

The Crowley Academy of Aviation, Transportation, and Logistics



Student Handbook

C-ATL PARTNERS

Crowley Independent School District

512 Peach St
Crowley, Texas 76036
Phone 817.297.5800
URL: www.crowleyisdtx.org

Tarrant County College District

1500 Houston Street
Fort Worth, Texas 76102
Phone: 817-515-8223
URL: www.tccd.edu

Southern Association of Colleges and Schools Commission on Colleges

1866 Southern Lane
Decatur, GA 30033
Phone: (404) 679-4500
URL: www.sacscoc.org

Texas Education Agency

William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701
Phone: (512) 463-9734
URL: www.tea.state.tx.us

Texas Higher Education Coordinating Board

1200 E. Anderson Lane
Austin, Texas 78752

P.O. Box 12788
Austin, Texas 78711-2788
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EARLY COLLEGE HIGH SCHOOL MODEL

What is an Early College High School?

SB 1146, 79th Texas Legislature, Regular Session, 2005, amended the TEC, §29.908, establishing the early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Rider 59 of Senate Bill 1, also passed by the 79th Texas Legislature, Regular Session, 2005, authorizes the use of funds for programs that show the most potential to improve high school.

The early college education program is to provide for a course of study that enables a participating student to combine high school courses and college-level courses during Grades 9-12. On or before the fifth anniversary of a student's first day of high school, a participating student must be able to receive both a high school diploma and either an associate degree, Level 1 or Level 2 certification baccalaureate degree. TEC, §29.908, authorizes the commissioner to adopt rules as necessary to establish the early college education program.

P-TECH stands for Pathways in Technology Early College High School. The Crowley Academy of Aviation, Transportation, and Logistics is an early college education program that provides high school-age students a seamless pathway from high school to college. Housing classes at both the comprehensive home campus, as well as the Bill R. Johnson Career & Technology Education Center, The Crowley Academy of Aviation, Transportation, and Logistics offers our scholars assimilation into college coursework in an environment of support. The scholars will have the opportunity to take dual credit classes that lead to either a Level 1, Level 2, or Associates Degree. This integration requires dual enrollment in high school and Tarrant County College, with each scholar demonstrating mastery of the knowledge and skills necessary for success (TSI-A and other requisite tests). The strengths of this school include: its size, the collegiate environment, collaboration between faculty, development of career-focused and personalized educational plans for students, and access to the resources of one of Texas' premier community colleges.

Scholars who graduate from the Crowley Academy of Aviation, Transportation, and Logistics at Crowley ISD have the opportunity to earn their high school diploma, accumulate up to 60 college credits and earn an Associate Degree in specific Programs of Study, transferable to a senior college/university or leading to employment. Students also have the opportunity to earn Level 1 and Level 2 certifications from TCC, as well as an industry-based certification. The Crowley Academy of Aviation, Transportation, and Logistics provides strong support to scholars and their families to obtain entrance to, and success in, college or the workplace. Crowley Academy of Aviation, Transportation, and Logistics scholars and staff commit to build relationships through mutual respect and promote a growth mindset, which includes a learning style of grit and integrity.

The Crowley Academy of Aviation, Transportation, and Logistics has three Programs of Study chosen based upon a scholar's career interest. Degree and Certification plans focus the college elective courses in these areas: Aviation Maintenance, Distribution and Logistics, and UAV/UAS (Drones). Different programs offer a different level of certification, based on student's interest and commitment. Below, you can gather an understanding as to what is offered for each program of study. (Note: All options will consist of an Industry Based Certification)

EARLY COLLEGE HIGH SCHOOLS CORE PRINCIPLES

The Early College Vision

Every young person needs a postsecondary credential to thrive in today's world. Yet, as a nation, we fail to provide too many young people with the educational preparation they need and that our society demands. The founding intermediary organizations of the Early College High School Initiative believe that an early college school is one innovation that provides traditionally underrepresented youth with a path to and through college. Early college schools provide rigorous, supportive learning environments that blend high school and the first two years of college. They incorporate effective instructional and structural practices common to many small schools, but their designs go further, addressing the unique mission of the Early College High School Initiative: to raise the high school graduation and postsecondary success rates of underserved youth. All schools in the initiative strive to remove the financial, academic, and psychological hurdles that prevent too many students from entering and succeeding in college. Already, early college students are showing us that more is possible and that, with well-conceived school designs that include sustained supports, a college degree is an achievable goal for every young person.

The Early College Core Principles

All early college schools adhere to five interrelated Core Principles, which together constitute the fundamental beliefs of the initiative. Although all early college schools embrace these essential characteristics, they use a wide range of strategies for attaining them and for meeting the specific needs of their students, communities, and institutional partners.

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

- ❖❖ Early college schools recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners.
- ❖❖ Early college schools recruit students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., struggling learners, students who are overage and under credited).
- ❖❖ Student admission is not based solely on prior academic performance.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

- ❖❖ A formal, written agreement provides for full access to college courses, facilities, and support services.
- ❖❖ Dedicated representatives from all partner organizations meet regularly to review data, provide guidance, and make key decisions regarding planning, implementation, and sustaining the early college school.
- ❖❖ Faculty, staff, and community partners develop deep collaborations and participate, according to their role, in data-driven activities that advance instructional practice, curriculum development, staff development, and student support in order to build a college-going culture.
- ❖❖ All partners are actively engaged in developing sustainable funding for the early college school

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

- ❖❖ Secondary and higher education partners have aligned high school and college requirements and curricula, and they co-develop an academic plan that incorporates opportunities for dual credit.

- ❖❖ The academic plan ensures that students strive for two years and complete a minimum of one year of college credit in the core disciplines.

- ❖❖ There are strategies and structures in place that provide students with the opportunity to complete four-year degrees, (e.g., a graduation plan, transfer or articulation agreements).

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

- ❖❖ Early college schools develop and implement a proactive support plan that includes multiple academic and social supports to ensure students' progression through college, articulates how and where services are delivered, and clearly describes the roles and responsibilities of staff and partners in their implementation.

- ❖❖ Early college schools address barriers to students' learning and academic achievement inside and outside of school.

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

- ❖❖ Early college schools collect and share data with initiative partners to help demonstrate effectiveness at the local, state, and national levels.

- ❖❖ Early college schools work with their intermediaries to develop communications plans that further the objectives of the movement.

- ❖❖ Early college schools and their intermediaries work collectively to influence state and national policy, including legislation, regulations, and the allocation of funds.

- ❖❖ Early colleges, with their partners, are involved in preparing teachers and leaders to effectively meet the unique mission of the early college movement.

COMMON INSTRUCTIONAL FRAMEWORK

Early college high schools use a common instructional framework consisting of six instructional strategies. These instructional strategies drive the instructional practice at early college high schools and have led to their success. These strategies create classrooms that allow for powerful learning and powerful teaching and form the basis of a coherent college preparatory curriculum. They give all students of all skill levels access to the complex information needed to meet state and college readiness standards. These instructional strategies succeed because they engage all students in learning and require them to take an active role in their education.

Collaborative Group Work: Collaborative group work involves bringing students together in small groups for the common purpose of engaging in learning. Effective group work is well planned and strategic. Students are grouped intentionally with each student held accountable for contributing to the

group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. Collaborative group work uses questioning, scaffolding and classroom talk and literacy groups.

Writing to Learn: Writing to learn is a strategy through which students can develop their ideas, their critical thinking ability and their writing skills. Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions. Writing to learn can also be used as a formative assessment and as a way to scaffold mid- and high stakes writing assignments and tests.

Questioning: Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking as well as the thinking of their peers and the authors that they read in each of their classes.

Scaffolding: Scaffolding helps students to connect prior knowledge and experience with new information. Teachers use this strategy to connect students with previous learning in a content area as well as with previous learning in an earlier grade. Scaffolding also helps facilitate thinking about a text by asking students to draw on their subjective experience and prior learning to make connections to new materials and ideas.

Classroom Talk: Classroom talk creates the space for students to articulate their thinking and strengthen their voice. Classroom talk takes place in pairs, in collaborative group work and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work and literacy groups.

Literacy Groups: Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of texts, or student level of sophistication using this strategy, but the purpose of literacy groups is to raise student engagement with texts by creating a structure within which they may do so.

CAMPUS DESIGN

MISSION STATEMENT

The mission of the Crowley Academy of Aviation, Transportation, and Logistics is to cultivate all students to become industry leaders through academic training, industry partnerships, and real-world applications by developing marketable and professional skills and earning post-secondary credentials.

SCHOOL STRUCTURE

C-ATL is a campus-based Early College High School designed to foster a “college-going culture” and prepare “college-ready” students. The curriculum is forged and executed through close relationships and professional development between the instructional staff of the C-ATL and the faculty of TCC.

Among the principles that guide curriculum development and instruction are: academic rigor; relevance across disciplines and globalization - building strong facilitator scholar and peer-to-peer relationships; and fostering a firm sense of personal responsibility among scholars for their own learning.

ACADEMIC POLICIES & PROCEDURES

TCC and C-ATL RECOMMENDATIONS FOR ACADEMIC SUCCESS

Because University courses are so much more intense, move at a very fast pace, and assume immediate recall of prior knowledge, it is imperative that students adopt a much more rigorous study pattern than what was required in middle school. Grades for most University courses are assigned on only three or four exams and most courses require a comprehensive final examination. Classes generally meet two times per week. Homework is assigned, but is not necessarily collected or graded.

In order to be successful, is imperative that C-ATL scholars:

- ❖ ATTEND ALL CLASSES
- ❖ Pay attention to the professor
- ❖ Do all assigned work and study ahead
- ❖ Prepare and schedule homework and/or projects the same day it is assigned
- ❖ Study each subject at least four days each week, regardless of how many times the class meets (study each subject 30-90 minutes each day—studying is like taking medication – you must spread it out and you cannot take it all at once). TCC recommends the following – as classes become more advanced, they will require more of your time. In general, 2 to 3 hours of study per week for every 1 semester credit hour is recommended. For example, a student taking 15 credit hours should spend between 30 to 45 hours per week studying.
- ❖ Form study groups and participate actively in the study sessions
- ❖ Make sure of the professor’s office hours or other tutorial services provided for additional help—do not hesitate to ask for help and do not wait until the last minute – be your own best advocate
- ❖ Make frustrations and needs known to your C-ATL teacher or mentor, your C-ATL counselor and your University instructor
- ❖ Begin to prepare for exams a week in advance
- ❖ Rewrite class notes and outline text material
- ❖ Be disciplined and responsible for your own learning
- ❖ Enjoy learning
- ❖ Get plenty of rest, physical exercise, and nutritious food.
- ❖ Continue to study during breaks between semester and during the summer

CURRICULUM

C-ATL offers students a rigorous, relevant curriculum leading to strong post-secondary education and career opportunities. Scholars and parents who choose this collegiate high school do so with the full understanding that the school is part of a college learning community.

TYPES OF COURSES

Advanced Courses

• **Pre-AP courses** are designed to extend and enrich the content of the regular high school curriculum while preparing students for success in Advanced Placement/dual credit classes offered. These courses

provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments.

- **Dual Credit courses** allow students to obtain college credit and high school credit simultaneously under an agreement with Tarrant County College. For most dual credit courses, TCC faculty teach the courses on the BRJCTE campus. All program dual credit courses are transferable to a four-year university and reflected on a post-secondary degree plan.

ATTENDANCE

Attendance and participation in all classes are essential to the success of each C-ATL scholar. Attendance in high school courses, according to state law, require attendance on at least 90 percent of the days the class is offered. When a scholar's attendance drops below 90 percent but remains at least 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the C-ATL administration. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal and/or attendance committee. The student may be encouraged to attend summer school to make up credits and consult with the comprehensive school for other options.

When a scholar is absent from high school courses, the student must bring a note signed by the parent describing the absence. A phone call to the C-ATL office on the day of an absence will provide notification for high school teachers prior to the student's return with a signed note. Additional information on high school absences may be found in the Secondary Student Handbook.

Make-up Work for Absences in High School courses

Note: for absences in college courses, consult the TCC handbook and individual course syllabus

All learning assignments, tests and other class work missed by a student due to absences must be turned in to the teacher within the appropriate timeline as outlined by the teacher. This timeline should consider the number of days missed by the student. All student work turned in after the appropriate timeline as outlined by the teacher may be subject to late work policies and grade reductions.

Incompletes

A grade of "Incomplete" may be given in situations where a student has missing work and needs a brief time extension to make up assignments because of extenuating circumstances. Teachers will have 5 school days to remove an "I" after the last reporting day of the marking period.

C-ATL teaches the skills that are needed to be successful in college, including self advocacy. Attendance is very important in any learning environment, but critical in an accelerated learning environment. It is imperative that each scholar is in attendance and on time to class every day. Guidelines for reporting absences for the TCC classes are included:

1. The **student**, as self-advocate (not parent) emails the administrator and applicable college instructor (for those classes in which the student will be absent) stating the reason and date of the absence. Do this as soon as the absence is known, both for advanced absence and illness on the day of the absence. This procedure must also be used for all school related absences such as a field trip or college visit. If email is unavailable, the student must provide written notification on the class day before the absence or immediately upon the student's return.
2. The student must bring parent note, proof of doctor's visit and any other documentation to the C-ATL secretary the day following an absence.

All assignments for college classes must be turned in on time regardless of absences.

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation in the State of Texas has two components: earning the appropriate high school credits and meeting state testing requirements.

STATE TESTING REQUIREMENTS

Beginning in 2011-2012, the State of Texas began requiring students to take the State of Texas Assessment of Academic Readiness (STAAR) end-of-course (EOC) exams in five subjects. EOC tests will be given in the spring semester and retested in July and December for each of the following courses:

- English I and English II
- Algebra I
- Biology
- U.S. History

Students take exams based on the courses in which they are enrolled each school year.

GRADING

Given the premise that all children can learn, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Grading and reporting should be both formative and summative in nature and should utilize both formal and informal processes.

Purposes of Grading

Grading in high school serves the following purposes or functions:

1. **Information:** to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills.
2. **Guidance:** to promote and maintain desirable patterns of behavior and achievement and to identify areas for re-teaching.
3. **Motivation:** to encourage the student toward maximum achievement, and realistic self-appraisal for future educational and occupational planning, and
4. **Administration:** to provide data for use in educational planning and decision making.

Communication with Parents

Report cards are only one of the many means high schools communicate with parents. *Conferencing* (by phone or in person) with parents is another way. Conferences are useful to improve understanding and communication among high school teacher, student, and parent. A conference may be initialized by a parent, teacher, student, or administrator. A parent/teacher conference which requires the presence of an administrator shall be scheduled through the office of the appropriate administrator.

If a parent desires an in-person conference with his or her child's high school teacher(s) to discuss the child's progress, the parent must contact the C-ATL office to schedule a meeting during the teacher's conference period. Parents must report to the CTE Center front office prior to meeting with the teacher.

Progress Reports

Progress reports will be issued at the end of the third week of each reporting period through the student database system. It is very important that high school teachers continue to communicate with students and parents regarding grades. Before the end of the second week of attendance, high school teachers will provide students with a written course syllabus and grading procedures.

The Grading System

A. *Skyward Grade Book*

C-ATL high school teachers will use the CISD's learning management system, Skyward, to report grades and attendance. Teachers will print and sign grade reports for each class period, with detailed grade information, at the **end of each marking period**.

Grades and Grade Points (College Courses ONLY)

The grading system used at Tarrant County College follows: A (excellent), B (good), C (average), D (passing), F (failure), I (incomplete), W (approved withdrawal), NC (noncredit), AU (audit), CR (credit).

The GPA (grade point average) on the scholar's college transcript is found by dividing the total number of grade points by the total number of college semester hours attempted. Grades of CR, NC, W, I, AU, or WA or grades earned for work in developmental courses do not affect the grade point average. A: 4 points per college semester hour

B: 3 points per college semester hour

C: 2 points per college semester hour

D: 1 point per college semester hour

F: 0 points per college semester hour

B. *Explanation of Letter Grades for Student Conduct*

A student's citizenship grade shall be based on the student expectations outlined in the CISD Student Code of Conduct. Teacher-based consequences and standards for behavior as well as systems of classroom management should also align with the Student Code of Conduct and campus handbooks.

· Citizenship grades shall be defined in this manner:

o E- Excellent behavior –Observes rules/expectations almost all of the time

o S- Satisfactory behavior- Observes rules/expectations most of the time

o N- Needs to improve behavior- Observes rules/expectations some of the time

o U- Unsatisfactory behavior- Almost never observes rules/expectations

C. *Determining Grades*

High school teachers will determine and report student progress using a grading scale of 0 – 100. Grades on student work will be recorded numerically in the teacher's Skyward grade book each reporting period. The grade for a reporting period will be the weighted average of these numerical grades where daily grades receive 50% weight and test grades receive 50% weight. If the numerical average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

In making decisions about grades, teachers will consider a number of factors related to student performance, among which are:

· Active and alert participation in learning activities.

· The quality of the student's work.

· The quality of work, including all assigned work and work missed due to absences.

Semester grades

High school course grades for the semester are computed by averaging the numerical grades recorded for each reporting period. Credit is awarded at the end of each semester. The semester examination will be calculated as 15% of the semester grade.

HOMEWORK

Meaningful homework assignments are a vital part of the educational process for several reasons:

1. **Homework helps families become involved with the educational process**--Homework is one way parents/guardians and teachers can work together in making a positive impact on the students' learning. When students see that their parents think education is important, their performance improves.
2. **Homework communicates the high expectations that schools hold for their students**-- Assigning meaningful homework is one way of letting students know of the schools' high expectations. By successfully completing the homework assignments, students bestow confidence in their own abilities. Success breeds success!
3. **Homework helps students develop self-discipline and organizational skills**—

Students learn to manage their time along with setting goals and working to achieve them. They learn to be responsible for their own actions. All of the skills will help them continue to be successful throughout their lives.

COLLEGE ENTRANCE, GRADUATION & DEGREE REQUIREMENTS

College Entrance Requirements

Texas Success Initiative Assessment (TSI-A) Requirements mandate that students taking college-level courses must demonstrate college readiness by exam scores which indicate they are TSI "Complete" or "Exempt" in Mathematics, Writing and/or Reading.

TSI testing will be held prior to the start of the 9th grade year and periodically during the school year. Before

Students may qualify for exemption under the provisions of the Texas Success Initiative using STAAR or other qualifying exams: English III Reading, English III Writing, and Algebra II EOC examinations, the SAT, or ACT, and achieving the appropriate score on these examinations. By the end of the 10th grade year, scholars must be complete in TSI Reading and Writing. Final completion by the end of 11th grade year, unless the scholar is taking a college Math course earlier.

TSI-A Testing FAQs

Do I have to take the TSI-A?

YES! All C-ATL scholars must have TSIA results on file in order to register for TCC certain classes. You must score at an appropriate level to enroll in many TCC courses.

How much does it cost?

There is NO FEE for C-ATL scholars who take TSI during our scheduled testing sessions, according to the partnership agreement between CISD and TCC.

When and where do I take the test?

C-ATL will schedule TSI testing sessions each semester and during summer camp.

Anything else I need to know?

You must have a photo ID, know your social security number, and have completed the TCC Pre-Assessment Activity to take the test. If you do not have a social security number, you must contact the C-ATL office.

Where do I go if I still have questions?

Contact the C-ATL office.

Graduation & Associates Degree Requirements

General requirements for an **Associate Degree or Certificate**:

1. A minimum of 25 percent of the semester credit hours required for the degree must be earned in residence at TCC which includes TCC Crowley South Campus.
2. A minimum cumulative grade point average of 2.0 is required for all TCC courses.
3. A minimum grade point average of 2.0 is required for all courses presented for graduation.
4. All requirements of the degree must be satisfactorily completed.
5. Texas Success Initiative (TSI) requirements must be satisfactorily completed.

Students should contact the TCC Advising and Counseling Center with any questions about their degree plans and/or the College's graduation requirements.

C-ATL TRANSPORTATION

Scholars will be provided with C-ATL transportation via CISD buses. Durham Transportation Department will provide all scholars and parents/guardians with their individualized locations for pick-ups through the C-ATL office and drop-offs through the online Bus Route Schedule Search at this link <https://aspq8.edulogweb.com/crowley1web/webquery/>.

C-ATL TEXTBOOKS

C-ATL will supply scholars with all necessary textbooks for their required courses at the high school and the college. Textbooks that are provided to students remain the property of Crowley ISD, including college textbooks. If a textbook is lost or stolen, the scholar must report to the C-ATL office immediately. If a textbook is damaged, the scholar to whom the textbook is issued will be responsible for the damages.

C-ATL COMPUTERS AND OTHER TECHNOLOGY

CISD will issue secondary students a laptop computer for use while enrolled in a CISD school. Students assume responsibility along with their parents and/or guardians. Please refer to the **Acceptable Use Policy Parent & Student Agreement form** for more specific guidelines and responsibilities at this link <https://fs30.formsite.com/CISDTech/form100/index.html>.

TCC IDENTIFICATION CARDS

Scholars will also receive a TCC ID card which allows access the TCC Library as well as other TCC buildings and activities.

Library

The College's library and its staff are available to support all CCA students, teachers and staff during regular hours of operation.

Testing/Academic & Career Advisement

College placement testing, academic and career advisement are available to all CCA students. These resources are available through the campus Advising/Counseling and Career Centers.

Tutoring

Peer tutoring in specific disciplines, math and science lab support, Supplemental Instruction, the Writing Center, and Tutor 24/7, the College's on-line tutorial program are available to Collegiate High School students who may need developmental education support. The Academic "Boot Camp," a guided, self-paced learn lab is also available.

Transcripts

The transcript of college work is an official copy of the student's permanent record bearing the College insignia and designated signature. A student may request a transcript online through the TCC website, in person at the campus Registrar's Office, by FAX or by mail. All outstanding debts to the College must be paid to the Business Services Office before the student's record will be released.

Disability Support (ADA/Section 504)

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the Office for Disability Support Services provides equal access to College programs, services and activities for students who qualify for "reasonable accommodations." Requests for an accommodation are reviewed on a case by-case basis, and are determined based on the disability and the documentation provided. For more information, visit the Office for Disability Support Services on campus.

STUDENT RESPONSIBILITIES, CONDUCT AND PRIVILEGES

The Professional Learning Community of C-ATL envisions a learning environment in which:

- All scholars produce college quality work
- There is a cooperative/collaborative relationship among all stakeholders
- Scholars are self-motivated, independent learners who seek out their own education
- Scholars will transition successfully to an institution of higher learning motivated to pursue a post graduate education

Upon entering C-ATL each scholar is expected to commit to the “business of learning.” C-ATL staff is committed to challenging each scholar to meet their level of academic and social potential, believing that all scholars can learn. Scholars are expected to attend all classes, be active and involved learners during class, and strive continuously to reach the ultimate goal – a high school diploma and college degree!

As a student of C-ATL and TCC, you are expected to follow all school rules and regulations established by you with your teachers, your independent school district, and Tarrant County College District as stated in the TCCD Catalog, and C-ATL Scholars Handbook and CISD handbooks.

C-ATL offers you more freedom—and more responsibility—than a traditional high school. You will be challenged and we will provide support to you in overcoming these challenges. As is true in life, your success will depend upon you and your desire to succeed.

It is important that you realize that your membership in the C-ATL community comes with responsibilities. Initially, you were invited to the campus because of your desire and your proven ability to work in a highly rigorous school environment. You must earn continued membership through your performance and behavior, both in and out of the classroom.

TCCD Code of Conduct:

http://www.tccd.edu/Student_Services/Rights_and_Responsibilities/index.html

CISD Code of Conduct

[http://www.crowleyisdtx.org/cms/lib5/TX01917780/Centricity/Domain/507/Student%20Code%20of%20Conduc t%202016-2017%20FINAL%20Board%20Approved%207-29-16.pdf](http://www.crowleyisdtx.org/cms/lib5/TX01917780/Centricity/Domain/507/Student%20Code%20of%20Conduc%20t%202016-2017%20FINAL%20Board%20Approved%207-29-16.pdf)

TCC Academic Integrity

At TCC academic integrity is valued highly and scholastic dishonesty is unacceptable and will not be tolerated. Any person who is a party to scholastic dishonesty as defined below will be disciplined as prescribed in this document.

Scholastic dishonesty is defined as misconduct including, but not limited to, **plagiarism, cheating, and collusion.**

Plagiarism is defined as presenting as one’s own the ideas or writings of another without acknowledging or documenting the source(s). Students are guilty of plagiarism when they do any of the following in an essay or presentation:

- i. Copy a word or words directly from a book, periodical, or electronic source without using quotation marks and references to sources;
- ii. Summarize or paraphrase the ideas or opinions of an author or use the data collected by an author without citing the author as the source;
- iii. Submit papers or projects which do not reflect their own knowledge, voice, and style, usually as a result of having had another person (1) write, (2) rephrase, (3) rewrite, or (4) complete their ideas;
- iv. Submit a paper or project which was written or prepared by another person for another class or another instructor implying that the work is their original composition or project;
- v. Submit a paper or project which was previously submitted to fulfill requirements for another course, unless (1) the instructor permits students to draw from earlier papers/projects or (2) the instructors of concurrent courses (i.e. Common Ground courses) permit students to submit a paper/project to fulfill requirements in both courses;
- vi. Download a paper or portions of text from an electronic source and (1) paste it into a paper, (2) retype the paper or portions of the paper and submit it as their own composition, (3) retype phrases or sentences with a few changes, and submit the paper as their own composition, or (4) summarize or paraphrase the ideas from one or more sentences, without citing the source; and
- vii. Submit as their own work a paper (or parts of a paper) purchased from a company or electronic source that offers catalogs of essays on different topics and/or for different courses.

Cheating is defined as intentionally using or attempting to use unauthorized sources in exams or on other scholastic projects, as well as failing to follow instructions in such activities. Students are guilty of cheating when they do any of the following:

- i. Copy answers from another student's examination answer sheet;
- ii. Use or attempt to use unauthorized materials (notes, study guides, "crib" sheets, textbooks, electronic devices, etc.) during an examination;
- iii. Exchange forms of a test with a classmate (i.e. exchange *Form A* for *Form B*);
- iv. Possess and/or use unauthorized copies of tests or answer sheets; and
- v. Change answers or grades on a graded project.

Collusion is defined as intentionally aiding or attempting to aid another in an act of scholastic dishonesty. Students are guilty of collusion when they do any of the following:

- i. Provide a complete paper or project to another student;
- ii. Provide an inappropriate level of assistance to another student in the form of (1) writing, (2) rephrasing, (3) rewriting, or (4) completing the paper or project;
- iii. Communicate answers to a classmate during an examination;
- iv. Remove tests or answer sheets from the testing site;
- v. Knowingly allow a classmate to copy answers from his/her examination paper;
- vi. Exchange forms of a test with a classmate (i.e. exchange *Form A* for *Form B*).

Instructional and Administrative Responses to Scholastic Dishonesty

Actions taken by individual instructors in response to a case of scholastic dishonesty by students may include one or more of the following:

- assigning a zero for the paper, project, exercise, or test;
- requiring the student to resubmit another paper, project, or exercise or to retake the test;

In cases of serious or repeated scholastic dishonesty offenses, the student may be referred to the C-ATL High School Principal, the Vice President for Student Development or his/her designee for disciplinary review, which may result in further disciplinary action, including suspension or dismissal from the school.

TCC Social Expectations

Discipline affects your enrollment and participation in C-ATL. You cannot be in attendance for your classes if you are in detention, In-School Suspension or Disciplinary Alternative Education Program (DAEP) placement. You are expected to be on your best behavior at all times. TCCD faculty have the right to drop a student from a class for disciplinary issues. The student would then be required to re-take the college class **at their own expense.**

POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, Including Mobile Telephones For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes in accordance with district and campus rules.

A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. Students should adhere to the 'Bring Your Own Technology' (BYOT) policy. Per the BYOT policy, students may not use technology in the classroom without teacher permission or it will be confiscated and turned in to an administrator. (See Campus Addendum for the BYOT policy)

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

FERPA

Family Educational Rights Privacy Act - Due to the federal law on releasing student records and information, we will not discuss a student's information with anyone other than that student's parents/guardians. This includes, but is not limited to, student's disciplinary actions for incidents at school, student's phone number and address, and student's grades or attendance. **(Please note: Information e-mailed to parents regarding students should be treated the same as other student records.) If parents have refused release of student directory information, student work cannot be displayed in halls or classrooms.**

TCC - ACCESS TO STUDENT RECORDS/FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (http://www.tccd.edu/Student_Services/Records/FERPA.html)

The Family Educational Rights and Privacy Act of 1974 (PL93-380), or FERPA, provides that all records pertaining to a student which are maintained by the College District must be open to inspection by the student and may not be made available to any other person, except parents/guardians who can prove that a student is a legal dependent for tax purposes, without the written authorization of the student. The Act further provides that certain portions of the student record are deemed directory information, and under some circumstances may be released without the student's written permission. Directory information includes name, current address and telephone number, major, dates of attendance, degrees and awards received and dates granted, most recent educational institution(s) attended, and eligibility and participation in officially recognized activities and sports. Directory information may be released without student consent unless a written request not to release is filed with the Registrar's Office. The request may be canceled only upon receipt of the student's written authorization.

Requests for release of student information or verification of enrollment should be directed to the Registrar's Office. Additional information concerning FERPA may be obtained from the Registrar's Office or the TCCD Board Policy Manual.

COLLEGE TERMINOLOGY

<http://www.universitylanguage.com/guides/college-terms-and-phrases-to-know/> (accessed August 27, 2014) Use this glossary of common college terminology to help you decipher what your US college advisers, professors and classmates are saying.

Academic year: The school year that begins with autumn classes. The academic year at most US colleges and universities starts in August or September.

Advisor: School official, usually assigned by your college or university, who can help choose your classes and make sure you are taking the right courses to graduate.

Associate's degree: A type of degree awarded to students at a US community college, usually after two years of classes.

Audit: To attend a class without receiving academic credit.

Bachelor's degree: A degree awarded to undergraduates, usually after four years of college classes.

Commencement: Day of graduation.

Course Number: The number your college or university uses to classify a course. You usually need this number in order to register for a class.

Credit Hour: The number of hours assigned to a specific class. This is usually the number of hours per week you are in the class. The number of credit hours you enroll in determines whether you are a full-time student or a part-time student.

Doctorate: Highest academic degree. Awarded after a Master's degree.

Elective: A class you can take that is not specifically required by your major or minor.

Extracurricular activities: Groups you belong to outside of class, such as sporting teams, clubs and organizations.

Financial Aid: Money you receive for you college tuition or expenses that you may or may not have to pay back. (See: "Grant," "Loan," and "Scholarship")

Freshman: First-year college student.

Full-time student: A student who enrolls in at least a minimum number (determined by your college or university) of credit hours of courses.

General education classes: Classes that give students basic knowledge of a variety of topics. Students often must take general education classes in order to graduate. This set of classes includes different courses and is called by different names at various colleges and universities.

Grade point average: The average of all of the course grades you have received, on a four-point scale.

Grant: A form of financial aid from a non-profit organization (such as the government) that you do not have to repay.

Greek: Fraternities and sororities. They often have specific student housing options for their members.

Internship: A temporary job, paid or unpaid, usually in the field of your major. You may be able to receive college credit for an internship.

Junior: Third-year college student.

Loan: A form of financial aid that you must repay.

Major: Your primary area of study. Your college major is the field you plan to get a job in after you graduate (for example: business, linguistics, anthropology, psychology).

Master's degree: A degree awarded to graduate students. The awarding of a master's degree requires at least one year of study (and often more, depending on the field) after a student earns a bachelor's degree.

Minor: Your secondary area of study. Fewer classes are required for a college minor than for a major. Colleges and universities usually don't require students to have a minor. Many students' minors are a specialization of their major field. For example, students who want to become a science reporter might major in journalism and minor in biology.

Non-resident: A student who isn't an official resident of the state where a public university is located. Tuition at public universities is less expensive for residents.

Office hours: Time set aside by professors or teaching assistants for students to visit their office and ask questions or discuss the course they teach. Your professor or teaching assistant will tell you at the beginning of the term when and where office hours will be every week.

Online classes: Courses you take by computer instead of in a traditional classroom.

Part-time student: A student who doesn't enroll in enough credit hours to become a full-time student, as defined by your college or university. Part-time students often take only one or two classes at one time.

Prerequisite: A class that must be taken before you can take a different class. (For example, Astronomy 100 may be a prerequisite for Astronomy 200.)

Private university: A university that is privately funded. Tuition for a private college or university (before scholarships and grants) is the same for all students.

Public university: A university that is funded by the government. Public colleges and universities are less expensive for residents of the state where they are located.

Quarter: Type of academic term. A school with this system generally will have a fall quarter, winter quarter and spring quarter (each about 10 weeks long), along with a summer term. (See also: "Semester")

Resident: A student who lives in and meets the residency requirements for the state where a public university is located. Tuition at public universities often is more expensive for non-residents.

Scholarships: A form of financial aid that you do not have to repay.

Semester: Type of academic term. A school with this system generally will have a fall semester and a spring semester (each about 15 or 16 weeks long), along with one or two summer terms. (See also: “Quarter”)

Senior: Fourth-year college student. You are a senior when you graduate from college.

Sophomore: Second-year college student.

Syllabus: A description of a course, which also lists the dates of major exams, assignments and projects.

Term: The length of time that you take a college class. (See also: “Quarter” and “Semester”)

Transcript: An official academic record from a specific school. It lists the courses you have completed, grades and information such as when you attended.