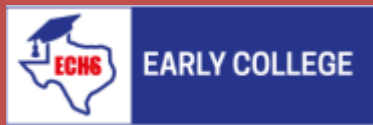


CROWLEY COLLEGIATE ACADEMY

CISD/TCC SOUTH EARLY

COLLEGE HIGH SCHOOL



Scholar Handbook

This handbook is designed to capture the general rules that guide academic and social expectations for students and families attending the Crowley Collegiate Academy. It is, however, the responsibility of students and parents to read and understand the policies and guidelines of both the Tarrant County College District and Crowley Independent School District as outlined in the districts' catalogues and websites.



EARLY COLLEGE HIGH SCHOOL 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

Phone: (512) 427-6101

URL: www.thecb.state.tx.us

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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 or at least 60 credit hours toward a baccalaureate degree. TEC, §29.908, authorizes the commissioner to adopt rules as necessary to establish the early college education program.

The Early College High School concept at Crowley Collegiate Academy (CCA) provides high school-age students a “seamless” pathway from high school to college. Housed on the second floor of the Bill R. Johnson Career & Technology Education Center which is the TCC South Crowley Campus, CCA offers our scholars assimilation into college coursework in an environment of support. This integration requires dual enrollment, with each scholar demonstrating mastery of the knowledge and skills necessary for success (TSI-A and other requisite tests). Admission in CCA is based upon the student's individual desire to learn at a higher level and accelerate their education while in high school. Students with this desire who are identified at-risk or from a student group typically underrepresented in higher education will receive priority in the open application & lottery system. Scholars who graduate from the CCA would have earned their high school diploma, accumulated 63 college credits and earned an Associate Degree, transferable to a senior college/university or leading to employment. CCA will provide strong support to scholars and their families to obtain entrance to, and success in, college or the workplace.



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

To develop life-long learners, CCA commits to build relationships through mutual respect and promote a growth mindset, which includes a learning style of grit and integrity.

PBIS VISION STATEMENT

CCA offers our scholars a rigorous, relevant curriculum with training in skills & behaviors with social, emotional support fostering strong post-secondary education and career readiness in an ever-changing global economy.

The professional learning community of Crowley Collegiate Academy envisions a learning environment in which:

- All scholars will produce their own college quality work;
- There is a positive/collaborative relationship among all stakeholders;
- Scholars are self-motivated, independent learners who exhibit a growth mindset and take personal responsibility for their education; and

Upon entering CCA, each scholar is expected to be committed to learning. CCA staff will challenge each scholar by engaging students to meet their academic goals. Scholars are expected to attend all classes, be active and involved learners during class, and strive continually to reach their ultimate goal.

SCHOOL STRUCTURE

Crowley Collegiate Academy is a school within a school model 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 CCA and the faculty of TCC. The strengths of this school include: its size, the collegiate environment, collaboration between faculty, development of personalized educational plans for students, and access to the resources of one of Texas’ premier community colleges.

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.

At Crowley Collegiate Academy we scholars commit to our school values: Relationships, Respect, Integrity, Grit and Growth Mindset.



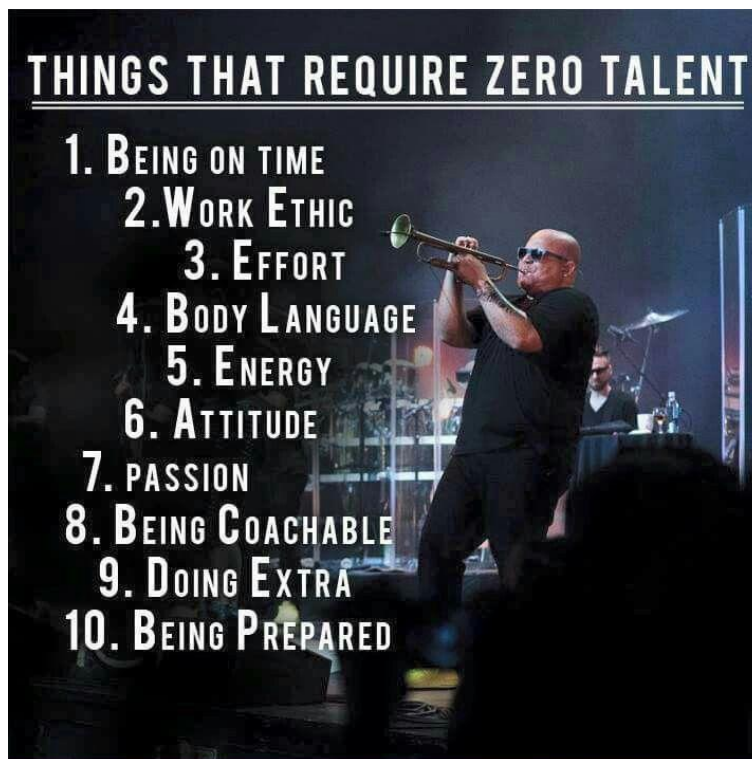
ACADEMIC POLICIES & PROCEDURES

TCC and CCA 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 CCA 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 CCA AVID teacher or mentor, your CCA counselor and your University instructor
- ❖ Begin to prepare for exams a week in advance
- ❖ Rewrite class notes and outline text material (AVID teachers will show you how to use a focused note-taking process to aid your retention of 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

Crowley Collegiate Academy 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

CCA offers only advanced levels of courses. All courses will be calculated in the high school GPA, and all dual credit courses will be calculated in the college GPA.

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 CCA campus. In order to be enrolled in many dual credit courses, students must have attempted and met the required standard on certain parts to the Texas Success Initiative Assessment (TSIA). 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 CCA 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 CCA 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 CCA 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

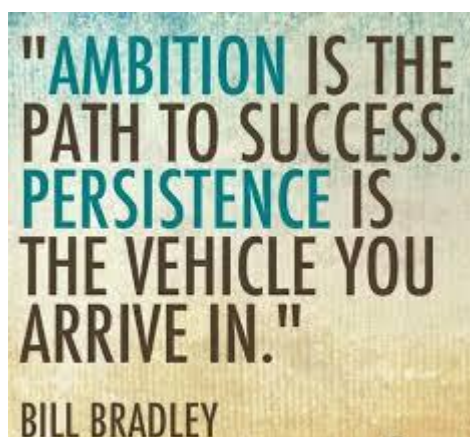
Note: for absences in college courses, consult the TCC handbook and individual course syllabus

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 take into account 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.

Crowley Collegiate Academy 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 CCA secretary the day following an absence.

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

OFF-CAMPUS RELEASE

For the safety and security of all students it is required that a parent or guardian must come into the school to sign-out the student. It is also required that attendance personnel verify the identity of the person(s) signing out that student. The attendance procedure is for the student to be called from the classroom when the parent or guardian arrives at the office. Teachers should not release any student from the classroom for off-campus events or activities without proper notification from campus administration. This policy also includes any case in which a parent, guardian, or other person wants to remove a student from school during regular school hours. A note from a student requesting to leave school grounds would require the principal's or designee's verification.

GRADUATION PLANS

HIGH SCHOOL GRADUATION REQUIREMENTS

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

HIGH SCHOOL COURSE REQUIREMENTS

All scholars at CCA will be scheduled and enrolled in coursework that will lead to the Foundation Plan with the Endorsements of Multidisciplinary, Business & Industry, or STEM.

STATE TESTING REQUIREMENTS

The State of Texas began requires 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 for high school courses 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 school 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 CCA office to schedule a meeting during the teacher's conference period. Parents must report to the CTE Center front office and present appropriate identification prior to any meeting.

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. Parents should remember to have their child pull up their TCC courses in their MyTCC system, as well.

The Grading System: *Skyward Grade Book*

CCA 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 will be reviewed by high school teachers during PLCs to determine if any intervention plans need to be developed and how to include parents in those plans.

A. *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 and the semester exam grade. The semester examination will be calculated as 15% of the semester grade. Credit is awarded at the end of each semester.

B. Honor Roll Designations

The following are honor designations based upon scholars' high school records:

- **A Honor Roll**--all subject grades are 91 or above
- **A/B Honor Roll**--all subject grades are 81 or above
- **Citizenship** -- all E's in citizenship



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

The following are classifications of honor based upon scholars' college transcripts:

Designation	Cumulative GPA
<i>Highest Honors</i>	<i>4.00</i>
<i>High Honors</i>	<i>3.75 to 3.99</i>
<i>Honors</i>	<i>3.50 to 3.74</i>

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 as well as for their own learning. 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. According to the CCA graduation plan, scholars must reach the minimum TSI Reading score by the end of 9th grade to be eligible to take HIST 1301 the following school year.

TSI testing will be held prior to the start of the 9th grade year and periodically during the school year. Before testing, all scholars must complete a pre-assessment activity that will be administered by CCA staff. All scholars must have TSI placement test scores, or proof of exemption*, on file in the Admissions Office prior to academic advising and registration. These scores are used to place students in the appropriate level of coursework; and are not used as a condition for admission to CCA or the college.

Students may qualify for exemption under the provisions of the Texas Success Initiative using STAAR or other qualifying exams: English III EOC, 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 middle of 11th grade year, unless the scholar is taking a college Math course earlier.

The following is a summary of exams and scores required to meet “exempt” standards for academic courses:

Summary of Dual Credit Eligibility - Academic

Assessment	Grade	Math	Combined	ELA/Read	Writing	Combined
TSI Assessment	9 - 12	350	—	351	Essay 5 or Essay 4 and 340 Multiple Choice	—
ACT	11 or 12	19	23	19	—	23
SAT	11 or 12	530	—	430	—	—
STAAR English III Reading	11 or 12	—	—	—	—	4000
STAAR Algebra II	10 - 12	—	4000	—	—	—

TSI-A Testing FAQs

Do I have to take the TSI-A?

YES! All CCA scholars must have TSIA results on file in order to register for TCC classes. You must score at an

appropriate level to enroll in many TCC courses.

How much does it cost?

There is NO FEE for CCA 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?

CCA will schedule TSI testing sessions each semester and during summer camp to be taken on our campus. Scholars may choose to take the TSI on TCC South campus during times not offered at CCA.

Anything else I need to know?

You must have a photo ID, know your TCC colleague number, and have completed the TCC Pre-Assessment Activity to take the test.

Where do I go if I still have questions?

Contact the CCA office, Mrs. Griffin, Mrs. Mar or Mrs. Bell.

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

CCA TRANSPORTATION

Scholars may participate in CCA transportation via CISD shuttles to and from their home campus and the CTE Center. Durham Transportation Department will provide information regarding pick-up and drop-off locations through the online Bus Route Schedule Search at this link [Bus Route/Stop Procedures](#). Any changes of address must be provided to the student's home campus Registrar and to the CCA office. Students who live within 2 miles of their home campus will walk to and from home and their home campus to participate in the CTE shuttle system.

TRAVEL TO TCC SOUTH CAMPUS

Junior and senior scholars will take some classes in our building and some classes on the TCC South campus during our school day. Our scholars receive many benefits from the experience of learning at the college campus while receiving CCA & home support such as navigating a college campus, learning about and utilizing college writing and math resources, and feeling the independence to take control of their own learning schedule.

Scholars are expected to exhibit their best behavior as leaders on our CCA campus and as they travel to TCC South. Their attitude toward their classes and unstructured learning time or an occasional cancelled class should be serious and focused on their individual learning goals. Students must assume a much greater level of personal responsibility for themselves, their

safety, and the results of their decisions. Although we will have a support staff at South campus to help monitor attendance and provide a resource to meet student needs there, students will move around the campus on their own. We will exercise reasonable and appropriate levels of supervision and oversight within the limits of our available staff and schedules.

CISD will shuttle 11th and 12th grade students to and from CTE and TCC South campus according to the student's schedule. Although TCC South is an open campus where students of all ages come and go as they please, CISD policy restricts our students from leaving campus without permission.

- Based upon both CISD and TCC district guidelines, scholars must ride the TCC shuttle to and from TCC South. Scholars must remember that Transportation has a schedule that must be fulfilled and be at the bus on time.
- Attendance will be taken to help ensure all students are counted. Communication regarding absences is important.
- When a scholar will arrive late or leave early from school causing them to miss the shuttle, parents must determine the method of transportation to or from TCC South. Parents must communicate this plan with Mrs. Griffin and Mrs. Bell prior to the travel. Note: this plan may include the scholar driving themselves but may not transport another student.

CCA MEALS

CCA and CTE operates as a closed campus; scholars are not allowed to leave campus for lunch. Scholars are provided breakfast and lunch on the CCA campus in the Cafeteria according to the School Breakfast program and National School Lunch program – for more information see the [Child Nutrition webpage](#). Scholars may earn the privilege to purchase meals from the CTE Center Bistro, served as fund-raiser by the Culinary Arts students. Scholars are responsible to keep our facility neat and clean by cleaning up after themselves throughout the day.

Deliveries at School

It is the policy of the Crowley ISD and CCA that deliveries of flowers, (non-latex) balloons, and other similar items will only be accepted when being sent by an adult family member. Parents may bring lunch for their child only; cannot bring outside food for children who are not their own. No deliveries from restaurants will be permitted. Deliveries are not sent to the classrooms, scholars will be notified of the delivery and its location. The scholar will be responsible for picking these up prior to leaving the campus for the day.

CCA TEXTBOOKS

CCA 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 CCA office immediately. If a textbook is damaged, the scholar to whom the textbook is issued will be responsible for the damages.

CCA 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 [Student Device Resources](#). Because scholars will use this laptop daily, we suggest the purchase of the district's technology insurance to cover for loss or stolen equipment. Damages to the laptop will require a repair fee.

CCA and TCC IDENTIFICATION CARDS

Scholars will be issued a photo identification card for CCA which must be carried at all times. It must be presented any school official (high school, CTE Center, TCC) upon request. Scholars will also receive a TCC ID card which allows access the TCC Library as well as other TCC buildings and activities. **According to TCC guidelines for ECHS, ALL ECHS students must wear their TCC ID badge while on the TCC campus.**

Lost CCA IDs must be replaced through the CCA office with fees charged according to the CISD approved Fees & Dues.

Lost TCC identification cards must be replaced by paying the \$10 fee to the Business Office and taking receipt to the Copy Center on the TCC campus.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) CLASSES

CCA provides an AVID class for each scholar to learn college readiness and organization skills as well as to promote sound study habits. CCA scholars also receive peer and mentor supported tutorials during their intervention/tutorial class. Additional requirements of the AVID course involve community service and college visits. Some of these requirements will be met during class or at school, others will be scheduled for Saturdays and evenings.

CCA and TCC COMMUNITY SERVICE

Being a successful college student means contributing meaningfully to the community around you: the Fort Worth community, your country and your environment. Scholars are encouraged to broaden themselves in this area and to seek to make the world a better place while they are engaged in their academic pursuits. TCC activities may also provide many opportunities for our scholars to provide service.

In addition, scholars are encouraged to reflect on how giving to others is life-changing. Scholars are encouraged to participate in community service projects which are presented through their clubs, through opportunities offered by the TCC, by the many opportunities the CISD community sponsors, including Special Olympics, and through our places of worship.

There are many opportunities which allow scholars to serve others – through the holidays, over the summer, after school, etc. There are individuals and populations that are in need and our scholars are encouraged to reach out and help them.

NATIONAL HONOR SOCIETY

The National Honor Society was founded in the 1920's by the National Association of Secondary School Principals to recognize students who excel in all four of the following areas: scholarship, leadership, service, and character.

Juniors or Seniors will become eligible for consideration as a National Honor Society member if they

- a) have successfully completed 4 (four) weighted classes by the end of the previous school year, AND
- b) have a GPA of 3.60 or higher on the calibrated/weighted 5.0 scale at the end of the previous school year, AND
- c) are currently enrolled in at least one weighted class or, if a senior, successfully completed at least one weighted class his or her junior year, AND
- d) have completed and submitted the student activity form by the designated deadline.

Each member of the faculty shall have the opportunity to evaluate all students who qualify for consideration. Faculty members numerically evaluate character, leadership, and service and submit written comments. The evaluations are tallied by NHS sponsors and are presented to the faculty committee for review and discussion. The activity forms (which students submit) are also evaluated. Please remember that academics alone do NOT determine if a student will be selected for membership into National Honor Society. Each eligible candidate will receive written notification of the faculty committee's decision within one week of determination.

TCC STUDENT SUPPORT SERVICES

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.

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 CCA 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 CCA each scholar is expected to commit to the "business of learning." CCA 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 CCA 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 CCA Scholars Handbook and CISD handbooks.

CCA 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 CCA 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:

CISD Code of Conduct

<http://www.crowleyisdtx.org/cms/lib5/TX01917780/Centricity/Domain/507/Student%20Code%20of%20Conduct%202016-2017%20FINAL%20Board%20Approved%207-29-16.pdf>

CCA Eligibility Guidelines for Extracurricular Participation

CCA is the Crowley ISD program located at the CTE Center for students to earn an associate's degree while earning a high school diploma. Students must apply and be accepted to the program. CCA does not offer UIL extracurricular activities in the program. Students who attend CCA and wish to participate in UIL extracurricular activities can do so at their home school in the attendance zone of residence.

In order for a student to be eligible to apply to participate in extracurricular at their home campus:

- ✓ Students and parent(s) must live in the attendance zone of the high school where the student will participate.
- ✓ Students must be appropriately on grade-level, classified as 9th grade or higher, have a 2.0 overall GPA and be in Good Standing at TCC.

Here are a few guidelines:

- ✓ Receive permission from CCA Principal, home school Principal, and Head Coach or Director by collecting appropriate signatures on the Extracurricular Form. This form is available in the CCA office.
- ✓ Parent/student must provide their own transportation from CCA to their home high school unless a regular CTE shuttle is available.
- ✓ Students may practice or participate at their home school outside of CCA hours. Activity participation will not be accepted as an excuse for a student being late to school or missing school time at CCA. Exceptions for missing school time for activity participation may be granted if the student receives prior permission from the CCA Principal. The coach should communicate with the CCA office any absences reported for the team/group.
- ✓ Students must maintain good academic standing in both high school and college classes as well as good attendance, including being on time to classes. UIL Eligibility rules will apply.
- ✓ The home school head coach or director is responsible for checking student grades and all related UIL/CISD safety and eligibility requirements prior to practices or event participation.

All students will follow school and activity rules. Students who cannot practice or at least spend an acceptable, discernable time practicing with the group, may not be eligible to participate.

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;

"I make sure I do my best, because it is always worth it, no matter what you want to achieve in life!"

ANDREIA BRAZIER



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 Collegiate 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 CCA. 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 may then be required to re-take the college class **at their own expense**.

DRESS AND GROOMING

At CCA we Dress for Success!! CCA is a career-focused college program and as such we want to teach our scholars appropriate dress for various situations such as going for an interview, meeting prospective customers, attending business meetings or trainings. We also want to dress our best when guests come visit our campus, dress as a group when we go on field trips and college visits, as well as working on volunteer projects in the community. On field trips and other designated days, scholars should wear pants or dresses/skirts with either your CCA shirt or AVID class shirt. The remainder of the time scholars must follow the High School Dress Code found at this link [High School Dress Code](#).

Driver's License Verification of Enrollment (VOE)

The purpose of this form is to provide documentation of enrollment and attendance status to the Texas Department of Public Safety (DPS) for a student applying for a learner's license and/or a license to operate a motor vehicle. The student presents the completed form to DPS.

Scholars may request a VOE form from the CCA office during passing periods. Forms are generally ready for pick-up within 24 hours of the initial request, often by the end of that school day. VOE forms issued during the school year expire 30 days after issuance; exception for forms issued during the last 5 days of the school year which expire the first day of the following school year.

Vehicles on Campus

Scholars must have authorization from school administration before going to the parking lot during school hours. Eligible scholars may drive to CTE (parking permit will be required). For CTE parking permit, request a form from either the CCA or CTE main office. Student driver must submit a copy of their driver's license and insurance with \$40 fee for the school year. A student driver has full responsibility for the safety of their driving on school property as well as the security of their vehicle. Keys should not be given to another student. In addition, a student will be held responsible and subject to disciplinary action for any prohibited objects or substances, such as alcohol, drugs, tobacco, and weapons found in their car.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so, with or without the presence of the student.

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 your 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.

SCHOOL, STUDENT AND PARENT ACKNOWLEDGEMENT

(Please print clearly. Sign and return this form to the CCA Office.)

School

In recognition that it is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment, the school agrees to:

- 1.- Modify/enhance its instructional content to ensure that all students have an opportunity to meet the State's Student Performance Standards.
- 2.- Give orientation to faculty and staff on the latest instructional strategies and methodologies which research has shown to be effective.
- 3.- Identify and purchase high-quality, high-interest supplementary materials particularly in the areas of cultural and gender equity.
- 4.- Offer staff development on how to establish a positive learning environment in the school.
- 5.- Provide opportunities and encourage parents to volunteer and become active participants in their children's education.

Parents

In recognition that it is the responsibility of parents to support their children's learning, the parents of students attending CCA agree to:

- 1.- Maximize their child's attendance by ensuring they are on time every day.
- 2.- Ensure that their children devote sufficient time to complete and submit their homework on time.
- 3.- Promote reading at home as much as possible in order to foster a love of reading.
- 4.- Read and respect the Student/Parent Code of Conduct Handbook for all institutions.
- 5.- Attend Parental Involvement Activities.
- 6.- Encourage other parents to participate in their children's education.
- 7.- Attend Parent-Teacher conferences; be informed of graduation requirements and monitor academic progress through Family Access Center.

Scholars

In recognition that the scholars have the ultimate responsibility (privilege) of learning, the scholar agrees to:

- 1.- Be responsible by completing assignments and turning them in on time.
- 2.- Take pride in their school, individual work; and personal appearance.
- 3.- Be engaged in appropriate classwork.
- 4.- Encourage other students who need help.
- 5.- Spend on the average of one extra hour per day on "pleasure reading."
- 6.- Come to school and class on time.
- 7.- Be responsible for their learning and behavior.
- 8.- Display respect for themselves, school staff, and others at all times.

We acknowledge that we have read the CCA Scholar Handbook. The signatures below certify that we understand our responsibility with being familiar with its contents and following the policies and procedures outlined in this Handbook as well as other publications, including catalogs, handbooks and websites, mentioned herein.

Student's Printed Name: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____