



VALOR
EDUCATION

VALOR FAMILY
HANDBOOK

2025-2026

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Preface

Valor's Family Handbook provides parents and students with a wide range of important school practices, policies, and procedures. We ask our parents to review the entire Handbook with their children and to keep it as a reference during this school year. Parents or students with questions about the content of this handbook should contact the school office.

Mission & Vision

MISSION

Valor Education exists to educate the whole person in authentic communities for a full human life.

What We Stand For

- Wisdom and Virtue
- Truth, Goodness, and Beauty
- Human Dignity
- Wonder and Inquiry
- Friendship and Community

EDUCATIONAL VISION

Valor Education believes that every student has a desire for knowledge and is drawn to what is good and beautiful. As teachers, we introduce students to the depth and richness of the world and appeal to their natural sense of wonder. We walk alongside our students during their educational journey, providing guidance, encouragement, and loving correction—all in the context of a community of friendship. We challenge each student to encounter the world and others in an authentic way and, in so doing, to realize his or her deepest self. Ultimately, our aim is to help students become fully alive and truly free.

In education today, there is often polarization along ideological lines. Furthermore, many of the trends that take hold in education are the result of “either-or” thinking that turns a partial truth into a comprehensive approach, inevitably neglecting other important insights. In order to provide the fullest educational experience to all students, Valor is committed to a balanced, integrated approach that harmonizes the best of educational theory and practice from the classical world to the 21st century.

- Our schools draw upon the best of the classical tradition and contemporary educational practice.
- Our rigorous curriculum features both advanced math & science and the humanities.
- Our teachers and leaders are both philosophical and practical.
- Our teachers emphasize inquiry-based instruction and employ presentation, coaching, and independent learning.
- Our approach is focused on both the child and the curriculum
- Our instruction emphasizes both verbal and hands-on/multi-sensory modes of learning.
- Our schools are well-ordered and characterized by joy and deep engagement.
- Our teachers employ whole-class and individualized approaches.
- We achieve measurable academic results and cultivate a love of learning.
- Our students learn a body of specific content knowledge in each subject and the critical skills/habits of learning.
- We prepare students for college & career and for a full human life.

LEADERSHIP

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SCHOOL & PARENT PARTNERSHIP

At Valor, we have a deep respect for the important role parents play in their child's education, and we are excited to play a vital supporting role in our students' education. One of the keys to our success will be a strong collaborative relationship with each student's parents—a relationship characterized by trust, goodwill, respect, honesty, and clear communication. Parents are an integral part of the Valor community, and we encourage parents to be actively engaged in the Valor community during their child's time at the school.

Some of the ways parents can be involved include:

- Supporting their child's education at home by encouraging them to complete their homework, helping them to stay organized, and engaging them in discussion about what they are learning;
- Ensuring strong attendance throughout the school year;
- Volunteering through the PSO (Parent Service Organization);
- Contacting teachers and/or school leadership directly if a concern arises and
- Attending scheduled conferences in the fall and as necessary afterward.

In order to promote healthy, direct, personal communication between our school and our families, Valor has developed a set of communication commitments that we ask our families to follow:

- Communicate with charity, goodwill, and respect regarding all Valor community members: teachers, staff, leaders, and other parents
- Assume best intentions and remain open to the possibility that the initial perspective (e.g. of a student or parent) on a given situation may need to be adjusted and filled out after communication with the appropriate teacher or staff member
- Address concerns first directly with the person closest to the situation (teacher, staff member)
- Whenever possible, prioritize in-person conversation or phone calls, particularly if there is a need to discuss concerns or any topic that is not primarily informational
- Avoid airing grievances on social media or in other public ways
- Avoid criticizing teachers, staff, and leadership on social media or through other group communication avenues
- Follow the appropriate channels of escalation if you are unable to reach a satisfactory resolution to a concern addressed with the person closest to the situation

- Seek to be supportive of teachers and leadership in conversations with your children regarding school policies and decisions and practice discernment in how to navigate communications with students regarding conflict or disagreement with school personnel

Academic Program

VALOR SCHOOL PROGRAM

Valor Education is committed to restoring the full range of human education and to making its balanced, integrated course of study available to all students, regardless of background or ability. Valor features a robust and rigorous curriculum in math, science, and the humanities. In addition, during their time at Valor all students will experience a diversity of coursework including fine arts & craftsmanship, civics and public speaking, community service, and nature studies. The Valor curriculum draws upon the best from both classical and contemporary approaches to education, and our teachers employ a wide range of pedagogy, including Socratic discussion, presentation, coaching, and hands-on learning. In addition, we draw upon the best methods of educational assessment to track student performance, inform instruction, and guide academic interventions to ensure that we are closing all student performance gaps. Because each child is capable of academic success, Valor offers all students a classroom experience that challenges them to reach their fullest potential and supports them when they encounter struggles.

Valor schools also provide students with a range of competitive athletic opportunities, including both team and individual sports. At Valor, we believe that healthy athletic competition can ennoble the human spirit and help students develop virtues such as courage, sportsmanship, and perseverance. To further develop physical excellence, all students participate in our comprehensive health and fitness program, which incorporates physical education within a larger context of personal health, nutrition, and fitness training. In addition, Valor's diverse array of student clubs provides every student with engaging opportunities for further growth.

The cumulative effect of Valor's school program is that students will achieve outstanding measurable results while growing in character and developing an authentic love of learning. The Valor student, then, will receive the best preparation both for college and for a full, rich human life.

K-12 CURRICULUM AT A GLANCE

Note: This is a sample curriculum sequence and may be modified according to student readiness. Also, Math and Foreign Language sequences will be modified in the first years of school to account for varying student ability levels.

K-12 Curriculum at a Glance



	K	1	2	3	4	5	6	7	8	9	10	11	12
Math	Singapore Math						Pre-Algebra I/ Pre-Algebra II	Pre-Algebra II/ Algebra I (HS Credit)	Algebra I/ Algebra II (HS Credit)	Advanced Math & Science			
										Geometry	Algebra II/ Pre-Calculus	Pre-Calculus/ Calculus I	Calculus I/ Calculus II
Science	Discovery Science						Physical Science	Life Science	Nature of Science	Biology	Chemistry	Physics I	Advanced Science
Language Arts	Spalding Phonics, Classic Literature, Grammar & Composition, Poetry						Language Arts	Language Arts	Language Arts	Integrated Humanities Program			
										American Studies	Ancient & Medieval World	Early Modern World	Modern World
History	Core Knowledge History & Geography						World History	Texas History	U.S. History				
Foreign Language	Foreign Language						Latin IA (HS Credit)	Latin IB (HS Credit)	Latin II (HS Credit)	Latin III / Modern I	Latin IV / Modern II	Greek I / Modern III	Greek II / Modern IV
Pine Arts	Art & Music						Art & Music	Art & Music	Art & Music	Art & Music	Fine Arts	Fine Arts	Fine Arts
Physical Education/ Other	Valor Health & Fitness										World Geography	Economics/ Government	Senior Project
Experiential Learning	The Human Encounter (Integrated Community Service) & Garden-Based Education												

NOTE: This is a sample curriculum sequence and may be modified according to student readiness. Also, Math and Foreign Language sequences will be modified in the first years of a new school to account for varying student ability levels.

MIDDLE SCHOOL ADVANCED MATHEMATICS PROGRAM

Valor Education has adopted an advanced mathematics program for middle school students that is designed to enable students to enroll in Algebra I in 8th grade. Under this program, Valor Education will automatically enroll in an advanced mathematics course for each 6th grade student who performed in the top 40% on (1) the 5th grade STAAR assessment in math, or (2) a local measure that includes the student’s 5th grade class ranking or a demonstrated proficiency in the student’s 5th grade mathematics coursework.

Parents may opt a student out of automatic enrollment in the school’s advanced mathematics program by providing written notice to the Headmaster or designee.

ACADEMIC INTEGRITY

All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in classes. A student’s attempt to present the work of another as his or her own will be viewed as a serious offense, and the student may be subject to a grading penalty and/or discipline in accordance with the Student Code of Conduct. Consequences of academic dishonesty may include in-school or out-of-school suspension depending on the severity and particulars of an offense.

Valor promotes a community of integrity, honesty, and goodwill. Students should seek to embody these virtues in all aspects of school life, especially in the completion and presentation of academic assignments. Some examples of academic dishonesty include plagiarism (whether intended or unintended), the use of Spark Notes or any comparable reading guide, using artificial intelligence (AI) or large-language models (LLMs) to complete assignments, receiving

assistance on an assignment designed for the student to complete by themselves, as designated by the teacher. All cases of academic dishonesty will be referred to school leadership to determine appropriate disciplinary consequences.

ACADEMIC & COLLEGE COUNSELING

Valor Education is committed to preparing all students to gain admission to the college or university of their choice and to excel academically in their chosen path of study. The primary way in which Valor will prepare students for college is through the rigor of its academic program. For example, all middle and upper school courses at Valor will be taught at an honors level.

In addition to its challenging college-prep course of study, Valor will provide all students with top-notch, specialized college counseling services. Each campus will have a full-time, dedicated college counselor, with services beginning in 9th grade. The college counselor will help each family find the best college or university fit by knowing the personality, interests, abilities, and aspirations of each student. Our college counselors will be committed to accompanying each family throughout the decision-making process, providing relevant tools, resources, and information. Here are some of the key services to be provided during the college admission process:

- Individualized meetings
- Information sessions for students and parents
- PSAT preparation workshops and tutoring opportunities
- Financial aid information
- Integrated presentations on key aspects of college admissions during the school day
- PSAT, SAT, and CLT testing
- College essay writing workshops
- Research workshops
- Grade-level specific orientations
- Sponsoring of visits to local colleges
- College counseling software for college planning
- Highlighting of scholarship opportunities
- Hosting of visits on campus from a wide variety of colleges
- College preparation club

GRADUATION (HIGH SCHOOL GRADES ONLY)

Valor Education shall ensure that each student enrolls in the courses necessary to complete the curriculum requirements identified by the State Board of Education (“SBOE”) for the foundation high school program, or the recommended or advanced high school program.

REQUIREMENTS FOR A DIPLOMA

According to State guidelines, Valor Education shall ensure that each student enrolls in the courses necessary to complete the curriculum requirements identified by the SBOE for graduation. Additionally, students at Valor Education must meet the following requirements to receive a high school diploma:

1. Achieve passing scores on certain end-of-course (“EOC”) assessments or approved substitute assessments, unless specifically waived as permitted by State law;
2. Complete any locally required courses (Valor requirements) in addition to the courses mandated by the SBOE;
3. Complete the required number of credits established by the SBOE and any additional credits required by Valor Education; and
4. Demonstrate proficiency, as determined by Valor Education, in the specific communication skills required by the SBOE.

TESTING REQUIREMENTS FOR GRADUATION

Students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the Headmaster for more information on the State testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, Valor Education will provide remediation in the content area for which the performance standard was not met. This may require student participation before or after normal school hours, or at times of the year outside of normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may be eligible to graduate, if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate. Please see the Headmaster for more information on the makeup of an individual graduation committee and all other requirements for graduation.

FOUNDATION GRADUATION PROGRAM

All Valor students will graduate under the State of Texas' foundation school program. Within the foundation graduation program are "endorsements," which are paths of interest that include Arts and Humanities, STEM, and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and the student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to an appropriate school administrator for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program may also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, CLT, or ACT exam; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the Headmaster can provide more information about these acknowledgments.

TEXAS FIRST EARLY HIGH SCHOOL COMPLETION PROGRAM

Upon each student's initial enrollment in high school, Valor Education shall provide parents and students notice of eligibility criteria for the Texas First Early High School Completion Program and Texas First Scholarship Program. More information about the requirements are available [online](#).

6-8TH GRADE COURSES FOR HIGH SCHOOL CREDIT

All 6-8th grade foreign language courses are taught on the high school level and can earn a partial or whole high school foreign language credit. Students in 7th and 8th grade may take Algebra I or Algebra II for high school credit. If a student in grades 6-8 fails a high school level course, the student may be withdrawn from the course before final grades are due so as not to penalize the student's high school GPA. Passing grades for middle school foreign language courses are listed as PASS on the student's transcript while a numerical grade is listed for Algebra I and Algebra II.

GPA AND RANKING GUIDELINES

Valor will rank only the top 10% of students for automatic college admissions purposes beginning after the 1st semester of Junior year. Students who do not qualify for the top 10% are not ranked or informed of their rank.

GPA

GPA is determined by the student's courses taken at Valor during high school, as transfer courses from any other institution are not considered. Weighted GPA will be used. If there is a tie to the thousandths place, the number of A+'s will be counted to determine the rank.

GPA REPORTING

Each fall, Valor will publish a quartile GPA range of the current senior class in the School Profile. No additional GPA information will be published beyond what is included in the School Profile.

AUTOMATIC ADMISSIONS

The Valedictorian and students in the top 10% at the time of submitting their college application receive automatic admission to Texas public universities (top 5% at UT beginning fall 2025). When calculating the number of students included in the top percentile, legislation does not allow schools to round up.

AUTOMATIC ADMISSIONS REPORTING

Students in the top 10% will receive the [Notification of Eligibility for Automatic College Admission](#) form and must return it to the counselor with the student's and parent's signatures.

HIGHEST RANKING GRADUATE

The Valedictorian will receive The Highest Ranking Graduate scholarship and will be selected no later than one week after the Q4 progress report is published. The Valedictorian should be selected by a committee of school leadership.

TIMELINE

The first-semester junior ranking is reported to students in the top 10% for awareness of their rank no later than the 14th day of classes after the last day of the fall semester.

The second-semester junior ranking is completed in the summer, and results are reported to students in the top 10%.

Campuses may reserve the right to recalculate rankings after summer school, before the fall semester of the twelfth grade. The student's class rank at the time their college application is submitted is the one used for determining college admissions eligibility.

Rank will be recalculated after the fall semester of 12th grade. Newly ranked students in the top 10% will receive automatic admission to colleges to which they have not yet applied, as colleges use the ranking provided at the time of application submission. The January rank will not penalize students who fall out of the top 10% if they have already applied to their chosen Texas public university, as rankings will have already been reported to the university.

ALGEBRA II REQUIREMENT

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course. A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II. There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the [Texas Higher Education Coordinating Board's \(THECB\) financial aid webpage](#) at GS.

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any two or more of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas

Education Code (TEC), Sections 28.009(a)(1), (2), and (3)

- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an Algebra II course or at least one advanced career and technical or technology applications course.

VALEDICTORIAN AND SALUTATORIAN

The valedictorian is the highest honor bestowed on a graduating senior student at Valor. The valedictorian of a class will be selected by a committee consisting of headmaster, at least one upper school leader, and at least three junior and senior teachers. The initial criterion for selecting a valedictorian will be high school grade point average for students who have been at the school since at least both semesters of their 10th grade year. Other essential criteria are student behavior, character, and overall embodiment of the mission. As a result, the committee may decide not to award the student who has the highest grade point average, if another high-level academic student is significantly stronger as a model of overall character and embodiment of the school's vision. The committee may decide to award two students co-valedictorians. In that case there would not be a salutatorian.

Upon graduation, students may be recognized with academic honors, designated with cords. There are three levels of recognition based on unweighted GPA, rounded to the tenth place:

- Summa Cum Laude: 3.9 - 4.0
- Magna Cum Laude: 3.7-3.9
- Cum Laude: 3.5-3.7

STUDENTS WITH DISABILITIES

Upon the recommendation of the admission, review, and dismissal committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

The admission, review, and dismissal committee for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. To earn an endorsement under the foundation graduation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

CREDIT BY EXAM

Valor Education uses examinations and guidelines established by the State Board of Education ("SBOE") to offer credit and acceleration by exam in certain cases as determined by school leadership.

A student who has previously taken a course or subject (but did not receive credit or a final grade for it) may, in circumstances determined by the Headmaster or Attendance Review Committee, be permitted to earn credit or a final grade by passing an exam on the essential knowledge and skills defined for the course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery." To receive credit, a student must score at least 70% on the exam. Students receiving credit by exam will receive a grade of PASS and the exam will not count toward a student's GPA.



The Attendance Review Committee may also offer a student with excessive absences an opportunity to receive credit for a course by passing an exam.

TRANSFER CREDIT

After a transfer student's official transcript from their previous school has been reviewed, the family will be provided with a transfer plan that notifies them of any additional courses that must be taken to meet graduation requirements. Many times students must take courses during the summer to meet these requirements.

Only courses taken at Valor are calculated into a student's Valor GPA, including online summer courses offered by Valor. Courses taken through a community college are not included in the high school GPA.

Valor accepts credit taken from accredited Texas public schools and will review transcripts from accredited private schools and homeschools to determine which credit may be granted.

STANDARDIZED TESTING

One of Valor's core aims is to cultivate genuine wonder and a love of learning in its students. We believe that all subjects are intrinsically valuable and desirable. While Valor students will take the STAAR test in certain grade levels, Valor does not orient its approach around a "teach to the test" mentality. In general, we are confident that strong testing outcomes will follow from our students' engagement with Valor's challenging academic program.

INSTRUCTIONAL PROGRAM

To ensure that each student achieves at least satisfactory performance on each state assessment, Valor Education shall ensure that its curricular and instructional systems provide instruction to all students that: (1) is consistently aligned with the essential knowledge and skills for the applicable subject area and grade level; and (2) strategically and timely addresses deficiencies in the prerequisite essential knowledge and skills for the applicable subject area and grade level.

Below is an outline of testing required for charter schools by the State of Texas:

STAAR (State of Texas Assessments of Academic Readiness)

In addition to routine tests and other measures of achievement, students in grades 3–8 will take the state assessment, the STAAR exam, in the following subjects:

- Mathematics, annually in grades 3–8.
- Reading (with integrated writing), annually in grades 3–8.
- Science in grades 5 and 8.
- Social Studies in grade 8.

ACCELERATED INSTRUCTION

Valor Education will provide accelerated instruction in applicable subject areas to each student who fails to perform satisfactorily on the STAAR exam in the third, fourth, fifth, sixth, seventh, or eighth grade or an end-of-course ("EOC") assessment. This accelerated instruction will be provided either during the subsequent summer or school year, and consist of instruction meeting the requirements of Education Code § 28.0211(a-1) and 28.0211(a-4), as applicable.

Accelerated instruction provided during the following school year may require participation of the student before or after normal school hours. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

In providing this accelerated instruction, Valor Education may not remove a student, except under circumstances for which a student enrolled in the same grade level who is not receiving accelerated instruction would be removed, from: (1) instruction in the foundation and enrichment curriculum for the grade level in which the student is enrolled, or (2) recess or other physical activity that is available to other students enrolled in the same grade level.

ACCELERATED EDUCATION PLAN

Valor Education will develop an Accelerated Education Plan ("AEP") for each student who fails to perform satisfactorily on a STAAR or EOC assessment to provide the necessary accelerated instruction to enable the student to perform at the appropriate grade or course level by the conclusion of the school year. The AEP will be documented in writing, and a

copy will be provided to the student's parent. Valor Education will establish an accelerated learning committee ("ALC") for each student for each student who fails to perform satisfactorily on:

The third grade mathematics or reading STAAR assessment;
The fifth grade mathematics or reading STAAR assessment; or
The eighth grade mathematics or reading STAAR assessment.

A student's ALC will be composed of the Headmaster or designee, the students' parent, and the teacher of the subject of the assessment on which the student failed to perform satisfactorily.

The ALC will, not later than the start of the subsequent school year after the student fails to perform satisfactorily on one of the STAAR exams mentioned above, develop an educational plan for the student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year. The educational plan must be documented in writing, and a copy must be provided to the student's parent or guardian.

Valor Education will make a good faith attempt to provide the parent of a student who fails to perform satisfactorily on a STAAR or EOC assessment a parent-teacher conference with the student's primary teacher at the start and end of the subsequent school year. At the conference, Valor Education will provide the parent with:

1. Notice that the student is not performing on grade level in the applicable subject area; and
2. An explanation of the accelerated instruction to which the student is entitled and information on the AEP that must be developed for the student and the manner in which the parent may participate in developing the plan.

A parent of a student who fails to perform satisfactorily on a STAAR or EOC assessment one of the STAAR exams mentioned above may submit a written request to the Headmaster for Valor Education to consider the student's assignment to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available. Valor Education retains discretion to make classroom assignments based on campus needs and classroom capacity.

During the school year, the student's progress will be monitored to ensure that the student is progressing in accordance with the AEP. plan. Valor Education will also administer to the student the assessment instrument for the grade level in which the student is placed at the same time as the assessment is taken by other students in the same grade level.

AEP Grievance Procedure

If a student assigned to an educational plan fails in the subsequent school year to perform satisfactorily on a STAAR exam in the same subject, the Headmaster or designee will meet with the student's ALC to: (1) identify the reason the student did not perform satisfactorily, and (2) determine, in order to ensure the student performs satisfactorily on next administration of the STAAR exam, whether the student's educational plan must be modified and if any additional resources are required for the student.

Special Education Students: The ARD Committee of a student who participates in the school's special education program and who does not perform satisfactorily on a STAAR or EOC assessment shall, at the student's next annual ARD review meeting, review the student's participation and progress in, as applicable, accelerated instruction, supplemental, or an AEP. The math or reading portions of the third, fifth, or eighth grade STAAR assessment must meet to determine the manner in which the student will participate in an accelerated instruction program.

The student's parent may request, or Valor Education, may schedule, an additional ARD meeting if a committee member believes that the student's individualized education program (IEP) needs to be modified. If Valor Education refuses to convene an ARD meeting requested by the student's parent, Valor Education shall provide the parent with written notice explaining the reason the school refuses to convene the meeting.

STAAR Alternate 2 is available for eligible students receiving special education services and who meet certain state-established criteria, as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

End-of-Course Assessments for Students in Grades 9-12 (or middle school students taking these courses)

STAAR end-of-course (“EOC”) assessments are administered for the following courses:

- Algebra I
- Biology
- English I
- English II
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state laws and rules.

There are three testing windows during the school year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services and who meet certain state-established criteria, as determined by the student’s ARD committee. The student’s ARD committee will determine whether successful performance on the EOC assessments will be required for a student receiving special education services to graduate, in accordance with parameters set in state regulations.

Texas Success Initiative Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (“TSI”) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

SAT, ACT, & CLT

Many colleges require either the American College Test (“ACT”) or the Scholastic Aptitude Test (“SAT”) for admission. Many colleges are also considering scores from the CLT (Classic Learning Test), which is a new assessment that reflects Valor’s classical curriculum and philosophy of education. Students are encouraged to talk with the Headmaster or the Headmaster’s designee early during their junior year to determine the appropriate examination(s) to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the Headmaster or the Headmaster’s designee or designee.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

Texas English Language Proficiency Assessment System (“TELPAS”)

The Texas English Language Proficiency Assessment System (“TELPAS”) is a system of statewide assessments administered to all Limited English Proficient (“LEP”) students in grades K–12. The TELPAS measures English ability based on the stages of language development of second language learners. These results will further the understanding of the educational needs of LEP students by providing a state-level measure of both their current academic English levels and their annual progress in English.

PROMOTION AND RETENTION

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must demonstrate mastery on grade level standards and meet Valor Education’s requirements for attendance. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Parents of a student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal

school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

Students may be considered for retention if they have met any of the following criteria:

1. failed one or more of the following subject areas: Math, Language Arts, Science, History, or Latin;
2. failed one or more state assessments;
3. is below level in Math or Language Arts; or
4. missed more than 10% of instructional days in an academic year.

Decisions regarding student retention must be made by a committee, which is comprised of the child's core subject area teachers and a member of the school leadership team. Credit for high school courses are given by semester (1/2 credit per semester). Students who fail a course for high school credit may need to remediate the course to meet graduation requirements set forth by the SBOE and Valor Education. Both the failed and passed course grades will be included on a student's transcript and factored into the GPA.

PARENT OPTION FOR STUDENTS TO REPEAT GRADES OR COURSES

In certain circumstances, a parent may elect for a student to repeat a grade or retake a high school course. Subject to certain restrictions, a parent may elect for a student to:

1. Repeat kindergarten;
2. Enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade;
3. For grades one through eight, repeat the grade the student was enrolled in the previous school year; and/or
4. For courses taken for high school credit, repeat any course in which the student was enrolled during the previous school year.

A parent may not elect for a student to repeat a course identified in item 4 above if Valor Education determines the student has met all of the requirements for graduation.

An election for a student to repeat a grade or retake a high school course must be made in writing. If Valor Education disagrees with a parent election for a student to repeat a grade or retake a high school course, the school must convene a retention committee and meet with the parent to discuss retention. The meeting must be conducted in person unless the parent agrees to alternative means. A student may not be retained for a grade or repeat a course if the parent does not meet with the retention committee.

The retention committee will be composed of the Headmaster or designee, the student's parent, the teacher who taught the grade or course for which the parent wants the student retained or repeated, and additional teachers at the discretion of the Headmaster, if the student will potentially repeat multiple courses. During the retention meeting, Valor Education and the parent will discuss the merits of and concerns with advancement and retention, and review and consider the student's grade in each subject or course, the results of any formative or summative assessments administered to the student, and any other available academic information to determine the student's academic readiness for the next grade or a given course. After the parent has participated in a retention committee meeting, the parent shall decide whether the student should be retained or retake a grade or course. Valor Education must abide by the parent's decision.

REPEATING HIGH SCHOOL COURSES

The standard practice is for students to remediate credit during the summer, but in some circumstances, specific courses may be repeated during the school year. Allowable circumstances for repeating a course, with headmaster approval are as follows:

- Student failed to earn credit for a course.
- Student has partial credit for a course.
- School approved parent request ((TEC) §28.02124)

Transfer students:

Student transferred to Valor with course credit but must repeat at Valor due to our course plan and/or schedule.
Student transferred to Valor, but must repeat a course because they are not ready for the next course in the series. (Algebra I, Algebra II, etc.)

Course taken at Valor and Failed

If a course taken at Valor during high school is failed, the original course grade remains. High school credits are granted on a per semester basis. If a student fails a course either semester, but passes the year (by averaging both semester grades), the student may earn credit for the year. If a student fails either semester and does not pass the year, the student should remediate the credit during summer school to meet graduation requirements. Valor will pay for one attempt at online remediation courses. If a student chooses not to complete the online course, the family is responsible for paying for the second attempt.

Credit remediation (shortened course) - the remediated course is Pass/Fail and does not affect the GPA
Full course retaken during the school year - the new course grade is also added. Both grades affect the student's GPA.

Course taken at Valor and Passed

If the original course was taken at Valor during high school, and the grade is passing, the repeated course may be for local credit and does impact GPA.

If the original class is taken during middle school and the second class is taken during high school, the original course will be changed to local credit and will not count toward the GPA.

Course taken at a Texas public school

If the original course was taken outside of Valor at an accredited Texas public school and the grade is passing, the repeated Valor course will count towards local credit. [RULE §74.26](#)

Course taken at a Private or Out of State school

If the original course was taken at a private or out of state school, the original course is counted as local credit and the Valor course is official credit.

Course taken during middle school

If a student fails a high school class taken during middle school, the class may be changed to a middle school level class, and they may retake it the following year. The class is not listed on their transcript.

ACADEMIC PERFORMANCE REPORTS

Effective communication between teachers, students, and parents will be important for each child's academic success. As students progress through the grades, Valor teachers will encourage and help students to communicate effectively with their teachers so that they grow in responsibility. Teachers will also provide formal reports to parents on student performance at regular intervals throughout the year.

PROGRESS REPORTS

- Given mid-way through each quarter
- Contain a student's current grade or performance level in each academic area
- Intended to help students make essential changes prior to the end of each quarter

REPORT CARDS

- Given at the conclusion of each quarter
- Record a student's overall quarter grade or performance level
- Highlight performance in specific areas such as:
 - Tests
 - Quizzes
 - Projects
 - Daily work
 - Participation/work habits

*The mid-year Report Card will also contain a brief narrative on areas of strength and areas for growth.

Progress Reports and Report Cards are made available to parents online through Jupiter. For high school students, only semester grades will be reported on their transcripts.

GRADING

GRADING FOR GRADE K-2

Students in grades K-2 are assessed using specific standards in each subject area rather than letter or numerical grades. For each standard within the K-2 curriculum, a score of 4, 3, 2, or 1 is provided to indicate progress towards meeting the grade-level expectation in that area, e.g. phonemic awareness, number fluency.

Grade	Description
4	Exceeding expectations
3	Meeting expectations
2	Progressing towards expectations
1	Not meeting expectations

GRADING SCALE FOR GRADES 3-12

Letter Grade	Percentage	Unweighted GPA	Weighted GPA
A+	98-100%	4.0	5.0
A	93-97%	4.0	5.0
A-	90-92%	3.7	4.7
B+	87-89%	3.3	4.3
B	83-86%	3.0	4.0
B-	80-82%	2.7	3.7
C+	77-79%	2.3	3.3
C	73-76%	2.0	3.0
C-	70-72%	1.7	2.7
F	69% or below	0.0	0.0

WEIGHTED AND UNWEIGHTED GPA

Valor uses two GPA scales. The unweighted GPA calculates the overall average grade without regard to the level and difficulty of coursework. The weighted GPA reflects the grades and difficulty level of honors courses. All core courses (math, science, history, English, and foreign language) are taught on an honors level and receive a weighted GPA on a 5.0 scale. PE and fine arts are calculated on an unweighted 4.0 GPA scale.

SEMESTER EXAMS

Attendance is expected for semester exams, which happen in December and May for high school students and only in May for middle school students. Family vacations or other unapproved absences will result in a zero on the exam. If a student must miss a semester exam for significant illness, they must provide a doctor's note and there will be a limited time for them to make up the exam. If a family has an unusual circumstance, approval may be requested from leadership on case-by-case basis, but parents must communicate at least one month ahead of time and permission may be denied.

PARENT SUPPORT FOR STUDENTS

PARENT-TEACHER CONFERENCES

At the conclusion of Quarter 1, Valor has set aside multiple days for parent-teacher conferences, and we encourage parents to attend. Conferences serve the important function of creating common goals between faculty, parents, and students for student growth. More information about conference scheduling and logistics will be provided during Quarter 1.

In addition to conferences, we encourage parents to set up meetings with their student's teachers as needed during the year. Please contact your student's teacher by phone or email to schedule a meeting.

OTHER SUPPORT OPPORTUNITIES

Throughout the year, parents can also help foster growth in their child by:

- creating a designated area and time of study for the child at home,
- facilitating the completion of homework assignments,
- assisting the school in helping to reinforce good study habits, and

- engaging the students in discussion about the subject matter raised at school (literature, topics, etc.).

HOMEWORK GUIDELINES

Homework at Valor will generally fall within these guidelines:

- Kindergarten: 15-20 minutes of HW (Reading practice only)
- 1st - 3rd Grade: 25-35 minutes of HW (15-20 minutes of Reading; 10-15 minutes of Math; occasional work in other subjects)
- 4th - 5th Grade: 40-45 minutes of HW (25 minutes of Reading; 15-20 minutes of Math; occasional work in other subjects)
- 6th - 7th Grade: 70-80 minutes of HW (25 min Reading, 15-20 min Math, 10-15 min Science, 10 min Latin, 10 min History)
- 8th Grade: 75-90 minutes of HW (25-30 min Reading, 15-20 min Math, 10-15 min Science, 10 min Latin, 15 min History)
- 9th -12th Grade: 110-140 minutes of HW (40-55 minutes of IHP, 30-35 min Math, 15-20 min Foreign Language, 25-30 min Science)

SPECIAL PROGRAMS

SPECIAL EDUCATION SERVICES

Valor Education has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5 to 21 years of age and who fall within the school's jurisdiction. If you know or suspect that your student has a disability, please contact the school leadership at 512-646-4170 or 11720 S. Mopac Expressway, Austin, TX 78739 for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan ("IEP"), which is developed by the student's ARD Committee. The ARD Committee considers the student's disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

All special education services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled.

The Notice of Procedural Safeguards — Rights of Parents of Students with Disabilities, can be obtained from Julie Ono, Special Programs Director, at 11720 S. Mopac Expressway, Austin, TX 78739, or 512-646-4170 or at the Texas Education Agency Special Education website:

http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Special_Education/.

AIDING STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION SERVICES OR SECTION 504 SERVICES

For those 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 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 may request an evaluation for special education or Section 504 services at any time.

STUDENTS QUALIFYING FOR DYSLEXIA SERVICES

A student may be eligible to receive dyslexia or related services as defined by the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders as updated and approved by the State Board of Education in 2021.

If Valor Education suspects or has reason to suspect that a student may have dyslexia, including after evaluation or use of reading diagnosis, Valor Education will comply with the requirements of Texas Education Code §§ 29.0031 and 29.0032, as well as all federal and state requirements regarding any evaluation of the student.

SPECIAL EDUCATION REFERRALS

If a parent makes a written request for an initial evaluation for special education services to the director of special education services 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 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 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'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'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 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: Julie Ono (jono@valoreducation.org).

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: Julie Ono (jono@valoreducation.org).

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](#); and
- [Texas Project First](#).

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to General Education Students

Valor Education will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

SERVICES FOR TITLE I PARTICIPANTS

Information regarding Valor Education's Title I program may be obtained from the school office.

STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing regular class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee ("LPAC") will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

STUDENTS WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services may qualify for protections under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Section 504 is a federal law designed to prohibit discrimination against persons with disabilities. When an evaluation is requested, a committee will be created to determine whether the student needs Section 504 services and supports in order to receive an appropriate education as required by federal law.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

Students in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery ("ASVAB") test or accredited alternative and consult with a military recruiter. Valor Education will provide each student in grades 10–12 and their parents with notice of the date, time, and location of the scheduled administration of the ASVAB.

School Culture

OVERVIEW

Our schools aim to foster a vibrant school culture filled with joy, respect, and deep engagement. Valor's unified, highly intentional school culture is the foundation upon which all academic achievements and outcomes are based. At Valor, all aspects of school life—including expectations for student speech and behavior, use of physical space, campus operations, classroom décor, parent engagement, and interactions with students—are part of a comprehensive approach that enables students to attain a wide range of human excellence. This emphasis on vision-aligned practical action and radical attention to detail will enable Valor to create a joyful, well-ordered, and affirming school culture in which all students can flourish.

Throughout each area of the Valor program, we inspire and challenge students to grow in virtue. Virtues are particular kinds of human excellence, including moral, intellectual, and physical excellence. The following core virtues receive a special emphasis within Valor's curriculum and culture:

- Courage
- Humility
- Wonder
- Attentiveness
- Honesty
- Gratitude
- Perseverance
- Kindness

PHILOSOPHY OF STUDENT DISCIPLINE

At Valor, the administration of student discipline by teachers and school leadership is motivated by a love for the students and has two primary aims:

1. To help students grow in virtue
2. To promote and protect the common good of the classroom and school environment as a whole

Establishing a school environment characterized by respect and order will be a key priority for Valor, and the specific classroom rules and mentoring conversations with students will focus on cultivating and maintaining a high level of respect for teachers, leaders, other students, and the campus in general. An emphasis will be placed on administering discipline in a clear, consistent, and loving way, while always using prudence to take into account the circumstances of the situation

(e.g., student age, attitude, mitigating circumstances, etc.) when determining the appropriate course of action. Clear communication and discussion with parents about disciplinary matters will be essential in helping to promote the overall growth of students.

Because discipline must always take into account the developmental level of students, there will be some differences in the way discipline is administered from grade to grade. For example, typical disciplinary consequences at the K-5 level may include verbal redirection, “recovery time” in designated area of room, loss of privileges, referral to school leadership, or in cases of very serious misbehavior, in-school or out of school suspension. At the 6-12 level, many of the same consequences are also appropriate, though approaches like “recovery time” are phased out and after-school detention is included as a potential consequence for students in grades 6-12.

In addition to issues of student misbehavior, disciplinary consequences will be administered for a failure to follow school rules. Key examples of this include our policy on the use of cell phones and electronic devices, our uniform policy, and our policies on academic honesty and integrity.

STUDENT CODE OF CONDUCT

Valor Education has established this Board-approved Student Code of Conduct in accordance with state law and the Valor Education open-enrollment charter. Please note that the Code does not define all types and aspects of student behavior, as Valor Education may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code. 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.

AUTHORITY AND JURISDICTION

Valor Education has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on Valor Education transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is attending 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 Valor Education property or while attending a school-sponsored or school-related activity of Valor Education or another school in Texas;
6. For any expulsion offense committed away from Valor Education property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment;
7. While the student is in transit to or from school or to or from school-related activities or events;
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, including those provided by Texas Education Code §§ 37.006 or 37.0081, regardless of time or location; and
10. When criminal mischief is committed on or off Valor Education 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, respect, and civility towards others.
- Behave in a responsible manner.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet Valor Education’ standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other Valor Education staff and volunteers.
- Respect the property of others, including Valor Education property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

PARENT RESPONSIBILITIES

It is the philosophy of Valor Education that parents are the primary educators of their children. Consequently, in the event, for example, of a local emergency, a serious or repeated uniform infraction, or a student violates the student code of conduct, the Headmaster or Headmaster designee may request that a parent or legal guardian return to school to pick up the student during the day prior to the regularly scheduled end of school day pick-up. It is the responsibility of parents to ensure that either they or designated and approved friends or family members are available upon request, and it is expected that such requests from the school will be honored.

DISCIPLINARY ACTION

Disciplinary action is intended 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 disciplinary approaches. 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.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

ACTIONS/CONSEQUENCES

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

- Assignment of school duties such as cleaning or picking up litter.
- Behavioral agreements.
- Consequences identified in individual student organizations' extracurricular standards of behavior.
- Detention.
- Expulsion from Valor Education, as specified in the expulsion section of the Code.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code.
- Mentoring/counseling by teachers, counselors, or administrative personnel.
- Other strategies and consequences as determined by school officials.
- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Recovery time/time out.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by Valor Education.
- School-assessed and school-administered probation.
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction, oral or written.
- 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.

Please Note: Valor Education will NOT administer corporal punishment upon a student for misconduct.

STUDENT CODE OF CONDUCT OFFENSES

The categories of conduct below are prohibited at school and all school-related activities.

LEVEL I OFFENSES

1. Causing an individual to act through the use of threat or coercion.
2. Academic dishonesty — cheating or copying the work of another, including the use of artificial intelligence (AI) or large-language models (LLMs).

3. Using profanity, vulgar language, or obscene gestures.
4. Discharging a fire extinguisher without valid cause.
5. Disobeying conduct rules regarding school transportation.
6. Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
7. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
8. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
9. Failing to comply with directives given by school personnel (insubordination).
10. Falsifying records, passes, or other school-related documents.
11. Gambling.
12. Inappropriate or indecent exposure of a student's private body parts (depending on nature, severity and circumstances, this offense may also rise to a Level II offense). See glossary.
13. Leaving school grounds or school-sponsored events without permission.
14. Making false accusations or hoaxes regarding school safety.
15. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety. (depending on nature, severity and circumstances, this offense may also rise to a Level II offense)
16. Possession of sexual paraphernalia, regardless of intent or use.
17. Possession of telecommunications or other electronic devices, including displaying, turning on, or using a telecommunications device (including a cellular telephone or other electronic device) while on school property during the school day.
18. Recording the voice or image of another without the prior consent of the individual(s) being recorded or in any way that disrupts the educational environment or invades the privacy of others.
19. Refusing to accept discipline management techniques assigned by a teacher or school leadership.
20. Repeated tardiness.
21. Engaging in public displays of affection.
22. Repeatedly violating communicated campus or classroom standards of conduct.
23. Throwing objects that can cause bodily injury or property damage.
24. Violating dress and grooming standards as communicated in the Family Handbook.
25. Violating Valor Education's Virtual Learning Code of Conduct.

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

1. After school detention.
2. Application of one or more Discipline Management Techniques listed above.
3. Confiscation of cell phones or other electronic devices.
4. Grade reductions for academic dishonesty.
5. In-school suspension.
6. Out-of-school suspension for up to five days.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. Saturday school.
10. School-assessed and school-administered probation.
11. Temporary confiscation of items that disrupt the educational process.
12. Verbal correction.
13. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

LEVEL II OFFENSES

1. Abusing a student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug while on Valor Education property or at a school-related event.
2. Abusing over-the-counter drugs.
3. Aggravated assault.
4. Aggravated kidnapping.
5. Aggravated robbery.



6. Aggravated sexual assault
7. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.
8. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
9. Arson.
10. Assault.
11. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, secret society, or gang, as defined in Texas Education Code § 37.121.
12. Burglary of a motor vehicle on campus.
13. Bypassing of Internet blocks on school computers and/or entering unapproved sites.
14. Capital murder.
15. Commission of a felony offense listed under Title 5, Texas Penal Code.
16. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
17. Committing or assisting in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code.
18. Committing the following offenses on school property or within 1,000 feet of school property as measured from any point on Valor Education' real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - a. Behaving in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - b. Behaving in a manner that contains the elements of the offense of public lewdness or indecent exposure.
 - c. Committing an assault under Texas Penal Code 22.01(a)(1).
 - d. Engaging in conduct punishable as a felony.
 - e. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.
 - f. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.
19. Conduct endangering the health and safety of others.
20. Creation or participating in the creation of a "hit list" under Texas Education Code § 37.001(b)(3).
21. Criminal attempt to commit murder or capital murder.
22. Criminal mischief.
23. Criminally negligent homicide.
24. Damaging or vandalizing property owned by others, including but not limited to Valor Education property or facilities, property belong to Valor Education employees or other students.
25. Defacing or damaging Valor Education property, including textbooks, lockers, furniture, and other equipment, or property of any other person with graffiti or by any other means.
26. Deliberate destruction or tampering with Valor Education computer data or networks.
27. Engaging in bullying and/or cyberbullying.
28. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
29. Engaging in conduct punishable as a felony listed under Title 5 of the Texas penal Code when the conduct occurs off Valor Education property and not at a school-sponsored or school-related event and:
 - a. The student receives deferred prosecution;
 - b. A court or jury finds that the student has engaged in delinquent conduct; or
 - c. The Headmaster or the Headmaster's designee or designee has reasonable belief that the student engaged in the conduct.
30. Engaging in conduct punishable as a felony.
31. Engaging in conduct punishable as a Level II expulsion offense when the conduct occurs off Valor Education property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment.
32. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
33. Engaging in conduct relating to harassment of a Valor Education employee, including but not limited to:
 - a. Initiating communication and in the course of the communication making a comment, request, suggestion, or proposal that is obscene;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the treat, to inflict bodily injury on the person or to commit a felony against the employee, a member of the employee's family or

- household, or the employee's property;
 - c. Conveying, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the scholar to be false, that another person has suffered death or serious bodily injury; or
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
34. Engaging in conduct that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
 35. Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, gender, disability, or age and directed toward another student or Valor Education employee.
 36. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a Valor Education student, employee, or volunteer.
 37. Engaging in conduct that contains the elements of retaliation against any Valor Education employee or volunteer, whether on or off of school property.
 38. Engaging in inappropriate or indecent exposure of private body parts.
 39. Engaging in offensive conduct of a sexual nature (verbal or physical).
 40. Engaging in online impersonation.
 41. Engaging in the electronic transmission of sexually explicit visual material that:
 - a. Depicts a person's intimate parts exposed; or
 - b. Depicts any person engaging in sexual conduct; and
 - c. Is not sent at the request of or with the express consent of the recipient.
 42. Failure to complete more than one scheduled in-school suspension without a confirmed excuse.
 43. Failure to comply with conditions of in-school suspension placement.
 44. Failure to comply with Valor Education medication policies.
 45. False accusation of conduct that would constitute a misdemeanor or felony.
 46. Falsifying records, passes, or other school-related documents.
 47. Felony criminal mischief against school property, another student, or school staff.
 48. Fighting/mutual combat.
 49. Gang activity.
 50. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be elevated or addressed as a Level Three offense).
 51. Hazing.
 52. Inappropriate behavior (e.g., violent; threat of being violent; racially, ethnically, or culturally motivated actions).
 53. Inappropriate sexual conduct.
 54. Inciting violence against a student through group bullying.
 55. Indecency with a child.
 56. Indecent exposure of body parts.
 57. Inhalant abuse.
 58. Interference with school activities or discipline.
 59. Involvement in a felony offense not listed in Title 5, Texas Penal Code, and Valor Education is notified by the police.
 60. Issuing a false fire alarm.
 61. Leaving classroom, school property, or school-sponsored events without permission.
 62. Making an obscene gesture.
 63. Manslaughter.
 64. Murder.
 65. Persistent Level I offenses (two or more Level I offenses committed in any one school year).
 66. Possessing any prohibited items, including but not limited to:
 - a. A "look-alike" weapon (includes but is not limited to BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon);
 - b. A laser pointer for other than an approved use;
 - c. A pocketknife or any other small knife with a blade less than 1.5" in length;
 - d. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - e. A stun gun;
 - f. Ammunition;



- g. An air gun or BB gun;
 - h. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic or explosive device;
 - i. Mace or pepper spray;
 - j. Matches or a lighter;
 - k. Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device or accessory to a vapor product; or
 - l. Any articles not generally considered to be weapons, including school supplies, when the Headmaster or the Headmaster's designee or designee determines that a danger exists.
67. Possessing drug paraphernalia.
 68. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
 69. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
 70. Possessing prescription drugs, giving a prescription drug to another student.
 71. Possessing, selling, distributing, or being under the influence of inhalants.
 72. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
 73. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or a school-related or school-sanctioned activity on or off school property.
 74. Possessing, using, giving, or selling paraphernalia related to any prohibited substance (illegal, prescription, and over-the-counter drug).
 75. Possessing, viewing, or distributing pictures, text messages, emails, or other material of a sexual nature in any media format.
 76. Possession, use, transfer or exhibition of any firearm, handgun, improvised explosive device, location-restricted knife, club, or any other prohibited weapon or harmful object (as determined by Valor Education).
 77. Public lewdness.
 78. Refusing to allow lawful student search.
 79. Releasing or threatening to release "intimate visual material" of a minor or a student who is 18 years of age or older without the student's consent.
 80. Required registration as a sex offender.
 81. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a cannabidiol (CBD) substance, a dangerous drug, or an alcoholic beverage.
 82. Sending or distributing sexually suggestive, nude, or partially nude photographs and/or sexually explicit message via text message, social media applications, or other methods of electronic delivery while at school, or while away from school if the conduct creates a substantial disruption to the school environment.
 83. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 84. Setting or attempting to set fire on school property.
 85. Sexual abuse of a young child or children.
 86. Sexual assault.
 87. Sexual harassment/sexual abuse not defined as a Level II offense.
 88. Stealing from students, staff, or Valor Education.
 89. Targeting another individual for bodily harm.
 90. Theft.
 91. Threats (nonviolent/verbal or written).
 92. Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
 93. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class.
 94. Use of profanity or vulgar/offensive language (orally or in writing).
 95. Use, exhibition, or possession of a hand instrument designed to cut or stab another by being thrown, including but not limited to a dagger; dirk; stiletto; poniard; bowie knife; sword; spear; switchblade; assisted-open knife (regardless of length); or as otherwise defined by Board of Director's policy.
 96. Use, exhibition, or possession of a knife with a blade more than 1.5" in length, including but not limited to switchblade knives or any other knife not defined as a location-restricted knife.
 97. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
 98. Vandalism or conduct constituting criminal mischief with respect to school facilities or property.
 99. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.).
 100. Violating Valor Education' computer use policies, rules, or agreements, such as the Student Acceptable

Use policy, and including conduct involving but not limited to:

- a. Attempting to access or circumvent passwords or other security-related information of Valor Education or its students or employees, and uploading or creating computer viruses, including such conduct off school property if the conduct causes a substantial disruption to the educational environment.
 - b. Attempting to alter, destroy, or disable Valor Education computer equipment, Valor Education data, the data of others, or other networks connected to the Valor Education system, including conduct occurring off school property if the conduct causes a substantial disruption of the educational environment.
 - c. Using the Internet or other electronic communications to threaten Valor Education students, employees, or volunteers, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - d. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - e. Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
101. Violating Valor Education' Virtual Learning Code of Conduct.
 102. Violating the terms and conditions of a student behavior contract.
 103. Willful destruction of school or personal property and/or vandalism.
 104. Failure to comply with Texas Compulsory Attendance laws (Texas Family Code §65.002 and the Texas Education Code §25.086), i.e., being absent without permission from school, from any class, or required tutorials.
 105. Making false and/or misleading statements, whether verbal or written, to school leadership and/or personnel in the course of a disciplinary investigation
 106. Recording the voice or image of another without the prior consent of the individual(s) being recorded or in any way that disrupts the educational environment or invades the privacy of others.

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

1. Any applicable Level I Disciplinary Consequence or Disciplinary Action listed above, including multiple consequences as deemed appropriate by Valor Education.
2. Out-of-school suspension for 5-10 days.
3. Expulsion.

STUDENT CODE OF CONDUCT CONSEQUENCES

AFTER-SCHOOL DETENTION

The following rules apply to students assigned to after-school detention:

- Students will follow all rules concerning classroom behavior. Failure to comply may lead to further disciplinary consequences, including suspension from school.
- Any student assigned to detention must stay the entire time.

SUSPENSION

Valor Education utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

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

- Students must report to the assigned location upon arrival on campus and no later than their first class period begins.
- Students will bring classwork/materials to work on. Students are responsible for obtaining assignments from each teacher.
- Unexcused absences from suspension will be referred to the Headmaster or designee.
- Students must abide by the Valor Education policies and behavioral standards during their suspension period.
- A student who misses a scheduled ISS session without a confirmed excuse will be assigned one day out of school suspension. If a student misses more than one scheduled ISS session without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Headmaster 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 administrator 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 above that may result in suspension, the Headmaster or the Headmaster's designee has authority to suspend a student for a period of up to five 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 constituting endangerment to health or safety.

Special Rules for Suspensions Involving Homeless Students

Valor Education 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
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Emergency Placement

If the Headmaster or the Headmaster's designee or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of Valor Education or a school-sponsored activity, the Headmaster or the Headmaster's designee may order immediate removal of the student. The Headmaster or the Headmaster's designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

REMOVAL FROM SCHOOL TRANSPORTATION

A student being transported by Valor Education 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.

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 Valor Education policy.

PROCESS FOR SUSPENSIONS LASTING UP TO FIVE DAYS

Prior to suspending a student for up to five days, the Headmaster or designee must attempt to hold an informal conference with the student to give notice of suspension and the reasons for the suspension to the student. Additionally, prior to suspending a student for up to five days, the Headmaster or Headmaster's 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 his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the Headmaster or designee determines the student's conduct warrants suspension during the school day for up to five days, the Headmaster 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 Headmaster 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 Headmaster.

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.

PROCESS FOR OUT-OF-SCHOOL SUSPENSIONS OVER FIVE DAYS (EXTENDED SUSPENSION) AND EXPULSION

Notice

When the Headmaster or designee determine that a student's conduct warrants suspension for more than five days (extended suspension) or expulsion, but prior to taking any such action, the Headmaster 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 Headmaster, 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 Valor Education's evidence;
4. May be accompanied by his or her parent(s); and
5. May be represented by an attorney.

Hearing Before the Headmaster or Designee

Valor Education 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 Valor Education shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Headmaster or designee may audio record the hearing.

Within 48 hours or two school days, whichever is later, Immediately following the hearing, the Headmaster or the Headmaster's designee or designee will notify the student and the student's parent(s) in writing of his or her decision as to whether the student's conduct warrants suspension and, if so, the decision shall specify:

1. The length of the extended suspension or 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 Headmaster or designee's decision to the Superintendent.

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 of an extended suspension or expulsion decision.

Appeal to the Superintendent

The student or his or her parent(s) may appeal the extended suspension or expulsion decision to the Superintendent by notifying the Superintendent in writing within five calendar days of the date of receipt of the Headmaster or designee's decision. The Superintendent will review the audio or transcribed record from the previous hearing. The Superintendent will notify the student and his or her parent(s) of his decision within five calendar days of his receipt of the previous hearing's decision. The Superintendent shall notify the student and parents of their right to appeal to the Board of Directors.

Please note that discipline consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the extended suspension or expulsion decision to the Board of Directors by notifying the Superintendent in writing within five calendar days of the date of receipt of the Superintendent'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 of Directors will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Headmaster or the Headmaster's designee 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 Directors 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 Headmaster or the Headmaster's designee's decision 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.

No Credit Earned

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 Valor Education, unless Valor Education and the student's parents agree otherwise.

GUN-FREE SCHOOLS ACT

In accordance with the federal Gun-Free Schools Act, Valor Education 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 Headmaster 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.

FREEDOM FROM BULLYING AND CYBERBULLYING

Valor Education prohibits bullying as defined below, as well as retaliation against anyone who reports or is involved in an investigation of potential bullying.

Bullying is defined in state law as 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:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable 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; or
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or the School; or
- Infringes on the rights of the victim at school.

Bullying also includes cyberbullying, which is defined by state law as 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 Internet-based communication tool.

Valor Education is integrating into instruction and curriculum age appropriate content that is designed to assist in the reduction and prevention of bullying incidents.

Students in Kindergarten through 8th grade shall receive the following:

- Explicit instruction designed to students can recognize bullying, including cyberbullying, behaviors and how to report them;
- Age-appropriate classroom culture-building discussions that encourage peers to intervene when they observe bullying behaviors; and
- Explicit instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social coping skills.

Students in grades 9 through 12 shall receive the following:

- Explicit direct instruction on the child's ability to recognize bullying, including cyberbullying, as the behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an immutable trait; and
- Classroom-culture building discussions that portray bullying as an undesirable behavior and means for attaining or maintaining social status in school, and to dissuade students from using bullying as a tool for reputation management;
- Explicit direct instruction designed so students can recognize the role reporting plays in promoting a safe school community.

Valor Education shall create an age-appropriate survey with appropriate privacy controls in compliance with the Family Educational Rights and Privacy Act that includes relevant questions on bullying, including cyberbullying, and defines who is responsible to develop and oversee the implementation of action plans based on the results that address student concerns regarding bullying, including cyberbullying.

Each campus will establish a committee, which must include parents and secondary level students in schools where secondary students are served, to address bullying by focusing on prevention efforts and health and wellness initiatives.

The school's anti-bullying policy applies to:

- Bullying 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;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - Interferes with a student's educational opportunities; or
 - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

REPORTING PROCEDURES

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, the Headmaster, or another school employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. Valor Education will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. Reports of potential bullying may be submitted anonymously on [Valor's website](#).

INVESTIGATION OF REPORT

The Headmaster shall determine whether the allegations in the report, if proven, would constitute prohibited harassment and, if so, proceed under that policy instead. The Headmaster or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

If the results of an investigation indicate that bullying occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

A student who receives special education services will be disciplined for conduct meeting the definition of bullying or cyberbullying within applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). Valor Education may not impose discipline on a student who, after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

The Headmaster or designee may make a report to local law enforcement authorities if, after an investigation is completed, the Headmaster or designee has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment), Texas Penal Code.

To the greatest extent possible, Valor Education shall respect the privacy of the complainant and/or grievant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary to conduct a thorough investigation. If a law enforcement or other regulatory agency notifies Valor Education that it is investigating the matter and requests that the school delay its investigation, Valor Education will resume the investigation at the conclusion of the agency's investigation.

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the Valor Education student and parent complaint and/or grievance procedure.

LAW ENFORCEMENT AGENCIES

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Headmaster or designee will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation:

1. The Headmaster or designee will verify and record the identity of the official and request an explanation of the need to question or interview the student at school.
2. The Headmaster or designee ordinarily will make reasonable efforts to notify the student's parent, unless the interviewer raises what the Headmaster or designee considers to be a valid objection.
3. The Headmaster or designee ordinarily will be present during the questioning or interview, unless the interviewer raises what the Headmaster or designee considers to be a valid objection.

STUDENTS TAKEN INTO CUSTODY

State law requires Valor Education to permit a student to be taken into legal custody:

1. By a law enforcement officer if there is probable cause to believe the student has engaged in conduct that violates a penal law, delinquent conduct or conduct in need of supervision, or conduct that violates a condition of probation imposed by the juvenile court.
2. By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
3. By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
5. By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services ("DFPS"), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Texas Family Code relating to the student's physical health or safety.
6. Pursuant to a properly issued directive to apprehend.
7. To comply with a properly issued directive from a juvenile court to take a student into custody.
8. To comply with an order of the juvenile court.
9. To comply with the laws of arrest.

Before a student is released to a law enforcement officer or other legally authorized person, the Headmaster or designee will verify the officer's identity and, to the best of his or her ability, verify the official's authority to take custody of the student.

The Headmaster or designee will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Headmaster or designee considers to be a valid objection to notifying the parents. Because the Headmaster or designee does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Abusable Volatile Chemical Offense, as defined by Health and Safety Code § 485.001 and 485.031. No student shall inhale, ingest, apply, use, or possess an abusable volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to the directions for use, cautions, or warnings appearing on a label of a container of the chemical; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

No student shall knowingly deliver to a person younger than 18 an abusable volatile chemical. Health and Safety Code § 485.032

No student shall knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the human body an abusable volatile chemical. No student shall knowingly deliver, sell, or possess with intent to deliver or sell inhalant paraphernalia knowing that that person who receives it intends to use it to inhale, ingest, apply, use, or otherwise introduce into the human body an abusable volatile chemical. Health and Safety Code § 485.033

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and that is designed primarily for the purpose of penetrating metal or body armor.

Arson is defined by Texas Penal Code § 28.02 and occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

- Any vegetation, fence, or structure on open-space land; or
- Any building, habitation, or vehicle:
- Knowing that it is within the limits of an incorporated city or town,
- Knowing that it is insured against damage or destruction,
- Knowing that it is subject to a mortgage or other security interest,

- Knowing that it is located on property belonging to another,
- Knowing that it has located within it property belonging to another, or
- When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Arson also occurs when a person:

- Recklessly starts a fire or causes an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starts a fire or causes an explosion and in so doing recklessly damages or destroys a building belonging to another, or recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code § 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is defined as 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 (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or the School; or infringes on the rights of the victim at school. Bullying also includes "cyberbullying," which means bullying that is done through the use of any electronic communication device including 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 Internet-based communication tool. Bullying conduct includes conduct (1) 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; (2) that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and (3) cyberbullying that occurs off School property or outside of a school-sponsored or school-related activity if the cyberbullying (i) interferes with a student's educational opportunities or (ii) substantially disrupts the orderly operation of a classroom, the School, or a school-sponsored or school-related activity.

Chemical dispensing device is a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death, including but not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substances or dangerous drugs include but are not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate; anabolic steroid; or prescription medicine provided to any person other than the person for whom the prescription was written. The term also includes all controlled substances listed in Chapters 481 and 483 of the Texas Health and Safety Code.

Criminal street gang means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Texas Family Code § 71.0021.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury and includes but is not limited to knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that:

- Violates either state or federal law, other than a traffic offense, and is punishable by imprisonment or confinement in jail;
- Violates a lawful order of a court under circumstances that would constitute contempt of that court in a justice or municipal court, or a county court for conduct punishable only by a fine;
- Constitutes an intoxication and alcoholic beverage offense under Chapter 49 of the Texas Penal Code; or
- Violates Texas Alcoholic Beverage Code § 106.041 relating to driving under the influence of alcohol by a minor (third or subsequent offense).

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette or electronic cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term also includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe; a dab pen; a vapor product; or any other similar device under another product name or description. Also included is any component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device. The term does not include a prescription medical device unrelated to the cessation of smoking.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the Headmaster purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False alarm or report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti means making marks with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

- Conduct that meets the definition established in Board policy and/or the Student Handbook; or
- Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating or obscene, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, that is directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act involves situations outlined in Texas Education Code § 37.151.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Indecent exposure means exposing one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material means visual material that depicts a person (a) with the person's intimate parts exposed; or (b) engaged in sexual conduct.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-restricted knife means a knife with a blade over five and one-half inches.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Online impersonation occurs when a person, without obtaining the consent of another person and with the intent to harm, defraud, intimidate, or threaten any persons, uses the name or persona of another person to:

- Create a web page on a commercial social networking site or other Internet website; or
- Post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

Online impersonation also occurs when a person sends an electronic mail, instant message, text message, or similar communication that reference a name, domain address, phone number, or other item of identifying information belonging to any person:

- Without obtaining the other person's consent;
- With the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and
- With the intent to harm or defraud any person.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. It also includes equipment, products, or materials used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited weapon means an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; knuckles; armor-piercing ammunition; a chemical dispensing device; a zip gun; or a tire deflation device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade knife is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or by the application of centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;

- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state, or a public charter school (including Valor Education).

Title 5 offenses are those that involve injury to a person and include murder; manslaughter; criminally negligent homicide; trafficking in persons; unlawful transport; kidnapping; assault (on a public servant); aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment of a public servant; improper photography; smuggling persons; and tampering with a consumer product.

Trespassing means entering or remaining on the property of another (including Valor Education) without effective consent of the owner, and the person (1) had notice that the entry was forbidden; or (2) received notice to depart but failed to do so. Trespassing may also include presence on Valor's campus if expelled or suspended.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Vapor product means electronic cigarettes (e-cigarettes) or any other device that uses a mechanical heating element, battery, or electronic circuit to deliver vapor that may include nicotine to the individual inhaling from the device, or any substance used to fill or refill the device.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

General Information and Campus Operations

SCHOOL CALENDAR

Valor Education operates according to the school calendar adopted annually by the Board of Directors. Holidays may be used as school make-up days for days lost due to bad weather. Please find the most recent version of the calendar at www.valoreducation.org.

SCHOOL DAY

	<u>Regular School Day</u>	<u>Early Release School Day</u>
School Day K-2 (Crystal Falls):	7:55 a.m. – 3:10 p.m.	7:55 a.m. – 12:35 p.m.
School Day 3-10 (Kauffman):	8:15 a.m. – 3:40 p.m.	8:15 a.m. – 1:00 p.m.
Morning Schedule:		
Drop-Off Window K-2 (Crystal Falls):	7:35 – 7:50 a.m.	7:35 – 7:50 a.m.
Drop-Off Window 3-10 (Kauffman):	7:45 – 8:10 a.m.	7:45 – 8:10 a.m.
6-10 Morning Tutoring:	7:45 – 8:10 a.m.	7:45 – 8:10 a.m.
Afternoon Schedule:		
Pick-Up Window K-2 (Crystal Falls)	3:10 – 3:40 p.m.	12:35 – 1:05 p.m.
Pick-Up Window 3-10 (Kauffman)	3:40 – 4:05 p.m.	1:00 – 1:30 p.m.

PARENT CONTACT INFORMATION

Parents are responsible for notifying Valor Education of any changes in their address, telephone number, and/or email address so that we can update our records accordingly and maintain up-to-date contact information.

ATTENDANCE

Regular attendance is expected of all Valor Education students due to the rigor of our curriculum. **Consistent school attendance is an essential component of each student’s education and is of critical importance to Valor Education.** Official attendance is taken each day and recorded each instructional period. Tardies and early checkouts are also recorded each day.

Absence from school will affect a student’s ability to succeed in class; therefore, **students and parents should make every effort to avoid absences.** Additionally, state law mandates compulsory school attendance for children of a certain age, and Valor Education policy deals with attendance for course credit and a student’s final grade. These items laws are discussed below.

TEXAS COMPULSORY ATTENDANCE LAW

Kindergarten

Students enrolled in kindergarten are required to attend school and are subject to compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

The state compulsory attendance law requires that a student between the ages of six and 18 must attend school and school-required tutorial sessions unless the student is otherwise legally exempted or excused. Valor Education staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, or from required tutorials will be considered “truant” and subject to disciplinary action.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day. If a student 19 years of age or older has more than five unexcused absences in a semester, Valor Education may revoke the student's enrollment, except that Valor Education may not revoke the enrollment on a day on which the student is physically present at school. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. Prior to revoking the student's enrollment, Valor Education shall issue a warning letter to the student after the third unexcused absence stating that the student's enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking enrollment, Valor Education may impose a behavior improvement plan.

Notice to Parents: *Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Texas Education Code § 25.093; and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a).*

Valor Education shall notify a student's parent if the student has been absent from school, without excuse, on three days or parts of days within a four-week period. The notice will inform the parent that it is the parent's duty to monitor the student's school attendance and require the student to attend school; the student is subject to truancy prevention measures under Texas Education Code § 25.0915; and that a conference between school officials and the parent is needed to discuss the absences.

ATTENDANCE FOR CREDIT OR FINAL GRADE

To receive credit or a final grade in a class (grades 6-12) or for a specific grade level (K-5) a student must attend at least 90 percent of the days for that class or grade-level. These days include both excused and unexcused absences. A student who attends fewer than 90 percent of the days for the class or grade level may be referred to the Attendance Review Committee to determine whether the absences were due to extenuating circumstances and how the student may regain credit or earn a final grade.

The Attendance Review Committee will consider the following factors when determining whether there are extenuating circumstances for the absence:

- All absences, whether excused or unexcused, must be considered, with consideration given to special circumstances as defined by the Texas Education Code.
- For a student transferring into Valor Education after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching consensus about a student's absences, the Attendance Review Committee will attempt to ensure that its decision is in the best interest of the student.
- The Attendance Review Committee will consider whether the absences were for reasons over which the student or parent could exercise control.
- The Attendance Review Committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
- The Attendance Review Committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the Attendance Review Committee about the absences and to discuss ways to earn or regain credit.

If credit is lost or a final grade is not earned due to excessive absences, the Attendance Review Committee will decide how the student may regain credit or earn a final grade. If the Attendance Review Committee determines there are no extenuating circumstances and that credit or a final grade may not be earned, the student or parent may appeal the committee's decision to the Board of Directors by filing a written request with the Superintendent. The appeal notice must be postmarked to the following address within five days following the Attendance Review Committee's decision:

Valor Education
11720 S. Mopac Expressway
Austin, TX 78739

The appeal notice will then be placed on the agenda of the next regularly scheduled Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

ABSENCE AND TARDINESS

When a student must be absent from school, **parents are asked to email the school before 7:45 a.m.** on each day the student will be absent and state the reason for the absence. Alternatively, a student may bring a note upon returning to school. The note that describes the reason for the absence must be signed and dated by the parent or, if there was an appointment, signed and dated by the provider for the medical excuse.

Notes may be scanned and emailed to the Attendance Line or submitted in person to the Registrar's Office. If a note is not received within two school days of the absence, the absence will be recorded as unexcused.

Because excessive absences are considered truancy under state law, Valor Education reserves the right to take extreme absence cases to court.

Valor Education recognizes two kinds of absences: excused and unexcused. Students and parents should read this section carefully to understand the school's expectations. Students and parents should also be aware of the school's policy regarding homework, quizzes, and tests following an absence.

EXCUSED ABSENCES

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include absences for the following activities and events:

- Religious holy days. For purposes of excusing a student from attending school to observe a religious holy day, Valor Education may not require documentation from a clergy member or other religious leader, and shall accept a note from the student's parent verifying the purpose of the student's absence.
- Required court appearances.
- Activities related to obtaining United States citizenship.
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders., if the student comes to school or returns to school on the same day as the appointment. Students should be picked up and signed out for early dismissal in the office. We cannot call your student from the classroom until you are in the front office signing them out.*
- For students in the conservatorship (custody) of the state who need to attend:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Mental health or therapy appointments.
- Court-ordered family visitations or any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

***Doctor's appointments and meetings with other professionals should be scheduled outside of school hours whenever possible. If this is not possible, it is preferable for the student to leave no later than 1 hour before the end of school or arrive no later than 1 hour after the start of school due to scheduled doctor's appointments.**

A student in 11th or 12th grade may also be granted an excused absence for up to two days per school year for purposes of visiting a college or university, and/or for a career investigation day for the purpose of determining the student's interest in pursuing a career in the professional's field, so long as the student obtains permission for the visit from the Headmaster or designee, follows the school's procedures to verify the visit, and makes up any work missed due to the absence.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Additionally, Valor Education may excuse up to four days of school for a high school student who is 17 years of age or older to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard, provided that Valor Education verifies the student's activities relating to pursuing enlistment.

For religious holy days, required court appearances, and activities related to obtaining citizenship, one day of travel to the site and one day of travel from the site shall also be excused by Valor Education.

The only additional excused absences are for personal illness, death in the immediate family (parent, sibling, grandparent, or member of the immediate household), a school-related absence or an absence approved in advance by the Headmaster or designee due to extenuating circumstances.

UNEXCUSED ABSENCES

Any absence not listed above or approved in advance by Headmaster or designee due to extenuating circumstances will be considered an unexcused absence.

TARDINESS AND LATE ARRIVAL

Nearly all tardiness is avoidable. If a student arrives late to school, a parent must report to the school office to complete a tardy slip. **For each three (3) tardies a student receives, the student will be assigned one (1) unexcused absence.** Repeated tardiness will also result in disciplinary consequences as allowed by the Student Code of Conduct. Parents should make every effort to ensure students arrive to school before the beginning of class. Students who are more than 5 minutes late (or 10% of the total class period, whichever is greater) to an Upper School class will be given an unexcused absence for that class period.

MAKE-UP WORK

If a student misses class for any reason, a teacher may assign make-up work that incorporates the instructional objectives for the class and that will assist the student to master the essential knowledge and skills necessary to meet subject or course requirements. Students are responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Teachers will provide students and parents with additional information regarding penalties for failure to complete make-up work within the time allotted, and the process for making up tests missed due to absence.

DRIVER'S LICENSE ATTENDANCE VERIFICATION

The Texas Department of Public Safety ("DPS") is required to verify the attendance records of a student between the ages of 16 and 18 that is seeking to obtain or renew a driver's license. In order for DPS to access this information or, in certain circumstances, for a school administrator to provide the attendance information to DPS, written parental permission must be obtained. Students may obtain the required Verification of Enrollment ("VOE") form from the school office.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the end of the school day except with permission from the Headmaster or designee and in accordance with campus sign-out procedures. Additionally, state rules require that parental consent be obtained before a student under the age of 18 may leave campus at any point in the school day.

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

LUNCH VISITORS

Students are not permitted to leave campus for lunch. Parents of K-5 students are welcome to eat lunch with their child in the cafeteria occasionally (e.g., once per month), and parents of students in grades 6-12 may eat lunch with their child twice per semester. Parents may only bring lunch for and sit with their own children.

Friends of Valor students, non-Valor siblings, and alumni are not permitted to visit or eat with students unless permission from the Headmaster is requested and provided at least one day prior to the visit. This policy includes former Valor students no longer enrolled at Valor.

FOOD ON CAMPUS

Students and adults may not bring in or give away food to other students during the school day except when celebrating birthdays. Parents who want to recognize their child's birthday at school may bring food on the day of the birthday, provided they 1) bring in enough food for the student's entire class, 2) drop off the food before school starts or during the child's lunch period (not during class), and 3) communicate in advance with the student's homeroom teacher about the plan. Refrigeration of food at school may not be possible. Students or parents may not use apps or online services to order food and have it delivered to the school (DoorDash, etc.).

Students may only bring plain water in their water bottles. Other approved beverages (such as juice boxes) may be packed in lunch boxes to be consumed at designated times (e.g., snack and lunch) only so long as they come to school sealed.

Coffee drinks, soda, and other unsealed drinks (e.g., with a simple plastic lid and straw) may not be brought to school or consumed on campus unless approved in advance.

In order to preserve the cleanliness and integrity of our facilities and furnishings, chewing gum is not permitted by students anywhere on campus during the school day or at any school sponsored event.

STUDENT DRIVERS

A limited number of student parking spaces are available to high school students who have their driver's license or learner's permit. Driving on campus is a privilege for students capable of exercising responsibility. High school students wishing to drive to school and park on campus must have their parents submit a permission form in advance and receive approval prior to parking on campus. Forms are available on the school website and/or in the school office. Permission is subject to parking availability as well as approval by school leadership and may be revoked at any time due to failure to adhere to school policy.

- After 7:25 a.m., upon arrival students should promptly leave their vehicle and make their way to their designated arrival locations.
- Once students arrive on campus all school rules are in effect and apply in the parking lot and inside their vehicle. Student drivers are expected to arrive on campus at the appropriate time.
- Students must always maintain safe control of their vehicles. Moving violations such as reckless driving, speeding, and rapid acceleration/deceleration will result in an infraction being issued.
- Students are expected to park properly in the designated student parking area and their parking permits must be visible on their front windshield, failure to do so will result in an infraction.
- Lingering in vehicles, socializing in the parking lot, and going to their vehicle without expressed permission from both the teacher and the front office will result in an infraction.
- Students must check in and out with the front office when they need to go to their vehicle during the school day; these trips should be few and far between and not regular.
- Student drivers are not allowed to take other students to their vehicle during the school day.
- Parking infractions will be given to students for chronic tardiness (3 tardies in a rolling 30 day period), unsafe or irresponsible driving, parking in the wrong spot, arriving on campus outside of designated arrival windows, and other similar actions. Accumulation of three parking infractions will result in the temporary suspension of driving privileges for five days, and accumulation of six parking infractions will result in the forfeiture of driving privileges and reassignment of the student's space to the another student on the waiting list.

*If a student drives to school while their parking privileges are suspended, parents will be required to pick up the vehicle from the school parking lot.

STUDENT UNIFORM

Valor Education's uniform is designed to strengthen and unify the school community, create an atmosphere conducive to learning, and remove barriers and distractions for students. To help ensure a well-ordered school environment is maintained, all students will be expected to follow the school's guidelines regarding uniform garments, grooming, accessories, backpacks, and lunch boxes as detailed below. Except during PE, uniform shirts must be worn tucked in at all times while on campus. If a student is not wearing the proper uniform items or is significantly out of dress code (e.g. hair color), their parent may be contacted to bring an acceptable change of clothing to school, and the student may be assigned to in-school suspension for the remainder of the day until a change of clothes is brought to the school.

Decisions about the appropriateness of dress or grooming should be referred to the Headmaster, Assistant Headmaster, or Dean and final determinations about dress and grooming are made by school leadership. Valor Education may also add additional directives as it sees fit. Any student who does not comply with the dress code will be removed from the regular school setting until the student complies with this code.

Parents must provide their student(s) with the required uniform, except in the case of educationally disadvantaged students as provided in the Texas Education Code. Valor Education will provide uniform assistance for economically disadvantaged students who request this. Uniform items must be in good repair (for example, logos intact, shoe soles tight, and no holes/tears in pants, shirts, and sweaters).

Students must adhere to the following specific guidelines:

K-5 GIRLS UNIFORM

BASIC COMPONENTS

	Clothing Item	Vendor
Required	Valor short- or long-sleeve polo: light blue or green	Lands' End (LE)
Required (choose 1 or more)	Navy shorts or pants	Multiple Vendors (LE, Target, etc.)*
	Plaid jumper/shift (K-2 only)	Lands' End
	Plaid skort (3-5 grade only)	Lands' End
Optional	Valor navy cardigan sweater	Lands' End

These items must have Valor logo:



GUIDELINES (K-5 GIRLS)

Polo options

Cardigan Sweater

Pants

- **Navy dress pants** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no external sewn pockets, extra zippers, or rivets; no excessively tight or baggy pants; no cargos; no large tags or tabs
- Pants should reach the shoe without dragging on ground.
- Pants should be worn at the waist with no undergarments visible.
- Pants (Grades 1-5) must have belt loops and be worn with a **solid black leather/synthetic leather belt**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on the belt is allowed.
- Kindergarten students may wear elastic waist pants and may go without a belt if the pants do not have any belt loops.
- Examples that meet requirements, in addition to Lands' End: [Example 1](#)



Shorts

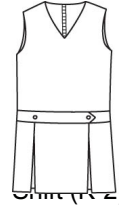
- **Navy dress shorts** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no external sewn pockets, extra zippers, or rivets; no excessively tight or baggy shorts; no cargos; no large tags or tabs
- Length of shorts: at or just above the knee but not below
- Shorts should be worn at the waist with no undergarments visible.
- Shorts (Grades 1-5) must have belt loops and be worn with a **solid black leather/synthetic leather belt**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Kindergarten students may wear elastic waist shorts and may go without a belt if the shorts do not have any belt loops.
- Examples that meet requirements, in addition to Lands' End: [Example 1](#)



Skort, and Shift

Skort, and shift length should be **at or just above the knee** in front and back.

- Shifts (K-2) must be worn with **navy or black shorts underneath**.



Skort (3-5)

Footwear

Shoes: K-5 boys and girls must wear one of the following:

1. all-white athletic shoes (all-white uppers, soles, and laces)
2. all-black athletic shoes (all-black uppers, soles, and laces)
3. [Keds School Days athletic saddle shoes](#) (white and black or white and navy versions)
 - Examples of K-5 shoes that meet requirements: [Example 1](#), [Example 2](#)
 - No canvas shoes (Vans, All Stars, TOMS, etc.), boat shoes, flats, Mary Jane's, boots, or high tops

Socks: K-5 students must wear **solid white socks** free of any logos and/or designs.

- Socks should be crew or mini-crew socks that cover the ankle, but no-show and micro-crew socks are not allowed.
- Girls may also wear tights, knitted stockings, or knee socks free of logos and designs in solid white or navy only.
- During cold weather, K-5 girls may wear solid white or navy leggings or tights underneath the shift, skort, or skirt, provided they are fitted (i.e., not loose-fitting or like sweatpants).

Grooming and Accessories

Girls' Hair: Must be kept clean, out of eyes, and without distracting styles

- Simple bows, barrettes, scrunchies, and bands sold from Lands' End or matching school colors are allowed.
- No unnatural/unconventional hair dyes, highlights, or colors are allowed. Subtle highlights are allowed but no sharp color contrasts (e.g., blonde tips) are allowed.
- No shaved head hair styles are allowed.

Nails: For K-5 girls, **clear, nude, and shades of pink** nail polish are allowed, provided they are free of glitter and that each nail is the same color. Nail extensions and fake nails are not allowed.

Makeup: For K-5 girls, no makeup is allowed.

Jewelry: One earring (simple stud) per ear is allowed (no hoops, dangling earrings, etc.). Necklaces must be tucked into shirt and not visible. Chokers or other items visible above the neckline are not allowed. One single bracelet (non-distracting color) is allowed. No rubber bracelets or bracelets with text are allowed and no anklets are allowed. A maximum of one simple and non-distracting ring may be worn.

Watches: Neutral colored watches are allowed. All devices that have the capability of internet connectivity, notifications, messaging, email, phone calls, games, photos, or audio recordings are not permitted. No smart watches, Apple watches, Polar watches, Garmin watches, Samsung watches, Fitbits, or step counters are allowed.

Water Bottles: Solid or two-tone color water bottles without stickers or large logos are allowed. Water bottles may contain only plain water.

Other:

- No body piercings, body art, temporary or permanent tattoos, or ink drawings on skin are allowed. Students may not attach stickers, pins, patches or any other add-on elements to their clothing, belongings (e.g., water bottles, lunchboxes, etc.), or school materials (e.g., binders, notebooks, etc.).
- Students may not wear or display personal items that contain social or political messages.

School Leadership will exercise judgement and make determinations in specific cases.

Outerwear

- **Hats** may not be brought to school or worn on campus, except for knit hats during cold weather. During the day, these must be stored in backpacks or cubbies.
- **Sunglasses** may not be worn on campus, unless approved due to medical need.
- During cold weather, **jackets** and **sweatshirts** may be worn to and from school provided they are solid colored and free of oversized or distracting logos. Only jackets and sweatshirts with small emblems or logos are allowed (e.g., not large logos across the chest). Jackets and sweatshirts must be stored in backpacks or cubbies during the school day.
 - Valor's K-5 uniform sweater may be worn throughout the day in classrooms and outside.

Backpacks

- Backpacks must be solid-colored, and no neon colors or glitter are permitted. Backpacks must also be free of patterns, graphics, characters, or words other than simple logos or small monograms.
- Backpacks should be modest in size and may not have wheels. K-5 students store backpacks in cubbies, so oversized backpacks are not permitted.
- If you are unsure about a particular backpack, please check in with the school office before removing tags.
- No keychains, toys, or other accessories may be hung from backpacks.

Lunch Boxes

- Lunch boxes may be solid-colored or contain simple patterns. No neon colors or glitter are permitted. Lunch boxes must also be free of graphics, characters, or words other than simple logos or small monograms.
- Lunch boxes should be modest in size, for storage in cubbies along with backpacks and other items.

Uniform Quality

All Valor uniform items should be in good repair with the Valor logo intact. Items should be free of holes, rips, large stains, etc.

K-5 BOYS UNIFORM

BASIC COMPONENTS

	Clothing Item	Vendor
Required	Valor short- or long-sleeve polo: light blue or green	Lands' End (LE)
	Navy shorts or pants	Multiple Vendors (LE, Target, etc.)*
Optional	Valor navy cardigan sweater	Lands' End

These items must have Valor logo:



Polo options



Cardigan Sweater

GUIDELINES (K-5 BOYS)

Pants

- **Navy dress pants** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no external sewn pockets, extra zippers, or rivets; no excessively tight or baggy pants; no cargos; no large tags or tabs
- Pants should reach the shoe without dragging on ground.
- Pants should be worn at the waist with no undergarments visible.
- Pants (grades 1-5) must have belt loops and be worn with a **solid black leather/synthetic leather belt**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Kindergarten students may wear elastic waist pants and may go without a belt if the pants do not have any belt loops.
- Examples that meet requirements, in addition to Lands' End: [Example 1](#)



Shorts

- **Navy dress shorts** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no external sewn pockets, extra zippers, or rivets; no excessively tight or baggy shorts; no cargos; no large tags or tabs
- Length of shorts: **at or just above the knee** but not below
- Shorts should be worn at the waist with no undergarments visible.
- Shorts (grades 1-5) must have belt loops and be worn with a **solid black leather/synthetic leather belt**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Kindergarten students may wear elastic waist shorts and may go without a belt if the shorts do not have any belt loops.
- Examples that meet requirements, in addition to Lands' End: [Example \(click on navy after opening\)](#)



Footwear

Shoes: K-5 boys and girls must wear one of the following:

1. all-white athletic shoes (all-white uppers, soles, and laces)
2. all-black athletic shoes (all-black uppers, soles, and laces)
3. [Keds School Days athletic saddle shoes](#) (white and black or white and navy versions)
 - Examples of K-5 shoes that meet requirements: [Example 1](#), [Example 2](#)
 - No canvas shoes (Vans, All Stars, TOMS, etc.), boat shoes, boots, or high tops

Socks: K-5 students must wear **solid white socks** free of any logos and/or designs. Socks should be crew or mini-crew socks that cover the ankle, but no-show and micro-crew socks are not allowed.

Grooming and Accessories

Boys Hair: Must be kept clean, without distracting styles, and must not be worn such that it falls below the eyebrows in front. Students whose hair is untidy or unkempt may be required to trim, modify, and/or neatly style it. Additionally, the following applies:

- No unnatural/unconventional hair dyes, highlights, or colors are allowed. No sharp color contrasts (e.g., blonde tips) are allowed.
- No “mohawk” or “mullet” hair styles are allowed.
- No shaved head patterns or designs (e.g., lightning bolt haircut)
- For boys wearing a ponytail, it must be clean and simple with no more than one plain, non-distracting unisex hair band.

Jewelry: Simple necklaces are allowed and must be long enough to be tucked into shirt and not visible. One single bracelet (non-distracting color) on one hand total is allowed. No rubber bracelets or bracelets with text or logos are allowed and no anklets are allowed. No earrings are allowed. One non-distracting and simple ring on one hand is allowed.

Watches: Neutral colored watches are allowed. All devices that have the capability of internet connectivity, notifications, messaging, email, phone calls, games, photos, or audio recording are not permitted. No smart watches, Apple watches, Polar watches, Garmin watches, Samsung watches, Fitbits, or step counters are allowed.

Water Bottles: Solid or two-tone color water bottles without stickers or large logos are allowed. Water bottles may contain only plain water.

Other:

- No body piercings, body art, temporary or permanent tattoos, or ink drawings on skin are allowed.
- Students may not attach stickers, pins, patches or any other add-on elements to their clothing, belongings (e.g., water bottles, lunchboxes, etc.), or school materials (e.g., binders, notebooks, etc.).
- Students may not wear or display personal items that contain social or political messages.
- Students may not wear colored or distracting stickers or other decorative adhesives on their faces while on campus (skin-toned cosmetic patches are allowed if not distracting).

School Leadership will exercise judgement and make determinations in specific cases.

Outerwear

- **Hats** may not be brought to school or worn on campus, except for knit hats during cold weather. During the day, these must be stored in backpacks or cubbies.
- **Sunglasses** may not be worn on campus, unless approved due to medical need.
- During cold weather, **jackets** and **sweatshirts** may be worn to and from school provided they are solid colored and free of oversized or distracting logos. Only jackets and sweatshirts with small emblems or logos are allowed (e.g., not large logos across the chest). Jackets and sweatshirts must be stored in backpacks or cubbies during the school day.
- Valor’s K-5 uniform sweater may be worn throughout the day in classrooms and outside.

Backpacks

- Backpacks must be solid-colored, and no neon colors or glitter are permitted. Backpacks must also be free of patterns, graphics, characters, or words other than simple logos or small monograms.
- Backpacks should be modest in size and may not have wheels. K-5 students store backpacks in cubbies, so oversized backpacks are not permitted.
- If you are unsure about a particular backpack, please check in with the school office before removing tags.
- No keychains, toys, or other accessories may be hung from backpacks.

Lunch Boxes

- Lunch boxes may be solid-colored or contain simple patterns. No neon colors or glitter are permitted. Lunch boxes must also be free of graphics, characters, or words other than simple logos or small monograms.
- Lunch boxes should be modest in size, for storage in cubbies along with backpacks and other items.

Uniform Quality

All Valor uniform items should be in good repair with the Valor logo intact. Items should be free of holes, rips, large stains, etc.

6TH-8TH GIRLS UNIFORM

BASIC COMPONENTS

	Clothing Item	Vendor
Required	Valor short- or long-sleeve polo: White or Navy	Lands' End (LE)
	Blank gray or navy t-shirt (PE)	Multiple Vendors
	Navy athletic shorts (PE)	Multiple Vendors
Required (choose 1 or more)	Khaki shorts or pants	Multiple Vendors (LE, Old Navy, etc.)*
	Plaid skirt	Lands' End
Optional	Valor navy V-neck pullover sweater	Lands' End
	Valor navy cardigan sweater	Lands' End

These items must have Valor logo:



Polo options

Pullover

GUIDELINES (6TH-8TH GIRLS)

Pants

- **Khaki dress pants** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no corduroy, no external sewn pockets, extra zippers, or rivets; no tight, skinny, or baggy pants; no cargos; no large tags or tabs
- Pants should reach the shoe without dragging on ground.
- Pants should be worn at the waist with no undergarments visible.
- Pants must have belt loops and be worn with a **solid leather/synthetic leather belt (black or brown, matching shoe color)**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Examples that meet requirements, in addition to Lands' End: [Example \(click on khaki\)](#)



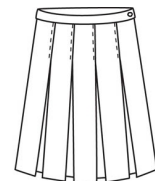
Shorts

- **Khaki dress shorts** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no corduroy, no external sewn pockets, extra zippers, or rivets; no tight, skinny, or baggy shorts; no cargos; no large tags or tabs
- Length of shorts: **at or just above the knee** but not below
- Shorts should be worn at the waist with no undergarments visible.
- Shorts must have belt loops and be worn with **solid leather/synthetic leather belt (black or brown, matching shoe color)**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Examples that meet requirements, in addition to Lands' End: [Example \(click on khaki\)](#)



Skirt

- Skirts should be **at or just above the knee** in front and back. Skirts must be worn at the waist.



Footwear

Shoes: 6th-8th girls must wear either:

1. Black flat-soled dress shoes (all-black leather/synthetic leather uppers/tightly knit fabric soles and

- stitching), or
2. Dark brown flat-soled dress shoes (dark brown leather/synthetic leather uppers and soles and stitching).
 - Examples of girls shoes that meet requirements are most flats and Mary Janes, such as: [Example 1](#), [Example 2](#), and [Example 3](#). No moccasins, platform/shoes, scrunch ballet flats, suede shoes, canvas shoes (Vans, All Stars, TOMS, etc.), oxfords or chunky-soled shoes (e.g., Doc Martens), boots or booties, heels, athletic shoes, or shoes with ankle straps
 - Girls' shoes must be free of logos, designs/patterns, emblems, large or distracting bows, tassels, pom-poms, etc. Small bows or simple toe designs are allowed.

Socks: 6th-8th girls must wear socks that are **solid white, black, or navy** and free of any logos/designs. No-show socks for Upper School girls are allowed. Girls may also wear tights, knitted stockings, or knee socks free of logos and designs in solid white or navy only. Girls may not wear leggings.

PE Uniform

- Students should bring these items to school for daily PE class:
 - Blank **gray or navy** Valor athletics t-shirt
- Navy athletic shorts: mid-length with a five-inch inseam or longer and loose fitting ([Example](#)). (No volleyball/spandex shorts.)
 - Lace-up athletic shoes (any color, not canvas) and plain black or white socks
- Winter:
 - Navy or black loose-fitting sweatpants
 - Girls may wear leggings under five-inch inseam athletic shorts.

Grooming and Accessories

Girls' Hair: Must be kept clean, out of eyes, and without distracting styles

- Simple bows, barrettes, scrunchies, and bands sold from Lands' End or matching school colors are allowed.
- No unnatural/unconventional hair dyes, highlights, or colors are allowed. Subtle highlights are allowed, but no sharp color contrasts (e.g., blonde tips) are allowed.
- No shaved head or "mohawk" hair styles are allowed.

Nails: For 6th-8th girls, shades of **red, pink, or nude nail polish** are allowed, provided they are free of glitter and that each nail is the same color. Nail extensions and fake nails are not allowed.

Makeup: For 6th-8th girls, simple, tasteful, natural, and non-distracting makeup (e.g., no heavily lined eyes) is permitted. Lip gloss/balm is allowed but no colored lipstick.

Jewelry: One earring per ear is allowed including studs and small hoops. Simple necklaces are allowed but must be long enough to be tucked into shirt and not visible (a maximum of one necklace is permitted). Chokers or other items visible above the neckline are not allowed. One single bracelet (non-distracting color) is allowed. No rubber bracelets or bracelets with text or logos are allowed and no anklets are allowed. 6-12 girls may wear a maximum of one tasteful and non-distracting ring per hand.

Watches: Neutral colored watches are allowed. All devices that have the capability of internet connectivity, notifications, messaging, email, phone calls, games, photos, or audio recording are not permitted. No smart watches, Apple watches, Polar watches, Garmin watches, Samsung watches, Fitbits, or step counters are allowed.

Water Bottles: Solid or two-tone color water bottles without stickers or large logos are allowed. Water bottles may contain only plain water.

Other:

- No body piercings, body art, temporary or permanent tattoos, or ink drawings on skin are allowed.
- Students may not attach stickers, pins, patches or any other add-on elements to their clothing, belongings (e.g., water bottles, lunchboxes, etc.), or school materials (e.g., binders, notebooks, etc.).
- Students may not wear or display personal items that contain social or political messages.
- Students may not wear colored or distracting stickers or other decorative adhesives on their faces while on campus (skin-toned cosmetic patches are allowed if not distracting).

School Leadership will exercise judgement and make determinations in specific cases.

Outerwear

- **Hats** may not be brought to school or worn on campus, except for knit hats during cold weather. During the day, these must be stored in backpacks or cubbies.
- **Sunglasses** may not be worn on campus, unless approved due to medical need.
- During cold weather, **jackets** and **sweatshirts** may be worn to and from school provided they are solid colored and free of oversized or distracting logos. Only jackets and sweatshirts with small emblems or logos are allowed (e.g., not large logos across the chest). Jackets and sweatshirts must be stored in backpacks, cubbies, or lockers during the school day.
- Valor's uniform sweaters may be worn throughout the day in classrooms and outside.

Backpacks

- Backpacks must be solid-colored, and no neon colors or glitter are permitted. Backpacks must also be free of patterns, graphics, characters, or words other than simple logos or small monograms.
- Backpacks should be modest in size and may not have wheels. At campuses with lockers, students store backpacks in lockers. At campuses without lockers, students typically bring backpacks from class to class, so oversized or weighty backpacks are not recommended.
- If you are unsure about a particular backpack, please check in with the school office before removing tags.
- No keychains, toys, or other accessories may be hung from backpacks.

Lunch Boxes

- Lunch boxes may be solid-colored or contain simple patterns. No neon colors or glitter are permitted. Lunch boxes must also be free of graphics, characters, or words other than simple logos or small monograms.
- Lunch boxes should be modest in size.

Uniform Quality

All Valor uniform items should be in good repair with the Valor logo intact. Items should be free of holes, rips, large stains, etc.

6TH-8TH BOYS UNIFORM

BASIC COMPONENTS

	Clothing Item	Vendor
Required	Valor short- or long-sleeve polo: White or Navy	Lands' End (LE)
	Khaki shorts or pants	Multiple Vendors (LE, Gap, etc.)*
	Blank gray or navy t-shirt (PE)	Multiple Vendors
	Navy athletic shorts (PE)	Multiple Vendors
Optional	Valor navy pull-over sweater	Lands' End

These items must have Valor logo:



Polo options



Pullover

GUIDELINES (6TH-8TH BOYS)

Pants

- **Khaki dress pants** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no corduroy, no external sewn pockets, extra zippers, or rivets; no tight, skinny, or baggy pants; no cargos; no large tags or tabs.
- Pants should reach the shoe without dragging on ground.
- Pants should be worn at the waist with no undergarments visible.
- Pants must have belt loops and be worn with a **solid leather/ synthetic leather belt (black or brown, matching shoe color)**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Examples that meet requirements, in addition to Lands' End: [Example 1](#)



Shorts

- **Khaki dress shorts** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no corduroy, no external sewn pockets, extra zippers, or rivets; no excessively tight or baggy shorts; no cargos; no large tags or tabs
- Length of shorts: **at or just above the knee** but not below
- Shorts should be worn at the waist with no undergarments visible.
- Shorts must have belt loops and be worn with a **solid leather/synthetic leather belt (black or brown, matching shoe color)**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Examples that meet requirements, in addition to Lands' End: [Example 1](#)



Footwear

Shoes: 6th-8th boys and girls must wear either:

1. **Black dress shoes** (all-black leather/synthetic leather uppers and soles and stitching), or
 2. **Dark brown dress shoes** (dark brown leather/synthetic leather uppers and soles and stitching).
- Examples of boys shoes that meet requirements are dress oxfords and loafers, for instance: [Example 1](#), [Example 2](#), [Example 3](#)
 - No suede, canvas shoes (Vans, All Stars, TOMS, etc.), boots, or athletic shoes

Socks: 6th-8th boys must wear:

- With Pants: **solid khaki, black, dark brown or navy crew socks** free of any logos and designs. Ankle, mini-crew, and no-show socks are not allowed with pants.
- With Shorts: **solid white, black, dark brown, or navy socks** free of any logos and designs. Socks should be crew or ankle socks that cover the ankle, but mini-crew and no-show socks are not allowed with shorts.

PE Uniform

Students should bring these items to school for daily PE class:

- Blank **gray** or **navy** athletic t-shirt
- Navy athletic shorts: mid-length and loose fitting
- Lace-up athletic shoes (any color, not canvas) and plain black or white socks

Grooming and Accessories

Boys' Hair: Must be kept clean, without distracting styles, and must not be worn such that it falls below the eyebrows in front. Students whose hair is untidy or unkempt may be required to trim, modify, and/or neatly style it. Additionally, the following applies:

- No unnatural/unconventional hair dyes, highlights, or colors are allowed. No sharp color contrasts (e.g., blonde tips) are allowed.
- No "mohawk" or "mullet" hair styles are allowed.
- No shaved head patterns or designs (e.g., lightning bolt haircut)
- For boys wearing a ponytail, it must be clean and simple with no more than one plain, non-distracting unisex hair band.

Facial Hair: Must be clean-shaven. (No facial hair allowed.) Students who are not clean shaven will be considered out of uniform.

Jewelry: Simple necklaces are allowed and must be long enough to be tucked into shirt and not visible. One single bracelet (non-distracting color) on one hand total is allowed. No rubber bracelets or bracelets with text or logos are allowed and no anklets are allowed. No earrings are allowed. One non-distracting and simple ring on one hand is allowed.

Watches: Neutral colored watches are allowed. All devices that have the capability of internet connectivity, notifications, messaging, email, phone calls, games, photos, or audio recording are not permitted. No smart watches, Apple watches, Polar watches, Samsung watches, Garmin watches, Fitbits, or step counters are allowed.

Water Bottles: Solid or two-tone color water bottles without stickers or large logos are allowed. Water bottles may contain only plain water.

Other:

- No body piercings, body art, temporary or permanent tattoos, or ink drawings on skin are allowed.
- Students may not attach stickers, pins, patches or any other add-on elements to their clothing, belongings (e.g., water bottles, lunchboxes, etc.), or school materials (e.g., binders, notebooks, etc.).
- Students may not wear or display personal items that contain social or political messages.
- Students may not wear colored or distracting stickers or other decorative adhesives on their faces while on campus (skin-toned cosmetic patches are allowed if not distracting).

School Leadership will exercise judgement and make determinations in specific cases.

Outerwear

- **Hats** may not be brought to school or worn on campus, except for knit hats during cold weather. During the day, these must be stored in backpacks or cubbies.
- **Sunglasses** may not be worn on campus, unless approved due to medical need.
- During cold weather, **jackets** and **sweatshirts** may be worn to and from school provided they are solid colored and free of oversized or distracting logos. Only jackets and sweatshirts with small emblems or logos are allowed (e.g., not large logos across the chest). Jackets and sweatshirts must be stored in backpacks, cubbies, or lockers during the school day.
- Valor's uniform sweaters may be worn throughout the day in classrooms and outside.

Backpacks

- Backpacks must be solid-colored, and no neon colors or glitter are permitted. Backpacks must also be free of patterns, graphics, characters, or words other than simple logos or small monograms.

- Backpacks should be modest in size and may not have wheels. At campuses with lockers, students store backpacks in lockers. At campuses without lockers, students typically bring backpacks from class to class, so oversized or weighty backpacks are not recommended.
- If you are unsure about a particular backpack, please check in with the school office before removing tags.
- No keychains, toys, or other accessories may be hung from backpacks.

Lunch Boxes

- Lunch boxes may be solid-colored or contain simple patterns. No neon colors or glitter are permitted. Lunch boxes must also be free of graphics, characters, or words other than simple logos or small monograms.
- Lunch boxes should be modest in size.

Uniform Quality

All Valor uniform items should be in good repair with the Valor logo intact. Items should be free of holes, rips, large stains, etc.

9TH-12TH GIRLS UNIFORM

BASIC COMPONENTS

	Clothing Item	Vendor
Required	Valor short- or long-sleeve oxford shirt: white or light blue	Lands' End (LE)
	Blank gray or navy t-shirt (PE)	Multiple Vendors
	Navy athletic shorts (PE)	Multiple Vendors
Required (choose 1 or more)	Khaki pants	Multiple Vendors (LE, Old Navy, etc.)*
	Plaid skirt	Lands' End
Optional	Valor navy V-neck pullover sweater	Lands' End
	Valor navy cardigan sweater	Lands' End

These items must have Valor logo:



Oxford shirt

Pullover

GUIDELINES (9TH-12TH GIRLS)

Pants

- **Khaki dress pants** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no corduroy, no external sewn pockets, extra zippers, or rivets; no tight, skinny, or baggy pants; no cargos; no large tags or tabs
- Pants should reach the shoe without dragging on ground.
- Pants should be worn at the waist with no undergarments visible.
- Pants must have belt loops and be worn with a **solid leather/synthetic leather belt (black or brown, matching shoe color)**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Examples that meet requirements, in addition to Lands' End: [Example 1](#)
- In high school, shorts may not be worn.



Skirt

- Skirts should be **at or just above the knee** in front and back. Skirts must be worn at the waist.



Footwear

Shoes: 9th-12th girls must wear either:

1. Black flat-soled dress shoes (all-black leather/synthetic leather/tightly knit fabric, uppers and soles and stitching), or
2. Dark brown flat-soled dress shoes (dark brown leather/synthetic leather uppers and soles and stitching).
 - Examples of girls shoes that meet requirements are most flats and Mary Janes, such as: [Example 1](#), [Example 2](#) and [Example 3](#). No moccasins, platform/shoes, scrunch ballet flats, suede shoes, canvas shoes (Vans, All Stars, TOMS, etc.), oxfords or chunky-soled shoes (e.g., Doc Martens), boots or booties, heels, athletic shoes, or shoes with ankle straps
 - Girls' shoes must be free of logos, designs/patterns, emblems, large or distracting bows, tassels, pom-poms, etc. Small bows or simple toe designs are allowed.

Socks: 9th-12th girls must wear socks that are **solid white, black, or navy** and free of any logos/designs. No show socks for Upper School girls are allowed. Girls may also wear tights, knitted stockings, or knee socks free of logos and designs in **solid white or navy** only. Girls may not wear leggings.

PE Uniform

Students should bring these items to school for daily PE class:

- Blank gray or navy athletics t-shirt
- Navy athletic shorts: mid-length with a 5-inch inseam or longer and loose fitting. (No spandex/volleyball shorts.)
- Lace-up athletic shoes (any color, not canvas) and plain black or white socks

*While PE uniform guidance is outlined for grades 9-12, Valor currently offers a formal PE course only through 9th grade. Students in grades 10-12 are not required to purchase or wear a PE uniform unless otherwise noted.

Grooming and Accessories

Girls' Hair: Must be kept clean, out of eyes, and without distracting styles

- Simple bows, barrettes, scrunchies, and bands sold from Lands' End or matching school colors are allowed
- No unnatural/unconventional hair dyes, highlights, or colors are allowed. Subtle highlights are allowed but no sharp color contrasts (e.g. blonde tips) are allowed.
- No shaved head or "mohawk" hair styles are allowed.

Nails: For 9th-12th girls, shades of **red, pink, or nude nail polish** are allowed, provided they are free of glitter and that each nail is the same color. Nail extensions and fake nails are not allowed.

Makeup: For 9th-12th girls, simple, tasteful, natural, and non-distracting makeup (e.g., no heavily lined eyes) is permitted. Lip gloss/balm is allowed but no colored lipstick.

Jewelry: 1-2 earrings per ear are allowed including studs and small hoops. Simple necklaces are allowed but must be long enough to be tucked into shirt and not visible (a maximum of one necklace is permitted). Chokers or other items visible above the neckline are not allowed. Wearing one or two bracelets in non-distracting colors is allowed. No rubber bracelets or bracelets with text or logos are allowed and no anklets are allowed. 9-12 girls may wear a maximum of one, tasteful and non-distracting ring per hand.

Watches: Neutral colored watches are allowed. All devices that have the capability of internet connectivity, notifications, messaging, email, phone calls, games, photos, or audio recording are not permitted. No smart watches, Apple watches, Polar watches, Garmin watches, Samsung watches, Fitbits, or step counters are allowed.

Water Bottles: Solid or two-tone color water bottles without stickers or large logos are allowed. Water bottles may contain only plain water.

Other:

- No body piercings, body art, temporary or permanent tattoos, or ink drawings on skin are allowed.
- Students may not attach stickers, pins, patches or any other add-on elements to their clothing, belongings (e.g., water bottles, lunchboxes, etc.), or school materials (e.g., binders, notebooks, etc.).
- Students may not wear or display personal items that contain social or political messages.
- Students may not wear colored or distracting stickers or other decorative adhesives on their faces while on campus (skin-toned cosmetic patches are allowed if not distracting).

School Leadership will exercise judgement and make determinations in specific cases.

Outerwear

- **Hats** may not be brought to school or worn on campus, except for knit hats during cold weather. During the day, these must be stored in backpacks or cubbies.
- **Sunglasses** may not be worn on campus, unless approved due to medical need.
- During cold weather, **jackets** and **sweatshirts** may be worn to and from school provided they are solid colored and free of oversized or distracting logos. Only jackets and sweatshirts with small emblems or logos are allowed (e.g., not large logos across the chest). Jackets and sweatshirts must be stored in backpacks, cubbies, or lockers during the school day.
- Letterman jackets are considered outerwear and subject to outerwear guidelines
- Valor's uniform sweaters may be worn throughout the day in classrooms and outside.

Backpacks

- Backpacks must be solid-colored, and no neon colors or glitter are permitted. Backpacks must also be free of patterns, graphics, characters, or words other than simple logos or small monograms.
- Backpacks should be modest in size and may not have wheels. At campuses with lockers, students store backpacks in lockers. At campuses without lockers, students typically bring backpacks from class to class, so oversized or weighty backpacks are not recommended.
- If you are unsure about a particular backpack, please check in with the school office before removing tags.
- No keychains, toys, or other accessories may be hung from backpacks.

Lunch Boxes

- Lunch boxes may be solid-colored or contain simple patterns. No neon colors or glitter are permitted. Lunch boxes must also be free of graphics, characters, or words other than simple logos or small monograms.
- Lunch boxes should be modest in size.

Uniform Quality

All Valor uniform items should be in good repair with the Valor logo intact. Items should be free of holes, rips, large stains, etc.

9TH-12TH BOYS UNIFORM

BASIC COMPONENTS

	Clothing Item	Vendor
Required	Valor short- or long-sleeve oxford shirt: white or light blue	Lands' End (LE)
	Khaki pants	Multiple Vendors (LE, Gap, etc.)*
	Plaid tie	Lands' End (provided by Valor)
	Blank gray or navy t-shirt (PE)	Multiple Vendors
	Navy athletic shorts (PE)	Multiple Vendors
Optional	Valor navy pull-over sweater	Lands' End
	Valor navy cardigan sweater	Lands' End

These items must have Valor logo:



Oxford shirt



Pullover

GUIDELINES (9TH-12TH BOYS)

Pants

- **Khaki dress pants** (flat front chinos) – no jeans/denim, no knit/jersey fabrics, no corduroy, no external sewn pockets, extra zippers, or rivets; no tight, skinny, or baggy pants; no cargos; no large tags or tabs
- Pants should reach the shoe without dragging on ground.
- Pants should be worn at the waist with no undergarments visible.
- Pants must have belt loops and be worn with a **solid leather/ synthetic leather belt (black or brown, matching shoe color)**. Buckles must be a solid color (i.e., silver, gold, black) and not oversized. No fabric or canvas on belts is allowed.
- Examples that meet requirements, in addition to Lands' End: [Example 1 \(click on Chino color\)](#)
- In high school, shorts may not be worn.



Oxford Shirt

- Top button must be fastened when wearing the tie. Tie must be worn properly and fully in place (pulled up to top of shirt).

Footwear

Shoes: 9th-12th boys must wear either:

1. Black dress shoes (all-black leather/synthetic leather uppers and soles and stitching), or
 2. Dark brown dress shoes (dark brown leather/synthetic leather uppers and soles and stitching).
- Examples of boys shoes that meet requirements are dress oxfords and loafers, for instance: [Example 1](#), [Example 2](#)
 - No suede, canvas shoes (Vans, All Stars, TOMS, etc.), boots, or athletic shoes

Socks: 9th-12th boys must wear **solid khaki, black, dark brown or navy crew socks** free of any logos and designs. Ankle, mini-crew, and no-show socks are not allowed with pants.

PE Uniform

Students should bring these items to school for daily PE class:

- Blank **gray** or **navy** Valor athletics t-shirt
- Navy athletic shorts: mid-length and loose fitting
- Lace-up athletic shoes (any color, not canvas) and plain black or white socks

*While PE uniform guidance is outlined for grades 9-12, Valor currently offers a formal PE course only through 9th grade. Students in grades 10-12 are not required to purchase or wear a PE uniform unless otherwise noted.

Grooming and Accessories

Boys' Hair: Must be kept clean, without distracting styles, and must not be worn such that it falls below the eyebrows in front. Students whose hair is untidy or unkempt may be required to trim, modify, and/or neatly style it. Additionally, the following applies:

- No unnatural/unconventional hair dyes, highlights, or colors are allowed. No sharp color contrasts (e.g., blonde tips) are allowed.
- No "mohawk" or "mullet" hair styles are allowed.
- No shaved head patterns or designs (e.g., lightning bolt haircut)
- For boys wearing a ponytail, it must be clean and simple with no more than one plain, non-distracting unisex hair band.

Facial Hair: Must be clean-shaven. (No facial hair allowed.) Students who are not clean shaven will be considered out of uniform.

Jewelry: Simple necklaces are allowed and must be long enough to be tucked into shirt and not visible. Wearing one or two bracelets in non-distracting colors is allowed. No rubber bracelets or bracelets with text or logos are allowed and no anklets are allowed. No earrings are allowed. One non-distracting and simple ring on one hand is allowed.

Watches: Neutral colored watches are allowed. All devices that have the capability of internet connectivity, notifications, messaging, email, phone calls, games, photos, or audio recording are not permitted. No smart watches, Apple watches, Polar watches, Garmin watches, Samsung watches, Fitbits, or step counters are allowed.

Water Bottles: Solid or two-tone color water bottles without stickers or large logos are allowed. Water bottles may contain only plain water.

Other

- No body piercings, body art, temporary or permanent tattoos, or ink drawings on skin are allowed.
- Students may not attach stickers, pins, patches or any other add-on elements to their clothing, belongings (e.g., water bottles, lunchboxes, etc.), or school materials (e.g., binders, notebooks, etc.).
- Students may not wear or display personal items that contain social or political messages.
- Students may not wear colored or distracting stickers or other decorative adhesives on their faces while on campus (skin-toned cosmetic patches are allowed if not distracting).

School Leadership will exercise judgement and make determinations in specific cases.

Outerwear

- **Hats** may not be brought to school or worn on campus, except for knit hats during cold weather. During the day, these must be stored in backpacks or cubbies.
- **Sunglasses** may not be worn on campus, unless approved due to medical need.
- During cold weather, **jackets** and **sweatshirts** may be worn to and from school provided they are solid colored and free of oversized or distracting logos. Only jackets and sweatshirts with small emblems or logos are allowed (e.g., not large logos across the chest). Jackets and sweatshirts must be stored in backpacks, cubbies, or lockers during the school day.
- Letterman jackets are considered outerwear and subject to outerwear guidelines
- Valor's uniform sweaters may be worn throughout the day in classrooms and outside.

Backpacks

- Backpacks must be solid-colored, and no neon colors or glitter are permitted. Backpacks must also be free of patterns, graphics, characters, or words other than simple logos or small monograms.
- Backpacks should be modest in size and may not have wheels. At campuses with lockers, students store backpacks in lockers. At campuses without lockers, students typically bring backpacks from class to class, so oversized or weighty backpacks are not recommended.
- If you are unsure about a particular backpack, please check in with the school office before removing tags.
- No keychains, toys, or other accessories may be hung from backpacks.

Lunch Boxes

- Lunch boxes may be solid-colored or contain simple patterns. No neon colors or glitter are permitted. Lunch boxes must also be free of graphics, characters, or words other than simple logos or small monograms.
- Lunch boxes should be modest in size.

Uniform Quality

All Valor uniform items should be in good repair with the Valor logo intact. Items should be free of holes, rips, large stains, etc.

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. Students are expected to provide their own consumable items, such as pencils, paper, pens, erasers, notebooks, calculators, etc. Students may be required to pay certain fees or deposits, including:

1. A fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. Membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. A security deposit for the return of materials, supplies or equipment;
4. A fee for personal physical education and athletic equipment and apparel, although a student may provide the student's own equipment or apparel if it meets reasonable requirements and standards relating to health and safety;
5. A fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, graduation announcements, etc.;
6. A fee for voluntary student health and accident benefit plan;
7. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
8. A fee for items of personal apparel used in extracurricular activities that become the property of the student;
9. A parking fee;
10. A fee for replacement of a student identification card;
11. If offered, a fee for a driver training course, not to exceed the actual cost per student in the program for the current school year;
12. A fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff;
13. A fee for summer school courses that are offered tuition-free during the regular school year;
14. A reasonable fee, not to exceed \$50, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program;
15. A fee for lost, damaged, or overdue library books; or
16. A fee specifically permitted by any other statute.

Valor Education may waive any fee or deposit if the student and parent are unable to pay or based on income guidelines. Please inquire at the campus office for information about fee reductions.

Families are responsible for paying all fees associated with extra-curricular clubs, athletics, and the after-school program prior to participation.

TEXTBOOKS AND CURRICULUM MATERIALS

Textbooks, books, and additional curriculum materials are provided to students free of charge for each subject or class. **We also encourage parents, if possible, to consider purchasing copies of the Core Classics (the books read in Language Arts) and IHP texts.** This gives students the opportunity to mark in (annotate) their books and to build a library of classic books to keep for years to come.

Materials must be used by the students as directed by the teacher and treated with care. A student who is issued damaged materials should report the damage to the teacher.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition loses the right to free textbooks and educational materials until the student and/or parent pay for the damages. However, a student will be provided textbooks and educational materials for use during the school day. Valor Education may reduce or waive the payment requirement for economically disadvantaged students. Release of student records, including official transcripts, will be delayed pending payment for lost or severely damaged textbooks.

A parent is entitled to request that Valor Education allow a student to take home any instructional materials used by the student. Valor Education will honor the request, subject to availability of the instructional materials. A student who takes home instructional materials must return the materials to school at the beginning of the next school day if requested to do so by the student's teacher. Valor Education must provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. Valor Education also is not required to purchase printed copies of instructional materials that the school would otherwise not purchase; Valor Education may provide the student relevant electronic instructional materials.

FOOD SERVICE

Valor Education participates in the National School Lunch Program and offers nutritionally balanced breakfasts and lunches. Guidelines set by the Texas Department of Agriculture ("TDA") and United States Department of Agriculture ("USDA") are followed to meet the nutritional needs of all students. Menus and prices may be obtained on the school's website.

Free and reduced-price breakfasts and lunches are available based on financial need. Information about a student's participation is confidential. Visit the school office to apply. Students must apply for meal assistance each school year.

STATE-MANDATED NUTRITION GUIDELINES

The TDA places strict limits on any food or drink provided or sold to students other than through Valor Education's food and nutrition services. More detailed information may be obtained at the school office or online at www.squaremeals.org.

TRANSPORTATION

Valor Education does not provide regular transportation to and from school, unless required by a student's Individualized Education Plan ("IEP") for a student with disabilities. However, Valor Education may provide transportation in school vehicles for educational field trips and participation in athletic and other extra-curricular events.

If a student with a disability is receiving school transportation as a result of an IEP, the Admission Review and Dismissal ("ARD") Committee will have the discretion in determining appropriate disciplinary consequences related to inappropriate behavior in a school vehicle.

TRANSCRIPTS

Valor Education maintains an academic achievement record (or transcript) for each student enrolled. Transcripts list complete personal student data, give complete scholastic grades, and report other information such as student honors and scores on standardized achievement tests. Requests for transcripts should be made to the campus Registrar. Official transcripts may be picked up from the campus Registrar five business days after the request is submitted except at the end of the semester. GPA is recalculated at the end of each semester and updated transcripts are not available until the end of the third business week after the end of the semester.

POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, INCLUDING MOBILE TELEPHONES

Valor Education is committed to creating an environment that promotes wonder, learning, and authentic engagement with others. In order to provide such an environment that is free of unnecessary distractions, Valor has a specific policy regarding the use of electronic devices on campus.

Valor Education permits students to possess personal cell phones for safety purposes; however, these **devices must remain turned off and stored in the designated location (backpack or locker) during the instructional day, including during all testing.**

A student must also have approval to possess other telecommunications devices at school, such as netbooks, laptops, tablets, or other portable computers. In general, students will use school-issued devices for writing assignments in IHP, Senior Capstone, or other courses that require the use of a computer.

Students are not permitted to possess or use personal electronic devices (such as MP3 players, video or audio records, DVD players, cameras, games, or similar electronic devices) at school unless prior permission has been obtained. Without such permission, school staff will collect the items and turn them in to the front office. The Headmaster or designee will determine whether to return the item(s) to students at the end of the day or contact a parent to pick up the item(s).

The use of mobile telephones or any device capable of capturing images is strictly prohibited in restroom areas or other sensitive areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device (such as a cell phone) without authorization during the school day, is found with one on one's person in violation of school policy, or if the device buzzes or rings during the day, the device will be confiscated. If a student and parent have executed a waiver permitting the student to possess an electronic communication device at school, school officials may power on and search the device if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation. A confiscated device may be picked up by the parent from the front office. Confiscated telecommunications devices that are not retrieved by the parent will be disposed of after the notice required by law.

Any disciplinary action will be in accordance with the Student Code of Conduct.

Valor Education will not be responsible for damage to or loss or theft of confiscated personal devices.

ACCEPTABLE USE OF TECHNOLOGY RESOURCES

School-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include Valor Education' network systems and use of school equipment, is restricted to approved purposes only. Students and parents will be asked to sign an Acceptable Use Agreement Acknowledgment Form regarding use of these School resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text: Sexting & Bullying Prevention, Education & Intervention Course"](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of Valor Education' computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

PLEDGES OF ALLEGIANCE AND MOMENT OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Headmaster or designee to excuse their student from reciting a pledge.

State law requires that one minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that Valor Education provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.



State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

PRAYER AND MEDITATION

Students have a right to individually, silently, and voluntarily pray or meditate in school in a manner that does not disrupt instructional or other school activities. Valor Education will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

VISITOR AND VOLUNTEER POLICY

Valor Education encourages parents and family members to regularly visit the school and become involved in student activities. The impact that positive parental involvement has on the learning and development of students is immeasurable. With that in mind, the following policies must be adhered to so that a safe, secure, and productive learning environment can be ensured for all.

- Visitors **MUST** sign in at the main office whenever they are on campus. They will be provided with a visitor ID that must be worn while on campus. Visitors are not permitted to make unscheduled or drop-in visits to classrooms.
- When visiting campus to meet with teaching staff, visitors must have a pre-arranged time set up with the teacher(s) in question except for urgent matters. Times are best arranged via email. An email directory is located on our website. With few exceptions, conferences are scheduled during teacher/team planning time, and/or immediately before or after school. Under no circumstances can a teacher be interrupted while providing instruction or campus supervision (e.g., recess duty) before, during, or after the school day to meet with a parent.
- Volunteers **MUST** go through a background check conducted by Valor Education. Once the check is cleared, volunteers are notified and may begin helping on campus. Until this clearance is obtained, they are not to be involved in any educational or extra-curricular activities.

Additionally, the Headmaster or designee may take the following actions regarding school visitors:

- Establish an electronic database for storing information concerning visitors. Information stored in the electronic database may be used only for school security and may not be sold or otherwise disseminated to a third party for any purpose.
- Verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by Valor Education.
- Prohibit a particular visitor on campus based on inappropriate conduct or speech including harassment of school personnel, threatening behavior, use of profanity, etc.

Any visitor identified as a sex offender shall be escorted by school personnel at all times during a school visit and shall have access only to common areas of the campus.

EMERGENCY CLOSINGS

Generally, Valor Education dismisses classes for weather-related events on the same days as surrounding local independent school districts. Any closures for weather will be broadcast on local television and/or radio stations. Valor Education may also need to close during certain emergency situations beyond the control of school officials. The announcement of non-weather related school closings will be broadcast on local television and/or radio stations as early as possible. Any emergency closures will also be posted on the Valor Education website.

DRILLS: FIRE, TORNADO, AND OTHER EMERGENCIES

Students, teachers, and other staff will participate in drills of emergency procedures. When the alarm or notification is sounded, students should follow the direction of school staff quickly, quietly, and in an orderly manner. Order rather than speed shall be stressed. Defined instructions for vacating each room will be posted in each room, and students should familiarize themselves with these instructions.

Notices & Procedures

STATEMENT OF NON-DISCRIMINATION

Valor Education does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in providing educational services, activities, and programs, including vocational and career technology programs. Valor Education complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972 ("Title IX"); Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

As required by Title IX, Valor Education does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with Valor Education. Inquiries into issues related to Title IX may be referred to Valor Education Title IX Coordinator (identified below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Any questions or concerns about Valor Education's compliance with these federal programs should be brought to the attention of the following persons designated as being responsible for coordinating compliance with these requirements:

- The Title IX Coordinator, for concerns regarding discrimination on the basis of sex (including sexual harassment), is Matthew McKowen, Personnel Manager, mmckowen@valoreducation.org, 512-646-4170 (11720 S. Mopac Expressway, Austin, TX 78739).
- The ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability, is Julie Ono (11720 S. Mopac Expressway, Austin, TX 78739; jono@valoreducaion.org, 512-646-4170).
- The Age Discrimination Coordinator, for concerns regarding discrimination on the basis of age, is Matthew McKowen, Personnel Manager, mmckowen@valoreducation.org, 512-646-4170 (11720 S. Mopac Expressway, Austin, TX 78739).
- All other concerns regarding discrimination may be directed to Jesse Bates, Chief Operating Officer (11720 S. Mopac Expressway, Austin, TX 78739; jbates@valoreducation.org; 512-646-4170).

GENERAL ADMISSIONS AND ENROLLMENT INFORMATION

Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the school's charter, and who are eligible for admission based on lawful criteria identified in the charter and in state law. Additionally, as allowed by Chapter 12 of the Texas Education Code, Valor Education may admit a child of a school employee regardless of whether the child resides in the geographic area served by Valor Education. The total number of students enrolled in Valor Education shall not exceed the number of students approved in the charter or subsequent amendments. Total enrollment may further be limited by Valor Education based on occupancy limitations, code compliance and staffing requirements as deemed necessary.

In accordance with state law, Valor Education does not discriminate in its admissions policy on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend.

EXCLUSION FROM ADMISSION

As authorized by the Valor Education charter and Texas Education Code § 12.111(a)(5)(A), students with a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Texas Education Code Chapter 37, Subchapter A may be excluded from admission and enrollment in Valor Education.

SUBMISSION OF APPLICATIONS AND ADMISSIONS LOTTERY

Students wanting to attend Valor Education must submit an application, which is available beginning each fall for enrollment in following school year. The enrollment application is available at Valor's school office and online at www.valoreducation.org.

If fewer applications than spots available are received, students will be offered admission on a first-come, first-served basis. If Valor Education receives more applications than it has spots available in any grade level, it will conduct a random lottery. Each applicant selected during the lottery (up until all open seats are filled) will be offered admission. Once all enrollment spots have been filled by the lottery, the lottery will continue and applicants will be placed on a waiting list in the order in which they are drawn. If a vacancy arises before the commencement of the next school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.



If an application is received after the designated Application Period has passed, the applicant's name will be added to the waitlist behind the names of the applicants who applied during the Application Period.

Families offered an enrollment seat will be asked to complete registration questions online within a specific timeframe. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if you do not complete the registration process by the established deadline, your child's seat will be offered to the next potential student on the waiting list.

Exceptions to Lottery Process: Federal guidelines permit Valor Education to exempt from the lottery students who are already attending Valor Education; siblings of students already admitted to or attending Valor Education; and children of Valor Education's founders, teachers, and staff.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT OF 2001

Homeless children and youth are ensured specific educational rights and protections. A listing of these specific rights may be obtained from Valor Education by contacting Jesse Bates, Chief Operating Officer (11720 S. Mopac Expressway, Austin, TX 78739; jbates@valoreducation.org; 512-646-4170).

"Children and youth who are homeless," as defined by this federal law, means and includes children who:

- Are abandoned in hospitals, or are awaiting foster care placement.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Are living in emergency or transitional shelters.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings.
- Lack a fixed, regular, and adequate nighttime residence.

Children who are homeless will be provided flexibility regarding certain policies and procedures, including proof of residency requirements; immunization requirements; educational program placement; award of credit; eligibility requirements for participating in extracurricular activities; continuing enrollment in the "school of origin" or enrollment in a new school in the attendance area where the student is currently residing; graduation requirements; and other related matters.

REGISTRATION INFORMATION

Any student admitted to Valor Education must have records, such as a report card and/or transcript from the previous school attended, to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in Valor Education for the first time must present documentation of immunizations as required by the Texas Department of State Health Services.

No later than 30 days after enrolling in Valor Education, the parent and school in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school. Students will not be denied enrollment if they fail to meet this requirement.

Valor Education will forward a student's records on request to at school in which a student seeks or intends to enroll without the necessity of the parents' consent.

FOOD ALLERGY INFORMATION

During the registration process, the parent of each student enrolled in Valor Education will complete a form provided by Valor Education that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the school to enable it to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Valor Education may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

ESTABLISHING IDENTIFICATION

Any of the following documents are acceptable for proof of identification and age: birth certificate; driver's license; passport; school ID card; records, or report card; military ID; hospital birth records; adoption records; church baptismal record; or any other legal document that establishes identity.

UNDOCUMENTED STUDENTS

Enrollment may not be denied to children who are not legally admitted into the United States.

RESIDENCY VERIFICATION

The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in Valor Education, each student's parent must show proof of residency at the time of enrollment. Residency may be verified through observation, documentation, and other means, including, but not limited to:

1. A recently paid rent receipt,
2. A current driver's license or identification card issued by the State of Texas,
3. A current lease agreement,
4. The most recent tax receipt indicating home ownership,
5. A current utility bill indicating the address and name of the residence occupiers,
6. Mailing addresses of the residence occupiers,
7. Visual inspection of the residence,
8. Interviews with persons with relevant information, or
9. Building permits issued to a parent on or before September 1st of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Residency for Servicemembers: A person whose parent is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing Valor Education a copy of a military order requiring the parent's transfer to a military installation in the school's geographic boundaries. Proof of residence in Valor Education's geographic boundaries shall be provided not later than the 90th day after the arrival date specified in the order. "Residence" includes residence in a military temporary lodging facility.

Falsification of residence on an enrollment form is a criminal offense.

WITHDRAWALS

VOLUNTARY WITHDRAWAL

A student under 18 years of age may be withdrawn from school only by a parent. Valor Education requests notice from the parent at least **three (3) days in advance** so that records and documents may be prepared. Parents may obtain a withdrawal form from the main office. The parent shall also provide the name of the new school in which the student will be enrolled, and must sign the withdrawal request to document that the student will continue to be enrolled in a school as required by compulsory attendance laws.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

Withdrawing students and parents are expected to:

- Return all textbooks and checked-out materials and equipment;

- Complete any make-up work assigned;
- Pay any unpaid balance for student fees, if any; and
- Sign a release of student records.

In all cases, withdrawal forms must be appropriately completed and signed before withdrawal is complete.

INVOLUNTARY WITHDRAWAL

Valor Education may initiate withdrawal of a student under the age of 19 for non-attendance if:

1. the student has been absent 10 consecutive school days, and
2. repeated efforts by the school to locate the student have been unsuccessful.

Additionally, Valor Education may revoke the enrollment of a student 19 years of age or older who has more than five unexcused absences in one semester.

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

Children of military families will be provided flexibility regarding certain school requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participating in extracurricular activities; and
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by Valor Education. The school will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

DISTRIBUTION OF MATERIALS OR DOCUMENTS

SCHOOL MATERIALS

Publications prepared by and for Valor Education may be posted or distributed with prior approval by the Headmaster and/or teacher. Such items may include school posters, brochures, murals, etc.

NON-SCHOOL MATERIALS

Students must obtain express prior approval of the Headmaster or designee before distributing, posting, selling, or circulating written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials on campus.

Non-school literature shall not be distributed by students on Valor Education property if:

- The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
- The materials endorse actions endangering the health or safety of students.
- The materials promote illegal use of drugs, alcohol, or other controlled substances.
- The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
- The materials contain defamatory statements about public figures or others.
- The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
- The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
- There is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials over which Valor Education does not exercise control shall not be sold, circulated, or distributed by persons or groups not associated with Valor Education or a school support group on school premises unless the person or group obtains specific prior approval from the Superintendent or designee. To be considered, any non-school material must include the name of the sponsoring organization or individual. The requestor may appeal the Superintendent or designee's decision in accordance with Board policy.

TEXAS VIRTUAL SCHOOL NETWORK

Student in Texas at public schools have the option, with certain limitations, to enroll in a course offered through the Texas Virtual School Network ("TxVSN") to earn course credit for graduation. If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the Headmaster. Unless an exception is made by the Headmaster, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course. If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the Headmaster prior to enrolling in the course or subject. If the student does not receive prior approval, Valor Education may not recognize and/or apply the course or subject toward graduation requirements or subject mastery.

SURVEYS AND ACTIVITIES

The Protection of Pupil Rights Amendment ("PPRA") requires that students may not be required to participate in certain surveys, analyses, or evaluations – funded in whole or in part by the U.S. Department of Education – that concern:

1. Critical appraisals of individuals with whom the student has close family relationship;
2. Illegal, antisocial, self-incriminating or demeaning behavior;
3. Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.
4. Mental or psychological problems of the student or the student's family;
5. Political affiliations or beliefs of the student or the student's parent(s);
6. Relationships privileged under law, such as relationships with lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Sexual behavior or attitudes;

Parents may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation.

"OPTING OUT" OF SURVEYS AND ACTIVITIES

The PPRA also gives parents the right to receive notice of and deny permission for their student's participation in:

1. Any survey concerning the private information listed above, regardless of funding;
2. School activities involving the collection, disclosure, or use of personal information gathered from their student for the purpose of marketing or selling that information;
3. A non-emergency, invasive physical examination, or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam of screening permitted or required under state law.)

PHYSICAL AND MENTAL HEALTH RESOURCES

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The school nurse: see campus contact info above.
- School leadership: see campus contact info above.
- The local public health authority, Travis County Health and Human Services, which may be contacted at (512) 854-7873.
- The local mental health authority, Travis County Health and Human Services, which may be contacted at (512) 854-7873.

POLICIES AND PROCEDURES THAT PROMOTE STUDENT PHYSICAL AND MENTAL HEALTH

Valor Education has adopted Board policies that promote student physical and mental health, including:

- Food and nutrition management,
- Wellness and health services,
- Physical examinations,
- Immunizations,
- Medical treatment,
- Communicable diseases,
- Crisis intervention,
- Trauma-informed care,
- Student safety,
- Child abuse and neglect,
- Freedom from discrimination, harassment, and retaliation, and
- Freedom from bullying.

Please contact the Headmaster through the campus office for information on these policies and procedures.

MENTAL HEALTH PROMOTION AND INTERVENTION

As needed, Valor Education provides parents with a recommended intervention for a student with early warning signs and a possible need for early mental health or substance abuse intervention, or who has been identified as at risk of attempting suicide. Valor's school leadership will notify a parent within a reasonable amount of time after learning that a student has early warning signs and possible need for intervention and will also provide additional information on available counseling options.

This section will be updated to include procedures for providing notice to parents recommending student intervention.

Valor Education has also developed protocols for staff members to notify the school leadership to identify a student who may need intervention.

For mental health questions or concerns, the school's leadership may be reached through the school office and can provide additional information about the school's intervention program, as well as materials on identifying risk factors, accessing resources for treatment, and accommodations available at school.

MENTAL HEALTH SUPPORT (ALL GRADE LEVELS)

Valor Education provides guidance as needed to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health concern or substance abuse, Valor Education has procedures to support the student's return to school. Please contact school leadership for additional information.

Teachers and other school employees may discuss a student's behavior or academic progress with the student's parent or another employee; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and that is intended to alter perception, emotion, or behavior. An employee who is a registered nurse, advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

CHILD ABUSE REPORTING AND PROGRAMS

Valor Education provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. Valor Education also provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

The school's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the Texas Department of Protective and Family Services. School officials may not refuse to permit an investigator to interview a student who is alleged to be a victim of abuse or neglect at school. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parent, if necessary.

PLAN FOR ADDRESSING SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

Valor Education has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children. For purposes of this plan, trafficking includes both sex and labor trafficking. For more information, please contact the Headmaster.

WHAT IS SEXUAL ABUSE OF A CHILD?

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

WHAT IS TRAFFICKING?

Child trafficking in any form is prohibited by the Texas Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers may be trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

WHAT IS OTHER MALTREATMENT OF A CHILD?

Other maltreatment of a child under the Texas Family Code includes "abuse" or "neglect" of a child.

REPORTING AND RESPONDING TO SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the DFPS.

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or Headmaster will provide information regarding counseling options for you and your child that are available in your area. The DFPS also manages early intervention counseling programs. To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)

Reports of abuse, trafficking, or neglect may be made to:

- Texas Abuse Hotline: 1-800-252-5400;
- In non-emergency situations, the [Texas Abuse Hotline Website](#);
- Your local police department; or
- Call 911 for emergency situations.

METHODS FOR INCREASING AWARENESS REGARDING SEXUAL ABUSE, TRAFFICKING, OR OTHER MALTREATMENT

For Staff: Valor Education annually trains staff in all content areas addressed in the Plan. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration. The training includes prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

For Students: School staff will address issues to increase awareness regarding sexual abuse, trafficking, and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year.

For Parents: Parents must be aware of warning signs indicating that their child may have been or is being sexually abused, trafficked, or otherwise maltreated.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

These websites are also helpful:

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [Child Welfare Information Gateway Factsheet](#)
- [Human Trafficking of School-aged Children](#)
- [KidsHealth. For Parents. Child Abuse](#)
- [National Center on Safe Supportive Learning Environments: Child Labor Trafficking](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)

LIKELY WARNING SIGNS OF SEXUAL ABUSE, TRAFFICKING, OR OTHER MALTREATMENT

Possible warning signs of sexual abuse or other maltreatment may include:

- An older child behaving like a young child, for example, bedwetting or thumb-sucking.
- Becoming increasingly secretive about Internet or telephone use.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Fear of being alone with adults.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Using new or adult words for body parts.
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior.
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Possible warnings signs of sexual trafficking include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude.
- Frequent runaway incidents.
- Isolation from friends, family, and community.
- Multiple phones or social media accounts.
- Older boyfriends or girlfriends.
- Provocative pictures posted online or stored on the phone.
- Refillable gift cards.
- Social interaction and schedule being strictly controlled by someone else.
- Sudden appearance of expensive items (for instance, manicures, designer clothes, purses, technology).
- Tattoos or branding.

- Unexplained injuries.

Possible warning signs of labor trafficking in children include:

- A desire to quit a job but not being allowed to do so.
- Being employed and having a work permit but clearly working outside the permitted hours for students.
- Being employed but not having a school-authorized work permit.
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss.
- Being unpaid, paid very little, or paid only through tips.
- Living with an employer or having an employer listed as a student's caregiver.
- Not being allowed breaks at work or being subjected to excessively long work hours.
- Not being in control of his or her own money.
- Owing a large debt and being unable to pay it off.

Any one sign does not necessarily mean that a child has been sexually abused, trafficked, or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Often signs first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety-inducing events.

ACTIONS THAT A CHILD WHO IS A VICTIM OF SEXUAL ABUSE, TRAFFICKING, OR OTHER MALTREATMENT SHOULD TAKE

During student awareness sessions concerning sexual abuse, trafficking, and other maltreatment issues, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse, sex trafficked, or other maltreatment or have been in situations that make them feel uncomfortable in any way. School employees are trained to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

AVAILABLE COUNSELING OPTIONS

A list of counseling providers can be found through the [Texas Department of Family and Protective Services, Programs Available in Your County](#) website.

Notice of Penalties for Trafficking of Persons and Online Solicitation of a Minor

Under Penal Code 20A.02(b-1), an offense related to human trafficking is a first degree felony if the offense is committed in a location that was on the premises of or within 1,000 feet of the premises of a school, or on premises or within 1,000 feet of premises where an official school function was taking place or an event sponsored or sanctioned by the University Interscholastic League was taking place.

Additionally, under Penal Code 33.021(f-1), there are enhanced penalties for the offense of online solicitation of a minor if the actor committed the offense during regular school hours and the actor knew or reasonably should have known that the minor was enrolled in a public or private school at the time of the offense.

Notice of the increased penalties found under Penal Code 20A.02(b-1) and Penal Code 33.021(f-1) can be found in the main office of each campus, or in a place that it is reasonably likely to be viewed by all school employees and visitors.

INTERROGATIONS AND SEARCHES

In the interest of promoting student safety and attempting to ensure that Valor Education is safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

A search is reasonable if (1) the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonably related to the

circumstances justifying the search, such as the extent of the search, the objectives of the search, the age and sex of the student, and the nature of the infraction.

DESK, CUBBY, AND LOCKER SEARCHES

Students should have no expectation of privacy in the contents of their desks or other school property. Desks assigned to students remain at all times under the control and jurisdiction of Valor Education. Valor Education will make periodic inspections of desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous.

Students have full responsibility for the security of their desks, cubbies, and lockers, and shall be held responsible for any prohibited items found therein. A student's parent shall be notified if any prohibited articles or materials are found in a student's desk, cubby, or locker, or on the student's person.

VEHICLES ON CAMPUS

Vehicles parked on school property and property under school control are under the jurisdiction of Valor Education and may be searched at any time if reasonable suspicion exists to believe that the search will result in evidence that school rules or other laws have been violated. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle and consent to a search of the vehicle. If the student refuses to permit the vehicle to be searched, Valor Education may contact the student's parents and/or law enforcement officials. A student may be held responsible for and in possession of prohibited items found in his or her vehicle parked on school property or at a school-related event.

RANDOM DRUG SEARCHES

In order to ensure a drug-free learning environment, Valor Education may periodically conduct random drug searches of all school facilities. Valor Education may use or contract for specially trained nonaggressive dogs to sniff out and alert school officials to the current presence of concealed prohibited or illegal items, including drugs and alcohol. Canine visits may be unannounced. The dogs shall be used to search vacant classrooms, vacant common areas, the areas around student backpacks, and the areas where vehicles are parked on Valor Education property or at school-related events. The dogs shall not be asked to alert on students. A dog alert to a locker, vehicle, or item in a classroom, constitutes reasonable grounds for a search by school officials.

DISRUPTIONS

To protect student safety and sustain an educational program free from disruption, state law permits Valor Education to act against any person – student or nonstudent – who:

- Disrupts classes while on school property or on public property that is within 500 feet of school property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Interferes with the movement of people at an exit or an entrance to school property.
- Interferes with the movement of people in an exit, an entrance, or a hallway of a school building without authorization from an administrator.
- Interferes with the transportation of students in school vehicles.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from an administrator.
- Uses force, violence, or threats to cause disruption during an assembly.

PROCEDURES FOR USE OF RESTRAINT AND TIME-OUTS

School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency (which includes extreme disruption to the learning environment) and subject to the following limitations:

- Only reasonable force, 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.

At no time, however, may a student be placed in seclusion.

A student with a disability may not be confined in a locked box, locked closet or other specially designated locked space as either a discipline management practice or a behavior management technique.

ALCOHOL-FREE SCHOOL NOTICE

In order to provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on Valor Education property at all times, and at all school-sanctioned activities occurring on or off school property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

TOBACCO-FREE SCHOOL NOTICE

All students are prohibited from possessing, using, selling, giving, or delivering any type of tobacco product, electronic cigarette (e-cigarette) as defined by Section 161.081 of Health and Safety Code, or any form of smokeless tobacco or electronic vapor product while in school buildings, vehicles, or on or near school property, or at school-related or school-sanctioned events off school property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

DRUG-FREE SCHOOL NOTICE

Valor Education believes that the use of illicit drugs is both wrong and harmful. Consequently, Valor Education prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Valor Education also prohibits the use, sale, possession, or distribution of look-alike substances and/or synthetic substances designed to imitate the look and/or effects of illicit drugs. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

GANG-FREE ZONES

Certain criminal offenses, including gang-related crimes, will be designated as disciplinary action in the highest category of offense laid out by our Student Code of Conduct. Valor Education is committed to being a gang-free zone. Gang-free zones include any location in, on, or within 1,000 feet of any School-owned or leased property or campus playground or sports field.

ASBESTOS MANAGEMENT PLAN

Valor Education works diligently to maintain compliance with federal and state law governing asbestos in school buildings and has developed an Asbestos Management Plan. If you have any questions or would like to examine the school's plan in more detail, please contact the school office.

BACTERIAL MENINGITIS INFORMATION

State law requires Valor Education to provide the following information:

WHAT IS BACTERIAL MENINGITIS?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are *Streptococcus pneumoniae*, with over 80 serogroups that can cause illness, and *Neisseria meningitidis*, with 5 serogroups that most commonly cause meningitis.

WHAT ARE THE SYMPTOMS?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with bacterial meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

HOW SERIOUS IS BACTERIAL MENINGITIS?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. If left untreated or treatment is delayed, bacterial meningitis can be fatal, or a person may be left with a permanent disability.

HOW IS BACTERIAL MENINGITIS SPREAD?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering their mouth and nose.

The bacteria do not cause meningitis in most people. Instead, most people become carriers of the bacteria for days, weeks or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

Vaccination: Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis* may be prevented through vaccination. The vaccine which protects against *Streptococcus pneumoniae* is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. *Neisseria meningitidis* is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine which protects against 4 serogroups A, C, W, and Y and is referred to as MCV4. The second is a vaccine against *Neisseria meningitidis* serogroup B and is referred to as MenB.

The ACIP recommends MCV4 for children at age 11-12 years, with a booster dose at 16-18 years. In Texas, one dose of MCV4 given at or after age 11 years is required for children in 7th-12th grades. One dose of MCV4 received in the previous five years is required in Texas for those under the age of 22 years and enrolling in college. Teens and young adults (16-23 years of age) may be vaccinated with MenB. This vaccine is not required for school or college enrollment in Texas.

Vaccines to protect against bacterial meningitis are safe and effective. Common side effects include redness and pain at the injection site lasting up to two days. Immunity develops about 1-2 weeks after the vaccines are given and lasts for 5 years to life depending on vaccine.

Healthy Habits: Do not share food, drinks, utensils, toothbrushes, or cigarettes. Wash your hands. Limit the number of persons you kiss. Cover your mouth and nose when you sneeze or cough. Maintaining healthy habits, like getting plenty of rest and not having close contact with people who are sick, also helps.

WHO IS AT RISK FOR BACTERIAL MENINGITIS?

Certain groups are at increased risk for bacterial meningitis caused by *Neisseria meningitidis*. These risk factors include HIV infection, travel to places where meningococcal disease is common (such as certain countries in Africa and in Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness.

Children ages 11-15 years have the second highest rate of death from bacterial meningitis caused by *Neisseria meningitidis*. And children ages 16-23 years also have the second highest rates of disease caused by *Neisseria meningitidis*.

WHAT SHOULD YOU DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

You should seek prompt medical attention.

FOR MORE INFORMATION

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all infectious diseases. You may call your family doctor or local health department office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/meningitis/index.html> and the Texas Department of State Health Services: <https://www.dshs.texas.gov/immunize/PreteenVaccines.aspx> or <https://dshs.texas.gov/IDCU/disease/meningitis/Meningitis.aspx>.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education.

COMMUNICABLE DISEASES

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of students with a communicable or contagious disease should notify the school office so that other students who might have been exposed to the disease can be alerted. School authorities will report those students who are suspected of having a reportable condition. A list of reportable conditions can be found on the Texas Department of State Health Services ("TDSHS") website at: <https://www.dshs.state.tx.us/idcu/investigation/conditions/>.

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-infectiousness in a school setting;
- Submitting a permit for readmission issued by a local health authority; or
- Meeting readmission criteria as established by the commissioner of health.

Please contact the school nurse if you have questions or if you are concerned about whether a child should stay home.

IMMUNIZATION REQUIREMENTS

The State of Texas requires that every child in the state be immunized against preventable diseases caused by infectious agents, in accordance with an established immunization schedule. To determine the specific number of doses that are required for your student, please read the "2020-2021 Texas Minimum State Vaccine Requirements for Students." Specific immunization information is available on the TDSHS website at <https://www.dshs.texas.gov/immunize/school/>. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

PROVISIONAL ENROLLMENT

A student may be provisionally admitted to or enrolled in Valor Education if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by law. To remain enrolled, the student must continue to receive the necessary immunizations as rapidly as medically feasible and complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible. The student and/or parent must also provide acceptable evidence of vaccination to Valor Education.

A nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and Valor Education shall exclude him or her from school attendance until the required dose is administered.

Homeless Students: A student who is homeless, as defined by federal law, shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. Valor Education shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Children in Foster Care: A student who is a "child in foster care" as defined by 45 C.F.R. § 1355.20(a) shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. Valor Education shall promptly refer the student to an appropriate health provider to obtain the required vaccinations.

Transfer Students: A student can be enrolled provisionally for no more than 30 days if the student transfers from one Texas school to another and is awaiting the transfer of the immunization record.

Military Dependents: A military dependent can be enrolled provisionally for no more than 30 days if the student transfers from one school to another and is awaiting the transfer of the immunization record. The collection and exchange of information pertaining to immunizations with respect to military dependents shall be subject to confidentiality provisions prescribed by federal law.

EXCLUSIONS FROM IMMUNIZATION REQUIREMENTS

Exclusions from immunization requirements are allowable on an individual basis for medical reasons, reasons of conscience (including a religious belief), and active duty with the armed forces of the United States.

To claim exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, a signed Texas Department of State Health Services ("TDSHS") affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a period of two years. The form affidavit may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347, or online at <https://co-request.dshs.texas.gov/>. The form must be submitted to the Superintendent within 90 days from the date it is notarized. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Students who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

To claim exclusion for armed forces, the student must prove that he or she is serving on active duty with the armed forces of the United States.

IMMUNIZATION RECORDS REPORTING

The school's record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and TDSHS and transferred to other schools associated with the transfer of the student to those schools.

EMERGENCY MEDICAL TREATMENT

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, Valor Education staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the campus Registrar to update any information.

STUDENT ILLNESS

When your child is ill, please contact Valor Education to let us know he or she will not be attending that day. Students must be fever-free without the use of fever-reducing medication and must be free of vomiting/diarrhea without the use of diarrhea suppressing medication for at least 24 hours before returning to school.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

ADMINISTRATION OF MEDICATION

Medication should be administered at home whenever possible. If necessary, medication can be administered at school by the school nurse under the following circumstances:

1. Nonprescription medication brought to school must be submitted to Valor Education by a parent along with a written request. The medication must also be in the original and properly labeled container.
2. Prescription medications administered during school hours must be prescribed by a physician or advanced nurse practitioner ("ANP") and filled by a pharmacist licensed in the State of Texas. In accordance with the Texas Board of Nursing's Nurse Practice Act, Valor Education will not administer medications prescribed or fulfilled in Mexico.
3. Prescription medications must be submitted in a labeled container showing the student's name, name of the medication, reason the medication is being given, proper dosage amounts, the time the medication must be taken, and the method used to administer the medication. Medications sent in plastic baggies or unlabeled containers will NOT be administered.
4. If the substance is herbal or a dietary supplement, it must be provided by the parent and will be

administered only if required by the students Individualized Education Program (“IEP”) or Section 504 plan for a student with disabilities.

5. Only the amount of medication needed should be delivered to Valor Education, i.e., enough medication to last one day, one week, etc. In cases of prolonged need, send in the amount for a clearly specified period. Extra medication will not be sent home with the student.
6. In certain emergency situations, Valor Education may administer a nonprescription medication to a student, but only in accordance with the guidelines developed by the school’s medical advisor and when the parent has previously provided written consent for emergency treatment.

Changes to daily medications require written instruction from the physician or ANP and written permission from the parent. Parents are responsible for advising Valor Education that the medication has been discontinued.

ASTHMA AND ANAPHYLAXIS MEDICATION

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions are entitled to possess and self-administer prescription medication while on Valor Education property or at school-related events.

Student possession and self-administration of asthma or anaphylaxis medication at school requires the student to demonstrate his or her ability to self-administer the medication to the student’s physician or other licensed health care provider and the school nurse, if available. Requirements also include written authorization from the student’s parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. Medication in a student’s possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

UNASSIGNED MEDICATION FOR RESPIRATORY DISTRESS

In accordance with Texas Education Code § 38.208, Valor Education has adopted a policy regarding the maintenance, administration, and disposal of medication for respiratory distress at each campus. For purposes of this policy, “medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the Health & Human Services Commission for treatment of respiratory distress.

Under this policy, school personnel who are authorized and trained may administer medication for respiratory distress to a person reasonably believed to be experiencing respiratory distress on a school campus, or at a school-sponsored or school-related activity on or off school property.

If medication for respiratory distress is administered to a student whose parent has not provided notification to Valor Education that the student has been diagnosed with asthma, the school must refer the student to the student’s primary care provider on the day the medication for respiratory distress is administered and inform the student’s parent regarding the referral. The referral must include:

1. The symptoms of respiratory distress observed;
2. The name of the medication for respiratory distress administered to the student; and
3. Any patient care instructions given to the student.

If a student who has received medication for respiratory distress does not have a primary care provider or the parent has not engaged a primary care provider for the student, the student’s parent must receive information to assist the parent in selecting a primary care provider for the student.

Valor Education will ensure that each campus has one or more personnel authorized and trained to administer medication for respiratory distress present during regular school hours.

UNASSIGNED EPINEPHRINE

In accordance with Texas Education Code § 38.208, Valor Education has adopted a policy regarding the maintenance, administration, and disposal of epinephrine auto-injectors. Under this policy, school personnel who are authorized and trained may administer an epinephrine auto-injector to a person who is reasonably believed to be experiencing anaphylaxis on a school campus, at an off-campus school event, or while in transit to or from a school event.

Valor Education will ensure that each campus has one or more personnel authorized and trained to administer an epinephrine auto-injector present during regular school hours.

OPIOID ANTAGONIST MEDICATION

In accordance with Texas Education Code § 38.222, Valor Education has adopted a policy regarding the maintenance, administration, and disposal of opioid antagonists for students in grades 12 and below. Under this policy, school personnel and volunteers who are authorized and trained may administer an opioid antagonist to a person who is reasonably believed to be experiencing an opioid-related drug overdose.

Valor Education will ensure that each campus has one or more personnel authorized and trained to administer an opioid antagonist present during regular school hours.

SEIZURE MANAGEMENT PLAN

The parent of a student with a seizure disorder may seek care for the student's seizures while the student is at school or participating in a school activity by submitting to Valor Education a copy of a seizure management and treatment plan developed by the parent and the physician responsible for the student's seizure treatment. The plan must be submitted to and reviewed by Valor Education:

1. Before or at the beginning of the school year;
2. On enrollment of the student, if the student enrolls in Valor Education after the start of the school year; or
3. As soon as practicable following a diagnosis of a seizure disorder for the student.

REQUIREMENTS FOR SEIZURE MANAGEMENT PLANS SUBMITTED BEFORE JANUARY 1, 2024

A seizure management and treatment plan must:

1. Identify the health care services the student may receive at school or while participating in a school activity;
2. Evaluate the student's ability to manage and level of understanding of the student's seizures; and
3. Be signed by the student's parent and the physician for the student's seizure treatment.

REQUIREMENTS FOR SEIZURE MANAGEMENT PLANS SUBMITTED ON OR AFTER JANUARY 1, 2024

A seizure management and treatment plan must be submitted on the form adopted by the Texas Education Agency and provide the following:

The student's name and date of birth;
The names and contact information of the student's parent and the physician responsible for the student's seizure treatment, and at least one other emergency contact;
Any medical history significant to the student's seizure disorder;
The type, length, and frequency of the student's seizures;
A description of each type of seizure the student has experienced;
The student's seizure triggers or warning signs;
The student's ability to manage seizures and the student's level of understanding of the seizures;
The student's response after a seizure;
The basic first aid to be provided to the student during a seizure, including whether the student needs to leave the classroom after a seizure and the process for the student's return to the classroom, if applicable;
A description of what constitutes a seizure emergency for the student;
A description of seizure emergency protocol for school personnel to follow in the event of a seizure emergency for the student;
A treatment protocol for any medications or other procedures to be administered by school personnel to the student during school hours, including:
Each daily or emergency medication, including (i) the name and dosage of the medication and the time at which the medication is to be given; (ii) common side effects for the medication; and (iii) any special instructions regarding the medication; and
Whether the student has a vagus nerve stimulator and, if so, appropriate magnet use for the stimulator;
Any special considerations or precautions applicable to the students; and
The signature of the student's parent and the physician responsible for the student's seizure treatment.

STEROID NOTICE

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Valor Education does not permit steroid use.

ATHLETICS PARTICIPATION

For certain extracurricular activities, a student must submit to certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- An athletics program;
- Any extracurricular programs identified by the Superintendent.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder.

FITNESS TESTING

According to requirements under state law, Valor Education will annually assess the physical fitness of students. Valor Education is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

SPINAL SCREENING

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

A parent who declines participation in the spinal screening provided by Valor Education must submit to the school office documentation of a professional examination which includes the results of a forward-bend test. This documentation must be submitted to Valor Education during the year the student is scheduled for screening or, if the professional exam is obtained during the following summer, at the beginning of the following school year.

Exemption: A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the Superintendent or designee on or before the day of the screening procedure an affidavit stating the objections to screening.

VISION AND HEARING SCREENINGS

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually. A student may be screened using photo screening or an electronic eye chart as a substitute for a printed eye chart to assess visual acuity.

Screening records for individual students may be inspected by the TDSHS or a local health department and may be transferred to another school without parental consent.

Exemption: A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Superintendent or designee on or before the day of admission an affidavit stating the objections to screening.

PEST CONTROL INFORMATION

Valor Education periodically applies pesticides inside school buildings and on school grounds. While Valor Education strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free environment.

All pesticides used are registered for their intended use and are applied only by certified pesticide applicators. Valor Education will provide appropriate notice of treatments, and signs will remain until it is safe to enter the area. Parents who want to be notified prior to pesticide application may contact the Headmaster or designee.

ACANTHOSIS SCREENING FOR DIABETES

Children in certain grades identified by the state must be screened for warning signs of diabetes.

Exemption: A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent must submit to the Headmaster or designee on or before the day of the screening procedure an affidavit stating the objections to screening.

PREPAREDNESS TRAINING

Valor Education will offer instruction in cardiopulmonary resuscitation ("CPR") and the use of an automated external defibrillator ("AED") to students in grades 7–12. This instruction may be provided as part of any course. Students shall receive the instruction at least once before graduation and is not required to result in CPR certification or the use of AED certification.

Valor Education will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION (OTHER THAN SEXUAL HARASSMENT)

STATEMENT OF NONDISCRIMINATION

Valor Education prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint and/or grievance process is a violation of school policy.

Valor Education's policies concerning sexual harassment are discussed in a separate section of this Handbook.

DISCRIMINATION AND HARASSMENT (PROHIBITED CONDUCT)

For purposes of Valor Education policy, the term "Prohibited Conduct" means discrimination or harassment against a student involving conduct directed at a student on the basis of race, color, religion, gender or sex, national origin, disability, age, or any other basis prohibited by law and that adversely affects the student, and/or that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance;
- or
- Otherwise adversely affects the student's educational opportunities.

Examples of Prohibited Conduct may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

RETALIATION

Retaliation against a person who makes a good faith report of Prohibited Conduct (meaning discrimination or harassment) is prohibited. Retaliation against a person who is participating in an investigation of reported Prohibited Conduct is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a Valor Education investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

REPORTING PROHIBITED CONDUCT

Any student who believes that he or she has experienced Prohibited Conduct or retaliation or believes that another student has experienced Prohibited Conduct or retaliation should immediately report the alleged conduct to a teacher, counselor, the Headmaster or designee, or other school employee. The report may be made by the student's parent. Alternatively, a report may be made directly to the appropriate Compliance Coordinator identified in this Handbook.

Upon receiving a report of potential Prohibited Conduct, Valor Education will determine whether the allegations, if proven, would constitute prohibited discrimination, harassment, or retaliation. If not, Valor Education will determine if the allegations, if proven, would constitute bullying. If the alleged Prohibited Conduct, if proven, would constitute discrimination or harassment and would also be considered bullying, an investigation of bullying will also be conducted.

INVESTIGATION

To the extent possible, Valor Education will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of Prohibited Conduct will be promptly investigated.

If a law enforcement or other regulatory agency notifies Valor Education that it is investigating the matter and requests that the school delay its investigation, Valor Education will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, Valor Education will take interim action to address the alleged Prohibited Conduct.

If Valor Education's investigation indicates that Prohibited Conduct occurred, appropriate disciplinary action and, in some cases, corrective action, will be taken to address the conduct. Valor Education may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act ("FERPA").

APPEAL

A student or parent who is dissatisfied with the outcome of the investigation of reported Prohibited Conduct may appeal through the Valor Education student and parent complaint and/or grievance procedure, beginning at Level Two.

FREEDOM FROM SEX DISCRIMINATION AND SEXUAL HARASSMENT

Valor Education prohibits discrimination on the basis of sex, including sexual harassment, of a student by an employee, volunteer, or another student.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning the provision of aid, benefit, or service on a student's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Valor Education's educational programs or activities;
3. Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

Examples of sexual harassment may include, but are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; sexually-motivated physical, verbal, or nonverbal conduct; or other sexually motivated conduct, communications, or contact.

Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

GENERAL DEFINITIONS

A "complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

A "respondent" means an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

A “formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Valor Education investigate the allegation of sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered appropriate and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Valor Education’ educational program or activity without unreasonably burdening either party, including measures designed to protect the safety of all parties or Valor Education’ educational environment, or deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, mutual restrictions on contact between the parties, and other similar measures.

REPORTING SEXUAL HARASSMENT

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator on page __ of this Handbook, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

Valor Education’ response to a report of sexual harassment must treat complainants and respondents equitably by offering supportive measures and by following a grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

After a report of sexual harassment has been made, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

NOTICE OF ALLEGATIONS

Upon receipt of a formal complaint, Valor Education must provide the following written notice to the parties who are known:

- Notice of Valor Education’ grievance process, including any informal resolution process.
- Notice of the allegations of sexual harassment, including, to the extent known, the identity of the parties, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made known at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
- Notice that the parties may inspect and review evidence related to the complaint.
- Notice that Valor Education prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during an investigation, Valor Education decides to investigate allegations about the complaint or respondent that are not included in the initial notice of the complaint, Valor Education must provide notice of the additional allegations to the parties whose identities are known.

GRIEVANCE PROCESS

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of Valor Education.

The following guidelines apply when Valor Education receives a formal complaint of sexual harassment. This process is designed to incorporate due process, principles, treat all parties fairly, and to assist Valor Education reach reliable responsibility determinations.

- Valor Education will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.

- Any individual designated by Valor Education as a Title IX Coordinator, investigator, decision-maker, or to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Valor Education will ensure that Title IX Coordinators, investigators, decision-makers, and anyone who facilitates an informal resolution process receive appropriate training related to the requirements of Title IX and Valor Education's sexual harassment policy.
- Valor Education recognizes a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.
- Valor Education shall attempt to complete an investigation of reported sexual harassment within 60 days of receiving a complaint. However, the investigation process may be delayed or extended for a limited time for good cause with written notice to the complainant and the respondent of the delay or extension. Good cause may include considerations such as absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- Students found to have engaged in sexual harassment are subject to disciplinary action as outlined in the Student Code of Conduct.
- Valor Education shall employ the clear and convincing evidence standard to determine responsibility when reviewing formal complaints.
- Valor Education may not require, allow, rely upon, or otherwise use questions of evidence that constitute, or seek disclosure, of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

CONSOLIDATION OF FORMAL COMPLAINTS

Valor Education may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

DISMISSAL OF FORMAL COMPLAINTS

Valor Education must investigate the allegations in a formal complaint.

Valor Education must dismiss a formal complaint if the conduct alleged in the formal complaint:

- Would not constitute sexual harassment, even if proved;
- Did not occur in Valor Education's education program or activity; or
- Did not occur against a person in the United States.

Valor Education may dismiss a formal complaint or any allegations therein if, at any time during the investigation:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by Valor Education; or
- Specific circumstances prevent Valor Education from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, Valor Education must promptly send simultaneous written notice to the parties of the dismissal and the reason(s) for the dismissal. Dismissal of a formal complaint does not preclude Valor Education from taking appropriate action under the Student Code of Conduct or any other school policy that may apply to the alleged conduct.

INVESTIGATING FORMAL COMPLAINTS

The following guidelines apply during the investigation of a formal complaint and throughout the grievance process.

- Valor Education will ensure the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on Valor Education and not on the parties.
- Valor Education cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Valor Education receives that party's voluntary, written consent to do so.
- Valor Education will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

- Valor Education will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- Valor Education will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisory of their choice, and not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. Valor Education may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- Valor Education will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- Valor Education will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- Prior to completing an investigative report, Valor Education must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completing the investigative report.
- Valor Education must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for review and written response.
- After sending the investigative report to the parties and before reaching a determination of responsibility, the decision-maker(s) must afford each party the opportunity to submit written relevant questions that a party wants asked of any witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

DETERMINATION REGARDING RESPONSIBILITY

The decision-maker(s) making a determination regarding responsibility cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The decision-maker(s) must review the investigation report and make a written determination, based on the clear and convincing evidence standard, regarding responsibility. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, or methods used to gather other evidence;
- Findings of fact supporting the determination;
- Conclusions regarding application of Valor Education' Code of Conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to Valor Education' education program or activities will be provided to the complainant; and
- Valor Education' procedures and permissible bases for the complainant and respondent to appeal.

Valor Education must provide the written determination to the parties simultaneously. The determination becomes final either on the date Valor Education provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

APPEALS

Valor Education will offer both parties an appeal from a determination regarding responsibility, and from Valor Education's dismissal of a formal complaint or any allegations therein, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

As to appeals, Valor Education will ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, or the investigator(s), or the Title IX Coordinator. Valor Education will provide both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal will issue a written decision, based on the clear and convincing evidence standard, describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

A party who is dissatisfied with the appeal decision may file an appeal to the Board of Directors through the process outlined in Valor Education's grievance procedures.

EMERGENCY REMOVALS

Valor Education is able to remove a respondent from Valor Education's education program on an emergency basis, provided that Valor Education undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Valor Education's ability to do so may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

INFORMAL RESOLUTION

At any time prior to reaching a determination regarding responsibility, Valor Education may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. However, Valor Education may not require as a condition of enrollment or continuing enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Additionally, Valor Education may not require the parties to participate in an informal process and may not offer an informal resolution process unless a formal complaint is filed.

Prior to facilitating an informal resolution process, Valor Education must:

- Provide to the parties a written notice disclosing the allegations and the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations. The notice must also inform that, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, as well as of any consequence resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- Obtain the parties' voluntary, written consent to the informal resolution process.

Valor Education may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

RETALIATION PROHIBITED

Neither Valor Education nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy.

Examples of retaliation may include, but are not limited to, intimidation, threats, coercion, or discrimination.



Complaints alleging retaliation may be filed according to the grievance procedure described above.

CONFIDENTIALITY

Valor Education must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or for purposes related to the conduct of any investigation, hearing, or judicial proceeding arising under the Title IX regulations.

STUDENT OR PARENT COMPLAINTS AND CONCERNS

Valor Education values the opinions of its students and parents, and the public it serves. Parents and students have the right to express their views through appropriate informal and formal processes. The purpose of this grievance policy is to resolve conflicts in an efficient, expeditious, and just manner.

The Board of Directors encourages parents and the public to discuss their concerns and complaints through informal meetings with the Headmaster. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board of Directors nor any School employee shall unlawfully retaliate against a parent or student for voicing a concern or complaint.

The Superintendent shall ensure that the school's grievance procedures are provided to all parents and students. The formal grievance procedure shall provide for any grievance to ultimately be considered or heard by the Board of Directors in accordance with Commissioner of Education rules.

For purposes of this policy, "days" shall mean school days, and announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

INFORMAL CONFERENCES

A parent or student may request an informal conference with the Headmaster, teacher, or other campus administrator within seven school days of the time the parent or student knew or should have known of the event(s) giving rise to the complaint. If the person is not satisfied with the results of the informal conference, he or she may submit a written grievance form to the Headmaster. Grievance forms may be obtained from the school administration.

FORMAL GRIEVANCE PROCESS

The formal grievance process provides all persons with an opportunity to be heard up to the Board of Directors if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, a person can bring concerns or complaints to the Board, as outlined below.

A grievance must specify the harm alleged by the parent and/or student, and the remedy sought. A parent or student should not submit separate or serial grievances regarding the same event or action. Multiple grievances may be consolidated at the school's discretion. All time limits shall be strictly complied with; however, if an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the parent or student in writing of the need to extend the response time and provide a specific date by which the response will be issued. Costs of any grievance shall be paid by the grievant.

Level One Complaint – Headmaster or Designee Review

A parent or student shall submit a written Level One Grievance Form to the Headmaster or designee within (1) five school days from the time the event(s) causing the complaint were or should have been known, or (2) within five school days following an informal conference with the Headmaster. The school reserves the right to require the grievant to begin the grievance process at Level Two.

The Headmaster or designee will meet with the complaining parent and issue a written Level One Decision within ten school days of the Headmaster's receipt of the complaint.

Note: A complaint against the Superintendent shall begin at Level Three.

Level Two Complaint – Superintendent Review

If the parent or student is not satisfied with the Level One Decision, or if no Level One Decision is provided, the parent or student may file a written appeal to the Superintendent. The appeal must include a signed statement of the complaint, any evidence supporting the complaint, and a copy of the written complaint to the Headmaster and a copy of the Level One Decision, if issued. The appeal shall not include any new issues or complaints unrelated to the original complaint. The appeal must be filed within five school days of the Level One Decision or the response deadline if no Level One Decision is made.

The Superintendent or designee will meet with the complaining parent or student and issue a written Level Two Decision within ten school days of the written appeal.

Level Three – Board of Directors Review

If the student or parent is not satisfied with the Level Two Decision, or if no Level Two decision is provided, the parent or student may submit to the Superintendent or designee a written appeal to the Board of Directors. The request must be filed within ten school days of the Level Two Decision or the response deadline if no Level Two Decision is made. The Superintendent or the Superintendent's designee will inform the student or parent of the date, time, and place of the Board of Director's meeting at which the complaint and/or grievance will be placed on the agenda for consideration by the Board of Directors.

The Board of Directors will consider the appeal and may allow a presentation by the parent or student and the school administration. The appeal will be limited to the issues and documents considered at Level Two, except that if the administration intends to rely on evidence not included in the complaint and/or grievance record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the Board of Director's meeting.

Valor Education will determine whether the appeal will be presented in open or closed session in accordance with the Texas Open Meetings Act and other applicable law.

The presiding officer may set reasonable time limits and guidelines for any presentation of evidence, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors shall hear the complaint and/or grievance and may request that the administration provide an explanation for the decisions at the preceding levels.

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

ADDITIONAL COMPLAINT PROCEDURES

This Parent and Student Complaints and Grievance process does not apply to all complaints:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, religion, or any other characteristic protected by law shall be submitted as described in the "Freedom from Discrimination, Harassment, and Retaliation" section of this Handbook.
2. Complaints concerning retaliation related to discrimination and harassment shall be submitted as described in the "Reporting Procedures" section of this handbook.
3. Complaints concerning bullying or retaliation related to bullying shall be submitted as described in the "Freedom from Bullying and Cyber-Bullying" section of this Handbook.
4. Complaints concerning loss of credit on the basis of attendance.
5. Complaints concerning disciplinary long-term suspensions and/or expulsions.
6. Complaints concerning the identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted as described in "Student or Parent Complaints and Concerns" above, except that the deadline for filing an initial Level One grievance shall be 30 calendar days and shall follow the procedural safeguards handbook.
7. Complaints concerning the identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with applicable Board policy and the procedural safeguards provided to parents of all students referred to special education.
8. Complaints regarding the Free and Reduced Price Meal Program. In accordance with federal law and U.S. Department of Agriculture policy, the school is prohibited from discriminating on the basis of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all

bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, which is available online at the following website: http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter by mail to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individual Services who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay at (800) 877-8339, or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

NOTICE OF THREAT ASSESSMENT

Before Valor Education's safe and supportive school team conducts a threat assessment of a student, the team must notify the parent of the student regarding the assessment. In conducting the assessment, the team shall provide an opportunity for the parent to:

1. Participate in the assessment, either in person or remotely; and
2. Submit to the team information regarding the student.

After completing a threat assessment of a student, the team shall provide to the parent of the student the team's findings and conclusions regarding the student.

ANNUAL NOTICE OF PARENT AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education record within 45 days after the day Valor Education receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Headmaster a written request that identifies the records they wish to inspect. The Headmaster or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Valor Education to amend their child's or their education records should write the Headmaster, clearly identify the part of the record they want changed, and specify why it should be changed. If Valor Education decides not to amend the records as requested by the parent or eligible student, Valor Education 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.

3. The right to provide written consent before Valor Education discloses personally identifiable information (PII) from the student's education records, except to the extent that 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 employed by Valor Education as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel);
- A person serving on the Board of Directors;
- A volunteer, contractor, or consultant who, while not employed by Valor Education, performs an institutional service or function for which Valor Education would otherwise use its own employees and who is under the direct control of Valor Education with respect to the use and maintenance of PII from education records, such

as an attorney, auditor, medical consultant, therapist, or providers of video conferencing or other virtual learning software apps to hold classes or conduct classroom activities virtually;

- A parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or
- A parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Valor Education discloses education records without consent to officials of another school or school district 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Valor Education to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

NOTICE OF DIRECTORY INFORMATION

FERPA, a federal law, requires that Valor Education, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Valor Education may disclose appropriately designated "directory information" without written consent, unless you have advised Valor Education to the contrary in accordance with Valor Education procedures.

Directory Information for School-Related Purposes:

Valor Education has designated the following categories of information as directory information for the purpose of disclosure for school-related purposes:

- Student name;
- Address and telephone listing;
- Date and place of birth;
- Dates of attendance;
- Degrees, honors, and awards received;
- Grade level;
- Major field of study;
- Most recent educational institution attended;
- Participation in officially recognized activities and sports;
- Photographs (including video images); and
- Weight and height of members of athletic teams.

School-related purposes are those events/activities that Valor Education conducts and/or sponsors to support the school's educational mission. Examples include, but are not limited to:

- Extracurricular programs or events (e.g., playbills or programs for events such as school plays, concerts, athletic events, graduation ceremony, etc.).
- Honor roll and other student recognition lists.
- Marketing materials of Valor Education (e.g., using directory information for print media, website or social media accounts operated by Valor Education, videos, newspaper articles, etc.).
- Publications (e.g., printing student names and pictures in newsletters and yearbooks, etc.), including sharing directory information with companies who have a contractual relationship with Valor Education and that manufacture class rings or publish yearbooks.

Directory Information Supplied to Military and College Recruiters (Secondary Students Only):



Two federal laws require Valor Education to provide military recruiters or an institution of higher education, upon request, with access to the name, address, and telephone listing of each secondary student served by Valor Education, unless parents have advised Valor Education that they do not want their student's information disclosed without their prior written consent.

Directory Information Supplied to Law Enforcement Officials and Authorities:

Valor Education has designated the following categories of information as directory information for purposes of responding to requests for general student information made by law enforcement officials and authorities: student name, address, and telephone number.

Valor Education shall not release directory information except for the purposes indicated above, namely, disclosure relating to school-related purposes; for the purpose of disclosure to military recruiters and institutions of higher education for secondary students; and for the purpose of disclosure upon request by law enforcement officials and authorities.

IF YOU DO NOT WANT VALOR EDUCATION TO DISCLOSE ANY OR ALL OF THE TYPES OF INFORMATION DESIGNATED ABOVE AS DIRECTORY INFORMATION FROM YOUR CHILD'S EDUCATION RECORDS WITHOUT YOUR PRIOR WRITTEN CONSENT, YOU MUST NOTIFY VALOR EDUCATION IN WRITING WITHIN 10 DAYS AFTER RECEIVING THIS "NOTICE OF PARENT AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

Disclosure of PII without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires Valor Education to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

Valor Education may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom Valor Education has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom Valor Education has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Texas Education Agency. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information Valor Education has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

VIDEOTAPING OF STUDENTS

For safety purposes, including the maintenance of order and discipline, surveillance cameras may be used to monitor student behavior in classrooms, on school vehicles, and in school common areas. Video recordings may be reviewed routinely to document student misconduct and used by Valor Education staff when investigating an incident.

NOTICE OF TEACHER QUALIFICATIONS

Upon request, Valor Education will provide parents with the qualifications of each teacher employed by the school. Parents may also request, and Valor Education will provide in a timely manner, information regarding the professional qualifications of their student’s classroom teachers. Information provided in response to a parent request will include, at a minimum:

1. Whether a teacher has met state qualification and/or licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher has an emergency permit or other provisional status through which state qualification or licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. Participation, however, is a privilege and not a right. Eligibility for participation in many school-related activities is governed by state law and rules of specific athletic and interscholastic leagues. Additional information regarding extracurricular activities, clubs, and organizations may be obtained from the Headmaster.

Please note: Student clubs and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. If a violation of organization rules is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization.

STUDENT ACCEPTABLE USE POLICY

This Student Acceptable Use Policy (“Policy”) sets forth the guidelines governing the use of all Valor Education technology resources by students while on or near school property, in school vehicles and at school-sponsored activities on- or off-campus, as well as the use of all Valor Education technology resources via off-campus remote access.

Valor Education reserves the right to modify the terms and conditions of this Policy at any time.

INTRODUCTION

Valor Education offers students access to school computers, communication systems¹, the Internet, and other technology resources as necessary to support and supplement the educational environment. Valor Education views technology as a means, not an end; teaching should be human-focused and human-driven rather than technology-driven. Thus, we limit technology use in the classroom and on campus. Valor Education’s position is that technology is a beneficial tool in the

¹ “Communication Systems” include educational-related communications between and among Valor Education and students by email, web sites, cell phones, pagers, text messaging, instant messaging, blogging, podcasting, listservs, and/or other emerging technologies.



appropriate context with appropriate practices; thus, technology should be used with clear guidelines, expectations, and supervision to train students in the appropriate connection between technology and the human person.

Valor Education holds all students responsible for their use of technology, whether school-provided or personal. Students are expected to act in an appropriate manner in accordance with campus rules, policies, procedures, and legal requirements. This applies to the use of all Valor Education technology resources by students while on or near school property, in school vehicles and at school-sponsored activities on-or off-campus, as well as the use of all Valor Education technology resources via off-campus remote access.

This Policy shall be used in conjunction with the Student Code of Conduct.

USING THE INTERNET AND COMMUNICATIONS SYSTEMS

Valor Education provides technology resources to students for the express purposes of conducting research, completing assignments, and communicating to the faculty, staff, and others to complement their educational experience. Just as students must demonstrate proper behavior in a classroom or school hallway, they must also behave appropriately when using any Valor Education computer networks, personal electronic devices, personal device data plans, software or websites sanctioned or used by Valor Education, and any personal technology used in an educational setting. Access to Valor Education' technology is a privilege, not a right. Students must comply with all Valor Education standards set forth in this Policy at all times to maintain the privilege of using its technology resources.

Students and their parents are advised that any information stored on and/or sent through Valor Education' technology resources is the property of Valor Education. Accordingly, in connection with ensuring student safety, Valor Education network administrators and/or other appropriate personnel may engage in periodic reviews and searches of stored files and communications stored on Valor Education technology resources to maintain system integrity and ensure that students are complying with this Policy and using technology in a responsible and appropriate manner. Such reviews will include students' use of Valor Education-approved educational websites or software to ensure that they are using it in an appropriate manner consistent with Valor Education' expectations for such use. Students do not have a reasonable expectation of privacy over any information stored on Valor Education technology.

Valor Education does not allow students to bring personal technology devices (i.e., tablets, e-readers, smartphones, laptop computers) for use during the school day. Students who require use of a laptop computer or other similar device for legitimate educational needs will be provided with a device. Students will be required to comply with all aspects of this Policy and/or Student Code of Conduct in the use of such devices. Should a personal technology device be found on campus, the device may be subject to search by campus administrators in connection with determining if a student has committed a violation of this Policy and/or the Student Code of Conduct.

Although Valor Education strives to ensure that any Internet access avoids any inappropriate material, students and their families should be aware that some material accessible on the Internet may contain information that is inaccurate, profane, sexually oriented, defamatory and potentially offensive to some. Valor Education does not condone any student accessing, or attempting to access, such material, and it remains deeply committed to safe Internet use. Valor Education takes steps to minimize students' opportunities to do so, including the implementation of extensive content-filtering software. This software is not fail-safe, however. While at school Valor Education strives to ensure that students' Internet use is supervised, students may find a way to access inappropriate material. For this reason, this Policy is strictly enforced, and students who misuse any Valor Education technology outside its intended purpose, including the use of Valor Education-recommended websites for purposes outside the educational intent, will be in violation of this Policy, which may lead to disciplinary consequences for the student.

With that in mind, Valor Education still believes that the benefits of allowing student access to the Internet to enhance the educational experience outweighs any potential harm to students.

PROPER AND ACCEPTABLE USE OF ALL TECHNOLOGY RESOURCES

Valor Education requires students to use all technology resources, including any websites or software used in the classroom, in a manner consistent with the following rules. Valor Education will hold students responsible for any intentional misuse of its technology resources, or any other failure to comply with the rules in this Policy. When using Valor Education technology systems outside the school, parents should strive to ensure that students do so in compliance with the rules set forth in this Policy, as Valor Education is unable to supervise students' technology use at home. Parents are encouraged to place content-filtering software on their home computers and network and take any other steps necessary to monitor students' Internet usage at home.

Students, who unintentionally access inappropriate material in connection with their use of any Valor Education technology, including websites and software used in the classroom, shall immediately stop accessing the material and report it to a supervising adult. Valor Education shall take immediate steps to ensure such material is blocked from further view at school by its content-filtering software.

All Valor Education technology resources, including but not limited to Valor Education computers, communications systems and the Internet, including any websites or software used in the classroom, must be used in support of education and academic research and in accordance with the rules set forth in this Policy.

Activities that are barred and subject to potential disciplinary action and loss of privileges, whether on a Valor Education device or not:

- Attempting unauthorized access, or “hacking,” of Valor Education computers or networks, or any attempts to bypass any content-filtering software used by Valor Education.
- Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the student is not an intended recipient or logging into a server or account that the student is not expressly authorized to access. For purposes of the section, “disruption” includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, forged routing information for malicious purpose, and any other form of network monitoring designed to intercept data not intended for the student’s host.
- Engaging in abusive, harassing, insulting, ostracizing, intimidating, or any other online conduct which could be considered bullying and/or damaging to another’s reputation while using any Valor Education technology resource, to include the use of any website or software used by Valor Education.
- Engaging in any conduct that damages or modifies, or is intended to damage or modify, any Valor Education equipment, network, stored computer file, or software, to include any conduct that results in a person’s time to take any corrective action.
- Exporting software, technical information, encryption software or technology, in violation of international or regional export control logs.
- Intentional or neglectful transmission or direct placement of computer viruses or other unauthorized programs onto Valor Education equipment, networks, stored computer files, or software.
- Interfering with or denying service to any other use or than the student’s host (for example, denial of service attack).
- Participating in online chat rooms or using instant and/or text messaging without prior approval by a classroom teacher, coach or administrator.
- Port scanning or security scanning.
- Presenting any copyrighted, registered, or trademarked work as that of the student.
- Refusing to submit to a search of a personal electronic device in accordance with the Student Acceptable Use Policy and Student Code of Conduct.
- Searching, viewing, communicating, publishing, downloading, storing, or retrieving any inappropriate or offensive material, including but not limited to obscene, profane, vulgar, or pornographic materials, or any material that is not related to the permitted activities set forth above.
- Sharing online any personal information of another student or staff member, including name, home address, or phone number.
- Unauthorized recordings and/or photographs of any member of the student body or staff while at school or at Valor-sponsored events.
- Publishing unauthorized recordings and/or photographs of any member of the student body or staff while at school or at Valor-sponsored events.
- Taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting.”
- Tampering with, removing components from, or otherwise deliberately interfering with the operation of Valor Education computers, networks, printers, user files, or other associate peripherals.
- Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books, or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which Valor Education or the end user does not have an active license.
- Using a website or software program implemented by Valor Education in a manner outside the scope of the use specified by the classroom teacher, coach or administrator.
- Using any programs/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user’s terminal session, via any means, locally or via the Internet/Intranet.

- Using any Valor Education technology for games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes or fundraising activities without prior approval by a classroom teacher or administrator.
- Using any Valor Education technology resource to engage in any activity that violates any Valor Education Board of Director's policy, the Student Code of Conduct, campus rule, local, state, and/or federal law.
- Using any Valor Education technology resource to take, disseminate, transfer, or share obscene, sexually oriented, lewd, or otherwise illegal images or other content.
- Using any Valor Education technology resources for any commercial and/or for-profit purpose, to include personal financial gain or fraud.
- Using obscene or profane language on any Valor Education technology resource, to include posting such language on any website or software used by Valor Education.
- Using Valor Education or personal technology during the administration of state standardized testing, End of Course, and or final examinations unless expressly allowed to do so by a teacher.
- Using technology for plagiarism or otherwise representing the work of others as the student's own.
- Using USB, bootable CDs, or other devices to alter the function of any Valor Education technology equipment, network or software.
- Violating the rights of any person or company protected by copyright, trade secret, patent or other intellectual property or similar laws or regulations, including, but not limited to, any downloading, installation, or distribution of "pirated" or other software products.
- Students shall immediately report any violations of this Policy to a classroom teacher or administrator. If any student or parent has any question about whether any activity may be a violation of this Policy, they should ask a classroom teacher or the Headmaster or the Headmaster's designee.

PERSONAL ELECTRONIC DEVICES

Cell phones must be powered down and not used or visible during the school day. Valor Education is not responsible for the loss or theft of any personal electronic devices, or for damage, or unauthorized access to the device nor the data that resides therein. Students and parents assume all risks associated with bringing a personal electronic device to a campus or school-related event. Personal laptop computers, tablets, smartwatches, or any other internet-enabled devices besides cellphones are not permitted on campus.

In addition:

- If a student uses a personal electronic device in an inappropriate manner, he or she will lose their privilege of bringing a personal device to school. Additional consequences may be imposed based on the Policy and the Student Code of Conduct, as well as any campus-based consequences for violating the usage rules for personal electronic devices.
- Personal electronic communications such as e-mail, instant messaging, chat, blogs, etc., are prohibited at school unless a teacher and/or member of leadership has approved the use of an application for educational purposes.
- Personal electronic devices are never to be plugged into the wired network (i.e., computers, wall jacks, other school equipment, etc.).
- School officials may power on and search a student device if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation.

PRIVACY AND SECURITY

Students are expected to use Valor Education technology resources responsibly and in a safe and secure manner, regardless of whether such technology is accessed using a Valor Education -issued or personal electronic device. Students shall not share their individual logins, passwords, or access to Valor Education technology with others without the prior approval of a classroom teacher or administrator. Students shall sign off or log off all Valor Education equipment, software, or Internet sites once they are done with their session to protect the integrity of their logins, passwords, or access.

CONSEQUENCES

Violation of Valor Education' policies and procedures concerning use of the computer on the network will result in the same disciplinary actions that would result from similar violations in other areas of school policy, including the Student Code of Conduct. Any or all the following consequences may be enforced if a student violates the terms of this policy:

- Loss of computer privileges/Internet access, with length of time to be determined by campus administration.

- Any campus-based disciplinary consequence, including suspension or paying a fee for the return of a confiscated personal device, as deemed appropriate by the administration.
- Suspension may be considered for flagrant violations or violations that corrupt the educational value of the computers or the Internet.
- Expulsion may be considered in instances where students have used Valor Education' Internet access to engage in conduct that constitutes felony criminal mischief, and/or have deliberately attempted to bypass installed security software or copy/modify another student's work files.

Violations of law may also result in criminal prosecution as well as disciplinary action by Valor Education.

LIMITS OF LIABILITY

Valor Education makes no warranties of any kind, whether express or implied, for the technology resources it provides to students through Valor Education provided and/or a student's personal electronic device. Valor Education is not responsible for any damages that a student may sustain, including those arising from non-delivery of information, erroneous delivery of information, service interruptions, unauthorized use by a student, loss of data, and any potential exposure to inappropriate material from the Internet. Use of any information obtained through the Internet is at the student's own risk, as Valor Education makes no representations, and denies responsibility for, the accuracy or quality of the information. In exchange for being allowed to use Valor Education technology resources, students and their parents hereby release Valor Education, its directors, employees, and representatives from all claims for damages that arise from the intentional or neglectful misuse of Valor Education' technology resources by the student.

ACCEPTABLE USE AGREEMENT ACKNOWLEDGMENT FORM

I have read and agree to abide by the Valor Education Student Acceptable Use Policy. I further understand that any violation of this policy may constitute a criminal offense. Should I commit any violation, my Internet and computer access privileges may be revoked, and disciplinary action and/or appropriate legal action may be taken.

As the parent or guardian of this student, I have read the Valor Education Student Acceptable Use Agreement. I understand that this access is designed for educational purposes. Valor Education has taken precautions to eliminate controversial material. However, I also recognize it is impossible for Valor Education to restrict access to all controversial materials and I will not hold Valor Education responsible for materials transmitted on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent acknowledgment of this form was completed during enrollment/re-enrollment.

ELECTRONIC COMMUNICATION DEVICE COMMITMENT FORM

Electronic communications at school and at school-related functions are subject to regulation by Valor Education.

This Electronic Communication Device Commitment Form grants authority and permission to Valor Education to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include but are not limited to cellular phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law and school policies, and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices, which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Each of you, by your signature below, agrees to the following:

- The possession and use of cellular phones, pagers, PDAs and other electronic communication devices by a student on school property or at school-related events is subject to regulation by Valor Education.
- If a student possesses such devices on school property or while attending school-related events (including when a student is a spectator at a concert or sporting event), Valor Education is authorized and has my full consent to confiscate, power on or off, manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy or regulation.
- I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy or regulation is subject to confiscation and that Valor Education is not liable for any loss of or damage to confiscated devices.

Parent acknowledgment of this form was completed during enrollment/re-enrollment.

ACKNOWLEDGMENT AND APPROVAL OF FAMILY HANDBOOK

My signature below acknowledges that Valor Education has made its Parent–Student Handbook and Code of Conduct available to me; that I have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct; that I have been informed that when I or my child is enrolled in Valor Education, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

Parent acknowledgment of this form was completed during enrollment/re-enrollment.

