



Student / Parent Handbook

2007-2008

Early College Collaborative Partners

- Hutto Independent School District
- Taylor Independent School District
- Temple College
- Texas Education Agency
- Region XIII Education Service Center
- East Williamson County Higher Education Center
- Hutto Economic Development Cooperation
- Taylor Economic Development Cooperation



Dear Parents and Students:

Welcome to school year 2007-2008. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together will make this a successful year for our students. This handbook is designed to familiarize parents and students with the policies that will help our students have a productive, successful, and safe school year. Within the handbook, you will find several policy pages that require a parent/guardian signature. Please take the time to review the information within this handbook, complete the signature pages, and promptly have student return to advisory teacher.

This Student/Parent Handbook has been developed through a concerted effort of Legacy Early College High School administration and the Design Team. It is designed to be a valuable resource in promoting each student's success.

The student/parent handbook is intended to serve as a guideline for students and parents regarding policies, procedures, and expectations at Legacy Early College High School. The handbook contains information compiled from the education laws of the State of Texas, The State Board of Education, the Texas Education Agency, as well as policies and procedures from Taylor ISD and Hutto ISD.

Legacy ECHS students are responsible for all information, policies, procedures, and expectations contained in the Hutto or Taylor ISD handbooks. In addition, the contents in the Legacy ECHS student/parent handbook will supersede the Hutto or Taylor handbooks while the student is enrolled at Legacy ECHS. The purpose of the Legacy ECHS handbook is to place additional emphasis on academics and accelerated student achievement. The handbook is not intended to be the only guide to administrative decision-making, rather an information tool for students and parents.

Thank you, parents and students, for your support in making this an excellent school year. I, along with the Legacy Early College High School faculty, am committed to ensuring our students' success in the coming year.

Sincerely,

Richard Kolek
Legacy ECHS Principal

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**LEGACY EARLY COLLEGE HIGH SCHOOL
Handbook Acknowledgment Form**

My child and I have received a copy of the Legacy Early College High School Student Handbook for 2007–2008. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Please sign and date this page, remove it from the handbook, and return it to the student's advisory teacher.



Mass-Media, Print and Graphic Image Release

I hereby consent _____ do not consent _____

To have my child, _____
(Print students name)

Photographed, video taped, audio taped and/or interviewed by Legacy ECHS or the news media on the school premises when school is in session or when my child is under the supervision of Legacy Early College High School. Additionally, I hereby give Legacy Early College High School permission to use creative work(s) generated and/or authored by my child on the Internet or in any other electronic, digital or print media.

I also consent to allow Legacy Early College High School or the news media, to use my child's photograph, likeness, voice or name on the Internet or in any other electronic, digital or print media.

It is further understood that Legacy Early College High School is not required to obtain my permission to reuse or republish the above mentioned information in the future and I waive any claim to financial remuneration for the use of the above mentioned information.

Parent Signature

Date

Student printed name

Phone number

Alternate phone

LEGACY EARLY COLLEGE HIGH SCHOOL

2007-2008 Calendar

August 27 - First Day of School

S	M	T	W	T	F	S
August 2007						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	(27)	28	29	30	31	

September 2007						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2007						
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2007						
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4	5	6	7	8	9	10
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18	(19	20	21	22	23	24
25	26	27	28	29	30	

December 2007						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2008						
		1	2	3	4	5
6	7	8	9	10	11	12
13	(14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Holiday
 Sept. 3 - Labor Day
 Nov. 21-23 - Thanksgiving
 Dec. 24 - Jan 4 - Winter Break
 Jan 21 -Martin Luther King Day
 May 26 - Memorial Day

Early Release
 Dec. 20 & 21
 June 2-4

Staff Development
 Oct. 8
 Jan. 18

Comp Day
 Mar. 21

Bad Weather Day
 Mar. 24
 May 30

T - TAKS
 Mar 4 - Reading
 May 1 - Math

Hutto Spring Break
Taylor Spring Break

S	M	T	W	T	F	S
February 2008						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	(25	26	27	28	29	

March 2008						
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30	31					

April 2008						
		1	2	3	4	5
6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30			

May 2008						
				T	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2008						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2008						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FIRST SEMESTER - 85 days

1st Six Weeks: 08/27 - 10/05 (29 days)
 2nd Six Weeks: 10/09 - 11/16 (29 days)
 3rd Six Weeks: 11/19 - 01/11 (27 days)

SECOND SEMESTER - 90 days

4th Six Weeks: 01/14 - 02/22 (28 days)
 5th Six Weeks: 02/25 - 04/11 (29 days)
 6th Six Weeks: 04/14 - 05/29 (33 days)

LEGACY EARLY COLLEGE HIGH SCHOOL

Mission Statement

The mission of Legacy Early College High School is to prepare its students to succeed in high school, and be equipped to close the gap to higher education. Our goal is to produce confident lifelong learners that become productive citizens in our world. The faculty and staff of Legacy Early College High School will be committed to a rigorous and relevant academic program, as well as building relationships in order to support a school culture that serves the needs of every student.

HUTTO INDEPENDENT SCHOOL DISTRICT

2007 Board of Trustees

Wes Sawyer, President
Renee Crenshaw, Vice President
Sheila Knapp, Secretary
Darrell Barker, Member

Doug Gaul, Member
Byron McDaniel, Member
Ken Wahrmond, Member

TAYLOR INDEPENDENT SCHOOL DISTRICT

2007 Board of Trustees

James “Bo” Stiles, President
Johnny Sanford, Vice President
Shorty Mitchell, Secretary
Kathy Cotner, Assistant Secretary

Brad Moss, Member
Thomas Martinez, Member
Anita Volek, Member

Legacy ECHS Faculty

Richard Kolek	Principal	<i>rkolek@taylor.isd.tenet.edu richard.kolek@templejc.edu</i>
Vicki Roth	Administrative Assistant	<i>vroth@taylor.isd.tenet.edu</i>
Sonia Baker	Guidance Counselor	<i>destiny@taylor.isd.tenet.edu</i>
Steven Miles	Biology	<i>steven.miles@hutto.txed.net</i>
Alison Garza	Algebra I / Geometry	<i>alison.garza@hutto.txed.net</i>
Jeffery McBride	World Geography	<i>jmcbride@taylor.isd.tenet.edu</i>
Christine Hodges	English/Language Arts	<i>chodges@taylor.isd.tenet.edu</i>

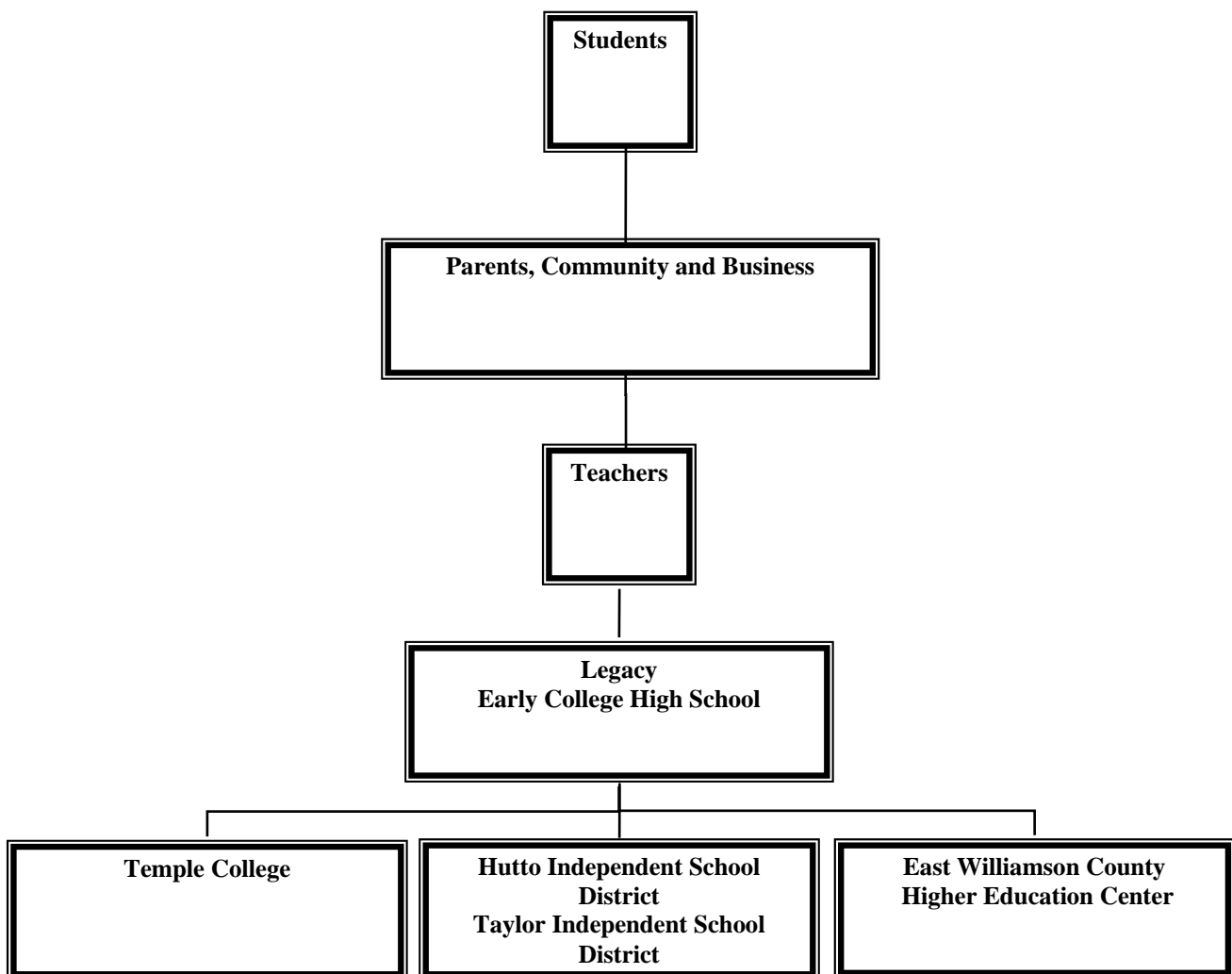
Please visit www.ewchec.com for important updates and information.

The Legacy ECHS School Structure

A high-quality education at Legacy ECHS starts with relationships. One of the major strengths of this school is its size. We personalize your child's education by supporting the development of meaningful, sustained relationships among teachers and students. In study after study of successful small high schools, students compare their school to a family rather than a factory and link their academic achievement to their caring relationships with teachers. Like many successful small schools, Legacy ECHS has smaller classes for students and reduced pupil loads for teachers, so that the young people and the adults in the school are well known to each other.

Legacy ECHS students will be guided by adult advocates to develop a sense of responsibility for their own learning through work and life tools acquired in Advisory, Service Learning, independent research projects and internships.

Legacy ECHS will function in a college environment at Temple College, Taylor Center. Student's will take electives in the morning at their home campus then be transported to Temple College, Taylor Center for their core classes in the afternoon. Teachers will instruct at their home campus and Temple College, Taylor Center.



The Early College Program

An early college provides the high school-age students a “seamless” pathway from high school to college. Housed on the Temple College, Taylor Center campus, with articulated sharing of space and staff, Legacy ECHS allows the high school student to gradually integrate into college course work through his or her traditional high school degree plan. This integration requires dual enrollment, with the student having to show mastery of the knowledge and skills necessary for success (ACCUPLACER or another Temple College designated requisite test). Legacy ECHS will provide strong support to each student and their family in obtaining entrance to, and success in, higher education.

Legacy ECHS started with an inaugural class in the fall of 2007. Each following year, the school will add a new class of rising ninth grade students (up to 100 students) to create freshmen through senior level campus with a maximum of 400 students by fall of 2010. Students other than rising ninth graders are not eligible to apply to the program.

The Early College High School Initiative was created to provide the following:

- Opportunity for motivated students to pursue college coursework at an early age while meeting high school graduation requirements
- Accelerated instruction in a small school environment
- Opportunity for students to graduate from high school with up to 60 hours of college credit, TUITION FREE

General Program Requirements/Expectations:

- Fulfill the Distinguished Achievement Graduation Plan
- Attend a Summer Academy prior to ninth grade
- Maintain excellent attendance
- Meet all college admissions criteria before enrolling in dual credit courses
- Participate in scheduled activities hosted by the school
- Represent the school and college in a professional manner

Legacy ECHS is specifically designed to improve outcomes for students underrepresented in higher education including:

- First generation college students
- Low income students
- English language learners
- At-Risk students

In addition, a number of criteria will be considered such as school attendance, school discipline history, grades, state assessment scores and student motivation. Only rising 9th grade students will be eligible to apply.

Dismissal from Legacy Early College High School

Enrollment in Legacy ECHS is a privilege, not a right. Students who are not compliant with the policies and procedures of the program will be dismissed to their respective district campus. All students and parents have agreed to the following commitments to Legacy ECHS:

Student Commitment:

- Make education a high priority in my life, including positive participation in class and school activities, and work to achieve and exceed my potential.
- Be punctual and maintain good attendance in all classes.
- Take responsibility for my own learning, behavior, and successes.
- Pass the Reading section of the college entrance exam by the end of 10th grade year and all sections by the end of the 11th grade year. Attend required classes and tutoring to achieve this goal.
- Replace lost or destroyed property: Example: school equipment, textbooks and supplies.
- Devote a minimum of 2 hours each evening to homework, studying, and/or reading.

- Show respect for everyone in the school community (students, staff, and visitors) and respect the rights of others to learn and succeed.
- Behave in a manner that shows respect for the college, school facilities, and equipment.
- Maturely handle the freedoms and scheduling of a college setting, and understand that my existence on the college campus is a privilege, not a right.
- Demonstrate the ability to make mature, independent, productive choices, and accept responsibility for those choices.
- Must understand that Legacy ECHS is a high school with no organized athletics, band, drill team, and other organizations that require attendance for participation. Student interest will drive student clubs and organizations at Legacy ECHS.
- Maturely handle the flexible schedule and be able to make productive use of unscheduled time.
- Adhere to the technology agreements of Hutto ISD, Taylor ISD and Temple College.
- Ask for personal and academic help in any area that gives me difficulty. I will get tutoring before my problem becomes a crisis.
- Complete all high school graduation requirements of my home campus and remain dedicated to achieve an Associates Degree at Temple College.
- Keep my parents informed of my academic progress at Legacy ECHS.
- Plan to continue in college after graduation from Legacy ECHS.
- Understand that I may be referred/dismissed to some other program if I do not maintain the required grade point average in high school (70%) and college courses (GPA 2.0).
- Understand that violation of Legacy ECHS rules and standards of conduct may result in being dismissed from the Legacy ECHS.
- Understand that all freshmen will attend, and be positive participants in the Summer Academic Academy.
- Attend summer school if recommended by the principal or counselor.

Parent Commitment:

- Provide a minimum of 2 hours each evening for my child to do homework, study, and/or read.
- Ensure that my child has transportation to tutorials.
- Support regular attendance; call the school on the day of any absence.
- Replace lost or destroyed property: Example: school equipment, textbooks and supplies.
- Schedule all family vacations when school is not in session.
- Schedule all necessary appointments for my child after school.
- Attend and participate in parent/school functions.
- Keep up on Legacy ECHS activities by reading all material sent home.
- Expect and follow up on progress reports and report cards regularly.
- Encourage and expect my child to continue in college after graduation from Legacy ECHS.
- Contact the school if I have a question or if there is a gap in information coming home.
- Understand that Legacy ECHS is a high school with no organized athletics, band, drill team, and other organizations that require attendance for participation. Student interest will drive student clubs and organizations at Legacy ECHS.
- Recognize the fact that my child is responsible for adhering to the technology agreements of Hutto ISD, Taylor ISD and Temple College.
- Understand that my child may be referred/dismissed to some other program if he/she does not maintain the required grade point average in high school (70%) and college courses (GPA 2.0).
- Provide and maintain current telephone numbers and addresses.
- Support my child's participation in the Summer Academic Academy.

Students failing to comply with the academic, discipline, and attendance requirements of Legacy ECHS will be placed on a probationary contract. The contracts will be used to support and develop a plan of action to ensure success of all students. Failure to comply with the contracts will result in dismissal to their respective district campus.

Academic Probation

Legacy ECHS will collect and review student data on academic progress and grades. If a student is failing two or more subjects, Legacy ECHS will initiate a mandatory parent conference to determine interventions. An Academic Probationary Contract may be initiated.

If a student is in jeopardy of failing any courses, a mandatory parent/student conference will be required to determine academic status and need for attending summer school. If progress is not observed, a dismissal will be recommended and the student may not return for the upcoming school year.

Attendance Probation

Early College students will be responsible to their respective home campus Student Handbooks on state attendance requirements dealing with Compulsory Attendance and Attendance for Credit.

However, students enrolled in the Legacy ECHS program will only be allowed 5 absences per semester. Extenuating circumstances will be reviewed by the Legacy ECHS Attendance Committee.

Discipline Probation

Students are expected to follow all policies and procedures of Legacy ECHS. Discipline issues will be reviewed and monitored throughout the school year. If a pattern of behavior is persistent or a violation of the student code of conduct occurs, a Discipline Probationary Contract may be initiated. If improvements are not observed, a dismissal will be recommended and the student will be returned to his/her district campus and may not return to Legacy ECHS.

Students missing Legacy ECHS classes due to In School Suspension or Out of School Suspension will result in the following:

1 st Offense	Disciplinary Contract
2 nd Offense	Possible Dismissal from Legacy ECHS
3 rd Offense	Dismissal from Legacy ECHS

Students assigned to the Discipline Alternative Education Placement will be automatically dismissed from Legacy ECHS.

Students will not be allowed to re-enroll in Legacy ECHS if dismissed.

Articulation between Legacy ECHS and Temple College

The matrix below indicates the number of targeted college hours for students, depending on their year in high school and the semester. Sixty-five college hours are earned in this program and enable a student to obtain an associates' degree. The number of required hours will be decreased for students who earn Advanced Placement credits.

Course Outline for Legacy ECHS Students

Year	Fall semester	Spring semester	Summer	Hours
Year One	No college courses.	Approval required (3 hours)	No college courses.	3
Year Two	Approval required (4 hours)	Approval required (4 hours)	Approval required (3 hours)	11
Year Three	Three college courses (9 hours)	Three college courses (9 hours)	Two college courses (6 hours)	24
Year Four	Four college courses (13 hours)	Four college courses (14 hours)	No college courses.	27
	26 hours	30 hours	9 hours	65

Student Information

Absences / Attendance

Early College students will be responsible to their respective home campus Student Handbooks on state attendance requirements dealing with Compulsory Attendance and Attendance for Credit.

However, students enrolled in the Legacy ECHS program will only be allowed 4 absences per class, per semester. Approved doctor notes will not count against a student as an absence. Extenuating circumstances will be reviewed by the Legacy ECHS Attendance Committee.

When a student must be absent from school, the student, upon returning to school, must bring a note, signed by the parent that **describes** the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

See APPENDIX 1 for Temple College policies & procedures regarding attendance while enrolled in dual credit courses.

Academic Dishonesty

Legacy ECHS is committed to encouraging students to experience the joy of accomplishment in school and in their personal lives, to discover their full potential, to value an atmosphere of trust and respect, to assume responsibility for their own ethical behavior, and to foster ethical behavior in others.

In pursuit of this ideal, Legacy ECHS offers a framework which reflects this commitment and acknowledges that:

- Academic honesty and mutual respect are shared responsibilities among students, parents and school staff.
- Those students who do not participate in academic dishonesty are adversely affected by those who do.
- High school students are under more pressure than ever to achieve high grades.
- Teachers must create conditions that discourage unethical behavior in the classroom setting.
- There is a need for students to experience rewards for good ethics.

Academic Dishonesty includes, but is not limited to, the following:

- Claiming credit for work which is not one's own (copying homework, copying test answers, submitting information downloaded/purchased from the internet, etc.).
 - Allowing others to claim credit for the work (allowing others to view your homework or assignments, etc.).
 - Using notes or other unauthorized material, or being involved in unauthorized communication during a test.
 - Copying published works without proper source attribution (including the downloading of computer files), either directly or with only minor editing.
 - Deceptive submission of work for one class that had already been accepted for credit, in its present form, in another class.
- ***Students who participate in any of these activities will be referred to the Principal and action will be taken dependent upon the situation and HISD or TISD Policy.***

See APPENDIX 1 for Temple College policies & procedures regarding academic integrity while enrolled in dual credit courses.

Advisory Program

Legacy ECHS provides student support and enables strong relationships to develop through the advisory program. Advisory groups will be made up of 15-20 students to ensure the opportunity to meet with a faculty advisor several times a week. Their advisor will aid them in maximizing their high school experience, help prepare them for the workplace and college, and serve as the students advocate when needed. The small student-teacher ratios are achieved by having every teacher and the counselor share in the responsibility for the advisory period. In many cases, teachers will be advising students who are experiencing difficulty in their subject area, thus increasing the amount of time they spend together during the week. The advisory period will also entail inviting professionals from the community to be guest speakers to discuss their careers. The advisory program is focused on developing the student's skills and behaviors to support successful secondary and postsecondary education, as well as the acquisition of affective and positive workforce behaviors.

Advisory Goals and Objectives:

- **Communicating Effectively**
 - Develop characteristics of competent communication
 - Understanding Common misconceptions about communication
 - Understanding Communicative influences that shape the self-concept
 - How self-fulfilling prophecies influence behavior
 - Apply basic skills including reading, writing, and speaking to daily life situations
 - Develop ways to communicate articulately, effectively, and efficiently
- **Increasing Highly Effective Leadership Skills**
 - Develop leadership skills
 - Develop Self-reflection skills
 - Identify personal strengths and weaknesses through self-exploration
 - Develop the skills to support positive group dynamics
 - Make a positive impact on the world around him/her (after helping him/herself)
- **Establishing Positive Relationships**
 - Demonstrate kind, cooperative, yet assertive behavior
 - Relationship building activities
 - Apply the win-win approach to an interpersonal conflict
- **Valuing Diversity**
 - Strengthen cultural awareness
- **Acquiring Effective Study Skills**
 - Develop organizational skills
 - Develop effective note taking skills
 - Develop and incorporate test taking skills
 - Incorporate goal setting
 - Develop and maintain a career path portfolio
- **Positive Character Traits**
 - Develop: Integrity and Honesty
Courtesy and Respect
Responsibility and Loyalty
Fairness and Caring
Community and Citizenship

Bell Schedule

Our A, B, and C block schedule allows teachers to pace lessons according to student needs. On A and B days students see two content teachers per day. On Fridays, “C” Schedule, students will see four content teachers. Classes at Legacy ECHS will consist of the four cores: Math, Science, History, and English/Language Arts

Monday	Tuesday	Wednesday	Thursday	Friday
A	B	A	B	C
12:30 - 1:00 Advisory	12:30 - 1:00 Advisory	12:30 - 1:00 Advisory	12:30 - 1:00 Advisory	12:30 - 1:00 Advisory
4 Hutto 5 Taylor 1:05 – 2:30	5 Hutto 6 Taylor 1:05 – 2:30	4 Hutto 5 Taylor 1:05 – 2:30	5 Hutto 6 Taylor 1:05 – 2:30	4 Hutto 5 Taylor 1:05 – 1:45
6 Hutto 7 Taylor 2:35 – 4:00	7 Hutto 8 Taylor 2:35 – 4:00	6 Hutto 7 Taylor 2:35 – 4:00	7 Hutto 8 Taylor 2:35 – 4:00	5 Hutto 6 Taylor 1:50 – 2:30
				6 Hutto 7 Taylor 2:35 – 3:15
				7 Hutto 8 Taylor 3:20 – 4:00

Taylor “Flight Time” Schedule

7:35 – 8:20	Zero Hour
8:10 – 8:45	Tutorials
8:50 – 10:15	(1 st , 2 nd)
10:20 – 10:45	Flight Time
10:50 – 12:15	(3 rd , 4 th)
12:10 – 12:40	Lunch
12:45	Transportation to LECHS

Taylor “Pep Rally” Schedule

7:35 – 8:20	Zero Hour
8:10 – 8:45	Tutorials
8:50 – 9:30	1 st period
9:35 – 10:15	2 nd period
10:20 – 11:00	3 rd period
11:05 – 11:45	4 th period
11:45 – 12:15	Lunch
12:15	Transportation to LECHS

Hutto “Advisory” Schedule

1 st Period	8:35 – 9:22
2 nd Period	9:27 – 10:14
Advisory Period	10:19 – 10:45
3 rd Period	10:50 – 11:37
“A” Lunch	11:37 – 12:07
Transportation to LECHS	12:10

Hutto “Pep Rally” Schedule

1 st period	8:35 – 9:22
2 nd period	9:27 – 10:14
3 rd period	10:19 – 11:06
“A” Lunch	11:06 – 11:36
Transportation to LECHS	11:45

Cell Phone Policy

Students may possess cellular telephones at the ECHS campus, but the use of the phones will be governed by these guidelines: Phones shall be out of sight and turned completely off, not just on silence or vibrate, during the school day and on school buses to and from school. This regulation also applies to evening classes and Saturday sessions. Phones may be used outside the building before or after school. Phones may not be used during lunch periods.

Only in an extreme emergency situation, and with the permission of the principal, shall a cell phone be used inside the building during the school day.

Students violating the guidelines for use and possession of cellular telephones are subject to having the device confiscated by a teacher or other school official for a period of time deemed appropriate by the principal and are subject to disciplinary action. First time offenders will have the confiscated device turned over to the principal and returned to the student at the end of the school day. Second time offenders will have the device confiscated and returned only to a parent or guardian. Repeat offenders will be fined \$15.00 (allowable under Texas Education Code 37.082) each time the phone is confiscated. Upon receipt of the \$15.00 fine, the device will be returned to the parent or guardian. Chronic offenders will be subject to additional disciplinary procedures.

Class Rank / Top Ten Percent / Highest Ranking Student

Early College High School students will follow their respective home campus Student Handbooks.

College Credit Courses & Entrance Requirements

- Legacy Early College High School is currently in partnership with Temple College and a student may begin to take college courses beginning in the Spring Semester of their freshmen year.
- A Temple College Registration/High School Counselor Verification Form must be completed prior to enrollment with Temple College. Forms will be available at the Legacy ECHS counselor's office.
- Prior to registering for a Temple College class, the student must take the Texas Higher Education Assessment (THEA) or Accuplacer Exam. According to the district criteria and guidelines, students may be awarded credit toward high school graduation for completing a college-level course in an accredited college or university that is not in a partnership program with the district.
- To be eligible to enroll in and be awarded credit toward state graduation requirements, a student shall have the approval of the Legacy ECHS principal and/or counselor. The course(s) for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course. See policy EHDD(Legal).
- The dropping or failing of a college course may result in limitations on college classes that may be taken by the student in subsequent semesters as well as a "W" on the student's official transcript which will be viewed for admissions into other Universities.
- Dropping a college course will require Legacy ECHS administrator approval.

Computer Use in School

COMPUTERS ARE TO BE USED FOR SCHOOL RELATED MATERIALS ONLY! INTERNET USE MUST BE LIMITED TO SCHOOL RELATED RESEARCH, NOT: E-MAIL, CHAT ROOMS, LIVE JOURNALS OR ANY OTHER NON-EDUCATION RELATED WEBSITE. Violation of conditions for appropriate use of school computers, Internet or other technological equipment, including breach of privacy or security, transmission of copyrighted materials, threatening, harassing or obscene material, altering or removing computer files not belonging to user, transmission of material promoting illegal activities, disconnecting equipment, or vandalism of any kind shall be subject to the consequences addressed in the Legacy ECHS Student Code of Conduct. Destruction of computers and other technology will only serve to deprive you and others of the opportunity to learn through its use.

Dress & Grooming

The appearance of both staff and students reflect the quality of our school. Students are expected to use good judgment in choosing clothing for school wear. It is well founded that our students' dress and appearance influences behavior, achievement, and success. The student's clothing should reflect pride in self and in the school.

The Legacy ECHS dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Proper undergarments and foundation garments must be worn. See-through clothing is not allowed.
- Dresses, skirts, skorts and shorts that are no more than four (4) inches above the knee when standing. All tops must completely cover the mid-section and lower back when standing, seated, bending, or raising arms overhead. Shirts and blouses must be buttoned appropriately. Clothing that allows the exposure of chest cleavage, mid-section (belly), back, or lower back is not permitted.
- Spaghetti straps, tube tops, halter tops, strapless, backless, or revealing dresses or tops will not be allowed. Thin straps must be covered with a non see-through over shirt. Tops with 2-inch wide straps will be allowed. Shirts that are open under the arms must not expose any undergarments.
- Boy's shirts must have sleeves and all shirt buttons, except the top collar button, must be buttoned at all times. Unbuttoned shirts over a t-shirt are acceptable. Sleeveless shirts may be worn only with a t-shirt with sleeves underneath or a buttoned, sleeved over shirt or a t-shirt.
- Hair must be neat and clean. Distracting/unusual hairstyles and/or unnatural coloring are not acceptable. Sweatbands, soda straws, combs, etc. in the hair will not be permitted.
- Hats, caps, bandanas, towels, jacket hoods, or any type of headwear are not to be worn in the school building. Sunglasses are not permitted. These items must be kept in the student's locker.
- Clothing or accessories, including backpacks, with pictures, emblems, or writing that are lewd, vulgar, obscene, offensive, suggestive or that promote tobacco products, alcoholic beverages, gangs, weapons, drugs or any other substance, will not be permitted.
- Pants with see through holes above the knee may not be worn. Pants, trousers, or slacks shall not be overly tight, loose or low riding. Pants should reach the natural waistline. Sagging pants are not allowed. Undergarments may not be exposed at any time. Belts must be of appropriate length.
- Bicycle, boxer, wind, cut-offs and see-through shorts are not allowed. Pajama like attire, including but not limited to pajama pants and tops may not be worn.
- Apparel or accessories that have visible safety pins of pointed parts/objects are prohibited. Chains, other than what would reasonably be considered jewelry, are prohibited. Chains that are attached to wallets or chains that are excessive in size or quantity will not be allowed. Dog collars are not permitted.
- Shirrtails may be worn outside as long as the student's appearance is pleasing and no longer than fingertip length. No trench coats shall be worn unless deemed appropriate due to weather conditions.
- Earrings may be worn in the ear only. No distracting piercing, including plugs, may be worn.
- Tattoos with pictures, emblems, or writing that are lewd, vulgar, obscene or offensive must be covered. No fake tattoos or body art
- Shoes shall be worn at all times. Shoes should be appropriate for identified physical and instructional activities. Shoes with taps, wheels, lights, house shoes/house-slippers are not allowed on campus. Boots or shoes with metal toes, heel or taps are not allowed.
- No mouthpieces with any type of jewelry attached, also known as grills shall be worn
- Articles found to be a distraction in the classroom as determined by the teacher and/or principal will not be allowed.

In addition to the guidelines provided above, the administration may regulate and establish more specific standards that they deem appropriate to prevent interference with the educational process. Dress code violations will be at the discretion of the school administration. The administration has the right to determine and define distracting and inappropriate dress. The student shall be given an opportunity to correct the problem at school. If not corrected, disciplinary action will be taken. **Chronic violations will lead to a more severe punishment and possible dismissal from the Legacy ECHS program.**

Extra Curricular / Co-Curricular Activities, Clubs & Organizations

Legacy ECHS is an academically focused school where students will be required to complete a rigorous curriculum. Our students are committed to graduate under the Distinguished Achievement Plan and obtain an Associates degree. In order to ensure academic success, students will not be allowed to be involved in extra-curricular activities, clubs or organizations. However, student interest will drive the creation of clubs and organizations at Legacy ECHS.

Academically based Co-Curricular activities, clubs and organizations will be allowed only under the following guidelines:

*Students will not be allowed to miss **any** instructional time due to involvement in co-curricular activities, clubs or organizations.

*Activities, clubs and organizations must be academically based.

*Students must obtain a co-curricular contract from the Legacy ECHS principal prior to involvement in co-curricular activities, clubs or organizations. This contract will be signed by student, parent, club sponsor and home campus high school administration committing that no instructional time will be missed.

Grading

Report Cards / Progress Reports

Teachers follow grading guidelines approved by the principal that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. The Board's decision is not subject to appeal. [See policy EIA.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

Progress reports are issued to every student at the end of the three week grading period. Report cards are issued at the end of each six weeks.

Grade Scale

90-100 = A

80- 89 = B

70-79 = C

Below 70 = Failing

- Each six-week grade will be determined by a combination of daily grades, projects, and tests.
- Semester grade averages will follow home campus grading guidelines
- For one-credit courses, a student can earn credit with a yearly average. That means if a student has only earned a 65 in the first semester, he/she must earn a grade of 75 in the second semester, to receive a unit of credit for the year. Ex. $65 + 75 = 140 / 2$ (2 semesters) = 70
- If the yearly average of 70 is not met, the student will only receive credit for the semester passed with a grade of 70 or better.

- A final course grade of 70 is required as passing for the high school diploma.

*Please note that Legacy Early College High School has combined the calendars of Hutto ISD and Taylor ISD. Report cards to the parents will be distributed shortly after the close of each six-weeks grading period. Progress Reports will be sent home with each student during the fourth week of the grading cycle

College Grading System

If the student receives the following letter grade, this is the number grade they will receive on their high school transcript:

<u>Taylor HS</u>	<u>Hutto HS</u>
A = 95	A = 96
B = 85	B = 86
C = 75	C = 77
D = 65	D = 73
F = 55	F = 65

Graduation Requirements

Both students and parents have the responsibility of selecting the proper courses needed to fulfill future goals; however, the student’s teachers, counselor, and principal will be available to offer any assistance needed in planning a student’s future. To receive a diploma from Hutto or Taylor high school, a student must meet the credit requirements of the district and pass the state’s exit level assessments prior to graduation.

Students at Legacy ECHS are expected to complete a coherent sequence of courses. The Hutto and Taylor Recommended High-School Program will be used as the minimum expectation for graduation at Legacy ECHS. Students will be encouraged to achieve the Distinguished High-School Program.

Recommended Plan:

English Language Arts	4 Credits
Math	4 Credits
Science	4 Credits
Social Studies	3.5 Credits
Economics	.5 Credits
Physical Education	1.5 Credits
Health Education	.5 Credits
Languages other than English	2 Credits
Technology Applications	1 Credit
Fine Arts	1 Credit
Speech	.5 Credits
Electives	3.5 Credits
26 Total Credits	

Distinguished Achievement Plan:

English Language Arts	4 Credits
Math	4 Credits
Science	4 Credits
Social Studies	3.5 Credits
Economics	.5 Credits
Physical Education	1.5 Credits
Health Education	.5 Credits
Languages other than English	3 Credits
Technology Applications	1 Credit
Fine Arts	1 Credit
Speech	.5 Credits
Electives	2.5 Credits
26 Total Credits	
Plus Four Advanced Measures	

Health Services

Immunizations

All students are required to have current and updated immunizations as required by law. It is the responsibility of the student and parent to provide the school with an accurate immunization record. A student may not be allowed to attend school without these state- mandated immunizations. Exclusion from compliance is allowable on an individual basis for medical conditions and religious conflicts. Students falling into these categories must submit affidavits as specified in the law.

Medicine at School

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

Homework Requests

Homework may be requested from the school office once a student has been absent for two full days. Teachers may be contacted by phone or email.

Identification

Each Legacy ECHS student will have a Hutto or Taylor picture ID issued by the home campus. Students are responsible for having this I.D. on them **at all times**. If lost, the student is responsible for replacement and any cost associated.

Litter/Graffiti

Maintaining an attractive campus requires the help of all persons, particularly students, in depositing litter into trash cans. This applies to both outside and inside areas. Students are also responsible for the walls, desks and lockers at Legacy ECHS. There is to be **absolutely no writing, tagging or drawing** on any Temple College property. This includes: desks, walls, bathroom stalls, lockers, chairs, benches, computers or textbooks. Any student caught defacing this or any other school property will be referred to the Principal and may have to compensate for the property they damaged and possible dismissal from Legacy ECHS program.

Lost & Found

The Lost and Found is located in the Temple College, Taylor Center office. After providing proper identification and description of lost items, students may claim articles from the office personnel.

Messages for Students

To avoid unnecessary classroom disruptions, we do not deliver messages to students except in emergencies. The nature of all such emergencies must be established prior to the delivery. The same holds true for phone usage. School phones are to facilitate the conducting of school, not personal business. Except for emergencies, students must use the pay phones on campus.

*****PLEASE DO NOT CALL YOUR STUDENT'S CELL PHONE DURING SCHOOL HOURS BECAUSE AS STATED EARLIER IF A STUDENT IS SEEN USING A CELL PHONE, IT WILL BE CONFISCATED*****

Personal Property Protection

- The Legacy ECHS community would like to assume that all students will respect other people's property, but unfortunately, that is not always the case. Occasionally, property is stolen or vandalized. Students are responsible for protecting their personal property from theft and vandalism. While the campus is well supervised, school officials can not be everywhere at all times. **Legacy ECHS and Temple College, Taylor Center is not responsible for the security of personal property.**
- Backpacks and personal belongings should not be left unattended.
- Reports of theft or vandalism should be reported immediately to the principal or another administrative staff member. The school will investigate all reports of theft. Students are encouraged to file police reports if a car has been vandalized. Recovered goods will be returned to their rightful owner.
- Students caught stealing or vandalizing school or personal property will be subject to the appropriate disciplinary consequences and restitution. A police report will be made. Possible dismissal from Legacy ECHS program.

Radios, CD Players and Other Electronic Devices and Games

Students are not permitted to possess such items as pagers, radios, CD players, laser lights, tape recorders, camcorders, DVD players, cameras, electronic devices or games, or telecommunications devices with text messaging at school, unless prior permission has been obtained from the principal.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return the items at the end of the day for students to take home or whether parents will be contacted to pick up the items. Any disciplinary action will be in accordance with the Student Code of Conduct. For certain items, such as cell phones and pagers, in which a third party retains a legal right of ownership, an administrative fee may be charged. [See policy FNCE.]

Laptops and PDAs will be allowed in the classroom with prior approval from the Instructor.

Recognition of School Authority

Students are responsible for identifying themselves when requested by school personnel, and for abiding by directives of all staff members, including: teachers, administrators, Temple College, Taylor Center personnel, custodians, grounds supervisors, teachers' aides, secretaries and clerks. Failure to do so will be considered defiance. The school philosophy is of equality among everyone from staff and faculty to students. Respectful treatment of others will ensure a successful learning environment for all.

Release of Students from School

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse/administrator. The nurse/administrator will decide whether or not the student should be sent home and will notify the student's parent.

Legacy ECHS students must be checked out at their home campus before being picked-up at Temple College, Taylor Center. We will not release any students unless we are notified by the Hutto HS or Taylor HS personnel.

State Scholarships and Grants

- Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement (Advanced) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.
- Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program (Advanced) may be eligible under the T.E.X.A.S.

Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ(LEGAL).]

Student Conduct

The Legacy ECHS staff is committed to providing an orderly and caring environment in which students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. Attitudes and behaviors that promote mutual respect and harmonious relations will be continuously encouraged.

See APPENDIX 1 for Temple College policies & procedures regarding compliance with authority while enrolled in dual credit courses.

Student Discipline

Student discipline is handled on an individual basis. General discipline will be dealt with by the Legacy ECHS teaching staff, and extreme cases will be handled by the principal in accordance with the Legacy ECHS Handbook and/or Hutto ISD or Taylor ISD Student Code of Conduct.

See APPENDIX 1 for Temple College policies & procedures regarding disruptive behavior while enrolled in dual credit courses.

Student Government

Student organizations/clubs will be established by the students of Legacy Early College High School.

Requirements for Holding a Student Office:

In order to obtain the best possible student leadership and to prevent interference with scholastic achievement, all students must meet general guidelines. All officers must have an overall 2.5 grade average. The president must have a 3.0 average. Elections will be held at the beginning of each year. The office shall be relinquished for serious infractions of the school rules, or failure to maintain the above mentioned grade point average. In addition, any officer placed on a probationary contract will relinquish their office.

Students on Other Campuses

Hutto ISD and Taylor ISD students may not be present at a school site other than their own during the school day without prior approval of the school of residence and the home school administrator. A student's unapproved presence will be deemed as trespassing and may be subject to punishment under the law. The students' school will also be notified and forced to review the case administratively.

TAKS (Texas Assessment of Knowledge and Skills)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated tests (such as TAKS: the Texas Assessment of Knowledge and Skills) in the following subjects:

- Mathematics, annually in grades 3–11

- Reading, annually in grades 3-9
- Writing, including spelling and grammar, in grades 4 and 7
- English Language Arts in grades 10 and 11
- Social Studies in grades 8, 10, and 11
- Science in grades 5, 8, 10, and 11
- Any other subject and grade required by federal law

Tardy Policy

Any student who chooses to be late to class through negligence, lack of preparation or planning, or any other unacceptable reason will be considered tardy and will be required to serve a consequence for each offense. A student is considered tardy if he/she is not in the assigned classroom when the class begins. Students are allowed three tardies before consequences are assigned. Please note that multiple tardies will result in disciplinary action such as the following:

4 th Tardy – Discipline Referral:	Afternoon Detention 4:00pm – 5:00pm Parent Conference
5 th Tardy – Discipline Referral:	1 Saturday School 8:30am-12:00pm Parent Conference
6 th Tardy – Discipline Referral:	2 Saturday School 8:30am-12:00pm Parent Conference
7 th Tardy – Discipline Referral:	3 Saturday School 8:30am-12:00pm Program Probation Parent Conference
8 th Tardy – Discipline Referral:	8 or more tardies will result in appropriate consequences determined by the principal and may result in dismissal from the Early College Program.

Tardies are accumulated for the full semester. Excuses for tardies will be considered by the principal on an individual basis when appropriate. **Three tardies will count as an absence when receiving course credit.**

Textbooks

State-approved textbooks are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for; however, the student will be provided high school textbooks for use at school during the school day. **Students are to return ALL textbooks (high school and college) and will be held responsible for all damaged/lost textbooks.**

Transportation

Transportation will be provided by the student’s home district to and from Temple College, Taylor Center. Students are allowed to be transported by their parents or legal guardian only. Parents must arrange transportation for after school tutorials and Saturday School. Students will leave Temple College at 4:00pm and will be bused home. Please contact your districts transportation department for more details.

Hutto Transportation – 759-5488
Taylor Transportation – 365-5584

Students will not be allowed to drive to Legacy ECHS from their home campus during school hours. All students will be required to use the transportation provided by their home district to travel to and from Temple College, Taylor Center.

Visitors to Campus (Temple College, Taylor Center)

Persons who are not students at Legacy ECHS, parent/guardian, or school employees, and who do not have official business at school, are not to be present on campus during school hours, including lunch and breaks. Visitors are welcome only when they have made arrangements at least 24 hours in advance by contacting the Legacy ECHS principal.

APPENDIX 1

Temple College Student Information

*The following information is an excerpt from the 2006-2007 Temple College student handbook. To view the handbook in its entirety, and watch for updated versions, go to www.templejc.edu/student_info/StudentServ.htm

ACADEMIC INTEGRITY

A primary responsibility of higher education is to provide students with the opportunity for inquiry and the freedom to discuss and express their views openly and freely without fear of retaliation or abuse of person or property. These attributes are the foundation of good citizenship. For these reasons, students have an obligation to act in a fair and reasonable manner toward their peers, the faculty, staff, administration and the physical property of the College.

Academic integrity and personal conduct, both on-campus and off-campus, are critical elements in achieving these goals. Violations of college regulations (that have been adopted to protect the college community) will be subject to academic sanction and/or disciplinary action. This may include, but is not limited to, violations of regulations governing plagiarism, cheating, examination impersonation, academic fraud and acts of personal behavior such as sexual harassment, vandalism and substance abuse. The College's policies (and their processes) provide guidance to the individuals charged with administering disciplinary action or academic sanction while outlining the protection to be afforded to students through their right of appeal. Disciplinary authorities are encouraged, whenever possible and appropriate, to settle findings of violation by informal resolution.

It is the responsibility of the student to know the rules.

Temple College values academic honesty. Faculty members have implemented a variety of measures to identify, address, and eliminate academic dishonesty as it might occur in the learning process:

- Examinations are carefully monitored by faculty members;
- Individuals taking examinations in the college Testing Center are required to sign in and to display a student ID card;
- Different versions of an exam may be alternated row by row;
- Assignments done out of class may be subject to scrutiny (if the teacher has not authorized collaboration);
- Faculty can often tell that an essay has been plagiarized, even if they do not at first know the exact source of unacknowledged passages;
- Faculty is aware of various forms of 'Cyber-Cheating' which may include downloading papers from the 'Net' or purchasing an essay from an agency. Despite everyone's best efforts, students responding anonymously to surveys indicate a fairly high level of cheating - well above the numbers of students caught and punished. Some cheating and plagiarism is due to student ignorance of rules and obligations. One goal of this section of the handbook is to reduce cheating due to ignorance.

What to do if you are accused of cheating or plagiarism

1. You will probably feel angry at the person who accuses you, even though he or she is just trying to make the academic environment more honest. Do what you can to master your angry feelings so you won't say anything you later regret.
2. Answer questions honestly. The instructor (or designated instructional leader) has an obligation to investigate and to try to determine the truth. Lying or fabricating evidence may lead to a more severe sanction or disciplinary action.
3. Remember, there is an appeal process available to you. Regardless of the circumstances, you must be allowed an opportunity to "tell your side of the story." Remember that allegations of cheating must be substantiated by some kind of evidence (having seen the act, having physical proof, or having receipt of a report from another student).
4. Consider the evidence against you. Contrary to popular belief, evidence does not have to be conclusive. The burden of proof is based on the 'balance of probabilities' that is; if a reasonable person can say: "Based on this evidence, cheating probably took place." If you encounter an instructor who, in your opinion, is handling a cheating accusation unprofessionally, you may want to seek advice from someone else (another faculty member, a department chair or division director, or administrator) who may help you. However, keep in mind that the College is obligated to handle incidents that may result in sanction or disciplinary action with the strictest confidence, and so should you. Therefore, discuss these sensitive matters only with those in whom you can place the most trust.

Penalties

Various factors influence instructors, department chairs, division directors, and administrators when deliberating the appropriate academic sanction/disciplinary action for academic dishonesty:

- Was the offense planned or the result of an impulse?
- Has the student been honest and cooperative during the investigative process?
- Is this a first offense?
- Does the student appear to be genuinely sorry for the offense?
- Were other students compromised through the actions of this student?
- Was this student irresponsible in not knowing that the offense was an offense?

The penalties listed in the Academic Integrity Policy are examples. They range in severity from no action (least severe) to the XF grade (a grade which designates failure of the course based on violation of the academic integrity policy) to expulsion and possible criminal prosecution (for capital offenses). Note that the policy is divided into two sections: basic and capital violations. Instructors retain the right to apply the appropriate academic sanction for basic violations, but are encouraged to do so in consultation with their department chair to ensure adherence to the policy and allowance of due process. If an instructor believes a student is guilty of a capital violation of the academic integrity policy, he or she cannot impose academic sanctions or penalties more severe than an “XF” without referring the case to the discipline committee through their department chair or division director. It is important to note that the possible academic sanctions for “basic” violations are different from the disciplinary sanctions intended for “capital” violations. However, regardless of which form of sanction may be forthcoming, students are guaranteed due process rights which means you will have an opportunity to be heard and to appeal the recommended sanction to administrative authorities. Of course, this does not imply or promise reversal of the recommended sanction; it simply allows you the opportunity to present your reasons for appeal.

Less severe penalties: (for “basic violations) include:

- Verbal warning/no grade related sanction
- 0/F on the assignment/quiz/exam (with or without possibility of makeup)
- 0/F in the course (with or without prohibition of future enrollment in course)
- Recommendation/Designation of the “XF” grade (with or without prohibition of future enrollment in the course)

More severe penalties apply if there is evidence of planning or involvement of others in the offense (i.e., “capital violations”)

- Formal reprimand
- Probationary status
- Suspension (for one semester or more)
- Reduction or retraction of college-awarded scholarship(s)
- Suspension from participation in college-sponsored activities
- Requirement of community service hours
- Denial of graduation application
- Expulsion, and/or
- Criminal prosecution (as may be warranted by evidence)
- Repeal of original grade and/or degree (if dishonesty is discovered after grade/degree is awarded)

Expulsion, unlike suspension, is deemed to be permanent. Expulsion appears to be reserved for very serious cases which may also involve criminal prosecution. Criminal prosecution is reserved for criminal acts, such as fraud, forgery, theft and impersonation.

Fraud

The regulations on academic dishonesty as outlined in the handbook describe a number of fraudulent acts, but the reference is not intended to be comprehensive because the nature of cheating continually evolves. While innocent acts can sometimes be mistaken for cheating or plagiarism, this rarely happens with fraud. Fraud is usually a deliberate lie. For example, submitting a forged signature for clinical work or failing to disclose information on an application is fraudulent. Consequently, it is sometimes dealt with more severely.

Your rights

Student Rights: As an academic matter, basic violations of the academic integrity policy will result in academic sanctions applied by the respective faculty member. However, students are guaranteed the following process prior to disposition of sanction or disciplinary action:

- (1) Notification of the allegation(s) and possible sanctions,
- (2) Notification as to how their alleged actions violated college policy,
- (3) Opportunity to meet with the faculty member and hear the evidence to be applied as justification for academic sanctions and/or disciplinary action,
- (4) Notification as to the recommendation to be made by the faculty member and/or discipline committee, and
- (5) Opportunity to appeal the application of academic sanction and/or disciplinary action to the department chair, division director, VPES, and Academic Integrity Committee (AIC). The decision of the AIC is final. Capital violations must be referred to the VPES for adjudication by the Academic Integrity Committee when the recommended academic sanction and/or disciplinary action is more severe than the application of the “XF.”

How to avoid cheating and plagiarism in tests and exams

1. Do not sit near friends.
2. Shield your answer sheet so that others cannot see it.
3. Take no notes, books or other items into a test or exam except those expressly authorized. If unsure about what is permitted, always ask.
4. Do not gaze around the room when writing a test or exam.
5. Do not communicate with any other student during a test or exam: communicate only with the instructor or proctor.
6. Arrive on time. Hand in all papers as required.
7. If you hear of anyone obtaining information about a test or exam in advance, report it to the instructor immediately.
8. If procedures for administering or supervising tests or exams seem inadequate to you, let the instructor or other instructional leader (department chair, division director, or VPES) know what your concerns are.
9. Report to the instructor any unusual or suspicious behavior of other students writing the test or exam.
10. Keep any electronic devices (including pagers and/ or cell phones) secure and away from testing area.
11. If you are using an approved electronic device (i.e., graphing calculator), be sure to check with your teacher and demonstrate that nothing has been stored in the memory. You may be asked to use the equipment of the department rather than your own personal equipment to protect fellow students from an unfair advantage.
12. Refrain from any “distracting” behavior (i.e., tapping on the desk with your pencil or similar activity) as this may be construed as sending “signals” to others.

In essays, reports and other assignments

1. Know the rules, including the specific rules for the specific assignment. If you are not sure if you are allowed to work with others, check with your teacher.
2. Do not work with a fellow student on any assignment unless authorized to do so. It is called ‘inappropriate collaboration’ if you exceed the amount of group work expected by the professor. Make sure you clearly understand the professor’s expectations for individual and group work on each assignment/project.
3. Acknowledge all assistance received, including help from friends or others in terms of proofreading, suggestions or information.
4. Do not submit work that is not entirely yours (i.e., use of another student’s essay, use of a downloaded essay from the ‘Net’, use of an assignment purchased from a service/agency).
5. Do not cite in your bibliography any books, articles or other sources e.g., including the World Wide Web, which you have not used for the assignment in question.
6. Do not lend your work to other students unless you feel certain they will not use it dishonestly.
7. Keep a Xeroxed copy of all assignments, essays, and reports you hand in to be graded. Keep rough copies and notes until your final grade is received. Notes and rough copies can constitute valuable evidence that your work is your own.
8. When saving electronic files, save the drafts of assignments/ papers under different versions. This maintains a record of your work as it develops to the final version and may also help you demonstrate that your work is your own.

9. If you submit an assignment by sliding it under an instructor's office door (not recommended), confirm the next day or as soon as you can that the assignment was received. Make a note of the actual time and date of submission.
10. The assignment you prepare for one course should not be used for a different course unless you receive the approval of your teacher. This is called 'duplicate submission'.
11. When in doubt about any practice, ask your instructor. Do not rely on friends, relatives or fellow students for information about what is acceptable academic practice in a particular course or discipline.
12. When material you read impresses you, be particularly careful to use your own words. Use quotation marks and cite sources whenever you use the words of another, even phrases only one or two words in length. Acknowledge all sources of information and inspiration.

Attendance

It is a common mistake for college students to assume that attendance in classes is optional – **but nothing could be further from the truth**. Your attendance in college is critical for the following reasons:

- For students on financial aid, the federal government requires the college to monitor your attendance in class, and – for those students who are chronically absent – the college is required to return financial aid awards to the U.S. Department of Education (See Return to Title IV information). If this occurs, you may be responsible for the repayment of all or part of your financial aid award.
- Also, because many faculty members plan learning experiences that require student participation, your absence diminishes the learning of other students (not just your own).
- Finally, attending college is considerably more than registering for classes. What you are likely to get out of your college experience is directly proportional to what you put into it. Not attending class – for any reason – tells your instructor that you are indifferent about your college education and, in many cases, can and will have a negative impact on your grade. Therefore, students are expected to be present and punctual for those classes and laboratories in which they are enrolled, as regular attendance is requisite for satisfying most course objectives. **While the faculty has the option to drop students for nonattendance, it is the student's responsibility to drop a class if he/she is unable to continue attending the class.** Students who are dropped from their only developmental course will also be dropped from other coursework. To reinforce the importance of attendance, the Temple College faculty and administration drafted and passed a comprehensive attendance policy which outlines attendance expectations. Be advised that faculty members may elect to drop students from courses when students miss the equivalent of two weeks of classes (four absences). **It is also important to note that because the policy gives the teacher the option to drop non-attending students, it is critical that students communicate with their instructor to avoid surprises regarding their enrolled status in each class.**

Also, be advised of the following:

- (1) Instructors do not make judgments concerning the validity of the reason for missing class; therefore, absences are not determined to be excused or unexcused; this means that (with the exception of religious holidays and college-sponsored events) all absences count against you and may result in being dropped from the class, and
- (2) Some programs may have an attendance policy which is more stringent due to the requirement of state or national boards. Students representing the College in sponsored activities related to credit courses or intercollegiate athletics will not be counted absent or penalized for work missed during their absences; however, they are expected to communicate their absence with their instructors – in advance – and make arrangements for class work that may be missed or due upon return to campus. Faculty/staff sponsoring college-related activities will be responsible for notifying the faculty and the Vice President of Educational Services of planned absences (including a list of participating students and the dates that they will be absent) one instructional week prior to the event. This policy also applies to high school students taking dual credit courses who must attend ISD scheduled activities. Students who expect to be absent because of religious holy days will not be counted absent, and they will be allowed to make up their missed work if they contact the Division Director of Student and Enrollment Services and comply with the provisions of Texas Education Code 51.911 which mandates a written request in observance of religious holy days be made no later than the twelfth day of a semester.

Compliance with Authority

All students are expected to respect and obey properly designated positions of authority on campus. These positions include those held by faculty, administration, and staff, or any elected or appointed student officers and representatives.

Disruptive Behavior

Disruption and violence have no place in education. It is imperative that the College provide an atmosphere conducive to learning, which enables the faculty to teach and permits students to engage in advancement of knowledge, free from external pressure, interferences, and disturbances. Sleeping in class, belligerent attitude, ignoring instructor's directions, (e.g. not participating in class group activities), talking at inappropriate times may be considered disruptive behavior and could result in the instructor's requesting the student's removal from the class roll. Therefore, any student or non-student who creates an interruption of the normal function of the College, both in or out of the classroom, may be asked to leave the area and shall be subject to disciplinary action. Failure to comply with such a request may be reported to the Vice President of Educational Services. Failure to comply can result in an instructor's requesting that the Vice President of Educational Services remove the student from the class roll. The instructor, in a conference with the student will explain the situation and may give the student a second chance to remain in the class. If the student agrees to the conditions outlined by the instructor, a conference form detailing the conditions will be sent to the student and to the department chair. If the student violates the conditions stated on the form, the instructor can request that the Vice President of Educational Services remove the student from the class roll. Further, any conduct jeopardizing the health, safety, State, Federal or local criminal statutes or civil rights of others on campus shall be grounds for possible disciplinary action and/ or arrest by local law enforcement officers.

Student Support Services

The Student Support Services office is located on the second floor of One College Centre. Student Support Services provides assistance to students with special physical, financial or educational needs in order to allow them to successfully participate in the full range of college experience. Services provided include:

• Disabilities Services

Temple College will take the steps required to provide reasonable accommodations in order to ensure that no individual with a disability is excluded, denied service, segregated or otherwise treated differently because of the absence of auxiliary aids and services. Accommodations may include note takers, interpreters, special arrangements for testing, tutors, etc. Persons requesting disability services must provide recent documentation of disability and complete a request for services with the Disabilities Services Coordinator.

Telephone: 254-298-8335. Disabilities Services is located on the first floor of One College Centre.

APPENDIX 2

Website Resource

www.hutto.txed.net – Hutto ISD website

www.taylorisd.org – Taylor ISD website

www.tccns.org –The **Texas Common Course Numbering System** is a voluntary, co-operative effort among Texas community colleges and universities to facilitate transfer of freshman and sophomore level general academic coursework.

The TCCNS System provides a shared, uniform set of course designations for students and their advisors to use in determining course equivalency and degree applicability of transfer credit.

www.ewchec.com – This is the website for East Williamson County Higher Education Center. On this webpage you can locate a tab for Legacy Early College High School where you will find helpful information about our school.

www.collegeboard.com – SAT website

www.act.org – ACT website

Many colleges will require a student to take the ACT or SAT Reasoning Test and SAT Subject Tests for college admission. These websites will prove helpful in determining available dates, fees, and registration information.