





Parent/Student Handbook 2025–2026

HOW TO USE THIS HANDBOOK

The BASIS Texas Charter Schools Parent/Student Handbook contains important information for BASIS Texas Charter School [Parents](#). If you are reading online, we suggest that you download the handbook to your desktop for optimal viewing.

-  ■ Printed copies of this handbook are available for review at your BASIS Texas Charter School.
-  ■ Navigating the handbook: To return to the Table of Contents, click the content icon in the top right corner of each page. To see a specific section, click the section title in the Table of Contents. Where applicable, links to additional resources to help you further understand the content are provided on the right side of the page.

Green Text: When you see the term **SCHOOL INFORMATION** printed in green, refer to the links in the column on the right for [School](#) specific information.

Underlined black text: When the text references another section within the handbook, the text will be underlined. For quick navigation, the underlined text is linked to the page referenced.

Underlined purple text: When you see the term [Link](#) printed in purple, an external website will open in a new window with further information. These Links are not specific to a state or [School](#). If you are reading online and wish to return to the handbook, close the window.

Refer: Throughout the handbook, the term refer appears in bold when additional information on the topic is available on an external website.

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WELCOME TO BASIS CHARTER SCHOOLS

We are thrilled that you have chosen a BASIS Charter School as the appropriate educational environment for your student for the 2025–2026 school year. The first BASIS Charter School was founded in 1998 by Olga and Michael Block in Tucson, Arizona. It has grown from a single, small, family-run charter school with 56 students to a major player in the advancement of American education in Arizona, Louisiana, Texas, and Washington, D.C.

Even as we grow, we retain the commitment to excellence and the feeling of family that helped create the strong foundation for our mission and philosophy.

MISSION

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

PHILOSOPHY

Our [Schools](#) hold students to the highest possible academic standards, asks them to take responsibility for their own work, and do so with the guidance of teachers who are both highly qualified and highly motivated to help students in every way possible. We understand that the time a student has to prepare for college is exceedingly short; it is our goal to make the most of that time by providing the best, most focused college-preparatory education possible.



TERMS AND DEFINITIONS

School(s): The information contained within the handbook is common to all BASIS Charter Schools. For the purpose of this handbook, the term **School** is used to represent any or all BASIS Texas Charter Schools.

SCHOOL INFORMATION: Information that relates to all BASIS Texas Charter Schools, but differs based on specific **School**. The handbook provides a direct link to **School** specific information in the **SCHOOL INFORMATION** list located in the right-hand column of the page. The reader should also refer to their **School's** Guidebook.

Parent: For the purpose of this handbook, the term **Parent** is used to indicate a student's caregiver(s)/guardian(s) as identified in the student's registration documents as the person(s) with whom the student resides. It is assumed that both the **Parents** have equal rights as legal guardians of the student and all information will be provided to both **Parents** when requested during the registration process. If there is a court order limiting **Parent** custody, communication, or visitation with the student, it is the responsibility of the sole caregiver to submit a copy of the court order to the **School**. Unless a court order is on file, the **School** will regard both **Parents** as having equal rights to access and information regarding the student.

A student who is 18 years of age or older, or is legally emancipated, may submit written notice requesting the **School** not contact their caregiver(s) with regard to grades or other personal information. After submitting the required notice and documentation of legal emancipation, as appropriate, the term **Parent**, for the purpose of the handbook, represents the student and the previously-recognized **Parent** is excluded from any further communication. It is the student's responsibility to submit the written notice and documentation of legal emancipation, as appropriate. Without the notification on file, the student's caregiver(s) will continue to receive communication from the **School** regardless of the student's age and consistent with applicable law.



HANDBOOK PURPOSE AND ACKNOWLEDGMENT

The purpose of this handbook is to inform students and [Parents](#) of the policies, procedures, and operations of the [School](#). It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students. The [Parent](#) is required to review the contents of this handbook and share appropriate information with their student. **As a condition of enrollment, [Parents](#) and students are required to sign the Handbook Acknowledgment, which indicates that both the [Parent](#) and student understand and agree to abide by the directions of this handbook.** Each student will receive a copy of the Handbook Acknowledgment from their [School](#) to complete. Information, policies, and procedures pertinent to an individual [School](#) campus (e.g., drop-off and pick-up information, etc.) will be provided in the [School's](#) Guidebook, which applies alongside the Parent/Student Handbook.

Policies published in this handbook are overseen by the [School's](#) governance entity. To learn about the governance entity for your [School](#), **refer** to this [link](#).



ELECTRONIC COMMUNICATION SERVICE

The [School](#) uses an Electronic Communication Service. A [Parent](#) will receive all general information (including this handbook) and updates, notifications, announcements, newsletters, etc., through Internet-based communication. The [School](#) uses industry-standard technologies to protect and secure the electronic information. The use of any electronic communication system, such as the World Wide Web, has a number of risks that users should consider before use. While the [School](#) will use all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other security technologies, it cannot guarantee the security and confidentiality of web-based communications, and will not be liable for inadvertent or improper disclosure of confidential information that is not caused by intentional misconduct or that is caused by failures of systems outside of the [School](#). Information can be made available through the [School's](#) Front Office.

The information provided by the Electronic Communication Service is provided only to the [Parent](#). Only upon written request, and in compliance with the relevant laws and regulations, will the [School](#) provide information to other parties. For the purpose of this handbook, the term “communicated” means that the [Parent](#) is informed using the Electronic Communication Service. This does not prevent the [School](#) from using additional communication means, (e.g., flyers, signs in the parking lot, or electronic screens in the foyer and cafeteria).



ON-SITE SCHOOL MANAGEMENT AND STAFF

School management consists of the Head of School, Head of Operations, Director of Academic Programs, Director of Operations, Director of Student Affairs, Director of Primary Programs, and Director of Middle School Programs, or Director of Upper School Programs (depending on grade levels served and size of the **School**).

School staff includes teachers and teaching fellows, Deans, Assistant Directors of Student Affairs, Assistant Directors of Academic Programs, Special Education Coordinators, and other administrative staff. While every **School** has a Head of School and a Head of Operations, in smaller or newer **Schools**, the role of Director of Student Affairs might be performed by the Head of School or another administrator. The number of Deans or Assistant Directors of Student Affairs and the grades they are responsible for depends on the grades the **School** serves and its population. To find out who is in these management positions at your **School**, refer to **SCHOOL INFORMATION**.

Head of Operations

- Budget management
- Campus fundraising
- Auxiliary programs
- Facilities management
- Tech / IT oversight
- Events logistics
- Safety and Security
- Vendor management
- Procurement
- Front office oversight

Head of Schools

- Instructional leader
- Academic quality
- Campus fundraising
- Student behavior/discipline
- Student assessments
- Student records management
- Student enrollment
- Compliance

The course teacher (or Learning Expert Teacher, when applicable) is the first point of contact when **Parents** or students need to communicate about academic issues or a student's well-being in a specific course. Any other issues related to general academic performance or a student's well-being should be addressed with the student's Dean.

SCHOOL INFORMATION

School Management

[BASIS Austin](#)

[BASIS Benbrook](#)

[BASIS Cedar Park](#)

[BASIS Plano](#)

[BASIS Pflugerville](#)

[BASIS Richardson](#)

[BASIS San Antonio Jack Lewis Jr.](#)

[BASIS San Antonio Northeast](#)

[BASIS San Antonio Primary Medical Center](#)

[BASIS San Antonio Primary North Central](#)

[BASIS San Antonio Shavano](#)



ACCREDITATION AND SCHOOL MANAGEMENT

All BASIS Texas Charter Schools are managed by BASIS Ed Texas. To learn about BASIS Ed Texas, **refer** to this [Link](#). All [Schools](#) managed by BASIS Ed are accredited by Cognia, previously AdvancED (NCA CASI). To learn more about Cognia, **refer** to this [Link](#). Dedicated to advancing excellence in education worldwide, Cognia provides accreditation, research, and professional services to 36,000 schools and school systems across the United States and in 85 countries that educate 25 million students. Cognia accreditation represents the unified policies and procedures for accreditation and certification from its Accreditation Divisions: the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI). NCA CASI, NWAC, and SACS CASI comprise three of the six regionally recognized K-12 accrediting bodies and together have been accrediting institutions for 125 years. In order to earn Cognia accreditation, education providers must meet the accreditation performance standards, assurances, and policies, demonstrate quality assurance through internal and engagement reviews, and engage in continuous improvement. BASIS Ed received system re-accreditation from AdvancED (NCA CASI), now Cognia, in June 2017 and June 2023. System accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all parts of the education system—the community, [school](#), and classroom—work together to meet the needs of students.

HOW TO CONTACT US

A [Parent](#) may contact any member of the [School](#) management or staff by email or written note to the staff in the [School](#) office. Office Assistants are not authorized to provide anyone, including [Parents](#), with information related to student attendance or academic performance, but they are available to help connect you with the appropriate individual or department. Please refer to [SCHOOL INFORMATION](#) for office hours and contact information.

SCHOOL INFORMATION

Contact Us

[BASIS Austin](#)

[BASIS Benbrook](#)

[BASIS Cedar Park](#)

[BASIS Plano](#)

[BASIS Pflugerville](#)

[BASIS Richardson](#)

[BASIS San Antonio Jack Lewis Jr.](#)

[BASIS San Antonio Northeast](#)

[BASIS San Antonio Primary Medical Center](#)

[BASIS San Antonio Primary North Central](#)

[BASIS San Antonio Shavano](#)



CURRICULUM AND COURSE ENROLLMENT

All BASIS Texas Charter Schools follow the BASIS Charter School Curriculum. This internationally-benchmarked and accelerated liberal arts curriculum was developed by BASIS Ed and is managed and continuously developed by BASIS Charter School Curriculum experts.

The BASIS Charter School Curriculum determines the order in which students are required to take specific courses or what courses students can select from the School Course Catalog. For a specific School Course Catalog, **refer** to the BASIS Texas Charter Schools Course Catalog link in ParentSquare.

The BASIS Charter School Curriculum aligns with the educational standards and mandatory aspects of every state in which our network operates schools. Therefore, by teaching our curriculum as set forth by our network's educational experts, our teachers are in compliance with any such standards. Using our curriculum management system, the teacher designs the Course Syllabus. The syllabus explains the content of the course in the form of a course outline, including lesson units and their instructional objectives. In addition, the syllabus includes a description of class policies, and grading policies, as well as a list of supplies and instructional materials needed for the class. Students receive the syllabus by the end of the third week of instruction. Each course syllabus will be made available. The BASIS Charter School Curriculum distinguishes two types of courses: required courses and elective courses. The required and elective courses offered to students at any BASIS Texas Charter School meet or exceed the requirements of Texas standards.

REQUIRED COURSES

Students are assigned required courses. In the event that there are alternatives to required courses for students in specific grades, a school administrator recommends placement based on course prerequisites and available space. The prerequisites include, but are not limited to, previously attended courses, academic results in previously attended courses, results of placement tests, and auditions. Based on a student's performance, a school administrator may recommend a change in the student's required course enrollment during the school year. The final decision is made by the student's Director(s). The [Parent](#) is informed prior to a final decision.

ELECTIVE COURSES

Starting in grade 6, students must select one elective course from available options. Because some electives are more popular than others, students are required to list more than one preferred elective. [Parental](#) approval is required for a student's preferred elective courses, as certain elective courses may request a fee for optional materials designed to enhance the student's experience in the course. The Curriculum Coordinator and/or Director(s) recommends elective placement based on course prerequisites and available space; then, the Director(s) makes the final decision about placement in an elective course based on the recommendation.



CHANGES IN ELECTIVE ENROLLMENT

Only students in grades 8–12 are allowed to petition for changes in elective courses. Students in grades K–7 are assigned elective courses by the process described above. Based on a student's academic results, the Curriculum Coordinator may recommend a change in elective course enrollment during the school year. The final decision is made by the Director(s). The [Parent](#) is consulted prior to a final decision.

WITHDRAWAL FROM ELECTIVE (GRADES 8–12 ONLY)

Students must take at least one elective course per school year. However, students may withdraw from a second elective course prior to the start of Trimester 2. Students not meeting this deadline may petition the Director of Academic programs, though any withdrawal past this date may have an adverse effect on a student's academic record. In the event that a student is enrolled in a second elective course because they have chosen not to take an AP Science course, the student may not withdraw from the second elective course at any time.

LATE ENROLLMENT IN ELECTIVE (GRADES 8–12 ONLY)

Students may petition the Curriculum Coordinator (in writing) for late enrollment in an elective course. The Curriculum Coordinator will confirm with the course teacher that the course is available (based on space, academic standing, etc.). The Curriculum Coordinator recommends the petition for approval, or disapproval, to the student's Director(s). The Director's decision is final. If the petition is approved, the timing of the change in course enrollment depends on when the petition was made:

- If the petition was submitted between the first day of school and the end of the first full week of classes, the student will be enrolled in the new elective course immediately after the approval is granted.
- If the petition was submitted after the first two weeks of the first Trimester, but before the end of the first Trimester, the student will be enrolled in the new course at the beginning of the second Trimester.

DROP/WITHDRAWAL PROCESS

How to drop/withdraw

In some situations, students may remove a class from their current schedule by dropping it or withdrawing from it. A student may request a drop/withdrawal from a class by contacting the Curriculum Coordinator.

Before the drop deadline

A drop request made prior to the end of the Trimester 1 deadline will be considered a drop. An approved drop will remove the class from the student's current schedule with no record of enrollment in the class on your official transcript.



After the drop deadline

A student may petition their teacher and the Director of Academic Programs to withdraw from a course by the fifth Monday of Trimester

2. When a petition to withdraw from a course has been approved, the student's record will carry the notation W for the course. The transcript states: "W indicates permission to withdraw from the course without completing requirements and credit for the course. The grade of 'W' has no impact on your GPA."

A student who does not receive permission to withdraw from a course by the fifth Monday of Trimester 2 must continue attending that course and will receive whatever grade is earned in that class.

RETAKING A CLASS

If a student fails a class required for graduation, they will be required to retake that class. When this happens, both grades are counted toward the student's GPA. Under no circumstances does the new grade replace the original grade in the class.



SCHOOL ORGANIZATION

GRADES

Schools are organized in different grade level configurations within the K–12 system.

- **Grades K–5:** BASIS San Antonio Primary Medical Center, BASIS San Antonio Primary North Central
- **Grades K–7:** BASIS Austin, BASIS Richardson
- **Grades K–8:** BASIS Benbrook, BASIS San Antonio Northeast
- **Grades K–9:** BASIS San Antonio Jack Lewis Jr., BASIS Plano
- **Grades K–11:** BASIS Cedar Park, BASIS Pflugerville
- **Grades 6–12:** BASIS San Antonio Shavano

To simplify communication, High School refers to grades 9–12. For policies regarding promotion from grade to grade once a student is enrolled at a BASIS Texas Charter School, please see [Grade and Course Promotion Criteria](#). Students may be transferred between grades during the school year at the recommendation of the Director of Student Affairs and Head of School. The Head of School has the final decision. The **Parent** is consulted prior to a final transfer.

GROUPS AND SECTIONS

Students in grades K–8 are organized into “groups” based on grade level; for the majority of the day, students in the same group will attend classes together. Students in grades 9–12 are organized into “sections” for the purpose of scheduling. Section assignment depends on program requirements, students’ academic readiness, and scheduling constraints. Additionally, in certain cases (e.g., elective courses), the placement of students in sections is guided by student or **Parent** preference. For students in grades K–8, the sections mostly coincide with the groups. All classes for students in grades 9–12 are scheduled by section. Students may be moved between groups and sections during the school year at the recommendation of the course teacher or the student’s Dean. The final decision about group and section placement is at the discretion of the Director of Academic Programs. The **Parent** will be informed prior to any change.

The **School** reserves the right to make all final decisions regarding the placement of a student in a grade, group, or section.



INSTRUCTIONAL DAY

The standard instructional day varies depending on grade level. Regardless of the grade level, however, the day includes courses or classes, transition periods or breaks, and lunch. Depending on grade level, the day may also include recesses. Students attend regular courses, elective courses, breaks, recess, and lunch during the times specified on the student schedule. To learn about the [School](#) and grade-specific schedules, refer to the student schedule your student receives during the first week of instruction.

SCHOOL YEAR

The school year is defined in the school calendar and meets or exceeds the minimum days and hours of instruction prescribed by relevant laws or regulations. Typically, the school year has a total of 179 instructional days. Most instructional days are full days. For specific dates of instruction, early release, and other school year information, refer to [SCHOOL INFORMATION](#) and the School Guidebook.

The school year consists of the Academic Term, review periods, Project Term, and optional summer term:

- **Academic Term:** Starts on the first day of school and ends on the last school day before the Comprehensive exam review period (for grades 6–8), before Final Exams (for non-AP courses in grades 9–12), or before AP Exams (for AP courses in grades 9–12). During the Academic Term, students follow their regular schedules. The Academic Term is divided into three Trimesters.
 - For the purpose of early identification for Academic Support Student Program, Trimesters are divided into mid-Trimesters. During the Academic Term, the [School](#) requires students in all grades to take any standardized examinations mandated by the relevant law or regulation. A test calendar with detailed dates will be communicated to the [Parent](#) as soon as it is available.
- **Review periods (Grades 6–8):** Begins a minimum of five school days before PreComprehensive and Comprehensive exams. During the review period, no new content is introduced, rather this time is spent preparing for PreComprehensive and Comprehensive exams. Students in grades K–5 and 9–12 are exempt from both PreComprehensive and Comprehensive exams and, therefore, do not participate in the review periods. The dates of PreComprehensive and Comprehensive exams are marked in the [School](#) Academic Calendar.
- **Senior Project Term (grade 12 only):** Senior Project Term starts on the first day of the third Trimester. Seniors who have fulfilled conditions required for participation in a Senior Project may spend the last Trimester participating in the Senior Project, typically outside school premises. For more information about the Senior Project requirements and eligibility, please refer to the Graduation and Diploma Requirements link in ParentSquare. Grade 12 students who choose not to participate in the Senior Project during the third Trimester will be required to continue attending their normal classes.
- **Summer term:** Begins after the last school day and ends the day before the first day of the following school year. During summer term, the [School](#) may organize optional summer programs for students.

SCHOOL INFORMATION

School Calendar

[BASIS Austin](#)

[BASIS Benbrook](#)

[BASIS Cedar Park](#)

[BASIS Plano](#)

[BASIS Pflugerville](#)

[BASIS Richardson](#)

[BASIS San Antonio Jack Lewis Jr.](#)

[BASIS San Antonio Northeast](#)

[BASIS San Antonio Primary Medical Center](#)

[BASIS San Antonio Primary North Central](#)

[BASIS San Antonio Shavano](#)



GRADE PROMOTION REQUIREMENTS AND GRADE REPORTS

For policies regarding trimesters, grading scales, grade promotion, grade reports, and GPA calculations differ by grade level, **refer** to the Grade Promotion link on ParentSquare.

GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

To obtain a BASIS Diploma, students must fulfill the graduation requirements for their graduating year and their [School](#). Most of these requirements are the same at each [School](#). However, these may be modified depending on region-specific requirements and the [School](#).

To read more about the BASIS Graduation Requirements and Diploma Options, (defined by [School](#) and year of graduation), **refer** to the Graduation & Diploma Requirements link, listed by cohort, on ParentSquare. It is crucial for the students and [Parents](#) to read this information prior to the student entering grade 9. All students, including students with disabilities who receive specialized instruction and/or related services under an Individualized Education Program or Section 504 Plan, must meet the graduation requirements set forth for their graduating year and BASIS Charter School in order to receive a BASIS Diploma.



EXAM REQUIREMENTS AND FEES

Advanced Placement® (AP) Exams: The College Board assesses a fee for each exam ordered. The BASIS Diploma graduation requirements compel students to take a minimum of six AP Exams and pass at least one with a minimum score of 3 (see BASIS Graduation Requirements and Diploma Options). As long as a student maintains a Cumulative Course Average of a D or above in any AP course (by the end of the third Trimester), the [School](#) will pay for the minimum required number of AP Exams each year.

The [School](#) will pay for additional AP Exams when the student meets the following conditions:

- **In grade 8**, upon teacher recommendation, which is based on the student's performance on practice AP Exams and the course in general.
- **In grade 9**, for the second or any additional, non-required exam, upon teacher recommendation.
- **After grade 9**, students must maintain an average score of 3 or above on all AP Exams or the student may not receive full financial support for AP Exams beyond the six that are required for graduation.
 - If a student leaves the [School](#) before graduating, the cost of any non-required AP Exams taken while attending the [School](#) will be charged to the [Parent](#).

OECD TEST FOR SCHOOLS (BASED ON PISA)

The highly respected Programme for International Student Assessment, or PISA, is managed by the Organization for Economic Co-Operation and Development (OECD). The PISA is administered every three years internationally, while the OECD Test for Schools (based on PISA) is administered in the United States every year by schools that elect to take it. The PISA test is an internationally benchmarked, school-level assessment tool that measures critical-thinking skills and how well 15-year-old students can apply their knowledge of reading, math, and science to real-world problems. The results of the PISA enable the [School](#) to compare their students' results against international results and earn international recognition. Since the test measure a student's problem-solving abilities and is not curriculum-based, it requires no prior preparation. This test is critical for the [School](#) to determine international benchmarking; therefore, all eligible 15-year-old students are required to take the test during the school year, although they do not factor into students' grades. For additional details, **refer** to the OECD Test for Schools website at this [Link](#).



ADDITIONAL GRADE PROMOTION CRITERIA

Texas

Texas EOCS: Pursuant to Texas law, all students in Texas must pass End of Course (EOC) exams in five subjects (Algebra I, English I, English II, Biology, and U.S. History) in order to be eligible for graduation. The end of course exams are given at BASIS Charter Schools consistent with the year the student takes the course material. For more information, refer to this [Link](#).

Please note: Based on the essential knowledge and skills for each course, and in light of the BASIS Charter School Curriculum, BASIS Ed retains the right to implement an equivalency scale for the purposes of determining course credit for high school graduation should the state mandate a grade average.



ACADEMIC RECOGNITION

The [School](#) recognizes and celebrates high academic performance at the end of each Trimester. The Director of Students Affairs organizes an Academic Honors and Awards Assembly at the conclusion of the first two Trimesters.

Student academic achievement is recognized in the following categories:

- **Distinguished Honor Roll:** Top 5 percent of students with the highest cumulative averages (grades 5–12 only; not awarded for Trimester 1).
- **Honor Roll:** Top 15 percent of students with the highest averages for the current Trimester (grades 5–12 only, awarded during every Trimester).
- **Most Improved Honor Roll:** Top 5 percent of students in terms of total percentage improvement between the previous Trimester and the current Trimester(not awarded for Trimester 1).
- **90s Club:** All students in grades K–7 earning a cumulative Average of 90% or higher for the current Trimester (awarded every Trimester).
- **Commended Scholar List:** All students in grades 8–12 earning a cumulative GPA of 3.5 or higher for the current Trimester (awarded during every Trimester).

The Director of Student Affairs and/or designated [School](#) staff will recognize each category of academic achievement independently and will announce the names of the students eligible for the specific category in each eligible Trimester.

In addition, at the end of the school year, the Director of Students Affairs organizes an assembly for each grade level to celebrate the conclusion of the school year. During these assemblies, students are recognized for their efforts throughout the school year; these ceremonies include school-specific awards, such as Student of the Year. During the graduation ceremony, awards are given to graduating students.

Awards Assemblies will be scheduled during the school day. While the [School](#) will make every effort to enable parent attendance at the Awards Assembly, these events are primarily to give students the opportunity to celebrate academic success. The [School](#), at its own discretion, may choose to restrict parent/guest attendance at the Awards Assemblies in response to space, parking, or safety concerns.

At the beginning of each school year, the Director of Student Affairs organizes an awards ceremony to celebrate students' outstanding academic performance from Trimester 3 of the previous school year. (Note: If a campus held a Trimester 3 Academic Award Ceremony before the conclusion of the school year, this would not apply.) These ceremonies include the applicable awards defined above, as well as other academic accolades achieved.



ENRICHMENT ACTIVITIES

ACADEMIC SUPPORT PROGRAM

One of the central tenets of the [School's](#) educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools BASIS Charter Schools use to support the growth of academic independence in students. Academic Support Advisers work closely with students to instruct them in effective use of resources available to students within the [School](#).

Students are primarily placed on Academic Support when they are displaying systematic deficiencies in turning in assignments, producing quality assignments, or they are failing to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they first enter a BASIS Charter School, following an extended absence, or when they need close monitoring for a variety of reasons. Academic Support Placement is always temporary, and the goal is to “graduate” students from the program as they take more and more responsibility for seeking out academic support on their own.

ENRICHMENT ACTIVITIES

Each [School](#) aligns its Enrichment Activities, both clubs (e.g., sports, chess, and string ensemble) and events (e.g., school dances), with the interests of their students. The [School](#) Enrichment Activities serve to provide academic, artistic, sporting, and community service opportunities and to expand the options offered by the curricular program. Enrichment Activities are offered in conjunction with academics, and participation in these activities will not be prioritized over academic success. Information on the available Enrichment Activities offered at your [School](#) will be communicated to your student throughout the school year. If further information is required, please make an appointment with the [School's](#) Auxiliary Program Coordinator or Director of Operations.



RULES

The [School's](#) academic rigor and high expectations demand an environment that is free from disruption and fosters mutual respect among students and staff members. To accomplish this, the [School](#) has developed clear rules concerning student behavior that are strictly enforced without regard to gender, religious belief, ethnic background, nationality, disability, gender identity or expression, or other protected class. Any violation of rules described within this Handbook is considered a violation of [School](#) rules. Signing the Handbook Acknowledgment as defined in the [Handbook Purpose and Handbook Acknowledgment](#) section of this Handbook indicates that both the student and [Parent](#) have read and understood all policies and rules. The Handbook Acknowledgment will be provided by the [School](#).

[School](#) discipline is enforced each school day for all students whenever they are on [School](#) premises or participating in [School](#)-sponsored activities. This policy is enforced wherever and whenever an organized [School](#) event takes place. The [School](#) reserves the right to discipline students for off-campus behavior at [School](#) organized events and for off-campus behavior that disrupts the [School](#) environment. The [School](#) may also honor the disciplinary consequences imposed by a student's previous school or deny enrollment based on disciplinary status consistent with all applicable state and federal laws.



CODE OF CONDUCT

- **Promotes respect for fellow students and staff members:** All students are expected and required to behave in a respectful manner toward other students, staff members, and property. In particular, the **School** adheres to a zero tolerance policy* toward any language or behavior that intimidates, belittles, or causes physical or emotional injury to others.
- **Promotes respect for all individuals:** The **School** is fortunate to have a very diverse student population from a variety of ethnic, cultural, and religious backgrounds and strives to provide an environment where all students feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on **School** premises. These include, but are not limited to, the use of derogatory statements in reference to anyone's race, sexuality, gender expression, ethnicity, culture, religious background, disability, or any other classification protected by law.
- **Promotes individual and community responsibility:** Each student is responsible and will be held accountable for their own language and actions. This responsibility extends to any knowledge of misconduct by other students. If a student is aware of misconduct by another student, it is their responsibility to inform a staff member. Withholding such information may be considered a Disciplinary Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate and will invoke appropriate sanctions against any student who responds to another in a retaliatory manner. Staff members will not tolerate bullying or cheating and neither should students. Please note that plagiarism, defined as the practice of taking someone else's work or ideas and passing them off as one's own, is considered cheating.
- **Provides a safe environment for students:** Threatening conduct of any kind by any medium is not tolerated. It is the responsibility of all students to immediately inform a staff member about any possible threat to student or staff member safety, health, or property that they have observed or have knowledge of. Withholding such information may be considered a Disciplinary Violation.
- **Provides a disruption-free, educational environment:** No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Disciplinary Violation.

**For the purposes of this handbook, zero tolerance policy means that disciplinary consequence will be identified and imposed for infractions in the sole discretion of the school.*



GENERAL RULES

- Compliance with all federal, state, district, and local laws.
- No possession of weapons, objects that could be used as weapons, or simulated weapons of any kind.
- No possession of drug paraphernalia, devices intended to be used for ingestion or inhalation of drugs or other prohibited substances (e.g., vape pens), or any objects that have been modified to be used to ingest or inhale prohibited substances.
- No possession, use, distribution, or attendance under the influence of tobacco products, drugs (including marijuana), unauthorized prescription medication, alcohol, or any other dangerous, illegal, or controlled substance.
- No physical or verbal aggression against or abuse of persons or property, including abuse of the Communication Journal (e.g., no removing CJ entries or pages).
- No derogatory or suggestive comments about one's own or another individual's sexual orientation.
- No display of sexually suggestive objects or pictures.
- No public display of intimate affection.
- No use of profanity or verbal abuse of any persons.
- No harassment, bullying, or cyberbullying.
- No use of computer equipment or internet network in a way that violates school policies for technology use.
- No possession or unauthorized use of matches, lighters, or explosive materials.
- Compliance with all written rules and procedures provided and/or posted throughout the [School](#) premises, including emergency procedures.
- Compliance with verbal directions of staff members.
- Arrive at class or any required [School](#) activity on time and appropriately equipped.
- Attendance at all scheduled classes and all required [School](#) activities.
- No sale of any products or goods on [School](#) premises or at [School](#)-sponsored activities, except when authorized by a School Director or the Head of School.
- No unauthorized use of the BASIS® name and/or logo. The BASIS name and logo are trademarks protected by state and federal law.
- No unauthorized personal photography or recordings, including video and audio, on the [School](#) campus or during [School](#) events without the written permission of a [School](#) administrator.



- No photos or recordings, including video and audio, taken at the [School](#), whether authorized or not, may be posted on the Internet or in any other public forum without permission from a [School](#) administrator.
- Staff members are authorized to use reasonable physical force in self-defense, defense of others, and defense of property. Staff members will do so in accordance with [School](#) policy and applicable law. The [School](#) may summon law enforcement at its discretion when a student's refusal to obey [School](#) instructions creates a safety threat.
- No chewing gum anywhere on [School](#) premises.

CLASSROOM RULES

- To enable students to master subject content, the classroom environment must be conducive to learning. Teachers set standards for student behavior and consequences for violating those standards in their classrooms. Specific classroom rules must be compatible with all policies and procedures published in this Handbook and are communicated to students and [Parents](#) via the Course Syllabus. Students must adhere to the following classroom rules:
- No disruption of another student's education.
- No eating, drinking (other than water), or chewing anything, including gum.
- No passing notes.
- All electronic devices (including, but not limited to, games, radios, portable music players, smart watches, and cell phones) must be switched off and out of sight during all academic, extracurricular, and auxiliary programs. The [School](#) discourages students from bringing electronic devices to school and is not responsible for any lost, damaged, or stolen devices. Further, should a school official believe that the device brought to campus is being used in violation of the school's code of conduct, the school reserves the right to confiscate that device from the student, to be retrieved solely by their [Parent](#).

TECHNOLOGY RULES

The Code of Conduct and all school/classroom rules apply to online conduct in classes or activities where students use computer equipment to engage on school's educational platforms. This includes compliance with the Technology Use Contract and Internet Safety policies and rules.

PLAYGROUND RULES (WHERE APPLICABLE)

- Play only in the designated recess areas.
- Do not play near irrigation and/or muddy areas.
- Practice good sportsmanship at all times.
- Play safe, non-violent games (no tackling, grabbing clothing, tripping, or pushing).



- Use playground and sports equipment as intended and only in designated areas.
- Obtain permission from a teacher or staff member before leaving the playground.
- Do not touch or handle broken glass or harmful objects and report such items to a teacher or staff member immediately.

DRESS CODE

The dress code is designed to promote respect for each student as an individual capable of exercising discretion and making responsible choices for their attire. All students must wear clothing that is appropriate to an academic environment and adheres to the following guidelines:

- No clothing may be worn that is not appropriate for school (e.g., revealing clothing, exposed undergarments, etc.).
- No clothing may be worn that features offensive language; derogatory statements about individuals or groups of individuals; references to tobacco, drugs, alcohol or gangs; or wording/graphics that are suggestive of sexual or inappropriate behavior.
- No clothing or footwear may be worn that could threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, or excessively high-heeled or platform shoes). Students in grades K–4 are not permitted to wear flip-flops.
- Staff members will determine whether a student's attire complies with the dress code and will report any violations to the Dean of Students. The Dean's decision regarding dress code is final. A dress code violation may be dealt with by requiring the student to cover up clothing or turn clothing inside-out, or by requesting that a [Parent](#) deliver replacement clothing to the [School](#). Other measures include confiscation of non-essential items (e.g., hats) as appropriate. Repeated dress code warnings may be considered a major Disciplinary Violation.

STUDENT PROPERTY ON CAMPUS

The [School](#) strongly discourages students from bringing any personal property including valuables to school that is not necessary to their education programming such as jewelry, electronic devices (e.g., cell phones, game systems, radios, portable music players, etc.) The [School](#) is not responsible for the loss or theft of any item.

Personal computers or tablets in the classroom are allowed only when the teacher gives explicit permission. Use of other electronic devices, including mobile phones and smart watches, during classes, is strictly prohibited. At a minimum, all electronic devices must be switched off and remain in the student's locker/cubby during the school day. Personal items, print media, or electronic media brought to school must never contain nudity, profanity, excessively violent or sexual content or content of a discriminatory or harassing nature. Breach of this rule results in confiscation of the item and may be considered a major Disciplinary Violation. Please refer to the [School's](#) Guidebook for specific policies regarding the use and possession of electronic devices and other student property on campus. For further information on the applicability of this policy to students served by Exceptional Student Services, see the Special Education Policies in ParentSquare and contact the [School's](#) Special Education team.



PHYSICAL/VERBAL AGGRESSION AND ABUSE

Students must immediately report any aggressive behavior to the nearest staff member, who will assess the seriousness of the problem, stop the offensive behavior, and/or initiate disciplinary consequences.

If a student is the victim of physical aggression, they may use force to defend themselves only if it is necessary to prevent the offender from further aggression. [School](#) administrators have the authority to decide if an aggressive defense is considered necessary or if the student could have diffused the situation by other means (e.g., calling a staff member, walking away).

If a student observes aggression against property, they may try to stop this behavior only if this property damage might put others in immediate physical danger. In any other case, it may be considered a Disciplinary Violation for students to engage in any restraining, retaliatory, or vengeful behavior. Students who witness property damage must report it to a staff member.

If a student engages in a behavior that is offensive or inappropriate, including but not limited to seeking or engaging in physical contact and/or body part exposure, the teacher assesses the seriousness of the problem, stops the offensive behavior, and derives disciplinary consequences for such behavior. Students who persist in inappropriate comments or behavior may be removed from class by an administrator.

Students must observe the [School's](#) policies pertaining to behavior, respect, and anti-harassment/non-discrimination in all interactions with peers and school staff. Students may not engage in speech that is threatening, vulgar, or harassing.

Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate. Sanctions may be invoked for retaliatory offenses, irrespective of the cause.

BULLYING AND CYBERBULLYING

The [School](#) will employ the following definition for bullying and cyberbullying as provided in Texas Education Code §37.0832:

- **“Bullying”** means a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property or on a bus or vehicle being used to transport students for any school-related activity or school-sponsored event that:
 - has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - materially and substantially disrupts the educational process or the orderly operation of a classroom or school.
 - Infringes on the rights of another Student at [School](#); and
 - includes cyberbullying.



- “**Cyberbullying**” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other International-based communication tool.
- **Cyberbullying** also includes instances of cyberbullying that occur off school property or outside of a school-sponsored or school-related activity if:
 - It interferes with a student’s educational opportunities; or
 - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

For the [Schools](#)’ Racial and Sexual Non-Discrimination/Anti-Harassment Policies and Procedures **refer** to this [Link](#).

Suspected, observed, or experienced harassment or bullying must be immediately reported to a staff member. Failing to report harassment or bullying may be considered a Disciplinary Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate, and invoke appropriate sanctions against any student who responds to another in a retaliatory manner.

The [School](#) goes to great lengths to prevent bullying, harassment, discrimination, and retaliation of any kind from occurring among its staff, students, and other community members. The [School](#) provides age-appropriate training to all students on these topics each school year. In connection with that training, the [School](#) provides a consent form to all [Parents](#) further emphasizing the [School's](#) commitment to providing a school environment that promotes the equality, dignity, and respect of every student. By completing the form, [Parents](#) read and acknowledge that commitment while indicating their consent for their students to participate in the training. The [School](#) will hold all students accountable for adhering to its rules, Code of Conduct, anti-harassment and discrimination policies, and its prohibition against retaliation, regardless of whether the students’ [Parents](#) consent to participation in the training.



DISCIPLINARY CONSEQUENCES

A Disciplinary Violation is defined as non-compliance with any of the sections of this Handbook, the School Guidebook, and [School](#) rules, especially with the Code of Conduct. A list of offenses that may result in suspension and/or expulsion is available at the [School](#).

Contacting Local Law Enforcement Authorities: If a student is considered an immediate threat to themselves or others, or engages in conduct required by law to be reported to law enforcement authorities, [School](#) personnel will alert administrative staff and may contact law enforcement as appropriate to the circumstances.

Dean Referral: the student is required to report immediately (or in the time interval indicated by a staff member) to the Dean for a potential disciplinary action. Prior to disciplinary action, the staff member referring the student to the office verbally informs the Dean of the violation or completes a referral report describing the event. The Dean, or a designated person, then informs the student of the policies violated, invites the student to explain their understanding of the event, instructs them on disciplinary due process, and decides the remedy or the disciplinary consequences, as listed on the next page.

Consequences of a Disciplinary Violation may include, but are not limited to, the following disciplinary actions:

- **Minor disciplinary consequences**
 - **Notice of Disciplinary Violation:** the student is reminded of the next level of consequences for any subsequent Disciplinary Violation and may be excluded from the class for additional time and required to write a letter of apology or an essay to demonstrate that they understand the nature of the Disciplinary Violation. There is no requirement to inform the [Parent](#) about this action. In more severe cases, the Dean might request that the student perform additional academic or school service activities during the period of exclusion, before or after school the following day, and/or be excluded from an Enrichment Activity. In this case, the Dean may write a notice regarding the Disciplinary Violation in the CJ and the student is required to obtain a [Parent](#) signature by the next school day. Failure to follow instructions or obtain the signature may result in more serious consequences.
 - **Temporary Exclusion:** the student is temporarily excluded from school spaces, physical or virtual, at the school's discretion, due to a Disciplinary Violation. The student spends an assigned time in a designated area under the supervision of a staff member. During this time, the student may be required to work on additional academic tasks or [School](#) service activities (usually activities related to the upkeep and maintenance of the [School](#)). Each exclusion is considered a Dean Referral. Failure to follow instructions during exclusion may lead to major disciplinary consequences.
- **Major disciplinary consequences**
 - **Short-Term Suspension (1–5 school days):** When the [School](#) is considering imposing short-term suspension, absent extraordinary circumstances the [School](#) will notify [Parents](#) and communicate with the student to give them an opportunity to explain their perspective. This conversation may occur immediately prior to the imposition of the suspension. The student must remain away from the [School](#) premises, classes, and all other [School](#) activities. Short-term suspension does not excuse the student from any academic work required during the suspension. Suspended students must make up missed assignments to receive credit for them. The Dean or School Director will set up procedures to ensure that the student has all the material and



information necessary to perform independent study. Upon returning to [School](#), the student is required to deliver all finished assignments they received during the suspension and coordinate any make-up tests or quizzes with the teacher of each subject. The student must make up these tests/quizzes on dates specified by each teacher.

When the School Director imposes a short-term suspension, the suspended student's [Parent](#) is informed in writing, and may be informed by telephone or in person. The [Parent](#) may be required to remove their student from the [School](#) immediately, or the School Director may postpone the start of suspension until the next day (or a later date). The School Director may also postpone the final decision regarding the length of suspension due to a pending incident investigation. The [School](#) reserves the right to suspend, without prejudice, any student subject to such investigation. If a student is subsequently found not at fault of a Disciplinary Violation or the violation proves to be significantly less serious than suspected, they are allowed an opportunity to make up and receive credit for missed assignments; however, there is no other compensation for the time spent on suspension during the investigation (e.g., no private tutoring, no more than regular additional time for make-up work). Once the incident investigation is completed, a conference between the School Director and the [Parent](#) is required before the student is allowed to return to the [School](#).

Whenever the School Director imposes a short-term suspension, the [Parent](#) has the opportunity to discuss the incident and the disciplinary decision with the School Director during the mandated meeting prior to the student returning to the [School](#). If the [Parent](#) does not support the decision, they may email their objections to the School Director. The School Director will forward the email to the Head of School. The [Parent](#) will then receive a response from the Head of School within 10 school days, but during this time, the School Director's decision stands. If the Head of School supports the School Director's decision, that decision is final and there will be no further appeal.

- **Long-Term Suspension (6+ school days):** Pursuant to Texas law, if the School Director determines that a student's conduct warrants suspension for more than five school days, the Director or Head of School will schedule a hearing and provide the [Parent](#) with written notice of the reasons for the proposed disciplinary action. The notice will include the date and location of the hearing, which will be within five school days from the date of the disciplinary action. The complete disciplinary due process for BASIS Texas Charter Schools can be found in the School Guidebook. The student must remain away from [School](#) premises, classes, and all other [School](#) activities. Long-term suspension does not excuse the student from academic work assigned during the term of suspension. As in the case of short-term suspension, the same procedures are employed to ensure the student has access to adequate resources necessary for independent study. The student might be required to come to the [School](#) after regular hours to take exams and quizzes during their long-term suspension. Prior to any long-term suspension, the student is placed on short-term suspension and the same rules described in the short-term suspension paragraph above are invoked. During the short-term suspension, appropriate [School](#) personnel conducts an investigation of the incident. This investigation will not exceed the length of the short-term suspension absent extraordinary circumstances. Once the investigation is completed, the CEO of BASIS Ed Texas or CEO-Designee will select up to three individuals to serve as the Discipline Hearing Committee. These individuals will be unbiased third parties who may be employees of BASIS Ed and who were not involved in the underlying events giving rise to the suspension recommendation. The student and their [Parent\(s\)](#) will receive written notice of the of the hearing, which shall include: date, time and place of the hearing; statement of offense(s);



parental rights, and list of witnesses, and exhibits expected to be presented at the hearing. The Discipline Hearing Committee will issue a final written decision following the hearing.

Expulsion: The [School](#) permanently withdraws the student's privilege of attending the [School](#). Expulsion is initiated at the recommendation of the Head of School or other appropriate [School](#) personnel, following an investigation of the incident. The CEO of BASIS Ed Texas or CEO-Designee will select three individuals to serve as the Discipline Hearing Committee. These individuals will be unbiased third parties who may be employees of BASIS Ed who were not involved in the underlying events giving rise to the expulsion recommendation. The student and their [Parents](#) will receive written notice of the hearing, which shall include: date, time and place of the hearing; statement of offense(s); parental rights, and list of witnesses and exhibits expected to be presented at the hearing. The Discipline Hearing Committee will issue a final written decision following the hearing.



OTHER DISCIPLINARY PROCEDURES

In general, the [School](#) follows a progressive discipline process. Depending on the severity of the conduct and proposed disciplinary consequence, school staff or hearing officials will determine the disciplinary consequence.

The most common type of Disciplinary Violation is disruptive behavior in the classroom. While such misconduct is generally considered relatively minor, repeat violations may be damaging to the classroom environment and may interfere with the learning process. Therefore, repeated minor infractions may eventually lead to major consequences such as short-term suspensions.

If a staff member announces a disciplinary consequence and the student believes the discipline is unjust, the student may request to contact their [Parent](#) immediately. The Dean will arrange for the student to contact their [Parent](#). The [Parent](#) may elect to pick up the student immediately or allow the disciplinary process to move forward and implement consequences. If the [Parent](#) chooses to pick up the student within a reasonably short time, the student is taken out of their regular program and supervised by the Dean (or a designated staff member) until the [Parent](#) arrives. It is not the Dean's responsibility to be available for a meeting with the [Parent](#) upon their arrival. If the [Parent](#) has questions regarding the incident, they can set up a meeting with the Dean to discuss the issue at a later date. If the [Parent](#) does not honor the student's request to be collected, does not arrive within a reasonable amount of time, or cannot be contacted, the disciplinary process will continue. Generally, a reasonable amount of time means within one hour after the first call has been made; however, the Dean (or, in some cases, the Director of Student Affairs) may adjust based on individual circumstances.

Following a decision on a Disciplinary Violation, a [Parent](#) may request a meeting with the Dean of Students and may ask the Dean for a further explanation of the decision, in writing. The meeting shall occur as soon as schedules permit, and the [Parent](#) will receive the explanation within 10 school days. Should the [Parent](#) require further information, they may request a meeting with the Director of Student Affairs to discuss the Disciplinary Violation and resulting consequence.

If the [Parent](#) believes that the [School](#) violated any charter or other applicable regulations or laws and believes that their concerns were not properly addressed by the Head of School, the [Parent](#) may contact the CEO of BASIS Ed Texas or CEO-Designee. For the contact information of the CEO of BASIS Ed Texas or CEO-Designee, please refer to this [Link](#).

Some disciplinary processes are different for students with disabilities. For information on when these processes will differ and in what form, please see the [School's](#) Special Education Policies (available upon request at the [School](#) front office, or via ParentSquare).

ACADEMIC INTEGRITY

The [School](#) takes issues involving academic integrity very seriously. If a student is caught cheating or plagiarizing (or is strongly suspected of cheating or plagiarizing), the student will receive a zero on the assignment, test, or quiz in question, no matter the extent of the cheating. Subsequent violations involving cheating or plagiarizing may result in additional disciplinary consequences.



STUDENT DISCIPLINARY RECORDS

The Dean of Students and the Director of Student Affairs make every reasonable effort to thoroughly investigate, accurately document, and fairly adjudicate all allegations of student misconduct. Disciplinary records related to the current school year are maintained by the Dean in the student's disciplinary file. The student's disciplinary file is made available for inspection by the [Parent](#) upon request. Before a [Parent](#) inspects the disciplinary file, the file will be adjusted to comply with the Family Educational Rights and Privacy Act (FERPA). In compliance with FERPA, all documents with information pertaining to other students involved in disciplinary events are redacted from the file prior to such inspection. When responding to requests for student disciplinary records and information from law enforcement agencies, court officials, other regulatory bodies, or any external entity, the [School](#) follows state requirements regarding records and the procedures mandated by FERPA.

DISCIPLINARY DISCLOSURE

Colleges and other schools routinely request information from [Schools](#) on disciplinary infractions. When specifically asked, the [School](#) may provide information related to disciplinary incidents that have resulted in an out-of-school suspension or expulsion. The [School](#) does not report disciplinary actions that occurred at previous schools attended. Students who have had disciplinary infractions prior to their Senior Year are expected to respond honestly when completing a college application. The College Counselor will be available to assist in this process. In a student's Senior Year, the [School](#) will report any significant changes in a student's academic status or disciplinary record between the time of recommendation and graduation.



ATTENDANCE AND HOMEWORK

The [School](#) believes that a student's presence in the classroom is extremely important to success. All documents regarding absences and tardiness are maintained by the [School's](#) Registrar.

ATTENDANCE OVERVIEW

Pursuant to Texas Education Code ("TEC") §25.085, state compulsory attendance law requires that a student between the ages of five (5) and eighteen (18) must attend school until otherwise legally exempted or excused. As such, each BASIS Texas Charter School campus must investigate and report violations of the state compulsory attendance law.

TEC§ 25.092, specifies that students must attend school 90% of days a class is offered to receive credit or a final grade. While this section of the TEC does not apply directly to charter schools, BASIS considers the rule as it relates to the need for academic recovery, and students deemed chronically absent, as defined below will be required to complete an Absence Recovery Plan. The process for establishing an absence recovery plan is set forth below. Even students who have multiple excused absences may be required to complete an Academic Recovery Plan. In addition to the requirement to complete an Absence Recovery Plan, a student whose chronic absence results from unexcused absences may be referred to truancy court as the law requires and/or removed from enrollment.

Students with unexcused or unapproved absences exceeding 10% of the school year (18 days) may be subject to grade retention regardless of academic achievement.

An absence may be deemed excused for a reason enumerated in the Texas Education Code, pursuant to BASIS policy, or by agreement of the campus Head of School. Excused absences do not factor into the absence count when determining whether a truancy report or referral is warranted or if a student will be removed from enrollment.

The Head of School may approve a request for an extended absence for exceptional situations, on a case-by-case basis. Lengthy vacations and family trips for purposes other than recognized Holy Days (days celebrated uniformly across a religion or group) will not be approved as excused absences.



CLASSIFICATIONS OF ABSENCES

Daily Absences

Schools will use the automatic attendance notifications feature in ParentSquare to notify affected families of student absences daily, as well as provide the opportunity for parents to submit documentation related to the absence, if necessary.

A student who is absent from school without permission from a parent/guardian—including absence from any class, may be considered truant and subject to disciplinary action.

Chronic Absences

Students who have 3 absences in four weeks or 10 absences in six months are considered chronically absent. Students who are chronically absent can remedy their Chronic Absence status by successfully completing an Absence Recovery Plan and providing the necessary documentation associated with their absence.

Extended Absences

Any absence from school that lasts for 5 or more consecutive days is considered an extended absence.

BASIS Texas Charter Schools places a significant importance on school attendance. Due to our accelerated and rigorous curriculum, it can be very difficult for students to make up lost time, even if it is only a few days. As such, extended absences are not encouraged by BASIS Texas Charter schools.

If an extended absence of 5 or more consecutive days is unpreventable, an extended absence request form must be completed by the requesting family and emailed to the Head of School prior to the first day of the requested absence. These absences must receive prior approval by the Head of School consistent with the Compulsory Attendance & Truancy Policy.

Tardiness

Students who arrive after the schedule start time of a class are considered tardy.

At BASIS Texas Charter Schools, every minute of class time is valued and utilized. Any disruption to the classroom environment can be a detriment to learning and student focus. Therefore, student punctuality is extremely important.

Students arriving after their class has started may be required to wait in a designated area until the start of the next class. This is often necessary to assure the quality of the education process for other students in the class. Tardiness can cause a student to miss valuable instructional time, and often creates disruption and a distraction to the learning environment for other students; therefore, the Dean of Students reserves the right to take disciplinary action against a student anytime they are tardy. Possible disciplinary actions may include exclusion from Elective (or Optional) Courses or Enrichment Activities, such as field trips or guest lectures.

Chronic Tardiness

Chronically tardy is defined as 10 or more tardies in a Trimester or 18 or more in aggregate during the course of the school year for any or all classes. As tardiness approaches the point of becoming chronic, the School Director informs the Parent in writing that if the student is late to class again they will be marked as chronically tardy, and may receive additional disciplinary consequences.



LATE ARRIVAL, LEAVING FOR PART OF THE DAY, AND EARLY DISMISSAL

If a student arrives late, it is the **Parent's** responsibility to accompany the tardy student to sign in at the front office, provide a written note, or call the front office explaining the reason for the student's late arrival. Students in grades K–8 must be accompanied by a **Parent**; a note or a call will not suffice. A student who arrives late to school without a **Parent**, a written note, or a call explaining the late arrival may be held out of class until their **Parent** can be reached to explain the reason for the late arrival.

Students leaving early or leaving for part of a day must be collected and signed out by a **Parent** during a passing period and not during class time. If the **Parent** does not know when passing periods are, they should call the front office for this information.

A student returning to school after their class has started may be required to wait in a designated area until the next class. This is often necessary to assure the quality of the education process for the students present in the class.



ABSENCE RECOVERY PLANS

An Absence Recovery Plan is created for students who are chronically absent or have an extended absence. This process document is designed to outline steps students and families must take to either:

- Remedy a student's Chronic Absence status as well as their academic progress and to prevent escalation of truancy proceedings.
- As part of the expectations for students who have an extended absence.

Components of an Absence Recovery Plan:

- Establishment of the concern related to attendance.
- Establishment of academic concerns with a nexus to the attendance concerns.
- Specific action steps necessary to remedy attendance concerns. This should include a timeline with an end date.
- Establish next steps should the action steps outlined in the document not be followed either in full or along the timeline provided.
- Students placed on an Absence Recovery Plan who do not meet said requirements may be considered truant and/or chronically absent and may be subject to consequences consistent with the Chronic Absence and Truancy Policy.

HOMEWORK

Homework is an integral part of the learning process. It is the best way for the student to verify that they understand what was learned in the class and is able to use this knowledge independently. Homework assists students in developing self-discipline, self-direction, and effective study skills.

- **Student Responsibilities:**
 - Listen carefully to teachers' instructions, write down all homework assignments in the CJ, including due dates, and ask questions when something is unclear.
 - Take home all assignment instructions and all necessary materials.
 - Schedule a time to complete homework.
 - Complete homework independently, according to the teacher's instructions.
 - Communicate any difficulties with an assignment to the teacher the following day.
 - Communicate any difficulties with material on which students will be tested as soon as a test is announced.
 - Return assignments and related materials on or before the due date.
- **Teacher Responsibilities:**
 - Communicate homework and testing policies and procedures to students at the beginning of the course.
 - Give clear homework instructions.



- Notify students at least five school days in advance of any test (quizzes excluded).
- Coordinate testing days with other teachers to ensure students do not have more than two tests in one day (one test per day for courses in grades K–3).
- Monitor and evaluate homework.
- Communicate missing assignments via the CJ.
- Return homework to students in a timely manner.
- **Parent Responsibilities:**
 - Schedule a time for homework/studying and provide an environment that is well-lit and free from distractions.
 - Allow your student to complete work on their own.
 - Communicate with teachers using the student's CJ, email, telephone, or a personal conference when specific academic difficulties arise.
 - Help the student to prioritize assignments and support the improvement of organizational skills over the course of the school year.
 - Promote development of the student's sense of personal responsibility for their education by gradually withdrawing from any participation in the student's organization of their homework and study time.

LATE OR INCOMPLETE HOMEWORK

When students fail to complete homework assignments, for any reason other than an absence, it may result in a low or failing grade. When a student displays systematic deficiencies in fulfilling homework responsibilities, it is the responsibility of the [Parent](#) and the [School](#) to help the student develop efficient study skills and the discipline necessary to ensure homework is completed on time. Upon a recommendation from any teacher, the Dean of Students may place a student on the Academic Support Program.

INDEPENDENT WORK MATERIAL

To support the work that students are expected to do at home, teachers distribute worksheets, reading material, and other valuable information in the form of handouts. This material is crucial to support students when studying independently at home, during study time embedded into the regular school day, or during the Late Bird program. It is the responsibility of the student to organize this material as instructed by the teacher (e.g., "insert this handout into your three-ring binder under the Independent Study tab") and be able to produce it when requested to do so. Learning how to organize school supplies and independent work material is an important skill that students are taught at the [School](#).

To help students develop efficient organizational skills and the discipline necessary to use the Independent Work Material effectively, the Dean of Students, based on the recommendation of any teacher, may place the student on the Academic Support Program.



HOMEWORK AND ABSENCES

When a student in grades K–8 is absent due to illness, injury, or family reasons, families should refer to their [School's](#) Guidebook for guidance on how to obtain missed work. Students in grades 9–12 are expected to organize contact with the [School](#) on their own, but may contact the Dean for assistance in the case of a long-term absence.

In the case of excused absences, students will have the same number of days absent to complete any missed assignments. Assessments must be made up at the school.

In the case of a planned absence, assignments may not be given ahead of the absence. All assessments must be made up at the school.



HEALTH AND SAFETY

MEDICATIONS

Students may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to a student unless the following requirements are met:

- All prescription medication must be in the original sealed container, labeled with the student's name, date, name of medication, dosage to be given, and the pharmacy's prescription number. All prescription medication must be accompanied by a doctor's note. All prescription refills must fulfill the same criteria.
- All non-prescription medicine must be in its original container. Over-the-counter medicine must be labeled with the student's name, date, dosage, and time to be given at school.
- Medication must be brought to the [School](#) front office by a [Parent](#) and an Authorization to Administer Medication form must be completed for each medication to be dispensed.
- No more than a one-month supply may be kept at the [School](#) for any student who receives medication on a regular basis.

Students are strictly prohibited from providing or administering any medication to themselves or any other student. The only exception to this rule applies to students who require anaphylaxis medication (e.g., an epi-pen) or asthma medication; state law allows these items to be carried and administered by the student. The [School](#) will consider any necessary and reasonable modification of this policy on a case-by-case basis for students with disabilities.

To comply with the rules outlined above, a [Parent](#) must come to the front office to complete the appropriate paperwork for any student who requires medication during school hours. Staff members are not authorized to call [Parents](#) for consent to take over-the-counter medications (e.g., aspirin, Tylenol, Tums, cough drops).

At the end of the school year, all remaining medication must be picked up by the [Parent](#). Any medication remaining at the [School](#) one week after the last day of school will be discarded.

CONTACT MADE IN THE CASE OF HEALTH ISSUES

If a student experiences injury or illness during the school day, the [School](#) may contact the [Parent](#). If a [Parent](#) is unavailable, a contact listed on the Emergency Contact form will be contacted. The order of contact may vary from the Emergency Contact form.

It is essential for [Parents](#) to provide reliable emergency contact information. [Parents](#) must inform their [School's](#) front office immediately of any changes in home/work address, home/mobile phone numbers, or emergency contact listings. Anyone listed as an emergency contact is responsible for deciding if, when, and how the student leaves the [School](#) in the event of an illness when a [Parent](#) cannot be reached.



SIGNS OF ILL HEALTH: MANDATORY ACTION

Students experiencing any of the following symptoms should not attend school. Additional requirements may be imposed in accordance with guidance from health authorities. If a student displays any of these symptoms during the school day, the [School](#) will call the [Parent](#) or Emergency Contact to request that the student be collected immediately.

- Fever over 100 degrees. The student must be fever-free for a full 24 hours, without medication, before returning to school.
- Persistent cough.
- Sore throat with fever and/or white spots on the throat.
- Rash with fever indicating signs of chicken pox, measles, etc.
- Nausea, vomiting, or diarrhea. The student must be free from symptoms for 24 hours before returning to school.
- Red, itchy, draining eyes.
- Swelling or pain at a level that may interfere with learning.
- Earache.
- Toothache.
- Head lice.

Students diagnosed with conjunctivitis (pink eye) must be on prescribed medication for 24 hours before returning to school. Students with head lice must remain at home until treated with medical lice shampoo and all traces of lice are gone.

REPORTING ILLNESS DURING THE SCHOOL DAY

If a student comes to the [School](#) front office reporting illness, the office staff may take the student's temperature and notify the [Parent](#) or emergency contact. If the student is not experiencing any signs of ill health covered by mandatory action, or does not have any serious injury, then it is the [Parent](#) or emergency contact's decision to determine whether to collect the student or have the student return to class.

If the office staff is unable to reach the [Parent](#) or emergency contact and the student is not experiencing any signs of ill health covered by mandatory action, or does not have any serious injury, the student will be asked to return to class.

If the student is experiencing any sign of ill-health covered by mandatory action or has a serious injury, and the student has not been collected within a reasonable amount of time (depending on the seriousness of the situation) after the [Parent](#) or emergency contact was notified, or if the [School](#) was unable to reach the [Parent](#) or any of the emergency contacts listed on the Emergency Contact form, the [School](#) will follow the Medical Emergencies Procedures outlined below.

If the [Parent](#) or emergency contact decides to collect the student, the student waits in a designated area, supervised by office staff. If the student has not been collected within 50 minutes and is not experiencing fever, diarrhea, or vomiting, or does not have any serious injury, the student is sent back to class.

The [School](#) has limited options to make sick students comfortable, so students should be collected as soon as possible after the [Parent](#) or emergency contact is notified of illness. Additional requirements may be imposed in accordance with guidance from health authorities.



MEDICAL EMERGENCIES

In the event of a medical emergency, the following procedures are followed:

- A qualified adult starts first-aid procedures immediately. (All full-time teachers and office staff are trained in basic first-aid procedures.)
- If further emergency aid is required, a staff member will call 911.
- After steps have been taken to resolve the immediate medical emergency, the office staff notifies the Emergency Contact.
- A staff member may accompany the student to the hospital to offer assistance or comfort.
- If a serious injury is not accidental, is self-inflicted, or caused by assault, the police or other proper authority are notified and a report is written.
- If a 911 dispatcher sends an ambulance and the [Parent](#) does not want their student transported by ambulance, the [Parent](#) must cancel the ambulance by calling 911.
- Staff members are prohibited from canceling an ambulance request.

EMERGENCY PREPAREDNESS

Since each [School](#) facility and location has unique needs, emergency preparedness and disaster protocols vary by [School](#). All protocols meet state requirements, including containing grief and trauma-informed care programs, and are consistent with district policies and procedures for emergency preparedness and response. Students and staff will conduct regular safety drills throughout the school year to ensure emergency preparedness.



SCHOOL SUPPLIES AND MATERIALS

SCHOOL SUPPLIES

Students are required to come to [School](#) equipped with sufficient school supplies (e.g., pens, pencils, sharpeners, erasers, and notebooks). Students should also come with any additional supplies indicated on the Course Syllabus or communicated to the students in class, the CJ, or the required school supplies list. This requires substantial organizational skills and self-discipline on the part of the student. Learning how to organize their school supplies and independent work material is an important skill every student must master as a part of their education.

To help the student to develop efficient organizational skills and the discipline necessary to comply with the organization of school supplies, the Dean of Students, based on the recommendation of any teacher, may place the student in the Academic Support Program.

INSTRUCTIONAL MATERIAL

The [School](#) provides students with instructional materials, which students can take home or use during class, independent study time, or the Late Bird program. Students are responsible for the careful handling of all the materials provided to them. All instructional materials furnished by the [School](#) are provided only once. If a replacement is requested by a student or [Parent](#), the [Parent](#) is responsible for the [School's](#) incurred cost to replace the requested item. **Families who wish to review instructional material should log in to Schoology, or contact the Head of School.**

OPTIONAL SUPPLIES AND SUPPLEMENTAL MATERIAL

The [School's](#) financial resources are limited. While all the instructional material necessary for student's participation and success in the academic program is provided to students by the [School](#), the [School](#) may, from time to time, encourage but never require students to purchase supplemental materials that may enhance their learning. Such materials include, but are not limited to: workbooks, resource books (such as novels, anthologies, and dictionaries), software, art supplies, science lab supplies, etc. Families are only required to pay for materials or activities that are necessary for fulfilling optional academic requirements. Optional academic requirements are requirements that are imposed on the student only after the [Parent](#) agrees that the student be involved in the optional program. There is always a free option (with an equivalent academic impact) available to students who opt not to participate in a fee-based optional activity.

Examples: The [School](#) may require students to purchase materials or cover costs that are necessary for participation in an optional elective (e.g., 3D Art Studio or Robotics). There is always an elective offered at the same time that does not impose any additional financial burden. When the [School](#) organizes an activity or field trip requiring a student's financial participation, the [School](#) always offers a free, on-campus alternative activity during the same time. If the student does not purchase an optional workbook, the [School](#) provides the workbook to be used as a resource and the student writes their answers on sheets of paper provided, instead of writing in the workbook. This enables the workbook to be reused by another student. When a student chooses not to purchase a recommended novel the student is provided with a [School](#) copy and writes annotations required by the teacher on sheets of paper provided, with page and paragraph indications.



CUBBIES AND LOCKERS

CUBBIES

All students in grades K–3 (and, in some [Schools](#), students in grade 4) are assigned cubbies for storing books and personal items. Cubbies are the property of the [School](#). At no time does the [School](#) relinquish its exclusive control of the cubbies, which are provided as a convenience to students. Students must use the cubby assigned to them. The [School](#) is not liable for any items missing from a student's cubby. There is no right to privacy in cubbies. Staff members may conduct periodic, general inspections of cubbies at any time for any reason without notice, student consent, or a search warrant.

LOCKERS

Where possible, each student in grades 4–12 is assigned a locker at the beginning of the school year for storing books and personal items. Students are required to use the lock provided by the [School](#). Under no circumstances may a lock other than the one assigned by the [School](#) be placed on a locker. This may be considered a Disciplinary Violation.

Lockers are the property of the [School](#). At no time does the [School](#) relinquish its exclusive control of the lockers, which are provided as a convenience to students. Nonetheless, students have full responsibility for the security of the lockers assigned to them and are responsible for the contents. It is the student's responsibility to properly lock their locker and to keep the lock combination confidential. Sharing the lock combination with other students may be considered a Disciplinary Violation. The [School](#) is not liable for items missing from a student's locker. There is no right to privacy in lockers. Staff members may conduct periodic, general inspections of lockers at any time and for any reason without notice, student consent, or a search warrant.

Students may only use the locker assigned to them by the [School](#). All locker changes or exchanges must be approved by the Dean of Students or a designated staff member. Using a locker other than the one assigned to the student by the [School](#) without approval from the School Director may be considered a Disciplinary Violation.

COMMUNICATION

THE COMMUNICATION JOURNAL (CJ)

Email is the preferred method of communication for teachers and staff. The CJ is the primary method of communication between [Parents](#), teachers, and staff with regard to a student's academic performance or classroom behavior. CJs are used by students in grades K–12. Students must bring the CJ to every class, every day. The CJ is essentially a day planner, but it is also the most important tool for students to manage their assignments and to take responsibility for their own learning. Students can purchase the CJ through the school or choose to purchase a similar day planner elsewhere. The CJ available for purchase from the [School](#) is designed to serve specific [School](#) needs. Both students and teachers are trained on how to use it consistently and efficiently so that all homework assignments, quizzes, and tests are recorded. Students are responsible for alerting their teachers of notes from their [Parent](#) and



alerting their [Parent](#) of notes from the teachers or the [School](#). If the CJ is lost or missing, the student should inform their [Parent](#) so that a replacement can be obtained. Failure to bring the CJ to [School](#), destroying the CJ, or removing pages from the CJ may be considered a Disciplinary Violation.

ELECTRONIC COMMUNICATION

Email is the preferred method of communication for teachers and staff. Faculty and staff email addresses are available from the [School](#) ParentSquare Directory. [Parents](#) should not use email in the case of an emergency; rather, they should call the [School](#) front office directly. While [Parents](#) may use email to communicate any issues of concern, the demands of the [School](#) staff may limit their ability to address such communication or concerns immediately. Nevertheless, the staff member will acknowledge the communication within three working days and provide information on when the [Parent](#) can expect a full response. If a [Parent](#) does not receive an email response within three working days, the [Parent](#) should inform the Head of School via email of the communication issue. If the Head of School does not address the communication problem within two working days, the [Parent](#) should call the [School](#) front office and schedule a meeting.

[Parents](#) should not request that teachers email assigned homework or due dates for their student. To develop the student's sense of personal responsibility, the [School](#) policy is to provide this information only to the students. As a result, teachers will not respond to these requests. The only exceptions to this rule are grades K–4 student absences and any student experiencing a long-term absence.

Communication on school-provided platforms is for students only. [Parents](#) are required to communicate through modalities mentioned in this section and not through the school-provided student accounts.

VISITORS TO THE SCHOOL

All visitors must check in at the [School](#) front office and comply with the [School's](#) requirements for entry. If an individual is permitted to enter beyond the general foyer space, as indicated by the [School](#) front office, the visitor is required to wear a visitor's badge at all times. Visitors are not generally permitted to enter classrooms during instructional time. All BASIS Texas Charter Schools operate as closed campuses.

The [School](#) will terminate visiting privileges for anyone who interferes with academic instruction during the visit or who does not comply with the rules described in this Handbook.

In order to support the dress code and set a good example for our students, visitors to the [School](#) are expected to wear attire corresponding with the [School](#) dress code rules.

Visitors must be 18 years or older. Minors (under the age of 18 and not a [School](#) student) can only enter the [School](#) premises if accompanied by their [Parent](#), invited by the registrar during the student recruiting process, or participating in enrichment events designated as 'open to minors' who are not students at the [School](#).



STUDENT RECORDS

The [School](#) abides by the relevant laws and regulations pertaining to school records (e.g., immunizations). Students who are not compliant with these laws are not permitted to attend the [School](#). Please see your [School's](#) Guidebook for more information. [Parents](#) requesting student records will be accommodated, but should also allow a reasonable amount of time.

Student records include:

- **Historical records:** Records received from the student's previous school.
- **Attendance records:** Daily attendance records for the current school year and Absence Recovery Plans.
- **Academic records:** All Final Reports issued by the [School](#) in previous years, the last progress report (if the student leaves before the end of the school year), and any official external test score reports.
- **Special education records and Section 504 records.**
- **Discipline records:** Any disciplinary decisions or participation in disciplinary investigations documented during the school year, short and long-term suspension notices, and expulsion notices.
- **Health records:** Immunization records, medication instructions, etc.
- **Parent/Student assurances:** Parent/Student Handbook Acknowledgment, permission forms, etc.
- **Personal records:** Records received from [Parents](#) during the registration or enrollment process, including the Emergency Contact Form.

Note: [Parents](#) must provide required documentation for enrollment, as required by state and local laws. Failure to do so may impact the student's ability to attend the school.

- **Parent information:** Information regarding the student's caregiver(s), as identified in the student's registration documents as the person or people with whom the student resides.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION

FERPA affords [Parents](#) and students over 18 years of age the following rights:

- The right to inspect and review the student's education records.
 - [Parents](#) or eligible students should submit to the Head of School or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.
- The right to request amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
 - [Parents](#) or eligible students who wish to ask the school to amend a record should write the Head of School, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record



as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to the disclosure of personally identifiable information contained in the student's education records except to the extent FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person working at the school as an administrator, supervisor, teacher, or support staff member, or a BASIS Ed employee providing management, operational, or similar support to the school. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its staff and who is under the direct control of the school with respect to the use and maintenance of PII from education records. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the [School](#) discloses education records without consent of officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School](#) to comply with requirements of FERPA.

PUBLIC NOTICE REGARDING DIRECTORY INFORMATION

FERPA generally prohibits the [School](#) from releasing or providing access to a student's educational record or personally identifiable information without [Parent](#) consent. The [School](#) may, however, disclose appropriately designated "directory information" without consent, unless [Parents](#) instruct us otherwise in accordance with this section. The definition of directory information at BASIS Charter Schools is limited, meaning that information designated as directory information will be disclosed only for specific purposes.

"Directory information" means the student's name, photograph, physical address, grade level, dates of attendance, honors, awards, participation in activities and sports officially recognized by the [School](#), height and weight of athletic team members, awards or placement in school-organized or supported competitions, and cumulative and current grade average (in the case of students who qualify for academic recognition).

This information will be disclosed for the following purposes:

- For use in the annual yearbook.
- [School](#) publications, including school/class directories, lists, newsletters, fliers.
- For honor roll or other awards or recognition lists.
- Graduation programs.
- Extracurricular programs, including sports rosters, playbills, concert programs, etc.



- Military recruiters and institutes of higher education, for upper school students only.

We take students' privacy seriously and, in strict compliance with FERPA, we do not grant requests for student directory information for commercial purposes.

If, for this academic year, the [Parents](#) do not want the [School](#) to disclose any information from the student's educational record without prior written consent, please sign and return an Opt-Out Form, which is available at the [School's](#) front office. State or school-specific variations regarding directory information and disclosures can be found on the [School's](#) website or in the School Guidebook.

Please note that the [Parents'](#) express consent will be sought and obtained before the student is asked to participate in any survey that involves protected survey information as defined by the U.S. Department of Education. Any such survey materials and surveys created by third parties will also be available for [Parent](#) review upon request.

NAME REGISTRATION PROCEDURE

The official registration must carry the names as recorded on the birth certificate, unless adoption or another legal name change is supported by documentary evidence.

CHANGES IN PERSONAL AND HEALTH RECORDS

It is the responsibility of the [Parent](#) to inform the [School](#) promptly of any changes that include, but are not limited to: home address, [Parent](#) telephone numbers and email address, marital status, guardianship, health status, immunizations, and medication needs. The [Parent](#) can bring the new documents to the [School](#) front office (in a sealed envelope if appropriate), mail it to the [School](#) (addressed to the [School](#) Registrar), or email the [School](#) directly. The [Parent](#) must supply a copy of the document (notarized, if original document is required); the [School](#) is not required to copy documents and does not have a notary available.



COMMUNITY

BASIS BOOSTERS

Each [School](#) draws from many neighborhoods and, in some cases, many towns to build its student body. Because of this wide distribution, the [School](#) relies on Booster Clubs. Each BASIS Texas Charter School officially recognizes one Booster club. Booster Clubs are not-for-profit, site-specific, parent volunteer organizations that act as the “social glue” between the [School](#) families. By planning and coordinating social events and having a presence at many school-sponsored events, the Boosters provide students with opportunities to meet and socialize outside of the school day and help integrate [Parents](#) into the [School](#) culture.

In addition to fostering the [School](#) community spirit, the Boosters also provide practical help. Booster Clubs have bought and donated classroom supplies and teaching equipment through their own fundraising events and projects. The chairperson of each Boosters group may meet with the Head of School to discuss relevant issues.

[Parents](#) who wish to join or otherwise contribute to the [School](#) via the Boosters should visit the Booster website, which contains information about membership, events, and general news.

DONATIONS

Fundraising initiatives are implemented at the [School](#) level. [Parents](#), relatives, and friends are encouraged to contribute in a variety of ways. Since every BASIS Texas Charter School is a part of a 501(c)(3) organization (BASIS Texas Charter Schools, Inc.), all donations to BASIS Texas Charter Schools are tax-deductible to the full extent of the law. To learn more about fundraising opportunities at your [School](#), see your [School's](#) “Support Us” web page.

GIFT POLICIES

Staff members are prohibited from accepting gifts of more than nominal value from any member of the community. If [Parents](#) wish to show appreciation for a job well done, please consider making a donation to the Annual Teacher Fund (ATF) or to one of the other fundraising events at the [School](#). [Parents](#) may also support Booster Club initiatives.

A COMMITMENT TO FAMILIES WHO CONTRIBUTE TO THE ANNUAL TEACHER FUND

All charter schools accept donations to the Annual Teacher Fund (ATF). All money donated to this fund helps to recruit, retain, and reward valued teachers at the specific [School](#). For additional information about the ATF, please **refer** to the “Support” page of your [School's](#) website.



MISCELLANEOUS

LUNCH, SNACKS, AND FOOD IN THE CLASSROOM

Each [School](#) facility has different options regarding food services, time designated for lunches, and the area designated for the students to have lunch or snacks. Each [School](#), therefore, has its own rules and information related to lunch, snacks, or food in the classroom, which are posted at the [School](#) site and are detailed in the [School's](#) Guidebook.

PICKING UP AND DROPPING OFF STUDENTS

Each [School](#) facility has designed its own pick-up and drop-off procedures based on specific [School](#) locations and local traffic arrangements. For information regarding rules related to pick-up and drop-off procedures, please see your [School's](#) Guidebook.

CARE OF PROPERTY

Students and [Parents](#) are responsible for the cost of replacing any materials lent to the student by the [School](#), which are subsequently lost or damaged through vandalism or negligence. All instructional materials and documents (including syllabi, worksheets, and informational flyers) furnished by the [School](#) are only provided once. If replacements are requested by a student or [Parent](#), the [Parent](#) is responsible for the [School's](#) cost to replace the requested item.

STANDARD DUE PROCESS

For disciplinary decisions in situations not otherwise addressed in this Handbook, described above, a [Parent](#) may request, in writing, that the School Director review a staff member's decision related to their student. The [Parent](#) will receive a written response to their request within 20 school days.

For situations not otherwise addressed, if the concern is related to any of the Directors, the [Parent](#) should send the request to the Head of School. If the concern is related to the Head of School or Head of Operations, the [Parent](#) should send the request to the CEO of BASIS Ed Texas or CEO-Designee. In both cases, the [Parent](#) will receive a written response to their request within 30 school days. If the [Parent](#) believes that the [School](#) violated any charter or other applicable laws or regulations, they may bring it to the [School's](#) attention and/or directly contact the appropriate charter authorizing entity.

PARENT FINANCIAL OBLIGATIONS

As a method of recording payments from [Parents](#) for allowable fees and deposits, the [School](#) utilizes a third-party payment system. The [School](#) employs this service to provide clarity in billing, as well as to provide flexibility and convenience for families to deliver payment. In most cases, the [School](#) is not authorized to collect cash payments or checks. Once a student has secured and accepted a space at the [School](#), the [Parent](#) is required to set up a payment account. This account assures 24/7 access and allows the [Parent](#) to sign up for any optional activity or additional services for their student.

The [School](#) may impose the following sanctions against students for non-payment of fees and charges:



- Denying participation in the end-of-year assembly.
- Denying the privilege of obtaining a yearbook.
- Denying participation in enrichment and optional activities.
- Taking legal action against the [Parent](#).

NON-ACCIDENTAL INJURY/PHYSICAL NEGLECT OF A MINOR

[School](#) Personnel are required by law to report any suspected abuse, neglect, and or non-accidental injury of minors to the proper agencies and/or authorities. Failure to report such suspicions or observations may carry a criminal penalty depending on the jurisdiction. Reports are made confidentially to the applicable agency for follow-through pursuant to their protocol. [School](#) personnel are not allowed to disclose the nature of these reports or subsequent action taken by agencies or authorities to the [Parents](#). For more information, **refer** to this [Link](#).



NOTICE OF NON-DISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS* does not discriminate on the basis of actual or perceived classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Director of Policy Compliance and Investigator, 7975 N. Hayden Road, Suite B202, Scottsdale, AZ 85258, beverly.traver@basised.com.

*As used in this policy, the term "BASIS" refers to: BASIS Educational Group, LLC, BASIS Charter Schools, Inc., BDC, A Public School, Inc., BBR Schools, Inc., BASIS Texas Charter Schools, Inc., and all affiliated entities.

EQUAL EDUCATIONAL OPPORTUNITY AND PROHIBITION AGAINST RETALIATION

The **School** will not tolerate retaliation against any individual who files a good-faith complaint of discrimination or harassment, on any basis, even if the investigation produces insufficient evidence to support the complaint or if the allegations cannot be substantiated. Likewise, the **School** will not tolerate retaliation against any individual who participates in the investigation of a harassment or discrimination complaint against anyone else. Any perceived retaliation should be immediately reported to the Associate Vice President of Compliance Services or designee for investigation.

BASIS Ed and BASIS Charter Schools will take all steps necessary to ensure strict enforcement of all nondiscrimination and non-retaliation policies, including the racial and sexual harassment policies.

Disclaimer

The **School** has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, district, and federal laws and regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy.

If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

MCKINNEY-VENTO ASSISTANCE ACT AND STUDENTS EXPERIENCING HOMELESSNESS

The McKinney-Vento Assistance Act provides rights to children and youth experiencing homelessness. The term "homeless" means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

The **School** ensures that each child experiencing homelessness has access to the same educational opportunities as provided to other children and youths. Homelessness alone is not a sufficient reason to separate students from the mainstream school environment. The **School** provides access to resources and services to students experiencing homelessness to support their academic success.

For more information regarding the McKinney-Vento Homeless Assistance Act, please reach out to your school's Registrar/McKinney-Vento Site Based Liaison.



SPECIAL PROGRAMS

As a public school, the [School](#) provides eligible students with disabilities a free appropriate public education (FAPE). Special education and related services are made available to eligible students under individualized education programs pursuant to the Individuals with Disabilities Education Act. Related aids and services are made available to students eligible under Section 504 through 504 plans. Contact the [School's](#) Special Education team for more information on the [School's](#) policies and procedures related to the identification, evaluation, placement, and provision of FAPE to students with disabilities.

AIDING STUDENTS WITH LEARNING DIFFICULTIES OR WHO ARE IN NEED OF SPECIAL EDUCATION OR SECTION 504 SERVICES

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

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

SPECIAL EDUCATION REFERRALS

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

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

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

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent/guardian's consent for the initial



evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Special Programs Coordinator

Phone Number: Please refer to the list below.

SECTION 504 REFERRALS

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

Contact Person for Section 504 Referrals:

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

Contact Person: Special Programs Coordinator

Phone Number: Please refer to the list below.

School Contact Information:

- BASIS Austin: (512) 337-3364
- BASIS Benbrook: (817) 662-7080
- BASIS Cedar Park: (512) 553-8691
- BASIS Pflugerville: (512) 270-0008
- BASIS Plano: (469) 750-0046



- BASIS Richardson: (469) 998-0055
- BASIS San Antonio Jack Lewis Jr.: (210) 570-1985
- BASIS San Antonio Northeast : (210) 742-6310
- BASIS San Antonio Primary Medical Center: (210) 319-5525
- BASIS San Antonio Primary North Central: (210) 775-4125
- BASIS San Antonio Shavano: (210) 874-9250

ADDITIONAL INFORMATION

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

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



GLOSSARY

90's CLUB: All students in grades K–7 earning a Cumulative Average of 90% or higher for the current trimester (not awarded for students in grades 8–12).

ACADEMIC TERM: Starts on the first day of school

ACCREDITATION: A voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards.

ANNUAL TEACHER FUND: An annual opportunity for parents and community members to get involved and invest in the success of BASIS Charter Schools. The Annual Teacher Fund is the primary fundraising campaign used to recruit, retain, and reward high performing teachers.

BASIS Ed: Management organization for BASIS Charter Schools, Inc., BBR Schools, Inc., BDC, A Public Charter School Inc., and BASIS Texas Charter Schools, Inc.

BOOSTER CLUB: Parent-run, non-profit, volunteer, organization that supports each school through fundraising events, programs, and activities.

COMMENDED SCHOLAR LIST: All students in grades 8–12 earning a cumulative GPA of 3.5 or higher for the current Trimester.

COMMUNICATED: The information is conveyed to the [Parent](#).

DISCIPLINE VIOLATION: Noncompliance with any of the following: the BASIS Code of Conduct, General Rules, Classroom Rules, Dress Code, Materials Brought to School Rules, Response to Physical Aggression, Abuse of Persons or Property, Verbal Aggression, or Harassment and Bullying.

DISTINGUISHED HONOR ROLL: Top 5 percent of students with the highest Cumulative Averages; not awarded for Trimester 1.

EARLY BIRD: Before-school program available to all students who arrive at school early.

FERPA: Family Education Rights and Privacy Act.

HEAD OF OPERATIONS: Responsible for the operations of the [School](#), all school programs complementing the education process (e.g., the Early and Late Bird programs). Manages financial transactions between the students and the [School](#).

HEAD OF SCHOOL: Responsible for the overall education process in the [School](#), as well as the school culture and environment. Responsible for ensuring that the education process at the [School](#) matches the scope and quality of the BASIS Charter School Curriculum. Supervises School Directors, faculty, and other school staff-members participating in the education process, and remits payments to suppliers of goods and services.

HOMEWORK BUDDY: A student assigned to record daily assignments and class notes for any students that may be absent from class.

HONOR ROLL: Top 15 percent of students with the highest averages for the current trimester.

LATE BIRD: After school, fee-based, supervised study program for students who cannot be picked up from school at their normal dismissal time.

MOST IMPROVED HONOR ROLL: Top 5 percent of students in terms of total percentage improvement between the previous trimester and the current one (not awarded for Trimester 1).

OECD/PISA: Organisation for Economic Co-operation and Development/ Program for International Student Assessment.

PARENT: The student's caregiver(s)/guardian(s) as identified in the student's registration documents as the person or people with whom the student resides.

PLAGIARISM: The practice of taking someone else's work or ideas and passing them off as one's own.

PRIMARY SCHOOL: Term used for BASIS Charter School grades K–4.

SCHOOL DIRECTOR: Positions that include the Director of Student Affairs, Director of Academic Programs, etc. Responsible for educational services delivered to students.



SCHOOLOGY: A platform all BASIS Charter Schools use to organize and deliver curriculum, create course syllabi, assignments, assessments and provide communication in one central platform for teacher and student accessibility.

SENIOR PROJECT: The program that eligible grade 12 students participate in during the final Trimester of their senior year. For more information about the Senior Project/Senior Research Project requirements and eligibility, please refer to the graduation requirements for your student's cohort.

TARDY: When a student does not arrive on time to school or to class.

TRIMESTER (Tri): Grading period of (roughly) 12 weeks that applies to all grades K–12.



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