowledgements

Performance Acknowledgements can be earned on a student's transcript for completing one of the following:

-AP test:

-Score of 3 or better on an AP exam

PSAT, the SAT, or the ACT:

-PSAT Commended Scholar, National Hispanic Scholar, National Achievement Scholar
OR -SAT combined Critical Reading and Math of at least 1250;

OR

-ACT composite of 28

Advanced Placement Course

Students who elect to enroll in Advanced Placement courses will have the expectation of completing the entire year and will have the financial responsibility for paying for each exam

taken. Each exam will have a certain fee, which is mandated by the AP College Board.

Weighted Courses

Students taking classes that are AP (Advanced Placement) classes receive an eight-point bump for AP classes when determining their weighted GPA. Thus a student receiving a final grade of 88 in Algebra I Honors would have that grade calculated as a 91 when determining that student's weighted GPA.

- Advanced Placement (AP), Dual Credit = + 6 • Below 70 in AP course = +0

For further information on course eligibility for course weighting see an academic counselor.

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the campus principal at least 30 days before the event.

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 Response to Intervention (RtI). The implementation of RtI 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 parents 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 services 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 to 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 laws 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: La Season Olayande

Phone Number: 210-226-4031

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: Mrs. La Season Olayande

Phone Number: 210-226-4031

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](#)

SCHOOL MEALS

Students are expected to follow appropriate behavior, dining manners and etiquette in the cafeteria at all times. Excessive noise, table messiness, horseplay and rudeness towards the cafeteria staff or to others eating in the cafeteria will not be tolerated. Students are allowed to have a beverage with them throughout the day but must be in a twist top container. Students are not allowed to eat in any of the classrooms or in the hallway. Students who are not in compliance will be asked to dispose of the item/s in the garbage.

School Meals Program

HFA: Alameda School is a participant in the Federal Free and Reduced Price Lunch Program. Parents are asked to complete the FRPL application and submit within 10 days of the beginning of the school year. In compliance with Federal nutritional guidelines, participating students must receive the complete meal, which consists of a main entrée, fruit/vegetable, and milk (juice). Our school lunch program is designed to encourage all students to take the full meal.

OFF CAMPUS LUNCH

Students qualified by course credits as Juniors or Seniors and who are in good school standing (not failing any courses and no disciplinary referrals) may partake in the food offerings from the UTSA campus dining.

UTSA Campus dining is an **earned privilege**. Students automatically lose their off campus lunch privilege if, within a nine-week grading period, they receive a disciplinary referral or receive a failing grade. Students may also lose this privilege if they are consistently tardy to campus upon arriving from off-campus lunch. Students who have lost their lunch privilege may have it reinstated the following grading period if they return to good school standing.

EXPECTATIONS FOR STUDENT CONDUCT

The mission of **The Henry Ford Academy** is to prepare every student academically for the college or university of their choice to achieve that mission; the School must be an environment safe, secure and free from disruption. Students are expected to demonstrate behavior appropriate to the School's learning environment, to treat other students, School personnel, and visitors to the School with respect. As such, each student is expected to:

- Behave in a responsible and respectful manner;
- Demonstrate courtesy and respect for others, especially other students and School personnel;
- Attend classes and required School activities and events regularly and on time;

- Prepare for each class and complete assignments on time;
- Respect the rights and privileges of other students and school personnel in person and online;
- Respect and care for School property and facilities;
- Turn off cell phones or other electronic media during class time, and otherwise follow policies related to use of technology;(see cell phone policy)
- Cooperate with School personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the School's dress code;
- Review and comply with the Student Handbook and other School and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid violations of this Code.

Students are expected to comply with the school's technology and electronic media use policies and procedures. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the School's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and be familiar with the Code, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling students regarding appropriate behavior.

Cell Phones/Texting Device

Cell phones can be used before and after school as well as during lunch. Student(s) cannot actively be holding voice conversation on their mobile device while on campus.

Student cell phones must be turned off and remain in a classroom cell bag throughout the school day for each class.

Students are NOT allowed to communicate with their parents/guardians via phone/text during class. If a student is feeling ill, they should tell their teacher and be released to the main office to call their parent/guardian.

Cell Phone Policy Enforcement

First Offense- The device will be confiscated and returned to a parent or guardian. In accordance with Texas Education Code 37.082 a **\$15** administrative fee will be collected.

Second Offense- The device will be confiscated and returned to a parent or guardian at the end of two school calendar days. In accordance with Texas Education Code 37.082 a **\$15** administrative fee will be collected.

Third Offense- The cell phone will be confiscated and returned to a parent or guardian at the end of 5 school calendar days. In accordance with Texas Education Code 37.082 a **\$15**

administrative fee will be collected.

Failure to comply with staff directives to turn in communication devices will be considered defiance and will result in ISS or out of school suspension.

Henry Ford Academy is not responsible for lost, stolen, or damaged cell phones or electronic/communication devices.

ELECTRONIC DEVICE POLICY

Internet and Computer Use

The HFA: Alameda School computer network is provided for students to conduct research, complete assignments, and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility. Students are responsible for good behavior using the computers just as they are in a classroom or school hallway. Computer network storage (hard drives and personal folders) may be treated like school lockers. Network administrators and teachers may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

The following misuses of the computer system are not permitted:

- Sending and/or displaying hateful or pornographic messages or pictures
- Using abusive, threatening or inappropriate language
- Harassing, insulting or attacking others
- Engaging in or promoting violence
- Engaging in racial, gender, or other slurs
- Receiving or transmitting information pertaining to weapons, such as bombs, automatic weapons, illicit firearms or explosive devices.
- Damaging technology equipment (computer systems, computer networks, TVs, VCRs, digital cameras, scanners, etc.)
- Violating copyright laws (copy internet or other materials without permission)
- Using others' passwords
- Trespassing in other students and/or teacher' folders, work or files
- Intentionally wasting limited resources
- Employing the computer network for commercial purposes
- Transmitting personal information without written parental consent
- Accessing areas considered borderline without written parental consent • Hacking (attempt to gain unauthorized access to files, folders, and/or other systems)

Violations may result in restricted use of or temporary or permanent loss of use of computers and other technology tools, as well as other disciplinary or legal action.

Cyber-Bullying

The use of Internet tools and social networking sites such as Facebook, Twitter, Pinterest, or MySpace, visual or video sites such as Tumblr, Instagram, Vine or YouTube, as well as email and cell phone text messaging to intimidate, defame or incite students or staff of HFA: Alameda School will not be tolerated. The occurrence of such offenses will result in disciplinary action up

to, and including, expulsion.

Use of School Name and Logo

Students are NOT permitted to use the HFA: Alameda School name, initials or logo in a defaming or derogatory manner. They are also not allowed to use the school logo for promotional items (flyers, websites, clothing items, etc.) without the written approval and consent of the Superintendent.

Distribution of Literature on School Property

Approval of the campus principal or his designee must be obtained prior to distributing to students or posting written material on school property. Students distributing written materials without approval will be assessed a disciplinary consequence as appropriate. Any and all posted materials must be placed in designated areas.

Respect for the Physical and Intellectual Property of Others

HFA: Alameda School exists in a creative, innovative and expressive community. Students will be asked to create and display items that show their impressions, skills and views through physical images, writing or models. As a learning community our students and staff must respect the physical expression represented by works of art or items that are placed on display. Copying, false representation of ownership or destruction of items that represent the artistic or academic work of others cannot and will not be tolerated. Damage to property of any kind will not be tolerated.

STUDENT DRESS CODE

Appropriate dress is required at all times, while attending Henry Ford Academy: Alameda School. The dress and grooming code will apply to all regular HFA: Alameda School in-school projects, and also apply to all school-related activities, school programs, summer activities, field trips, and extracurricular activities.

Our school is committed to providing a safe and respectful learning environment for all students. As such, we expect all students to dress in a manner that is appropriate for the educational setting. Our dress code policy is designed to promote a positive learning environment while also respecting the individuality of our students. We appreciate your cooperation in adhering to these guidelines.

General Guidelines

Below is a set of guidelines that define acceptable and unacceptable clothing. Please be aware that the school administration has the final decision on clothing deemed inappropriate/distracting.

1. Clothing should be clean, neat, opaque, and in good condition.
2. Clothing with torn or distressing clothing elements must not expose the trunk of the body, the crotch, and buttocks.
3. Clothing should not display offensive, inappropriate or obscene language, images, or

symbols.

4. Clothing may not depict pornography, nudity or sexual acts, or feature profanity.
5. Clothing should not promote or advertise direct violence, drugs, alcohol, tobacco, or other illegal substances.
6. Shoes should be worn at all times for safety and hygienic reasons.
7. Clothing associated with criminal organizations is prohibited.
8. Hats and other head coverings should not be worn inside the school building, except for religious or medical reasons.

DRESS CODE REQUIREMENTS

Shorts and Skirts

- Short and skirt hems must fall at or below fingertips when arms at side (with skirts/shorts sitting firmly at the waist).
- Skirts with slits that exceed the dress code length are prohibited
- Skirts and shorts must adhere to dress code length regardless of tights/leggings
- Leggings and yoga pants may be worn with a shirt or dress that covers the student's backside.

Shirts and Tops

All tops must fully cover the torso. No shirts with a neckline lower than 4" from the highest point of the shoulder. Undergarments should not be visible or exposed.

The following types of tops are prohibited:

- Corsets
- Tank tops
- Halter tops
- Muscle shirts
- Net (see through) tops
- Strapless tops
- Narrow strapped tops
- Clothes with violent, vulgar, lewd, offensive or obscene language or graphics
- Clothing with wording which may be construed as having double meaning for obscenities or vulgarities
- Low back or backless blouses
- Blouses or tops with low or large arm holes
- Tops which advertise tobacco products, alcoholic beverages, drugs, or any other substance
- Excessively tight, transparent or revealing tops

Earrings, Jewelry, Body Piercing and Accessories

Earrings and/or body piercings are allowed, however, **spiked or pointed earrings are prohibited**. These must be replaced with studs.

Hair and Grooming

- All hair, including facial hair, should be neatly groomed and not cover the face.
- Hairnets are prohibited.
- Hair color is allowed.

Tattoos

Visible tattoos are allowed. However, tattoos that are deemed **offensive, distracting, or otherwise inappropriate** by school officials must be covered.

PROHIBITED CLOTHING/ITEMS

Oversized, Tight or Torn Clothing

- **Oversized** clothing of any type is prohibited. *Sagging or baggy pants are prohibited. Pants must be worn at waist level.* Pant length must not touch the ground nor be rolled at the hem. Thus, pant lengths must reach the ankle or the heel of one's shoes. Belts that are extra-long are prohibited. Belts must be tucked into the belt loops and not hang down.
- Clothing with any excessive large **tears or cuts that expose large areas of skin** are prohibited.

Leisure and/or athletic clothing

Leisure and/or athletic clothing is prohibited during the regular school day. These clothing items include but are not limited to:

- Basketball shorts
- Sports jerseys
- Pajamas (draw string, plaid)
- Flip-flops or sandals resembling flip-flops

Other Prohibited Items

- Sunglasses are prohibited.
- Steel-toed footwear is prohibited.
- Bare feet are prohibited.
- Any clothing item, accessory or any other article which the Principal or his/her designee determines to be gang-related, disruptive to the educational process or interfering with the educational process is prohibited.

ENFORCEMENT OF DRESS CODE POLICY

Students are expected to comply with the school dress code on a daily basis. Repeated violations will constitute defiance and will be subject to progressive discipline including, but not limited to detention and/or suspension.

The following measures will be taken to address school dress code violation:

1st Offense: Student will be sent to the front office to call parent for a change of clothing. A student will not be allowed to attend class until dress code infraction is remediated.

2nd offense: Immediate all day In-School Suspension

3rd offense: Out-of-School Suspension

Exceptions

If change of dress code is offered to the students for “special events” i.e. Dances or “other,” students will be notified prior to the event.

HFA: Alameda School has a dress and grooming code for the following reasons:

- To create an atmosphere conducive to learning and to minimize disruptions due to personal appearance, conduct, grooming and hygiene, and attire;
 - To foster an attitude of respect for authority, and to prepare students to enter the workplace which often has rules regarding dress, conduct, and appearance; and
 - To ensure that the conduct and grooming of students who represent the school in extracurricular activities create a favorable impression for the school and the community.
- Students are expected to dress and groom in a manner appropriate for a public school educational environment.
- School administrators and teachers will consistently determine whether the student’s dress and grooming distracts or otherwise interferes with the educational process.
 - A student may be asked to call a parent to bring appropriate clothing or return home to change clothes.
 - Class time lost due to violations of the dress code will be counted as an unexcused absence.

PROHIBITED CONDUCT

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

Referable Behavior

1. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
2. Disrespectful behavior towards adults;
3. Failure to follow directives;
4. Disruption of instruction or other school activities or operations;
5. Unexcused or excessive tardiness;
6. Dress code violation
7. False statements or false accusations;
8. Bullying (including cyber bullying), teasing, or targeting other students;
9. Inappropriate cell phone or electronic media use;
10. Walking halls without hall or office pass during class.

This is not intended to be a comprehensive list of referable behaviors. Other behaviors may apply.

Suspendable Violation of School Rules and Policies

1. Failure to comply with the Student Handbook, or other School or campus rules;
2. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
3. Skipping a class period or other mandatory activity, in whole or in part, without permission;
4. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (e.g., cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
5. Truancy or other failure to attend school without excuse;
6. Defacing, destroying or otherwise modifying School property without authorization;
7. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person;
8. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
9. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
10. Failing to follow school directives and classroom rules and expectations;
11. Disobeying rules and expectations regarding school transportation;
12. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

Violent, Illegal, and Other Serious Offenses

1. Possession of prohibited items;
2. Conduct which meets the elements of a criminal offense, as determined by the School; Physical, verbal or sexual harassment of others;
3. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;

4. False statements or false accusations;
5. Hazing or initiations;
6. Participation in a gang, soliciting or attempt to solicit participation in a gang;
7. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
8. Possessing drug paraphernalia;
9. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);
10. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;
11. Violence of any kind, including dating violence;
12. Fighting;
13. Gambling;
14. Setting or attempting to set a fire;
15. Inappropriate or indecent exposure of body parts;
16. Retaliation of any form against other students or School personnel;
17. Conduct which requires the student's registration as a sex offender;
18. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene nature;
19. Endangering the health or safety of others;
20. Other conduct as identified within this Code.

DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a student discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability;
- The extent of the student's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;

- Whether self-defense was involved;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

The School may issue discipline based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for student use remain School property, and students do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any School property, including School property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (e.g., student cell phone, backpack, personal computer, purse, car, etc.).

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against non disabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a “change in the placement” of a student receiving special education services may be taken only after the student’s Admission, Review, and Dismissal (ARD) committee conducts a manifestation determination review in order to determine whether the student’s conduct was a manifestation of his or her disability.

A change in placement occurs if a student is:

1. Removed from the student’s current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student’s behavior is substantially similar to the student’s behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference;
- Verbal correction;
- Counseling;
- Conference with teacher or administrator;

- Education/training;
- Improvement plan;
- Community service;
- School-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.*, eligibility to hold special positions, exemption from exams, etc.);
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Issuance of demerits;
- Confiscation of items;
- Detention;
- In-School Suspension;
- Other alternative placement;
- Out-of-School Suspension;
- Expulsion.

One or more of these disciplinary consequences may be issued to a student found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, the School may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a student withdraws from the School before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, the School shall send documentation of the discipline to the next school that enrolls the student. If a student withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the student. If the student returns to enroll in the School at a later date and has not been required to complete the disciplinary consequences previously required, the School may require the student to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

DETENTION / IN-SCHOOL SUSPENSION

A student may be assigned to one or more sessions of detention or placed in in-school suspension for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and in writing of the student's conduct and assignment to detention or in-school suspension. Detention will be held outside of the instructional day, either before or after school, during lunch period, or during recess. In-school suspension will require the student to report to the in-school suspension classroom for all or part of one or more school days. While in in-school

suspension, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in the regular classroom.

OUT-OF-SCHOOL SUSPENSION

A student may be suspended for one or more school days for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion. Examples of suspendable offenses include, but are not limited to:

- Consistent and constant discipline issues that warrants administrative interventions
- Found in possession of, use, or distribution of electronic cigarettes, vape pens or other tobacco related products or paraphernalia.
- Student committing same infraction previously placed in ISS for.
- Other disciplinary actions deemed appropriate by Principal and HFA Administration

REASONS FOR EXPULSION

A student **[may/must]** be expelled from the School if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
 - a. A firearm;
 - b. A knife of any kind
 - c. A club; or
 - d. A prohibited weapon.

2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;

 - b. Assault against another student, an employee, or a volunteer of the School;

 - c. Deadly conduct;

d. A Title V felony under the Penal Code.

3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:

a. False alarm or report or terroristic threat involving a public school;

b. An offense related to an abusable volatile chemical;

c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;

d. Criminal mischief if the conduct is punishable as a felony;

e. Public lewdness or indecent exposure.

4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:

a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:

i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.

b. Regardless of location:

i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.

ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.

5. **Other.** The student, while on campus or at a school-sponsored or school-related event, on or off campus:

a. Engages in conduct that constitutes a felony;

b. Commits an assault;

c. Commits frequent violations of the Student Code of Conduct that cause significant disruption to the School environment or substantial interference with the

instructional process.

EXPULSION PROCESS

If the school administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator during which the student and/or the student's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent, guardian or adult student. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian or adult student may choose to **voluntarily** waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the administrator will review the relevant evidence and issue a written decision to the parent as described above.

The School will notify the independent school district in which the student resides of the student's expulsion within three business days of the Expulsion Order.

TERMS OF EXPULSION

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 4 school days to one calendar year. A permanent expulsion allows the School to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances, which justify the length of the expulsion.

A student expelled from the School for any length of time may not be eligible for readmission to the school. In considering the readmission of a student upon expiration of the period of expulsion, the school will consider, among other factors, the length of the expulsion, the nature of the violation that lead to the expulsion and the circumstances justifying the expulsion.

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

required by law, students will not receive educational services or receive course credits during a period of expulsion.

DISCIPLINE APPEAL PROCESS

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the Expulsion Order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review.

If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the **Henry Ford Learning Institute School Board** by filing a request for review with the Superintendent's office within 5 business days of the date of the decision. The Superintendent shall notify the **HFLI School Board** and arrange for the **HFA School Board** to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing in front of the **HFA School Board** the decision of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

TRUANCY

State compulsory attendance law requires that every child at least 6 and younger than 19 years of age attend school. The School enforces the compulsory attendance laws by ensuring the regular attendance of currently enrolled students through the application of truancy prevention measures and, if necessary, referral of students to truancy court.

A student's absence is excused if the absence is specifically authorized by School policy or rule, or is otherwise approved by the campus administrator. Any absence that is not excused shall be considered an "unexcused" absence.

The School will provide written notice to parents if their student has incurred three unexcused absences (including partial day absences) in a four week period, and will begin the implementation of truancy prevention measures, which shall include one of the following:

1. The creation of a behavior improvement plan that includes a specific description of required or prohibited behavior, the period of the plan's effectiveness (not to exceed 45 days), and penalties for additional absences;
2. School-based community service; or
3. Referral to counseling, mentoring, teen court, community-based services, or other services to address the student's truancy.

A student will be considered "truant" if the student fails to attend school, without excuse, on 10 or more days or parts of days within a six-month period in the same school year. A student,

who is at least 12 years of age and younger than 19 years of age, may be referred to truancy court by the School within 10 days of the student's 10th unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance.

Before the School makes a referral to truancy court, the School's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student. The School will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

If a student is 19 or older and has more than 3 unexcused absences in one semester, the School will issue a warning letter to the student that states enrollment can be revoked after 5 unexcused absences. As an alternative to revoking enrollment, the School may require the student to comply with a behavior improvement plan to address the student's lack of attendance. If the student fails to comply with the behavior improvement plan, the School may revoke the student's enrollment.

HFA: ASAD SCHOOL SAFETY POLICY

HFA: Alameda School will share information with and provide reports to the appropriate law enforcement agency when any of the following incidents occur on school grounds, on school sponsored transportation or at a school sponsored activity:

- Armed student or hostage
- Suspected armed student on school property
- Weapon on school property
- Death or homicide
- Drive-by shootings
- Physical assault fights where:
 - Victims alleges injury
 - An injury requires medical attention
 - A weapon was used
- All assaults on teachers, administrators or school personnel
- Bomb threat-telephone, e-mail, fax or written notice
- Explosion
- Arson
- Sexual Assault
- Robbery or extortion
- Unauthorized
- Threat of suicide
- Attempt of suicide
- Larceny theft of items of value of \$100.00 or more
- Intruders
- Drug use or overdose
- Drug possession or sale
- Vandalism or destruction of property of value of \$100.00 or more
- Bus incidents involving any of the above

- Bus accident

Optional, Reportable Incidents

- Assault incidents (i.e. ethnic intimidation, stalking or assaults without injuries)
- Theft crimes involving less than \$100.00
- Vandalism involving less than \$100.00
- Alcohol crimes
- Tobacco crimes
- Truancy

These reports may or may not be placed in a student’s educational record; parents will be advised when notification is sent to a law enforcement agency.

Unsafe School Choice Option Policy

1. TRANSFERS FOR SCHOOL SAFETY PURPOSES

A parent of a student who becomes a victim of a violent criminal offense, as defined below, or who is assigned to a campus assigned by the Texas Education Agency (“TEA”) as persistently dangerous shall be offered an opportunity to transfer to a safe public or charter school within Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design.) *Every Student Succeeds Act (ESSA) Section 8532, TEA Unsafe School Choice Option Guidance Handbook.*

For each school safety transfer request, Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design) shall explore appropriate transfer options. These options may include a transfer agreement with or enrollment in a neighboring school district or, if Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design) operates more than one campus, a transfer to another Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design) campus or school that serves the appropriate grade level. *TEA Unsafe School Choice Option Guidance Handbook.*

a. Transfers for Victims of Violent Criminal Offenses

For purposes of this policy, a student is considered to be a victim of a violent criminal offense if the student is a victim of one of the following Penal Code offenses while on the premises of a school or while attending a school-sponsored or school-related activity on or off school property:

- a. Aggravated assault on someone other than a district employee or volunteer;
- a. Aggravated kidnapping;
- b. Aggravated robbery;
- c. Attempted murder;

- d. Continuous sexual abuse of young child or children occurring on school property or while attending a school-sponsored or school-related activity on or off school property;
- e. Indecency with a child; or
- f. Sexual assault or aggravated sexual assault against someone other than a district employee or volunteer.

Within 14 calendar days after a violent criminal offense occurs in or on the grounds of the school the student attends, Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design) will notify the parent of the student victim of the parent's right to request a transfer. The parent must then submit a written application for transfer to the Superintendent or designee. The Superintendent or designee will approve or disapprove the request within 14 calendar days after receipt.

A transfer arranged for any student who is the victim of a violent criminal offense will be renewed for as long as the threat to the student exists at the campus from which the student transferred.

For each violent criminal offense, Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design) shall maintain, for at least five years, documentation reflecting the date and nature of the offense, notice provided to the parent concerning the transfer option, any submitted transfer application, action taken in response to a transfer application, and other relevant information concerning the offense.

b. Transfers from a Persistently Dangerous School

A parent of a student attending a school identified by TEA as persistently dangerous shall be notified of the parent's right to request a transfer. Such notice shall be provided at least 14 calendar days prior to the start of the school year or, if a student enrolls after the school year begins, upon the student's enrollment.

In order to request a transfer for safety reasons, a parent must submit a written transfer application to the Superintendent or designee. The Superintendent or designee will complete the transfer prior to the start of the school year or, if applicable, within 14 calendar days of the request for a student who enrolls after the school year begins.

A transfer arrangement for a student from a campus identified by the TEA as persistently dangerous will be renewed so long as the campus from which the student transferred remains identified by the TEA as persistently dangerous.

Henry Ford Learning Institute (DBA: Henry Ford Academy: Alameda School for Art + Design) shall maintain, in accordance with its adopted record retention schedule and/or the state's record retention schedule for school records, documentation of notice to parents of the transfer options, transfer applications submitted, and actions taken in response to transfer applications. *TEA ESSA Unsafe School Choice Option LEA Requirements (August 22, 2019)*.

STUDENT AND PARENT RIGHTS

Any parent/legal guardian or student that has a concern or complaint with regards to a child's education has a right to address these concerns or complaints utilizing the established procedures to the Board. The parent/legal guardian or student must first discuss the matter with the appropriate campus administrator, then to the Director or his/her designee.

Student and Parent Rights

No student will be required to participate in a survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education that reveals information concerning the following topics without the prior written consent of the student's parent/legal guardian or if the student is an emancipated minor or an adult:

1. Political affiliations
2. Mental and psychological problems potentially embarrassing to the student or his or her family
3. Sex behavior and attitudes
4. Illegal, anti-social, self-incriminating, and demeaning behavior
5. Critical appraisals of other individuals with whom students have close family relationships. 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
7. Income (other than that required to determine a child's eligibility for participation in a program or for receiving financial assistance under such a program)

Notice of Non-Discrimination

The Rehabilitation Act of 1973 is a Federal Law commonly called "Section 504". It was designed to prohibit discrimination on the basis of disability in any program or activity receiving federal financial assistance. Section 504 handicaps include physical or mental impairment which substantially limits one or more of a person's major life activities that include walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self, and performing manual tasks. These students, unless they also qualify for special education, generally are served in the regular education programs. Options and requirements for providing assistance to students who have learning difficulties or who need or may need special education are explained in the form provided in the Appendix of this handbook.

Pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973, Henry Ford Academy: Alameda School for Art + Design does not discriminate on the basis of handicap in any of the programs and services offered by the District.

Also, Henry Ford Academy: Alameda School for Art + Design does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational

Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Student Records and the Privacy Act

The Family Educational Rights and Privacy Act went into effect on November 17, 1974. Under its provision, all schools will provide parents/legal guardians the opportunity to inspect and review cumulative school records of their children during regular school hours. The same right applies to students 18 or older.

The law protects student files against inspection by anyone outside the school system, unless the parent/legal guardian or 18-year-old gives written permission, or the law allows access to student records without permission. However, the school district must comply with any court order requesting school records.

If parents/legal guardians or students uncover “misinformation” in the cumulative records, they have the right under the law to a hearing to “challenge and expunge any inaccurate, misleading or otherwise inappropriate information.”

The Federal Privacy Rights Act and State Open Records Act require certain action by the school district before “directory information” on any student is published.

Directory information is defined as student’s name, address, telephone listing, date and place of birth. (*See form in Enrollment Packet.*)

The Henry Ford Academy ensures that parents of student in Title I schools are informed of their right to request and receive information on the qualifications of their children’s teachers. (P.L. 107- 110, sec 1111(h)(6))

Note: It is impossible to list or mention every type of possible situation that could take place in a school setting. The Henry Ford Academy: Alameda School for Art + Design reserves the right to make changes to this document and make appropriate interpretation as necessary.

Henry Ford Academy: Alameda School for Art + Design reserves the right to make any modifications/changes as necessary to the Student/Parent Handbook. Notification of any modifications/changes will be promptly made to students and parents or legal guardians.

Student Withdrawal: In the event a student withdraws from Henry Ford Academy: Alameda School for Art + Design, parents must provide the

name, address and telephone number of the school the student will attend and follow the student withdrawal process.

HANDBOOK ACKNOWLEDGMENT FORM

We acknowledge receipt of the Henry Ford Academy: Alameda School for Art + Design Student Handbook. The Student Handbook describes important information about school policy, and we understand that we should consult the Principal regarding any questions not answered in the Handbook. We agree to conform to the rules and policies of the school. Since the information and policies described are necessarily subject to change, we acknowledge that revisions to the Handbook may occur. All such changes will be communicated through official notices, and we understand that revised information may supersede, modify, or eliminate existing policies.

We have received the Handbook, and we understand that it is our responsibility to read and comply with the policies in this Handbook and any revisions made to it.

STUDENT'S NAME
(PRINTED): _____ STUDENT'S SIGNATURE: _____

PARENT/GUARDIAN'S NAME
(PRINTED): _____ PARENT'S SIGNATURE: _____

PARENT/GUARDIAN'S NAME
(PRINTED): _____ PARENT'S SIGNATURE: _____

Date _____

Plagiarism Contract

Plagiarism can be defined as submitting another person's ideas, words, images or data without giving that person credit or acknowledgement. Plagiarism, a form of academic dishonesty, is the equivalent of stealing and will not be tolerated. In order to clarify what constitutes plagiarism, you should be aware that you have committed plagiarism when you:

- Use phrases, quotes, or ideas that are not your own;
- Paraphrase the work of another
- Use facts or data not considered common knowledge
- Submit a purchased essay
- Submit a paper by another person even though he or she may have given you permission to use it

Plagiarism encompasses written text, computer data, research, visual arts, media, etc.

Plagiarism is considered a serious issue, especially in an academic environment. Teachers must be able to rely on the integrity of a student's work in order to make sure that learning is successful in the classroom. Plagiarism is a reflection of a student's character and should be avoided. When you are unsure if you have plagiarized, consult your teacher to verify before your assignment is due. The penalty for plagiarism includes possible loss of credit for the assignment without the possibility of resubmission. This may result in lowering your classroom grade that may also lead to failing the course in its entirety. Furthermore, plagiarism is a form of cheating and will not be tolerated. Plagiarism may result in suspension according to Henry Ford Academy's student code of conduct.

I, _____, have reviewed and understand what plagiarism entails and Henry Ford Academy's plagiarism policy. I will not intentionally use or submit someone else's work without acknowledgement. Furthermore, I will not misrepresent someone else's work as my own.

Signature _____ Date: _____

I have read the contract and understand the consequences of plagiarism.

Parent/Guardian _____ Date: _____

SCHOOL PARENT-STUDENT COMPACT

The Alameda Staff, students, and parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children's achievement and academic progress.

This School, Parent, Student Compact is in effect during the 2023-2024 school year.

School Responsibilities

The Alameda Staff will:

1. Provide high-quality curriculum and instruction in a supportive, collaborative, and effective learning environment that supports children in meeting the state's student academic achievement standards and is aligned with our school mission and vision.
2. Provide parents with frequent reports on their children's academic and behavioral progress. Academic and behavioral progress will be communicated through Parent/Teacher conferences, samples of student work, and updates on assessments (to include classroom, benchmarks, and state assessments). Contact will be initiated by administration or teachers to express any concerns.
3. Set high expectations for staff, students, and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement, and committing to recruit, retain, and train qualified staff.
4. Provide parents opportunities to volunteer and participate in school programs and events.
5. Provide reasonable access through teachers by phone, email, or scheduled conferences.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance
2. Providing healthy routines such as reasonable bedtimes, appropriate hygiene, and the practice of good nutrition.
3. Ensuring homework is completed and returned to the teacher.
4. Communicate the significance of success in school & its relationship with success in life.
5. Provide volunteer time to the school during the school year.
6. Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement. Specifically we will:

1. Attend school regularly and arrive at school on time
2. Complete all daily homework and return it to school on time.
3. Model good behavior by following the school's Code of Conduct.
4. Be responsible for giving my family members all information sent home from school.

By signing below, I acknowledge that I have read and understood the Alameda School, Parent, and Student Compact.

_____	_____	_____	_____
Parent Signature	Date	Student Signature	Date
_____	_____		
Principal Signature	Date		