



COMPASS ROSE

Student Code of Conduct

Compass Rose Culture Vision

At Compass Rose we believe that **all** of our students possess **individual greatness** before they walk through our doors. It is each school's responsibility to create the right conditions for **cultivating the potential** that students innately carry and to create the **best possible** environments for **student learning and growth**. Across all Compass Rose schools, we work hard to build and maintain strong school cultures grounded in four fundamental buckets: **relationships, routines, rigorous engagement and restoration**. Routines, because we embrace the idea that students thrive in predictable and consistent environments. Relationships, because students feel safe to learn when trust is built and when there is an **authentic sense of care for the whole child** and mutual respect. Rigorous engagement, because students come to school to develop as **whole people**, which includes academic growth in preparation for the pathways and opportunities of their choice. Restoration, because we also know that **mistakes** are part of life, we believe in and engage in the practices of restoring students to the school **community** when harm is done.

Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. Compass Rose schools works to promote restorative practices collectively though building positive school climates to address student behavior proactively, to promote positive relationships, and provide alternatives to suspensions. To foster a productive and distraction-free environment, Compass Rose has established this Student Code of Conduct in accordance with state law and the Compass Rose open-enrollment charter. The Code of Conduct has been adopted by the Board of Directors, and provides information to parents/guardians and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code of Conduct will be posted at each Compass Rose campus and/or will be available for review at the campus office. Parents will be notified of any violation that may result in a student being suspended or expelled from Compass Rose. Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Code of Conduct does not define all types and aspects of student behavior, as Compass Rose may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct. When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization's expectations, student behavior and consequences.

The Code of Conduct is also supplemented at each individual Compass Rose school by their behavior management systems. School-specific rules and systems may be found by contacting your Compass Rose school.

Authority and Jurisdiction

Compass Rose has disciplinary authority over a student:



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1. During the regular school day and while the student is going to and from school on Compass Rose transportation and on the bus stop.
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. For any expulsion offense committed while on Compass Rose property or while attending a school-sponsored or school-related activity of Compass Rose or another school in Texas;
6. While the student is in transit to or from school or to or from school-related activities or events;
7. For any expulsion offense committed away from Compass Rose property and not at a school sponsored event, if the misconduct creates a substantial disruption to the educational environment;
8. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
9. When the student commits a felony, as provided by Texas Education Code §§ 37.006 or 37.0081; and
10. While a student is participating in any remote / virtual classroom or other period of online instruction provided by Compass Rose;
11. When criminal mischief is committed on or off Compass Rose property or at a school-related event.

Reporting Crimes

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus or while attending school-sponsored or school-related activities will be reported to an appropriate law enforcement agency.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet Compass Rose's dress code guidelines.
- Follow all campus and classroom rules.
- Respect the rights of students, teachers, and other Compass Rose staff and volunteers.
- Respect the property of others, including Compass Rose property and facilities, school buses, and other facilities that are visited by Compass Rose students.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

Discipline Management Techniques

Disciplinary management techniques are designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Compass Rose Public Schools will utilize individual school-wide behavior management systems during the 2024-2025 school year for:



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- Logging positive/negative student behavior
- Parent communication regarding student behavior

Individual schools may print weekly reports and distribute them to students at the end of each week or distribute them electronically.

Scholar behavior and attendance will be documented by the school. Each school's behavior management system will reinforce positive behavior, building relationships and community to prevent negative behaviors and finally, how to repair harm when it is caused in a restorative manner.

Proactive:

- Strong teacher relationships
- Record, track, and reward positive behavior
- Reflective journaling
- Reinforce relational practices
- Socio-emotional lessons
- Morning Meetings/Advisories
- Circles
- Parent Communication

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal redirection either oral or written, closer proximity to teacher.
- Temporary confiscation of items that disrupt the educational process.
- Restorative chats or Conferences using Affective Statements, “I” statements that tell the listener, how the person feels and why it makes them feel that way.
- Logical consequences-Following through on logical consequences means that the adult guides the child to take responsibility for any harm caused or damage done. The intent is to teach your child that every action has a reaction.
- Assignment of school duties such as cleaning or picking up litter.
- Check-in, check-out
- Behavioral contracts (see Glossary)
- Reflection or Reflection periods during lunch or After School
- Apology(written/oral)
- Cooling-off time or “time-out.”
- Restorative circles (see Glossary)
- Restorative conversations (see Glossary)
- Seating changes within the classroom.
- Counseling by teachers, socio-emotional counselors, or administrative personnel.
- Demerits; Infractions
- Sending the student to the office or other assigned area.
- Parent-teacher conferences.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code.
- Out-of-school suspension, as specified in the suspension section of the Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by Compass Rose.



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- **Rewards for positive behavior-Remove**
- School-assessed and school-administered probation (final warning contracts).
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as determined by school employees.
- Expulsion from Compass Rose, as specified in the expulsion section of the Code.

Corporal Punishment

Compass Rose will NOT administer corporal punishment upon a student for misconduct.

Procedures for Use of Restraint

School leadership and special education teachers are trained to de-escalate behaviors and if necessary restraint in the event of an emergency and are subject to the following limitations below. They have attended and received certification through the Crisis Prevention Institute.

- Only reasonable force as is necessary to address the emergency may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

"Restraint" generally means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

In a case where restraint is used, school employees, volunteers, or independent contractors shall document the incident as required by the Texas Education Agency. Additionally, Compass Rose shall report electronically to the Texas Education Agency, following standards provided by the Commissioner of Education, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by the Commissioner of Education for reporting the use of restraint involving students with disabilities.

Procedures for Use of Time-Out

A school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or the threat of physical force will not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques, and must be included in the student's IEP or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Time-out will not be utilized in a manner that precludes the ability of the student to be involved in progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:



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1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The student's ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

Restorative Discipline Practices

Compass Rose may utilize a wide variety of restorative discipline practices, which are designed to build a sense of school community based on cooperation, mutual understanding, trust, and respect, and emphasize the importance of positive relationships and pro-social relationships between students.

Within in Compass Rose Schools, a restorative approach will be emphasized to foster trust and build healthy relationships between students and students-to-adults. A restorative approach works in the discipline process to help repair harm when conflict occurs. This will give students the opportunity to understand the impact of their actions, work to repair harm done, and promote meaningful accountability.

Compass Rose believes that when students engage in inappropriate conduct, restorative discipline practices may hold the potential to:

- Build trust, respect, healthy relationships, and strengthen school culture
- Encourage accountability and responsibility in the school community with the use of logical consequences
- Identify and respond to the needs of the person harmed and the person who caused the harm
- Promote equitable input from all stakeholders
- Reintegrate students who have caused harm in the school community

Using the proper restorative strategies allows students to take control over their actions and thoughts to better promote social emotional learning skills, such as social-awareness and self-management. As students learn how actions impact others, they are able to make things right in a collaborative process that fosters accountability and responsible decision making. As students develop a restorative mindset, they are better prepared to build and maintain healthy relationships.

Essentially, the restorative approach sees misbehavior or conflict as an opportunity for students to learn about consequences for their actions, develop empathy for others, and learn methods to make amends in a way that strengthens interpersonal bonds.

School-wide approach to utilizing Restorative Practices:

The Tier-1 restorative strategies begin with relationship building techniques that are tools to help educators build healthy relationships, promote social emotional learning, and manage behaviors in the classroom. When conflict happens, teachers, administration, and staff can use the strategies in Tier-2 to help problem solve and individualize the strategies to help descelate behaviors. The additional tools within the continuum of the practice are available to help manage serious behavior and work to repair harm.

Examples of restorative discipline practices may include, but are not limited to:



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| Tier 1: Relationship Building: The foundations of the practice | <ul style="list-style-type: none">• Restorative Language• Talking circles• Academic Circles• Community building circles• Relationship building skills• Expectation redirection• Language• Calm-down corners |
| Tier 2: Individualized Problem Solving: Managing conflict | <ul style="list-style-type: none">• Mediation• Restorative conferences• Restorative dialogues/making agreements.• Conflict Circles• Family Circles• Support Circles• Repairing Harm• Redirection Spaces |
| Tier 3: Promoting Accountability: Repairing harm, Restitution and Reentry | <ul style="list-style-type: none">• Restorative conferences• Restorative dialogues/making agreements.• Reentry Circles• Conflict Circles• Healing Circles• Relationship building skills• Repairing Serious Harm |

Restorative discipline practices may take the form of alternatives in lieu of other disciplinary consequences allowed under the Code of Conduct and/or supplemental action taken along with other disciplinary consequences.

Restorative discipline practices are a collaborative and voluntary process, and may not be required or appropriate in all student discipline situations.

4.8 Student Code of Conduct Offenses

The categories of conduct below are violations of the Code of Conduct at school and all school-related activities. As a reminder, all student individualized needs are met with positive behavior interventions prior to assigning consequences. (See Restorative Practices in Glossary.) For campus-specific rules and expectations, please contact your front office, staff member or school leader.

Negative effects of Suspension:

According to research data, excessive use of out-of-school suspension (OSS) can have wide-ranging negative effects on the student's academic and behavioral performance. Suspensions can result in chronic absences, and the loss of instructional time can result in lower performance in class, which in turn widens the achievement gap (Justice Center, 2014).

It is important that our schools work to provide alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. When possible, the school administrator shall avoid the use of out-of-school suspension. In addition, the restorative and/or educational value of each consequence is outlined, as well as any special



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considerations schools should weigh when choosing a consequence. Each campus will use a positive behavior program as a disciplinary alternative for homeless students who commit general conduct violations instead of suspension.

Compass Rose Public Schools will not use out-of-school suspension for students below grade 3 or homeless unless the conduct meets the requirements established in law. A student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity that seriously threatens the safety of others on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

Alternatives to Suspension:

The list below provides a series of alternatives to suspension. Please note that the strategies provided below are not an exhaustive list. As part of a restorative approach, each case will be reviewed and the consequences will be determined and closely aligned with the initiating action. Consequences for more serious infractions are listed near the end of this section.

Tier 1 Strategies: Developing Social and Emotional Capacity

- Reflective Journaling
- SEL Skills
- Reinforce relational practices
- Parent Conferences
- Home Visits
- Restorative Chats or Conferences using Affective Statements
- Logical consequences, as applicable (fix it, if you break it, for example)

Tier 2 Strategies: Managing Difficulties and Disruptions

- Daily Behavior Report Card (DBRC)
- Restorative Peer conferences
- Redirection Spaces
- Restorative Mediation
- On Campus Intervention
- Lunch Detention
- Time-owed or Make-up Seat-Time
- Home Visits
- Restorative Support circles or community circles
- Check-in, check-out plan
- Restorative Accountability Circles
- Student/Teacher Goal Contract
- Referral to counselor
- Peer or Adult Mentor Assignment Restorative Conferences
- SEL guidance and counseling- (offered alongside initial support)
- After-school or lunch extension or reflection



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- Social Skill Building
- Temporary confiscation of items that disrupt the educational process
- Loss of time or participation in a school-based privilege or activity
- Confiscation of cell phones or other electronic devices
- Behavior and/or goal contract
- Logical consequences, as applicable (fix it, if you break it, for example)

Tier 3 Strategies: Repairing Serious Harm

- Referral to School Psychologist
- Restorative Accountability Circles
- Restorative Reentry Circles
- Restorative Healing Circles
- Restorative Mediation
- Grade reductions for academic dishonesty
- Campus beautification project
- Family meeting or shadow
- Community Service project
- Or "other" as determined by School Leadership
- Village Meetings
- Restitution/restoration, if applicable.
- Logical consequences, as applicable (fix it, if you break it, for example)

Student Offenses:

Example Level 1 Offenses: As a reminder, positive interventions, and restorative practices are enacted prior to assigning consequences. Staff actively monitor students, provide clear, proactive expectations and monitor for student adherence to expectations. When there is a breach, staff will redirect student behavior using a variety of interventions including but not limited to quick redirections, positive narration, and a 1:1 private conversation with directives.

Level 1 offenses typically include minor disruptions or lack of adherence to classroom or school-wide expectations. Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required) Consequences may be used in conjunction.

- Any applicable strategy listed on the Alternative to Suspension list that is deemed appropriate by Compass Rose.
- Any applicable Level I Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences as deemed appropriate by Compass Rose Public Schools.
- Discretionary Detention
- Village Meetings: At any level of offense or in response to repeated breaches of school expectations, School Leadership may engage families and appropriate stakeholders in a Village meeting to determine appropriate support plans and behavior interventions. School Leadership may request support or intervention from a parent or guardian in order to redirect the student's behavior, especially in the circumstances threatening the health and safety of the student or other students.
- During Lunch or After School Extension OR Reflection space/time: Reflection or Extension time may be earned by a student for engaging in any of the negative behaviors, persistently or in isolation as listed above. Each school provides a specific system through which Reflection or Extension is implemented.

The following rules apply to students assigned to reflection or extension:

1. Students will bring materials to work on. Classroom materials may also be sent by a teacher.



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2. All materials must be brought to the reflection space or office.
3. Sleeping is not permitted.
4. Students will follow all rules concerning classroom behavior. Failure to comply may also mean suspension from school.
5. Any student assigned to an extension must stay the entire time. Students refusing to complete their time may receive additional consequences.

| Level I offenses listed here but not limited to | | |
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| A | Dress code Infractions | <i>May include, but not limited to:</i> <ul style="list-style-type: none">● Not meeting the basic dress code expectations of the campus● Wearing an outer layer that is not campus-approved |
| B | Verbally Harming Others | <ul style="list-style-type: none">● Creating a negative tone or experience for others through words or minor actions |
| C | Misuse of Materials | <ul style="list-style-type: none">● Wasting classroom room or school materials● Unacceptable desk, common space maintenance; leaving trash or mess, especially when given the opportunity to address it |
| D | Not following class or school procedures | <ul style="list-style-type: none">● Entering one's own classroom without an adult present● Out of seat without permission● Not meeting hallway expectations● Minor playing in the restroom or hallway● Repeatedly disrupting instructional time● Not following classroom/cafeteria/recess expectation |
| E | Refusal to come to class prepared | <ul style="list-style-type: none">● Refusal to come to class prepared● Intentionally refusing to follow directions: a more severe form of ignoring/refusing |
| F | Inappropriate Controllable Reactions | <ul style="list-style-type: none">● Responding with a raised voice, physical reaction, angry expression, or expressed argument upon being redirected. Note: we encourage scholars to communicate and problem-solve in appropriate ways and advocate for themselves when warranted● Casual profanity or profanity not directed at another person● Ignoring or refusing to comply with teacher directions |

Example Level II Offenses: Campus and Classroom Managed.

As a reminder, positive interventions, and restorative practices are enacted prior to assigning consequences. Level II offenses warrant greater consequences due to the nature of the offense. Please note that Level II offenses are considered objectionable offenses. The consequences will be determined based on a series of factors such as the student's age, the seriousness of the offense, and the frequency of the behavior. Students with accommodations will have an IEP or 504 plan that may have behavior intervention plans (BIP) to follow.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required).

- Any applicable strategy listed on the Alternative to Suspension list that is deemed appropriate by Compass Rose.



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- Any applicable Level I, or Level II Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences as deemed appropriate by Compass Rose Public Schools.
- Discretionary Detention
- Village Meetings: At any level of offense or in response to repeated breaches of school expectations, School Leadership may engage families and appropriate stakeholders in a Village meeting to determine appropriate support plans and behavior interventions. School Leadership may request support or intervention from a parent or guardian in order to redirect the student's behavior, especially in the circumstances threatening the health and safety of the student or other students.
- During Lunch or After School Extension OR Reflection space/time: Reflection or Extension time may be earned by a student for engaging in any of the negative behaviors, persistently or in isolation as listed above. Each school provides a specific system through which Reflection or Extension is implemented.

| Level II offenses listed here but not limited to: | | |
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| G | Purposely making false accusations | Intentionally making false accusations against teachers, staff, or other students; typically these would be more minor false accusations |
| H | Damaging school property (including school transportation) | <p>May rise to a Level III or higher offense, depending on the level of damage caused.</p> <ul style="list-style-type: none"> • Leaving marks or causing damage of school property or school materials, including bus transportation, classroom spaces, or common spaces • Leaving marks in books, damaging books, or being neglectful or careless with books • Minor graffiti |
| I | Prohibited Physical Contact | <ul style="list-style-type: none"> • Putting hands on another person, except for shaking hands, fist-bump, or high five |
| J | Disruptive behavior during emergency drills | <ul style="list-style-type: none"> • Not following expectations or procedures during drills • Physical constants such as putting hands on another person • Refusal to follow the instructions of the classroom teacher or leadership. |
| K | Unauthorized area without permission or skipping | <ul style="list-style-type: none"> • Students going to an area without a written pass provided by a staff member. • Repeat tardiness to class • Leaving school grounds during academic day or leaving a school-sponsored event in which the student is a participant • Being on school grounds during unauthorized times • Skipping class in the bathroom or other location within school • Skipping detention |
| L | Significant Disrespect | <ul style="list-style-type: none"> • Intentional use of profanity or grossly disrespectful language, including language that targets another person's racial or sexual |



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| | | <p>identity. This includes spoken or written words and gestures that imply profanity.</p> <ul style="list-style-type: none"> • Comments or actions that undermine the dignity or authority of an adult • Comments or actions that undermine the dignity or emotional safety of a peer • Taking items of minor monetary value that belong to another person that does not constitute a felony according to the Texas Penal codes |
| M | Repeated Disruptive Conduct | <ul style="list-style-type: none"> • More serious form of harm that results in the physical harm of others or destruction of property • Throwing things to intentionally cause harm • Uncontrolled verbal altercation • Repeatedly violates campus or classroom expectations or norms |
| N | Repeated Level I offenses | Repeatedly violates any Level I offense. |
| O | Dishonesty | <ul style="list-style-type: none"> • Cheating • Falsifies school-related documents |
| P | Theft | Theft/stealing items "of value" but less than \$100; taking what is not one's own, causing significant impact or harm through intentional deceit |
| Q | Transportation | Disobeying conduct rules regarding school transportation. |

Example Level III Offenses. Campus Administration managed.

As a reminder, positive interventions, and restorative practices are enacted prior to assigning consequences. Level III offenses warrant greater consequences than Level II due to the nature of the offense. Please note that Level III offenses are considered more serious offenses compared to Level II offenses. The consequences will be determined based on a series of factors such as the student's age, the seriousness of the offense, and the frequency of the behavior. Students with accommodations will have an IEP or 504 plan that may have behavior intervention plans (BIP) to follow.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required).

- Any applicable Level I, Level II, or Level III Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences as deemed appropriate by Compass Rose Public Schools.
- *Village Meetings:* At any level of offense or in response to repeated breaches of school expectations, School Leadership may engage families and appropriate stakeholders in a Village meeting to determine appropriate support plans and behavior interventions. School Leadership may request support or intervention from a parent or guardian in order to redirect the student's behavior, especially in the circumstances threatening the health and safety of the student or other students.

Level III offenses listed here but not limited to



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| R | Academic Dishonesty | <ul style="list-style-type: none"> Plagiarism or cheating: including copying, passing of work <i>ALL plagiarism earns a Zero Grade</i> |
| S | Destroying property | <ul style="list-style-type: none"> Tagging or defacing school property; offensive or destructive graffiti Damaging school property in a way that requires more significant replacement or repair Destruction of property rises to a higher level than minor property damage described in Level II offenses |
| T | Contributing to a situation that could harm the well-being of others | <p>May rise to a level 4 or higher offense, depending on context:</p> <ul style="list-style-type: none"> Videotaping an incident that is not allowed on school property or at a school-sponsored event Participating in a situation that could harm the well-being or reputation of a Compass Rose student or staff member |
| U | Repeated offenses | Repeatedly violates any Level I or Level II offense. |
| V | Trespass on School Grounds | An unauthorized permission on the grounds of any school campus in the district |
| W | Possession and/or use of tobacco-based e-cigarettes, or vape pens | <ul style="list-style-type: none"> Smoking or using tobacco, tobacco-based e-cigarettes, or vape pens at school or school-related functions or activities on or off school property. Being in possession of these products and/or distributing the products on school grounds or school-related events on or off campus. |
| X | Extortion | Committing extortion or blackmail, meaning or obtaining money or an object or value from an unwilling person. |
| Y | Serious Misbehavior | As defined "Serious Misbehavior" is defined as (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee. |
| Z | Secret Society or Gang activity | A student who commits an offense if the person: is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang. |

Example Level IV Offenses: As a reminder, *positive interventions, and restorative practices are enacted prior to assigning consequences. Level IV offenses warrant greater consequences due to the nature of the offense. A*



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series of factors such as the student's age, the frequency of the behavior, and the location of the behavior will be considered when assigning a consequence. Students with accommodations will have an IEP or 504 plan that may have behavior intervention plans (BIP) to follow. For level V offense, the campus-assigned LSSP and Special Education/ 504 Point Person to review the information and schedule a manifestation determination review meeting for students with IEPs or Section 504 plans.

Behavior Location. As defined by Chapter 37 of the Texas Education Code will include:

- On campus
- Off campus within 300 ft
- School-related sponsored activity off campus
- On school property, or at school-related/sponsored activity, of another school district
- Off campus no school-related sponsored activities
- On school transportation
- On social media or messaging platforms

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required).

- Any applicable Level I, Level II, or Level III Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences as deemed appropriate by Compass Rose Public Schools.
- Discretionary Out-of-school suspension for up to three days.
- Possible removal of a student: According to Chapter 37 of the Texas Education Code, Student REMOVAL FOR CERTAIN CONDUCT is justified under Sec. 37.006. Teacher has removed the student from the classroom and denied the student the right to return. TEC §37.003 has been invoked.) – TEC §37.002(c)

(b) A teacher may remove from class a student:

(1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or

(2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

| Disciplinary Action Reason Codes (C165) | Level IV Disciplinary Action |
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| 02 | Conduct punishable as a felony-TEC §37.006(a)(2)(A) |
| 04 | Possessed, sold, or used marijuana or other controlled substance-TEC §37.006(a)(2)(C) and 37.007(b)(2)(A) for under the influence |
| 05 | Possessed, sold, used, or was under the influence of an alcoholic beverage-TEC §37.006(a)(2)(D) and 37.007(b)(2)(A) |
| 08 | Retaliation against school employee-TEC §37.006(b) and 37.007(d) |
| 09 | A student who commits an off-campus felony must be removed from their regular education program and placed in a DAEP if: Based on conduct |



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| | <p>occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses in Title 5, Penal Code-TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.0081</p> <p>Title 5 felonies include: murder; capital murder; manslaughter; criminally negligent homicide; kidnapping; aggravated kidnapping; indecency with a child; felony assault; sexual assault; aggravated assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; and tampering with a consumer product.</p> |
| 10 | <p>A student may be removed from class and placed in a DAEP under TEC §37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if; Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code-TEC §37.006(d) and TEC §37.007(b)(4)</p> |
| 12 | <p>Unlawful Carrying of a Location-restricted Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Location-restricted Knife - blade longer than 5.5 inches)</p> |
| 13 | <p>"Serious Misbehavior" As defined "Serious Misbehavior" is defined as (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.</p> |
| 21 | <p><u>Violation of Student Code of Conduct</u> - This category includes bullying, harassment, and making hit lists (TEC §37.001) and reasons not specifically identified in TEC Chapter 37 that are adopted by the local school board and itemized and identified in the local Student Code of Conduct.</p> <p>Other examples include:</p> <ul style="list-style-type: none"> ● Physical Violence Fighting/Mutual Combat-Excludes all offenses under Penal Code §22.01 ● Hate Speech -Threatening and/or aggressive speech based on gender, race, sexual orientation, any disabilities (includes any written, verbal, or gestures) ● Illicit/Unsafe Activity- Being under the influence of illegal or controlled substances (drugs/over-the-counter or prescription drugs); <ul style="list-style-type: none"> ○ Sexual activity of any kind or possession of pornographic material ○ Leaving school or school trip without permission ● Sexul Harassment- Suggestive touching, stroking, squeezing, tickling, or brushing against a person <ul style="list-style-type: none"> ○ Actual or attempted sexual assault |



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| | <ul style="list-style-type: none"> Sexual harassment happening off-campus or online that impacts students' access to their education |
| 61 | Bullying – TEC 37.0052(b)- As defined by the Texas Education Code Chapter 37, Bullying means a single significant act or a 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 satisfies the applicability requirements provided by Subsection (a-1) |

Chart Adopted from: TWEDS(n.d.). <https://tealprod.tea.state.tx.us/TWEDS/87/395/0/0/DataSubmission/TechnicalResources/1230>

Example Level V Offenses: As a reminder, positive interventions, and restorative practices are enacted prior to assigning consequences. Level V offenses warrant greater consequences due to the nature of the offense. Please note that Level V offenses can result in Mandatory or Emergency Expulsions. A series of factors such as the student's age, the frequency of the behavior, and the location of the behavior will be considered when assigning a consequence. Students with accommodations will have an IEP or 504 plan that may have behavior intervention plans (BIP) to follow. For level V offense, the campus-assigned LSSP and Special Education/ 504 Point Person to review the information and schedule a manifestation determination review meeting for students with IEPs or Section 504 plans.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required).

- Any applicable Level I, Level II, Level III, and Level IV Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences as deemed appropriate by Compass Rose Public Schools.
- Emergency Expulsion-If the student has committed a behavior under state law (TEC §37.007) that would require an expulsion or the student has committed a behavior under state law (TEC §37.007) that would allow for a discretionary expulsion.
- Mandatory and Discretionary Expulsion
- Expulsion and Placement of Certain Students in Alternative Settings- In accordance with TEC 37.0081 after an opportunity for a hearing may expel a student and elect to place the student in an alternative setting as provided by Subsection (a-1) if:
 - has received deferred prosecution under Section 53.03 (Deferred Prosecution), Family Code, for conduct defined as:
 - a felony offense in Title 5, Penal Code; **or**
 - the felony offense of aggravated robbery under Section 29.03 (Aggravated Robbery), Penal Code;

| Disciplinary Action Reason Codes (C165) | Level V Disciplinary Action |
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| 02 | Conduct punishable as a felony-TEC §37.006(a)(2)(A) |
| 06 | Abuse of a volatile chemical- TEC §37.006(a)(2)(E) and 37.007(b)(2)(B) |
| 07 | Public lewdness or indecent exposure-TEC §37.006(a)(2)(F) |



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| 11 | <p>Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)</p> <p>In accordance with federal law, a local educational agency (LEA), including a school district, home-rule school district, or open-enrollment charter school, shall expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school.</p> |
| 14 | <p>Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)</p> |
| 16 | <p>Arson-TEC §37.007(a)(2)(B)</p> |
| 17 | <p>Murder, capital murder, criminal attempt to commit murder, or capital murder-TEC §37.007(a)(2)(C)</p> |
| 18 | <p>Indecency with a child-TEC §37.007(a)(2)(D)</p> |
| 19 | <p>Aggravated kidnapping-TEC §37.007(a)(2)(E)</p> |
| 22 | <p>Criminal mischief (felony violation)- TEC §37.007(f)</p> |
| 26 | <p>Terroristic threat-TEC §37.006(a)(1) or 37.007(b)(1) a person commits an offense if he threatens to commit any offense involving violence to any person or property with the intent to:</p> <p>(a) cause a reaction of any type to his threat by an official or volunteer agency organized to deal with emergencies; or</p> <p>(b) place any person in fear of imminent serious bodily injury; or</p> <p>(c) prevent or interrupt the occupation or use of a building; room; place of assemble; place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place; or</p> <p>(d) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service.</p> <p>A person who receives a terroristic threat must not only believe the threat, but also believe that the person making the threat will carry it out.</p> <p>"Terroristic Threat" violation is also a discretionary expellable offense</p> |
| 27 | <p>Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer- TEC §36.006(a)(2)(B) and/or TEC §37.007(b)(2)(C)</p> |



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| 28 | Assault under Penal Code Section 22.01 (a)(1) against someone other than a school district employee or volunteer-TEC §37.006(a)(2)(B) |
| 29 | Aggravated assault under Penal Code Section 22.02 against a school district employee or volunteer-TEC §37.007(d) |
| 30 | Aggravated assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A) |
| 31 | Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against a school district employee or volunteer-TEC §37.007(d) |
| 32 | Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A) |
| 35 | <p>False Alarm/False Report –TEC §§37.006(a)(1) and 37.007(b)(1)</p> <p>A student who commits an offense if he knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he knows is false or baseless and that would ordinarily:</p> <p>(a) cause action by an official or volunteer agency organized to deal with emergencies;</p> <p>(b) place a person in fear of imminent serious bodily injury; or</p> <p>(c) prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or aircraft, automobile, or other mode of conveyance</p> |
| 46 | Aggravated Robbery-TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680) |
| 47 | Manslaughter – TEC §37.007(a)(2)(G) |
| 48 | Criminally Negligent Homicide – TEC §37.007(a)(2)(H) |
| 46 | Aggravated Robbery-TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680) |
| 55 | Student Is Required to Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 |
| 56 | Student Is Required to Register as A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Not Under Court Supervision -TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 |



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| 57 | Sexual Abuse Of Young Child Or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a)(2)(I) |
| 58 | Breach of Computer Security – TEC §37.007(b)(5) A student engages in conduct that contains the elements of the offense of breach of computer security under Section 33.02 if the person knowingly accesses a computer, computer network, or computer system without the effective consent of the owner if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly: (i) alters, damages, or deletes school district property or information; or, (ii) commits a breach of any other computer, computer network, or computer system. |
| 60 | Harassment Against an Employee of the School District under Texas Penal Code 42.07(a)(1), (2), (3), or (7) – TEC 37.006(a)(2)(G) |

Chart Adopted from: TWEDS(n.d.), <https://tealprod.tea.state.tx.us/TWEDS/87/395/0/0/DataSubmission/TechnicalResources/1230>

Consequences for Inappropriate Behavior:

General Guidelines:

Discipline is designed to improve behavior. All scholars should be treated with dignity and respect. Discipline should be designed to encourage the scholar to accept responsibility for the harm they caused and own the impact of their actions. In all cases, discipline consequences shall be assessed carefully and the action shall be drawn based on the professional judgment of teachers and leadership on Compass Rose Campuses. Discipline is delivered through a variety of equitable discipline management techniques, including Restorative Discipline Practices and other Positive Behavior Programs. A series of factors such as the student's age, the frequency of the behavior, and the location of the behavior will be considered when assigning a consequence. Unless otherwise specified by Chapter 37 of the Texas Education Code (TEC), more objectionable offenses may receive a consequence stated below.

PLACEMENT REVIEW COMMITTEE. According to Chapter 37 of the Texas Education Code, Each school shall establish a three-member committee to determine the placement of a student when a teacher refuses the return of a student to the teacher's class and make recommendations to the district regarding readmission of expelled students.

CAMPUS BEHAVIOR COORDINATOR. According to Chapter 37 of the Texas Education Code A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

- Any applicable Level II, Level III, Level IV, or Level V offense Disciplinary Consequence or Discipline Management Technique listed including multiple consequences as deemed appropriate by Compass Rose.
- Village Meetings: At any level of offense or in response to repeated breaches of school expectations, School Leadership may engage families and appropriate stakeholders in a Village meeting to



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determine appropriate support plans and behavior interventions. School Leadership may request support or intervention from a parent or guardian in order to redirect the student's behavior, especially in the circumstances threatening the health and safety of the student or other students.

- In-School Suspension
- Out-of-School Suspension
- Removal from Classroom by Teacher: According to the Texas Education Code Sec. 37.002. REMOVAL BY TEACHER. A teacher may remove from class a student:
 - (1) who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
 - (2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- (b-1) A teacher may document any conduct by a student that does not conform to the student code of conduct adopted under Section 37.001 and may submit that documentation to the principal. A school district may not discipline a teacher on the basis of documentation submitted under this subsection.
- Emergency Expulsion: If the student has committed a behavior under state law (TEC §37.007) that would require an expulsion or the student has committed a behavior under state law (TEC §37.007) that would allow for a discretionary expulsion as the Student Code of Conduct allows for the discretionary expulsion and the principal or their designee reasonably believes that the immediate expulsion of the student is necessary to protect persons or property from imminent harm, then the student may be expelled on an emergency and temporary basis to a setting without educational services available pending an expulsion hearing required under TEC §37.009 taking place.
- Removal from School Transportation: A student being transported by Compass Rose transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating the school's established standards for conduct in a school vehicle.
- *Please note that most Level IV and Level V offenses are illegal actions. The campus Threat Assessment Team can contact law enforcement officials regarding this conduct. The consequences will be determined based on a series of factors such as the student's age, the location of the behavior will be considered, and the history of Level III and above offenses.*

Suspension:

Compass Rose utilizes two kinds of suspension: in-school suspension and out-of-school suspension.

Guidelines for Suspension- As defined by Chapter 37 of the Texas Education Code, (a) The principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under Section 37.001 as conduct for which a student may be suspended.

- A suspension under this section may not exceed three school days.
- A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages behavior as defined by Chapter 37 of the Texas Education Code.

In-School Suspension: The following rules and regulations apply to all students assigned to in-school suspension ("ISS"):

1. Designated staff members will pick up students from their class.
2. Students will bring materials to work on, including an ISS assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. All materials must be brought to the room when reporting.
4. No disruptive behavior will be allowed.



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5. Unexcused absences from suspension will be referred to the School Leader.
6. Sleeping is prohibited.
7. Students must abide by the Compass Rose policies and behavioral standards during their suspension period.
8. A student who misses a scheduled ISS session without a confirmed excuse may be assigned an out-of-school suspension. If a student misses more than one scheduled ISS session without a confirmed excuse, they may be subject to additional consequences.
9. Depending on the level of severity, students may be able to access lessons virtually during in-school or out-of-school suspension days. An out-of-school suspension is still coded as such even if the student is accessing virtual learning.

Failure to follow these guidelines will be reported to the School Leader for further action, which may include up to three days of out-of-school suspension or any other Level I consequence.

Out-of-School Suspension: In deciding whether to order out-of-school suspension, the School Leader or designee may take into consideration factors including self-defense, prior discipline history, the student's status as a student in foster care or who is homeless, intent or lack of intent, and other appropriate or mitigating factors determined by the administrator.

In addition to the Code of Conduct violations listed in this Handbook, the School Leader has the authority to suspend a student for a period of up to three school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency that constitutes endangerment to health or safety.

Special Rules for Suspensions Involving Homeless Students: Compass Rose may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Unlawful possession of a firearm or other weapon;
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault; or

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by applicable state and federal law, and Compass Rose policy.

Process for Suspensions Lasting Up to Three Days

Prior to suspending a student for up to three days, the School Leader or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate their version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the School Leader or designee determines the student's conduct warrants suspension during the school day for up to three days, the School Leader or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The School Leader or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the School Leader.



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A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Alternatives to Suspension

Suspension generally is imposed only when other means of correction fail to bring about proper conduct. However, a student may be suspended for any Level 3 or higher offense upon a first offense, or if the student's presence causes a danger to persons.

At the discretion of an administrator, a student can complete any combination of (but not limited to) the following alternatives to suspension listed below:

- Research project
- Presentation
- Campus beautification
- Family meeting or shadow
- Community Service

Process for Expulsion

Notice: When the School Leader or designee determine that a student's conduct warrants expulsion, but prior to taking any such action, the School Leader or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the School Leader, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of Compass Rose's evidence;
4. May be accompanied by their parent(s); and
5. May be represented by an attorney.

Hearing Before the School Leader: Compass Rose shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and Compass Rose shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The School Leader may audio record the hearing.

Within 48 hours or two school days, whichever is later, the School Leader will notify the student and the student's parent(s) in writing of their decision. The decision shall specify:

1. The length of the expulsion, if any;
2. When or if the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period if at all; and
3. The right to appeal the School Leader's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter, and that disciplinary consequences will not be deferred pending the outcome of an appeal.



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Appeal to the Board of Directors: The student or their parent(s) may appeal the extended suspension or expulsion decision to the Board of Directors by notifying the School Leader in writing within five calendar days of the date of receipt of the School Leader's decision. The student and/or his or her parent(s) will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board will review the disciplinary administrative record and any audio or transcribed record from the hearing before the School Leader at a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act. The appeal shall be limited to the issues and documents considered during the disciplinary consequence, except that if the administration intends to rely on evidence not included in the expulsion record, the administration shall provide the student or parent(s) notice of the nature of the evidence at least three days before the Board of Director's meeting.

The Board of Directors may, but is not required to, allow an opportunity for the student or parent(s) and the administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision

The Board of Directors will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board of Directors' meeting. If no decision is made by the end of the next regularly scheduled Board of Directors' meeting, the School Leader with respect to the disciplinary action appeal shall be upheld. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion to the Board of Directors.

Except when required by law, students will not earn academic credit during a period of expulsion.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without action by the student's admission, review, and dismissal committee to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to Compass Rose unless Compass Rose and the student's parent(s) agree otherwise.

If a student's IEP includes a behavior improvement plan or behavioral intervention plan, the student's ARD committee shall review the plan at least annually and more frequently if appropriate to address:

1. Changes in a student's circumstances that may impact the student's behavior, such as:
 - a. Placement of the student in a different educational setting;
 - b. An increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - c. A pattern of unexcused absences; or
 - d. An unauthorized unsupervised departure from an educational setting; or
2. The safety of the student or others.



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Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, Compass Rose shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Campus Leader may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this section, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.