



CHALLENGE

EARLY COLLEGE HIGH SCHOOL



Challenge Early College High School Student Handbook

Houston Independent School District

2021 - 2022

Challenge Early College Collaborative Partners

- Houston Independent School District
- Houston Community College System
- Houston A+ Challenge
- Middle College Early College Consortium
- America Achieves
- Foundation Community
- Texas Education Agency
- Texas Higher Education Coordinating Board
- Texas High School Project

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Challenge Early College High School Structure

Mission Statement

To graduate confident, ethically responsible, lifelong learners who are prepared to succeed in higher education and be productive citizens in our world.

“Rigor, Relevance, and Relationships”

CECHS students function in a college environment and will be guided by adult advocates to develop a sense of responsibility for their own learning through work and life tools acquired in Advisory, Student Leadership, and Guidance classes. The high school curriculum is designed with a level of rigor that better prepares students for a successful college career.

A high-quality education at Challenge Early College is founded on relationships. One of the major strengths of this school is its size. We personalize each student's education by supporting the development of meaningful, sustained relationships among teachers and students. In study after study of successful small high schools, students compare their school to a family rather than a factory and link their academic achievement to their caring relationships with teachers. Like many successful small schools, CECHS has smaller classes for students and reduced pupil loads for teachers, so that the young people and the adults in the school are well known to each other.

The Early College Model

An early college provides high school-age students a “seamless” pathway from high school to college. Housed on the HCCS campus, with articulated sharing of space and staff, CECHS allows the high school student to gradually integrate into college course work through his or her traditional high school degree plan. This integration requires dual enrollment, with the student having to show mastery of the knowledge and skills necessary for success (Compass or another HCCS designated requisite test). Students who graduate from CECHS will potentially have not only a Texas Distinguished Level of Achievement Diploma, but also accumulated approximately 60 college credits, transferable to the post-secondary Texas institution of their choice. In both instances, CECHS will provide strong support to each student and the family in obtaining entrance to, and success in, higher education.

Challenge Early College Faculty and Staff Contacts

The Challenge Faculty and Staff can be reached through the office phone system at 713-664-9712 or at the following email addresses:

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| Candace | Zepeda | Student Service Coordinator | |

Challenge Early College High School Weekly Class Schedule

| A/B Schedule Time | Monday | Tuesday | Wednesday | Thursday | Friday | |
|-------------------|-----------------------------|-----------|-----------|-----------|----------------|----------------------|
| | A Day | B Day | A Day | B Day | A / B Day | |
| | | | | | No Clubs | Clubs |
| 7:55-9:25 | A1 | B5 | A1 | B | A1 7:55-8:45 | A1 8:00-8:40 |
| | | | | | A2 8:50-9:35 | A2 8:45-9:25 |
| 9:30-10:55 | A2 | B6 | 2 | 6 | A3 9:40-10:25 | A3 9:30-10:10 |
| | | | | | A4 10:30-11:15 | A4 10:15-10:55 |
| 11:00 – 11:40 | Advisory 11:00-11:40 | | | | B5 11:20-12:05 | B5 11:00-11:40 |
| | | | | | LUNCH | LUNCH |
| 11:40 – 12:25 | Lunch 11:40-12:25 | | | | B6 1:00-1:45 | B6 12:30-1:10 |
| 12:30-1:55 | A3 | B7 | A3 | B7 | B7 1:50-2:35 | B7 1:15-1:55 |
| 2:00-3:35 | A4 | B8 | A4 | B8 | B8 2:40-3:25 | B8 2:00-2:45 |
| | | | | | NO CLUBS | CLUBS 2:45 – 3:35 |
| 3:30-4:30 | Tutorials | Tutorials | Tutorials | Tutorials | | |

ACADEMIC POLICIES AND PROCEDURES

Grading

Criteria for Grading High School Academic Subjects

| | | |
|-----------------|----------|---|
| 90-100 | A | Excellent quality of work through mastery of subject |
| 80-89 | B | Good quality of work – above average with consistent effort |
| 75-79 | C | Satisfactory quality of work – average achievement |
| 70-74 | D | Below quality of work expected – below average achievement |
| Below 70 | F | Unsatisfactory quality of work – poor work, failing |

Criteria for Grading Citizenship Traits

| | |
|----------|--|
| E | Excellent quality of behavior - totally self-disciplined |
| S | Satisfactory quality of behavior - cooperates readily |
| P | Poor quality of behavior - below average |
| U | Unsatisfactory quality of behavior - needs drastic improvement |

College Grading System

If a student receives the following letter grade in a college class, it will translate to the following numerical grade on their high school report card and transcript. The college reports grades only at the end of the semester. No Progress Reports or nine-week grades are given in college classes.

| | |
|---------------|---------------|
| A = 95 | D = 72 |
| B = 85 | F = 60 |
| C = 77 | W = 50 |

High School Grade Point Calculation

Grade Point Average (GPA) at Challenge is based on all courses completed. Grade points are assigned to each semester grade according to the following HISD point system.

Grades in classes not designated AP or Pre-AP, including dual credit courses, are calculated using the following grade scale:

A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points

Grades in AP courses and Pre-AP classes are given extra weight referred to as a quality point:

A = 5 points, B = 4 points, C = 3 points, D = 2 Points, F = 0 Points

The number of grade points earned is divided by the total number of grades to determine a grade point average (GPA). All courses are counted to determine the number of grades averaged including any in which the student may have earned an "F" or a "W".

Grading Periods

Each semester is divided into two nine-week grading periods. A semester average is calculated by weighting each nine-week grade as 40% and a final exam grade as 20% for the semester. If credit for the semester is not earned by obtaining a 70 or above in courses required for graduation, the student must repeat the semester.

Whole Course Credit (Composite Grading)

Whole course credit applies to all HISD Two-semester sequential high school courses (designated "A" and "B" including distance learning, original credit, credit recovery and summer school) and not to one semester courses. Credit By exam (CBE) may not be considered for composite grading. Should a student fail one semester and pass the other semester of a two-semester course, the student will earn one whole credit if the average is a 70 for both semesters combined. Grades will be rounded to the appropriate whole number. These rules apply to courses taken and completed in HISD only and may not be combined with courses taken out of the district. Students will only receive quality points for an advanced course if they complete that course with a grade of 70 or higher.

School-wide **Progress Reports** will be sent home with each student halfway through each grading cycle. **Report Cards** will be sent home at the end of each of each grading cycle.

Graduation Requirements

In collaboration with the grade level Dean, students and parents will select courses needed for high school graduation and earning an Associate Degree.

Early College students have the responsibility to follow registration procedures, including but not limited to the following:

- Signing up for a registration/conference time
- Completing HCC online registration in the designated campus location
- Submitting required documentation to HCC and CECHS (i.e. immunization records, transcripts, parent signature course waiver form)

To receive a diploma from an HISD high school, a student must meet the credit requirements of the district and the minimum standards on all state-mandated exams.

Students at Challenge Early College are expected to complete a coherent sequence of courses. The HISD Distinguished Level of Achievement (DLA) will be used as the expectation for graduation from Challenge. This plan includes the HISD Foundation Plan plus the Multidisciplinary Endorsements. The Multidisciplinary Endorsements include the expectation for all students to receive an Associate Degree from the Houston Community College.

Senior Surveys

As a part of CECHS senior check-out, every senior MUST complete a senior survey provided by the Middle School National Consortium (MCNC) via your Guidance and/or GT Independent Study class.

Senior Exhibition

The focus of the Senior Exhibition is to engage each senior in a personalized learning experience. It allows each senior an opportunity to demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest with the assistance of a mentor and a faculty facilitator. Each senior will create a product, create an exhibition binder based on the learning, and make an oral presentation in addition to completing all the assignments and activities of the class. Completion of the senior exhibition is considered a graduation requirement for Challenge ECHS.

The intent of senior exhibition is to allow graduating seniors the opportunity to demonstrate their skills as independent learners. In the place of final exams in the Leadership class, the Exhibition will be evidence of the student's ability to solve problems, to organize their time and resources, to communicate effectively and to reflect on themselves as a learner. A student should select an exhibition of sufficient interest to keep them engaged in the project for the entire year.

The Distinguished Level of Achievement High School Program for Challenge follows:

DLA English Language Arts: Four credits must consist of:

- English I, II, III, and an Advanced ELA (See TEA list on the HISD Website)

DLA Mathematics: Four credits must consist of:

- Algebra I, Geometry, Algebra II, and an Advanced Math (See TEA list on the HISD Website)

Note: *As part of a rigorous college preparation and a CECHS graduation requirement, all students will be enrolled in an HCC or Challenge course in each of the four core curriculum areas (Math, English, Science, and Social Studies) each year they are at Challenge.*

The Distinguished Level of Achievement High School Program for Challenge ECHS follows:

DLA Language Arts: Four credits consist of:

- Eng 1 Pre-AP, Eng 2 Pre-AP, AP Eng Language, AP Eng Literature, dual-credit English

DLA Mathematics: Four credits consist of:

- Alg 1 Pre-AP, Geom Pre-AP, Alg 2 Pre-AP, Pre-Cal Pre-AP or AP Statistics

DLA Science: Four credits consist of:

- Bio Pre-AP, Chem Pre-AP, Physics Pre-AP and/or AP Physics or AP Chemistry, and/or dual credit science

DLA Social Studies: Four credits consist of:

- AP Hum Geo, AP World Hist, AP US History or dual credit HIST 1301/1302, US Govt, and AP Micro or Macro Econ or dual credit ECON 2301

DLA Coed Health: Half-Credit

- Coed Health

DLA Physical Education: One credit consists of:

- Coed PE and/or PE-Aerobics

DLA Languages Other Than English (LOTE):

- Two full credits in the same discipline – Theatre Prod 1, dual credit Arts

DLA Fine Arts: One credit consists of:

- One full credit– Theatre Prod 1, DRAM 1310, ARTS class at HCC

DLA Other Electives: Five and one-half credits consist of:

- One credit in either writing electives – Creative Writing, Analysis of Visual Media, Journalism, Yearbook
- Four and one-half credits – Additional English, math, science, social studies, PE, Bus Info Mgt, GTIS, or other dual credit courses

| DIPLOMA TYPE: ⇒ | FOUNDATION PLAN | DISTINGUISHED LEVEL OF ACHIEVEMENT |
|------------------------------|-----------------|------------------------------------|
| ENGLISH | 4 | 4 |
| MATHEMATICS | 3 | 4 |
| SCIENCE | 3 | 4 |
| SOCIAL STUDIES | 4 | 4 |
| PHYSICAL EDUCATION | 1 | 1 |
| HEALTH | 1/2 | 1/2 |
| LANGUAGES OTHER THAN ENGLISH | 2 | 2 |
| FINE ARTS | 1 | 1 |
| ELECTIVES | 3 1/2 | 5 1/2 |

STAAR – State of Texas Assessment of Academic Readiness EOC Requirements

The five End of Course exams students are required to pass for graduation are:

English I, English II, Algebra I, Biology, and US History.

Curriculum

CECHS curriculum is adapted to meet the needs of the early college student. Many students have never experienced the rigor required at CECHS and, as a result, classrooms require a diverse approach to preparing students for their early entrance into college. Teachers prepare lessons based on student needs and a combination of the HISD curriculum, Pre-AP and AP curriculum and additional objectives to improve student success on the PSAT, SAT, and TSI. To support students' early entrance to college, CECHS teachers follow policies that are consistent with those of Houston Community College. Grading and disciplinary policies specific to a particular teacher are contained in the class syllabus and are aligned with requirements specified in Secondary Guidelines.

HISD Curriculum

Teachers have access to course syllabus documents for all core instructional areas, enabling each teacher to see the recommended scope and sequence for each course. Teacher effectiveness is enhanced through access to newly implemented model lessons for each of the TAKS-critical courses.

HISD Advanced and Pre-AP Courses

The primary core content high school curriculum at Challenge is a HISD Advanced and Pre-AP. The philosophy behind the HISD Advanced and Pre-AP sequences are to provide a rigorous academic experience that helps **all** students “acquire the knowledge, concepts, and skills needed to engage in higher levels of learning. Students will be required to enroll in other Advanced Placement Courses beyond the high school graduation requirements.

AP Program

The College Board's Advanced Placement Program® enables students to pursue college-level studies while still in high school. Thirty-four courses in 19 subject areas are offered. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both, for college.

Note: As part of a rigorous college preparation and a CECHS graduation requirement, all students will be enrolled in an HCC or Challenge course in each of the four core curriculum areas (Math, English, Science, and Social Studies) each year they are at Challenge.

Guidance Program

All juniors and seniors are enrolled in Guidance as part of the CECHS college readiness program. Students receive intensive and individualized support in college course completion, PSAT and SAT preparation, and university application and admission process.

Articulation between Challenge and HCC

The matrix below indicates the number of targeted college hours for students, depending on their year in high school and the semester. Sixty college hours are earned in this program and enable a student to finish an Associate Degree. The number of required hours will be decreased for students who earn Advanced Placement credits. Students who take additional college courses during the summer can accelerate the process.

Course Outline for Challenge Early College Students

| Year | Fall Semester | Spring Semester | Summer 1 | Summer 2 | |
|---|--|--|-----------------------------------|-----------------------------------|-----------|
| Year One | No college courses | No college courses | No college courses | No college courses | |
| Year Two | EDUC (3 Local Credits) | SPCH* (3 hours) | Elective Course* (3 hours) | Elective Course* (3 hours) | 6-12 |
| Year Three | Three college courses (9 hours) | Three college courses (9 hours) | Two college* courses (6 hours) | Two college* courses (6 hours) | 24-30 |
| Year Four | Up to four college courses (12 hours) | Up to four college courses (12 hours) | Complete | Complete | 18-24 |
| As many as 60 College Credits Earned | | | | | 60 |

- Only two college courses per summer term are allowed during the summer
- Students must maintain a “B” (3.0) GPA or higher (Official HISD and HCC Transcript) to maintain the HCC enrollment progression displayed on the previous Course Outline for Challenge Early College students.

Dropping or Withdrawing from a College Course

- All college courses for students MUST be approved by the student's Dean of Students.
- The *dropping or failing of a college course is prohibited*. Any student who violates this policy will be subject to disciplinary action as outlined in the Student Code of Conduct under a Level III violation. This will also result in limitations to the number and progression of college classes that may be taken by the student in subsequent semesters; this will also include the placement of a “W” or “F” on the student's official HCC and high school transcript which will adversely impact GPA viewed by university admissions and high school graduation.
- CECHS will not provide a tuition waiver for courses needed because of a violation of this policy.
- Dropping a college course will require HCC professor signature, Parent Signature, and Dean approval. Students not adhering to this procedure will be subject to actions defined in the previous bullets.
- During each fall/spring semester, there MUST be at least one HISD required course needed for high school graduation to maintain high school status to receive the state waiver to pay for HCC courses.

HCC TEXTBOOKS

- Students who fail to enroll in a college class with their Dean during the scheduled enrollment week, will be required to purchase their own college textbooks.

Dual Credit Courses

Credits earned in dual credit classes will count toward both the high school graduation requirements and the HCC Associate Degree.

Who is eligible to take Dual Credit?

- Must meet HISD and CECHS requirements
- Must meet HCCS requirements
- Must meet TSI placement requirements

The State of Texas requires all students to take the TSI Placement test or a TEA approved college entrance exam prior to enrolling in college level coursework. Some students may be exempt from TSI based upon ACT or SAT results. Students must provide proof of TSI exemption prior to enrolling in dual credit classes. Students should consult an HCCS counselor for TSI exemption scores.

College Entrance Requirements

College Entrance Exams

Most colleges and universities require students to take either the SAT or ACT and, in some cases, three SAT Subject Tests. A student must check which tests universities and colleges require. Some private universities and colleges require various combinations of SAT/Subject tests.

- **SAT I** - Scholastic Aptitude Tests: verbal and mathematics aptitude tests. Scores on these tests are used by colleges to determine a student's probable success in college. For test dates go to www.collegeboard.com.
- **SAT II** - Subject Tests: available in foreign language, social studies, English composition and literature, science, and mathematics. For test dates go to www.collegeboard.com.
- **PSAT** - Preliminary Scholastic Assessment Test: taken normally by Juniors as a preliminary exam to provide a baseline predicted score for the SAT. Scores on the PSAT are used to determine eligibility for National Merit Scholarship Corporation and National Hispanic Recognition awards. For tests date go to www.collegeboard.com.
- **ACT** - American College Test: four (4) sub-tests in English, mathematics, social studies and natural science. The ACT is accepted by some colleges in lieu of SAT/Achievement tests, by almost all in lieu of the SAT I. For test dates go to www.act.org.
- **Advanced Placement Exams** - available for students who have exceptional talent in particular areas in which they may earn college credits. Students generally take a related advanced placement course before taking the exam, although students may take the exams without having taken the course. Colleges vary in the credit they give for scores on AP exams. For testing dates, check with the A/P coordinator.
- **CLEP** - College Level Examination Program - testing program similar to the AP program that some colleges use to grant credit or advanced placement in foreign languages and other subjects.

Class Rank

The numerical ranking of seniors is determined by straight rank of cumulative GPAs from highest to lowest, and the class is divided into percentage groupings and into quartiles.

The junior class ranking shall be determined upon completion of six semesters and for the campus of attendance during the end of the junior year. The junior ranking will be computed and made available during the last week of the June at the campus of attendance.

The acceleration of the college admissions process in recent years through early decision and early action plans make it essential for high school seniors to be provided an unofficial, preliminary fall ranking well in advance of their official, final spring ranking. The unofficial, preliminary fall ranking shall be computed upon completion of six semesters (including summer school) and for the campus of attendance during the fall semester of the senior year. All students classified in Grade 12 should receive written documentation of their unofficial, preliminary fall ranking in October.

All students classified in Grade 12 should receive a written documentation of their official, final spring ranking within the 1st six weeks of the final semester.

Final Transcripts

After completion of all TEA and HISD graduation requirements and after a student has been certified to graduate, the student MUST request a final transcript to be sent to the university or college of their choice and provide to CECHS verification of enrollment.

Scholarships and Financial Aid

Most colleges and universities offer scholarships of varying amounts to deserving high school seniors. If you are interested in obtaining scholarship assistance, ask your Guidance teacher or inquire at the Houston Community College Student Success Center. Most scholarships are awarded based on financial need and scholastic standing, but some are available for special interest groups. Students who may need financial aid to attend college should check application deadline dates with the Houston Community College Financial Aid office.

All students must register with Naviance. This computer program is a resource provided by the district that allows student to obtain information about colleges, college applications, scholarships, financial aid, student surveys, and more.

Student Support

The end goal for all academic support in the early college model is to facilitate the development of self-monitoring and self-advocacy skills on the part of the student. The Challenge community is dedicated to providing proactive intervention strategies in which to address all needs including academic, social, and emotional. In this regard, a clear pathway is in place to monitor and support our students from entry until graduation. The first step in the process is always to contact the student's high school teacher and to keep the lines of communication open regarding course expectations and deadlines. We encourage parents and students to be knowledgeable, active participants in pursuing a rigorous education.

Horizontal Teams (Tier 1 Intervention)

CECHS faculty members meet once a month in grade level teams to monitor student success in academic classes. One of the objectives of the team is to identify students who may need additional support and provide appropriate interventions through the Academic Student Support and Intervention System Teaming (ASSIST).

Guidance (Tier 1 Intervention)

Junior and senior students are assigned to Guidance classes with a teacher who assists in navigating the complexities of HCC's higher level course expectations and deadlines, college entrance requirements and financial aid. The Guidance teacher also supports students as they apply to universities and seek out scholarships and grants. Guidance is a CECH graduation requirement completed during Junior and Senior year.

Academic Student Support and Intervention System Teaming (ASSIST) (Tier 2 Intervention)

Signs the student needs ASSIST

- 2 or more Failures on a given grade report
- 3 or more Absences in a four-week period
- 5 or more Tardies in a four-week period
- Grade Point Average (with HCC dual credit) below 2.0
- Grade Point Average on the CECHS transcript below 3.0
- Inability to place on the TSI
- Violations of student code of conduct level III or above

Initiation of Process

A need is recognized in one or more of the following ways:

- 6th week Progress Report
- 1st, 2nd, or 3rd Report Card
- Houston Community College grade reports
- monthly monitoring
- recommendation of CECHS Horizontal Team

Process

- Meeting set during school hours with parent and student
- Required Attendees: student, parent, grade-level dean
- Optional Attendees: teacher(s), Social Worker
- Individual interventions will be recommended, monitored, and reviewed

Monitoring

- Horizontal team will document tutorial attendance and submit copies to deans
- Horizontal team will monitor academic progress and inform advisory teachers and deans
- Advisory teachers will conference with students, make parent contact and maintain a parent log
- Deans will monitor the entire ASSIST process and facilitate additional student and parent meetings as needed.
- All documentation pertaining to students, will be filed in students ASSIST folder
- Deans will house ASSIST folders

Following 3rd Report Card

ASSIST meetings are held as needed during school hours with parent, student, grade-level Dean, and Horizontal Team teachers. The student is encouraged to guide and facilitate the meeting to examine his/her progress and to review interventions. Following the meeting, a warning "Letter of Transfer Revocation" is sent to the student and parent.

During Spring Semester

If a student involved in the ASSIST process has shown a lack of progress, the lack of academic or attendance expectations at CECHS, and following a recommendation from the ASSIST and Horizontal Teams, an official "HISD Transfer Revocation Letter" will be sent to the student's home.

End of Spring Semester

A student who has received a Transfer Revocation Letter may request a meeting to appeal the decision. The student is responsible for facilitating the meeting and for presenting documentation to support his/her progress in making gains based on the intervention recommendations. CECHS Faculty and Administration will make the final exit decision and the student and family will be notified by the principal.

Intervention Assistance Team (Tier 3 Intervention)

Students who need a level of support beyond the ASSIST process are referred to the IAT, which may be composed of an administrator, teacher, and Special Ed Coordinator. At this time the team may refer the student for testing and/or assessment.

Section 504

Under Section 504 of the Rehabilitation Act, a student qualifies for recommended services related to a disabling condition when there exists a physical or mental impairment that **substantially** limits one or more major life activities (breathing, walking, vision, hearing, working, and learning). Section 504 is a federal law enforced by the Office of Civil Rights. It is an anti-discrimination law. It is the intent of the Houston Independent School District to ensure that students who are disabled within the meaning of Section 504 are identified, evaluated, and provided with appropriate access to education.

Special Education

The Individuals with Disabilities Education Act ensures that all children with disabilities will have a free, appropriate education available to them that meets their unique needs. Through federal and state laws, special education programs and services are provided to students whose disabling conditions interfere with their education.

STUDENT RESPONSIBILITIES, CONDUCT, AND PRIVILEGES

HISD and CECHS Attendance Policy

At *Challenge Early College High School*, we believe all students can be successful when everyone works together to increase attendance.

Excessive absences can lead to loss of credit, even if a student has earned a passing grade.

Students must be in attendance for 90% or the instructional time offered to receive course credit.

Students who are absent must present a written excuse from the parent, guardian or physician to the attendance office no later than three (3) days upon return to school.

District policy states that parental notes do not excuse absences, but they provide a reason for campus consideration of excuse.

Additionally, district policy states that if a student misses 33% or more of a class period, they will be considered absent. Students are responsible for monitoring their attendance records for accuracy. Any discrepancies must be cleared within 1 week (5 school days).

To obtain a Verification of Enrollment (VOE), students must keep an attendance rate of 95% or higher without any NG's or loss of credit in any course.

Any concerns or questions regarding the attendance policy should be addressed with the attendance clerk or school administration.

Absences

Students who have been absent must present a written excuse from their parent, guardian, or physician no later than three (3) days upon return to school. Notes are to be submitted and recorded in the Attendance Office (e-mails or faxes are accepted with a parent contact number).

- Excused absences include: Religious Holidays, personal illness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, participation in school activities **with permission of the principal**, juvenile court proceeding documented by a probation officer, approved college visitation, emergencies, or "any other cause acceptable to teacher, principal, or superintendent." (TEC 25.087)
- Absentee notes should include the following: dates of absence, reason for absence, signature of parent or legal guardian, phone number, student name, and grade level.
- College Visits will be approved through the College Access Coordinator's Office. Students will complete a College Visit form with the approved dates and parent signature. An official letter or agenda from the college should be turned into the Attendance Office upon return.
- It is the **student's responsibility** to ask the teachers for missing assignments and make arrangements to complete and submit missed assignments.
- Excessive absences may result in the revocation of campus privileges including but not limited to extracurricular activities, dances (both at challenge and outside campuses), and school-wide events.

ADA Attendance

Monday – Thursday Attendance

Average Daily Attendance (ADA) will be taken each day at 9:45 a.m.

ADA is an official attendance for which CECHS receives funding from the state. Inaccuracy of this attendance calls into question CECHS' reputation with the state, can have serious legal repercussions, and effect CECHS' Exemplary rating.

Failure of a student to follow the procedure will result in

- discipline actions for truancy listed under the Attendance Policy in this handbook,
- loss of student privileges, and
- withdrawal from college classes.

Students found unable to follow this policy will be exited from CECHS and returned to their home school.

Friday Attendance

State required Average Daily Attendance (ADA) will be taken at 9:45 a.m. Students will follow their regular A/B-Day schedule. During those periods in which a student is assigned to a college class, the student should sign the attendance roster in the front office or report to the scheduled study lab.

Required Attendance in Class

Secondary teachers check attendance each class period each day. **A student must be in attendance a minimum of 67% of a class period to be counted present.**

Absences for extracurricular activities do **not** count as absences as they apply to the HISD attendance policy unless a student accumulates more than five for one semester. If a student accumulates more than five absences for extracurricular activities for one semester in one class or subject, each absence over five becomes an **unexcused** absence, and these unexcused absences apply to the HISD attendance policy.

Verification of Enrollment (VOE) cannot be issued unless the student is in attendance for at least 90% of the days the class is offered. Texas Education Code §25.092

Unexcused Absences

Repeated unexcused absences are a truancy issue. Failure to have a child attend school is a Class C misdemeanor, TEC 25.0951. Three unexcused absences will result in the following:

- loss of academic credit
- campus truancy meeting with grade level dean
- recommendation for Transfer Revocation
- denial of VOE
- HISD Court Referral

Truancy and the Courts

Unexcused absences become a truancy offense and are reported to the court system according to HISD policy. A court case may be initiated against a student and their parents/guardian after at least three unexcused absences in a four-week period or at least 10 unexcused absences in a six-month period of the current school year. Parents will be notified by issuance of a **truancy letter**.

Credit Appeal for Excessive Absences

HISD policy states that a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

To restore lost credit, the student must complete an assigned number of tutorials and/or community service hours (servicer hours are available to seniors only if tutorials are not possible). All excessive absence tutorials and/or community service hours must be completed and approved no later than the following semester (i.e., fall credit must be completed by the end of the spring semester; spring credit must be completed by the end of next fall semester).

If a student has excessive absences in more than one class, the student must complete tutorials and/or service hours for each class as follows:

- 3 absences 2.0 hrs
- 4 absences 2.5 hrs
- 5 absences 3.0 hrs
- 6 absences 3.5 hrs
- 7 absences 4.0 hrs
- 8 absences committee decision

Credit Appeal forms will be available in the Main office and returned to your Dean or to the school Registrar. Student attendance will be assessed each nine-week period.

Skipping

Class attendance in high school and college classes is mandatory and linked to a student's academic success. Truancy (failure to attend class) will be addressed with **serious consequences**:

- First incident of skipping may result in a three-hour detention and a phone call to parents.
- Second incident of skipping may result a one-day suspension and a parent conference with an administrator. During this conference, parents will sign a behavior contract.
- Further disciplinary action may result in failure to renew transfer to CECHS

Tardy Policy

A student is counted tardy if he or she is not in the classroom at the assigned time. **If a student is 30 or more minutes late to class, they must be counted as absent.** Students who arrive late to class must check in with the Attendance Office to receive a permit to class. A tardy will be excused with a note if the reason falls under the excused absence guidelines (page 15). Please note that multiple (unexcused) tardies will result in the following disciplinary:

- 1st Tardy – Verbal and written warning from teacher (documented and shared with Deans)
- 2nd Tardy – Level 1 Teacher Consequences (i.e. parent contact)
- 3rd Tardy – Level 1 Teacher Consequences (i.e. detention by teacher before or after school)
- 4th Tardy – Referral to administrator

In the event of tardies related to weather or road conditions, students will be excused.

Student Check Out

Any authorized person who is listed in Chancery will be allowed to check out students after 10:10 AM and before 2:45 PM. A photo ID will need to be presented at the time of check out.

Textbooks

All students will be issued textbooks for the courses in which they are enrolled according to the teacher recommendation. Not all teachers will require a textbook be checked out for their classes. It is the responsibility of the students/parents to maintain the books in good order and turn them in at the appropriate time. There may be a small rental fee per college class/per semester for textbook usage. All college textbooks are to be returned to the bookroom at the end of each semester. The students will be held accountable for the books if they are lost or damaged. Payment plans for lost or damaged books are available, but the student may not have any previous open balances.

Students are to return ALL textbooks and will be held financially responsible for all damaged/lost textbooks. Failure to return or pay the price of the books will result in withholding a student's records and forfeiting the right to free textbooks the following semester. (TEC 31.104)

HCC Textbooks

STUDENTS WHO FAIL TO ENROLL IN A COLLEGE CLASS WITH THEIR DEAN DURING THE SCHEDULED ENROLLMENT WEEK, WILL BE REQUIRED TO PURCHASE THEIR OWN COLLEGE TEXTBOOKS.

CAMPUS LIFE

Behavioral Expectations

Challenge students share responsibility for maintaining a positive school climate both on the high school and HCC side. Self-discipline and integrity are essential characteristics of a college-ready student so the expectation is that our students will be able to demonstrate behavior and a level of maturity that reflects pride in being a part of our community.

On the Challenge campus this means there is an emphasis on building trust and respect in our relationships with one another.

The rights, rules, and guidelines found in the HISD Code of Student Conduct and HCC Student handbook will be observed. Violations that constitute misdemeanor or felony offenses will be addressed by the campus HISD officer.

| CECHS VALUES | EXAMPLES | NON-EXAMPLES/VIOLATIONS |
|--|---|---|
| Relationships Respect for self and others | <ul style="list-style-type: none"> ➤ Courtesy to classmates, teachers, staff, and visitors ➤ Following the Dress Code ➤ Positive attitude ➤ Speaking in a conversational tone ➤ “Chill”/relaxed environment | <ul style="list-style-type: none"> ➤ Disrupting class ➤ Defiance or disrespect (verbal, visual, or physical) toward school personnel ➤ Public Displays of Affection ➤ Sexual harassment ➤ Fighting, stealing ➤ Public use of profanity |
| Relationships Tolerance | <ul style="list-style-type: none"> ➤ Valuing differences ➤ Listening without judgment ➤ Supporting each other ➤ Acceptance for all without regard to race, gender, religion, sexual orientation. | <ul style="list-style-type: none"> ➤ Verbal or physical abuse of others based on race, religion, national origin, disability, physical/personal appearance, or sexual orientation ➤ Bullying ➤ Cyber-Bullying |
| Rigor Work ethic Academic integrity | <ul style="list-style-type: none"> ➤ Studying ➤ Completing Assignments on time ➤ Attending tutorials ➤ Taking the most rigorous coursework available, including AP course and Dual Credit classes | <ul style="list-style-type: none"> ➤ Plagiarism (claiming credit for work which is not one’s own) ➤ Copyright violations (downloading music, videos, games, or other materials) ➤ Cheating (tests, homework) ➤ Not enrolling in HCC classes |
| Relevance Social responsibility Service to others | <ul style="list-style-type: none"> ➤ Mature/Independent students ➤ Community Service Volunteers (on and off campus) ➤ Striving/Active learners ➤ Cooperative and supportive of each other ➤ Trustworthy ➤ Student Voice ➤ Ethically responsible citizens ➤ Success in Higher Education ➤ Productive citizens and | <ul style="list-style-type: none"> ➤ Dependent and reliant on others ➤ No follow through ➤ Minimal efforts and expectations in class ➤ Uncooperative ➤ Selfish ➤ Defacing school property or littering ➤ Possessing, selling, or using drugs, tobacco, alcohol, and/or other controlled substances ➤ Possession of a weapon |

***Cell phones and other electronic devices (including but not limited headphones) are not permitted and should not be used during instructional time without the express permission and supervision of the teacher, or during passing periods. A \$15.00 fee is required for any student who has a device confiscated. A second offense will result in disciplinary action and a \$15.00 fee.**

Privileges

Challenge students are allowed significant freedoms as part of their enrollment in an early college. This freedom comes with a great deal of responsibility and some restrictions that are designed to maintain a strong working relationship with HCC and to protect the safety and well-being of our students. Privileges, for the most part, are based on grade level, academic performance, and social responsibility.

The following outline should guide Challenge students in understanding their privileges:

- **All** Challenge students are encouraged to ask questions, engage in healthy discussions around social issues and their education, and participate fully in campus life.
- **All** Challenge students who have conflicts with students or adults may have them resolved through a clearing (mediation) by a designated teacher or staff member.
- **All** Challenge students may use computers to research or complete class assignments (based on teacher and Acceptable Use Policy [AUP] requirements).
- Juniors and seniors have full access to HCC including the campus bookstore and library.
- Seniors will be granted off-campus privileges for lunch time only based on behavior, academic standing, and documented parental permission.
- ***All students enrolled in a college-course on the HCC side must follow the same behavioral and academic standards expected on the Challenge side.***
- Sophomores may be on the HCC side if enrolled in a college class but are **not allowed** in the bookstore (use of the library requires a teacher's note and assignment).
- ***Freshmen are prohibited on the HCC side unless accompanied by a CECHS teacher.***

Acceptable Use Policy for Computers

Access to your HISD/HCC computer resources is a privilege, not a right. Failure to comply with the guidelines set out in the AUP Contract may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. Student users should refer to the Student Code of Conduct for a detailed description of the consequences of improper use of the computer system.

Senior Week

Senior Week is only for Challenge ECHS students classified as Seniors. Seniors are students who will meet graduation requirements at the end of the spring semester and have met all graduation requirements.

Under no circumstance, will paid senior dues be refunded to students who are unable to participate in senior week activities for any reason.

Seniors must meet the requirements listed below before participating in senior week. In addition, administrators will approve the final list of participants.

Academic

- Graduating seniors must meet all credit requirements for graduation and currently be passing all HCC and CECHS classes.
- Students must complete ALL coursework required for graduation NO LATER than the Monday prior to senior week.
- Students must obtain teachers' permission to miss high school classes during senior week.

Attendance

- Students must complete credit appeal for any loss of credit due to absenteeism NO LATER than the Monday prior to senior week.
- Students MUST NOT have more than two unexcused absences or truancy letter on file (see Attendance Policy) **at any time during their senior year.**

Discipline

- Students must not have engaged in a Level 3, 4, or 5 violation of the Student Code of Conduct at any time during their senior year.

Community Responsibilities (completed prior to senior week)

- Senior dues are paid
- Textbook fees are current
- Senior exhibition project is complete
- Parent permission is obtained
- College application and documentations submitted to College Access Coordinator
- Community Service log completed and submitted

Dress Code

The Challenge Early College dress code is established to

- teach appropriate dress and grooming,
- instill discipline,
- prevent disruption,
- avoid safety hazards,
- teach respect for authority, and
- provide a positive, productive learning environment in both high school and college classes.

The Administration expects students to give proper attention to personal cleanliness and to wear clothes that are suitable in our community and the HCC community.

The following are defined as **inappropriate** dress for a Challenge student; however, other violations may exist that are not listed:

- shirts or other articles of clothing that expose the abdomen
- blouses or dresses cut low and exposing cleavage
- blouses or dresses that are strapless, have spaghetti straps, racer backs or are halter tops
- shorts, skirts, dresses, or slits shorter than the tip of the student's middle finger when arms are extended straight down
- gym clothes – including but not limited to spandex, workout shorts, shower shoes, etc.
- bedroom clothing
- exposed undergarments
- pants that are not appropriately sized and are worn below waist level
- head coverings of any type inside the building (unless it is a documented religious or medical garment)
- sunglasses inside the building
- bare feet
- flip flops (this means any footwear that could constitute a tripping hazard)
- shirts and/or accessories that promote drugs, alcohol, violence, weaponry, gangs, sex, tobacco usage, or profanity
- any hair, makeup, or clothing that is a distraction to teachers, students, or staff
- dresses or skirts that are fitted or contoured to the body
- pants with elastics at the bottom
- joggers

School administrators will make final determinations on dress code issues.

Enforcement

This policy shall be enforced uniformly and fairly by the faculty and administration. Campus administration may use reasonable disciplinary tools to enforce this policy including requiring a student to change clothes, student and parent conferences, detention, etc.

Advisory Program

The Challenge Early College High School Advisory program is the cornerstone of our school. It is based on the idea of the three pillars supporting our school: Relationships, Rigor, and Relevance.

Our Advisories are not “home room”, rather, they are considered “families”. In our system the students are meant to enter a “family” as freshmen and are then supported by the “family” as they take their college classes. In that Advisory Family the teacher or the other adult is the one person the student sees every day; this person, along with their student facilitators, are their advocates, mentors, and tutors.

Student facilitators each take a Leadership Class and on Monday and Wednesdays and lead the activity in their Advisory. Activities focus upon topics such as self-esteem building, team building, academic skills, and life skills. The teacher serves as a participant rather than a facilitator of these activities. The Advisory program at Challenge Early College High School fosters a student voice and student leadership with the teacher as a guide.

This system, we believe, allows us to be rigorous in our academics. Additionally, having student facilitators adds to the relevancy of what we do.

Student Office Workers and Teacher Assistants

To prevent interference with scholastic achievement, all students working in the office or as teacher assistants must

- be responsible, reliable, and mature
- have an overall 3.0 grade point average, and
- no conduct grade of P or U.

The student will be removed from duties and assigned to study hall for serious infraction of the school rules or failure to improve either the GPA or conduct grade. **Special emphasis in dress and behavior of office workers should be given as they are the first impression visitors to our campus may have.**

Class Officers

To obtain the best possible student leadership and to prevent interference with scholastic achievement, all students serving as a class officer must

- have an overall 3.0 grade point average and
- no conduct grade of P or U.

The position shall be relinquished for serious infractions of the school rules or failure to improve either the GPA or conduct grade. In the event a class officer is determined ineligible, the officer below them in the leadership hierarchy will be promoted.

Extra-Curricular Activities

School districts shall not schedule, nor permit students to participate in, any school-related activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than

- 10 times during the school year (full year course), or
- 5 times during one semester.

To participate in any extracurricular activity, a student must be passing all subjects as indicated by nine-week performance reports. This includes all advanced level course work at Challenge Early College High School.

National Honor Society

- The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools.
- Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a Faculty Council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities.
- Membership shall be known as active, honorary, and graduate. Active members shall become graduate members at graduation. Graduation members shall have no voice or vote in chapter affairs.
- The Faculty Council shall reserve the right to award honorary membership to school officials, principals, teachers, NHS advisers, adults, students with disabilities, or foreign exchange students in recognition of achievement and/or outstanding service rendered to the school in keeping with the purposes of the National Honor Society. Honorary members shall have no voice or vote in chapter affairs.
- Candidates become members when inducted at a special ceremony.
- Members who are seniors in good standing are eligible to be nominated by their chapters to compete in the National Honor Society Scholarship Program.
- Members who resign or are dismissed are never again eligible for membership or its benefits.
- To be eligible for membership the candidate must be a member of those classes (sophomore, junior, senior) designated as eligible in the chapter bylaws. Freshmen (ninth graders) are not eligible.
- Entry into the National Honor Society is not only based on strong academic showing but social action as well. It is recommended that students get involved with volunteer work as well as in school and out of school organizations to be considered in their application process.
- For National Honor Society the minimum GPA requirement is a 3.7.
- The application, selection, and induction ceremony will take place in the fall.

If an NHS member is unable to fulfill the responsibilities of membership, probation, suspension, or dismissal by the Faculty Council will occur.

Library

Juniors and seniors have full use of the HCC library. Library privileges for freshmen and sophomores during school hours are restricted and require supervision of a Challenge faculty or staff member. At all times Challenge students who use the HCC library or computer lab must behave as college students and abide by the Acceptable Use Policy contract rules.

Homework Requests

Homework may be requested from the main office once a student has been ill for two full days. Please allow twenty-four (24) hours for make up work to be gathered. If your response is not met in a timely manner, please contact the teacher or grade level dean. Parents and students may also contact teachers by phone or email.

Registrar and Student Information Specialist Requests

All information must be requested in writing. Requests for **VOE's** (Verification of Enrollment) and school records will generally take two or more school days to prepare. All requests will be available for pick up in the main office.

Health Services

School Nurse:

Challenge has a school nurse to assist students during school hours. This staff member is a valuable resource for those occasional illnesses and health topics of special interest to adolescents. Students must receive permission from their class teacher or dean to visit the nurse during instructional time. Students with ongoing medical needs must arrange times with the school nurse to accommodate those needs.

Immunizations:

All students are required to have current and updated immunizations as required by law. It is the responsibility of the student and parent to provide the school with an accurate immunization record. A student may not be allowed to attend school without these state mandated immunizations. Exclusion from compliance is allowable on an individual basis for medical conditions and religious conflicts. Students falling into these categories must submit affidavits as specified in the law.

Medication at School:

Students should not bring medication to school without consulting with the school administration. Medications shall be administered only by employees designated by the principal. Administration of medication is allowed only with physician and parental permission. The parent must sign form 40.3740, which can be obtained from the main office. The physician can sign the form or attach a statement. This must be on file before the medication is administered. Students found in possession of prescription or over the counter medications without the proper form on file may be subject to disciplinary action as stated in the HISD Student Code of Conduct.

Messages From Parents to Students

*****PARENTS SHOULD NOT CALL OR TEXT A STUDENT'S CELL PHONE DURING SCHOOL HOURS. CELL PHONE USE IS PROHIBITED DURING INSTRUCTION TIME, UNLESS EXPRESSLY PERMITTED BY TEACHER, AN WILL RESULT IN CONFISCATION AND A \$15 FINE. *****

In case of an emergency, parents should call the main office and have a message sent to the student. To avoid unnecessary classroom disruptions, the urgency of the message will determine the time of receipt.

Personal Property Protection

- The Challenge community would like to assume that all students will respect other people's property, but unfortunately, that is not always the case. Occasionally, property is stolen or vandalized. Students are responsible for protecting their personal property from theft and vandalism. The school is not responsible for the security of personal property.
- Backpacks and personal belongings should not be left unattended. Lockers and bikes should be secured at all times. Students are responsible for providing their own locks for bicycles and lockers.
- Reports of theft or vandalism should be reported immediately to a Dean, another administrative staff member, or the campus police officer. The school will investigate all reports of theft. Students are encouraged to file police reports if a bike or car has been vandalized. Recovered goods will be returned to their rightful owner.
- Students caught stealing or vandalizing school or personal property will be subject to the appropriate disciplinary consequences and restitution. A police report will be made.

Visitors to School

Persons who are not students at Challenge, nor school employees, and who do not have official business at school, are not to be present on campus during school hours, including lunch and breaks. All visitors must first sign-in at the main office upon arrival.

Houston Independent School District students may not be present at a school site other than their own during the school day (30 minutes before or after school, lunch, breaks, and at school-related events) without prior approval of the school of residence and the home school administrator. A student's unapproved presence will be deemed as trespassing and may be subject to punishment under the law. The students' school will also be notified and forced to review the case administratively.

Parking on Campus

Students who have a driver's license may park on campus in accordance with state law and HCC regulations. All cars must have:

- current vehicle registration,
- current state inspection, and
- insurance.

Challenge ECHS students are not allowed to use the parking garage. All parking regulations of the HCC System must also be followed.

CHALLENGE EARLY COLLEGE HIGH SCHOOL ENTRANCE AGREEMENT

Mission Statement

Challenge Early College High School (CECHS) will focus on relationships, relevance, and rigor in order to graduate confident, ethically responsible, lifelong learners who are prepared to succeed in postsecondary education and be productive citizens in our world.

Student Expectations

As a Challenge student I understand that I will be required to take the following courses, exceeding the HISD Graduation Requirements:

- Electives under English/Language Arts/Writing (Creative Writing, Media Literacy, etc.)
- Course work that is aligned with receiving an Associate's Degree from Houston Community College.
- All advanced curriculum and Advanced Placement (AP) and Dual – Credit courses
- Career & Technology Education (CTE) courses
- College Guidance in 11th and 12th grade, and a leadership course in 12th grade (AP Capstone or GTIS placed by the Dean)

As a Challenge Student, I understand that I am required to:

- Submit "official" documentation of middle or high school final report card, standardized test documentation, and any special education or 504 services provided in my previous school
- Maintain a minimum **70%** in each HISD course and GPA minimum of **3.0** at HCC and CECHS. If necessary, I will attend academic tutorials four hours per week as *required for academic probation*. *Failure to adhere to these expectations may require the student's transfer be denied for the upcoming school year.*
- Be seated and prepared to learn at the assigned start time of each class; tardiness will result in missed knowledge and disciplinary action
- Pass all sections of the college entrance exam by the end of 10th grade,
- Demonstrate the ability to be an independent worker: i.e.: able to keep track of assignments, turn in assignments on time, on the day and class period due; and work on grade level in all content areas prior to concurrent college course assignment
- Maintain satisfactory attendance; Ninety-six (96%) percent or better.
- Take any and all courses assigned by my dean and/or the registrar.
- Take all AP and Dual- Credit courses assigned by my dean and/or registrar, remain enrolled from beginning to end, and take the AP Exam for all enrolled AP courses, and in my native language.
- Attend tutorials for any class that I fall below an 80 average.
- Replace lost or destroyed property: Example: school equipment, textbooks and supplies
- Honor the rules and accept the consequences listed in the CECHS Student Handbook
- Abide by the CECHS standard dress code
- Behave maturely and respectfully, cooperating with teachers, CECHS staff, HCC staff, visitors and peers at all times
- Any discipline infraction(s) of a Level 3 or higher of the Student Code of Conduct will result in an automatic non-renewal of the student's transfer and an assignment to an alternative educational program for the remainder of the current school year.

As a CECHS parent, I understand and support:

- The commitment my child and I have made, and I support his/her efforts in attending Challenge Early College High School
- That there is a textbook usage fee required for each concurrent college class.
- That if my child has to repeat a college course for any reason (i.e. failure, attendance issues, non-compliance with course requirements), I will be responsible for payment of the second enrollment.

That it is my responsibility to provide transportation for my child to school no later than 7:50 a.m. and from school by 4:30 p.m. daily as there is no assigned adult supervision for students before 7:30 a.m. and after 4:30 p.m.

- That parents/guardians must agree to meet with faculty/administrative/staff if asked for scheduled meetings to review academics, social/emotional needs, discipline, attendance or other issues pertaining to the student.

As parent and student, we both hereby acknowledge receipt of the Student and Parent Handbook, and understand that we are responsible for complying with all of its guidelines. This handbook is located on the Challenge website at <http://tinyurl.com/CECHS-HB20-21> .

Failure to meet the stated expectations will result in placement on a growth plan. **If the student has not made reasonable progress by the end of the 3rd grading cycle, a student will be denied a transfer and returned to his/her zoned school at the close of the school year.**

CHALLENGE EARLY COLLEGE HIGH SCHOOL ENTRANCE AGREEMENT

Misión

En La Preparatoria Challenge nos enfocamos en establecer y fortalecer relaciones con los estudiantes, la relevancia académica y el rigor curricular, con el fin de formar y graduar estudiantes con confianza en sí mismos, responsabilidad ética y un espíritu de aprendizaje continuo que estén preparados para tener éxito en su educación postsecundaria y que sean ciudadanos productivos de nuestro mundo.

Espectativas para Los Estudiantes

Como un/a estudiante de Challenge, entiendo que es obligatorio tomar los siguientes cursos, excediendo los requisitos de graduación de HISD:

- Electivos en inglés / artes del lenguaje / escritura (Escritura creativa, medios de comunicación, etc.)
- Trabajo de curso que se alinea con recibir un Título de Asociado de Houston Community College
- Todo currículo avanzado y colocación avanzada (AP) y cursos de doble crédito
- Cursos de Carrera y Educación Tecnológica (CTE)
- Orientación Universitaria durante los grados 11 y 12, y un curso de liderazgo en el 12 grado (AP Capstone o GTIS colocado por el decano de estudiantes)

Como estudiante de Challenge, entiendo que estoy obligado a:

- Presentar documentación oficial de exámenes estandarizados, el último reporte de calificaciones de la escuela secundaria o preparatoria, y cualquier educación especial o servicios 504 proporcionados en mi escuela anterior
- Mantener un promedio mínimo de 70% en cada curso de HISD y un promedio de GPA de 3.0 en HCC y CECHS. Si es necesario, asistiré a tutorías académicas cuatro horas por semana, según sea necesario por el período de prueba académico. Si no cumplo con estas expectativas, se puede requerir que se niegue mi transferencia para el próximo año escolar
- Estar sentado y preparado para aprender durante el tiempo de inicio de cada clase. Tardanza a la clase resultará en conocimiento perdido y acción disciplinaria.
- Pasar todas las secciones del examen de ingreso a HCC antes de terminar el décimo grado
- Demostrar la capacidad de ser un trabajador independiente. Por ejemplo, poder hacer un seguimiento de las tareas y entregar las tareas a tiempo en el día y en la clase y trabajar a nivel de grado en todas las áreas de contenido antes de los cursos universitarios por estado.
- Mantener una asistencia satisfactoria de 96% o mejor
- Tomar todos los cursos asignados por mi decana/o y el registrador
- Tomar todos los cursos AP y doble crédito asignados por el registrador o decana/o, quedar en los cursos de principio a fin, y tomar el examen AP para todos los cursos AP inscritos en mi idioma nativo
- Asistir a tutoriales para cualquier clase en la que esté debajo de un promedio de 80%
- Reemplazar propiedad perdida o destruida; Ejemplo: computadoras, libros, y útiles
- Respetar las reglas y las consecuencias enumeradas en el Manual de estudiante de CECHS
- Cumplir con el código de vestimenta estándar de Challenge Early College High School
- Comportarme de una manera madura y respetuosa, cooperando con los maestros, los empleados de Challenge Early College High School, los empleados de HCC, visitantes, y compañeros en todo momento
- Cualquier infracción disciplinaria de un nivel 3 o superior del Código de Conducta del estudiante dará como resultado a el rechazo automático de su renovación para el próximo año. Se establecerá la transferencia del estudiante a la asignación a un programa educativo alternativo por el resto del año escolar.

Como padre de CECHS, yo entiendo y apoyo:

- El compromiso que mi hijo/a y yo hemos hecho, y apoyo sus esfuerzos para asistir a Challenge Early College High School
- Se requiere una tarifa de uso de libros de texto para cada clase universitario.
- Si mi hijo necesita repetir un curso universitario por algún motivo (es decir, fracaso, problemas de asistencia, o incumplimiento de los recursos), seré responsable del pago de la segunda inscripción
- Es mi responsabilidad proveer transportación para mi hijo/a a la escuela no más tarde de las 7:50 a.m. y desde la escuela a las 4:30 p.m. diariamente considerando que no haya supervisión de un adulto designado para los estudiantes antes de las 7:30 a.m. y después de las 4:30 p.m.
- Los padres/guardianes deben acordar reunirse con la facultad/administración/empleados si se les solicita horarios para revisar académicos, necesidades sociales/emocionales, disciplina, asistencia u otros asuntos relacionados con el estudiante.

Como padre y estudiante, ambos confirmamos la recepción del manual de estudiante y del padre, y entendemos que somos responsables de cumplir con todas sus reglas generales. Este manual se encuentra en el sitio web del desafío en <http://tinyurl.com/CECHS-HB19-20>

Falta de satisfacer las expectativas resultará en la colocación en un plan de crecimiento. **Si el estudiante no ha progresado razonablemente para el tercer ciclo de calificaciones, el estudiante será negado una transferencia y regresará a su escuela zonal al fin del año escolar.**