# Table of Contents

Welcome from Our Head of School  
I. Headwaters School Philosophy  
II. Organizational Overview  
III. Policies & Procedures  
IV. Emergency Situations  
V. Culture and Conduct  
VI. Child Protection Policies  
VII. Early Childhood Program (Springs Campus)  
   A. General Policies & Procedures  
   B. Safety & Emergency Procedures  
   C. Communication & Behavioral Policies  
   D. Food & Nut-Aware Policies  
   E. Health & Illness Policies  
VIII. Elementary Program (Creek Campus)  
   A. General Policies & Procedures  
   B. Safety & Emergency Procedures  
   C. Communication & Behavioral Policies  
   D. Food & Nut-Aware Policies  
   E. Health & Illness Policies  
IX. Middle & High School (River Campus)  
   A. River Campus Community Agreements  
   B. Academic Overview & Policies  
   C. General Policies & Procedures  
   D. Safety & Emergency Procedures  
   E. Behavioral & Disciplinary Policies  
   F. Student Leadership  
X. Document & Link Addendums
Welcome

Dear Headwaters Community Members,

Although our school runs on healthy relationships and direct communication, written guidelines, norms, and rules are necessary to ensure safety and heighten clarity. This handbook serves as a written guide to your life at Headwaters School.

We expect students and parents to read the following document closely and become familiar with our Purpose, Promise and Pact, in addition to the values, traditions, and expectations of our school. If you have comments or concerns about any of the policies, please ask questions of us.

Whenever possible, we urge students to seek out the wisdom of adults in the school who have committed their lives to your education and to the formation of a system of values that will sustain you both during your time here and in your life after Headwaters.

Like good curricula, handbooks are living documents and expressions of our aspirations and values; they change from year to year and, sometimes, from semester to semester. With these ideas in mind, the school reserves the right to make changes to the expectations and rules outlined in this handbook following verbal and written notification to the community. If a change is deemed necessary, the community will be given one full week’s notice of the changes.

Headwaters School stands behind the principle that there shall be no discrimination against any person in admission, employment, or otherwise because of race, color, religion, national origin, disability, gender, sexual orientation, or age.

Sincerely,

Ted Graf
Head of School
Section I: Headwaters School Philosophy

Our Purpose, Promise, and Pact

Our Purpose
We cultivate identity formation, foster empathy, and embrace diversity to bring more peace to the world.

Our Promise
We guide our students to live authentically, think expansively, and create bravely.

Our Pact
We invite our students, guides, staff, parents, and trustees to be:

**Peacemakers** — As we learn to resolve conflicts, we demonstrate compassion, grace, skill, and courage. We take responsibility for our actions.

**Advocates** — We strive to understand and value diverse perspectives, cultures, and faiths. We recognize our agency and act with integrity in pursuit of a more just and equitable society.

**Creators** — Curiosity, wonder, and the creative process are essential to a fulfilling life. We discover ourselves and our voices by taking intellectual and artistic risks.

**Thinkers** — As self-directed learners, we approach education with intention. We use observation, research, and reason to explore problems that matter to us, our community, and the world.

Section II: Organizational Overview

ABOUT HEADWATERS SCHOOL
Headwaters School is an independent day school, located in Austin, Texas. We serve students from early childhood through grade 12. Founded in 2001, we begin with a Montessori foundation and progress to the International Baccalaureate® (IB) Diploma Programme. We design vibrant learning environments across our three campuses: Springs Campus (Young Children’s Community & Primary Early Childhood Programs), Creek Campus (Elementary), and River Campus (Middle & High School).

BOARD OF TRUSTEES
Headwaters School is a 501(c)(3) non-profit organization and is run by a Board of Trustees. The Board serves without compensation. Our board members are professionals in the community who are committed to the expansion and fulfillment of the Headwaters School Purpose. See more information about the Board of Trustees at https://www.headwaters.org/about/board-of-trustees.
FACULTY AND STAFF

- See the administrative organizational chart at this link.
- See our school online portal for the faculty and staff directory, which includes bios and contact information.

ACCREDITATION

Headwaters School is accredited by the Independent Schools Association of the Southwest (ISAS). ISAS, a member of the International Council Advancing Independent School Accreditation (ICAISA), has voluntarily submitted to a rigorous and impartial review of its accreditation program and demonstrated its adherence to the Council’s Criteria for Effective Independent School Accreditation Practices. ISAS is commended by ICAISA for the quality of the Association’s accreditation program for its Member Schools.

Headwaters School is accredited by the Texas Association of Accredited Private Schools (TAAPS), which is a TEA-endorsed State accreditation agency. TAAPS is a member of Texas Private School Accreditation Commission (TEPSAC), the State governing body of private school accreditation associations.

The Texas Association of Accredited Private Schools: www.taaps.org
The Texas Private School Accreditation Commission: www.tepsac.com
The Texas Education Agency: www.askted.tea.state.tx.us

Headwaters School is also a member of:
- The International Baccalaureate® Organization (IB)
- The National Association of Independent Schools (NAIS)
- The Enrollment Management Association (EMA)
- National Business Officers Association (NBOA)

CONTACT INFORMATION

Mailing Addresses:
- Early Childhood (Springs Campus): 6305 Menchaca Rd. Austin, TX 78745
- Elementary (Creek Campus): 9607 Brodie Lane, Austin, TX 78748
- Middle & High School (River Campus): 807 Rio Grande, Austin, TX 78701
- Administration Office: 809 Rio Grande, Austin, TX 78701

Class Locations:
- The YCC Hummingbirds, YCC Chickadees, Primary Roadrunners, and the Campus Manager’s office are all located at 6305 Menchaca Rd. in Building 1. If you have a child in one of these classrooms and need to get a message to one of the guides, please call the Campus Manager at 512-443-8843.
- The Primary Sage Sparrows, Primary Bluebirds, and Head of Early Childhood’s office are all located at 1934 Berkeley Ave. in Building 2 and Building 3, adjacent to Building 1 on Menchaca Rd. If you have a child in one of these classrooms and need to get a message to one of the guides, please call the Campus Manager at 512-443-8843.
- All Elementary classes are located on our Elementary campus at 9607 Brodie Lane. If you have a child in one of these classrooms and need to get a message to one of the guides, please call the Campus Manager at 512-804-2708.
- All 6th through 12th grade classes are located on our Middle & High School Campus at 801-809 Rio Grande. If you have a child in one of these classrooms and need to get a message to one of the guides, please call the Campus Manager at 512-480-8142.

DAILY SCHEDULES

Headwaters School’s Early Childhood and Elementary Campuses are open from 7:45 a.m. to 5:30 p.m., Monday through Friday, with an early dismissal day on Wednesdays. The Middle & High School Campus is open from 8 a.m. to 5 p.m. Our calendar year starts in late August and continues through the beginning of
June. During the summer administrative offices at all three campuses are open from 9 a.m. to 3 p.m. Please refer to the calendar at headwaters.org/calendar for our dates of closure and plan accordingly. Please know that we reserve the right to alter the calendar in order to meet the needs of the school.

**Springs**

Children benefit from routine arrival and departure, and parents are urged to keep to regular schedules whenever possible. Regular arrival and departure times also help us plan for optimum and appropriate staffing. If your child must be late, please email the attendance email for your campus as early as possible so they can be prepared to receive your child late that day. For children in YCC, if your child has a doctor’s appointment that will not allow you to arrive before 10:30 a.m., please keep your child at home for the day.

For Primary and YCC, parents are to sign children in upon arrival on the daily sign-in sheets and greet the guides in order to transfer responsibility of care from parent to authorized staff. Signing your child in and out is extremely important, as guides use the sign-in sheets to keep track of the children who are present. Please allow enough time in the morning for a comfortable transition. Upon departure, parents must sign their child out and let the guides know they are departing. It is important that parents arrive on time to pick up their child from school. Children who are not picked up on time will be walked to the afterschool program (Creativity Club), and parents will be billed the $40.00 drop-in fee.

**Creek**

On the Elementary Campus, your child’s guides will explain the drop-off and pick-up procedures. Sign-in is required for Early Arrival and sign-out is required for Creativity Club. Children who are not picked up on time will be walked to the afterschool program (Creativity Club), and parents will be billed the $35.00 drop-in fee. When leaving school, each child must be escorted by an adult and never left unattended in the parking lot.

**River**

On the River Campus, sign-in and sign-out at the Front Desk is required for all students coming late or leaving early through the day. Signing your student in and out is extremely important, as the Campus Manager uses the sign-in sheets to keep track of the students who are present or not.

**Creativity Club Hours (After-School Program)**

If running, Creativity Club begins at 2:45 p.m. for Early Childhood and 3:00 p.m. for Elementary programs. Both programs end at 5:30 p.m. We ask that you be mindful of the fact that our staff members have families to get home to when we close the doors at 5:30 p.m. Please make your best effort to pick your child up on time. Our late pick-up policy is as follows: If parents or guardians have not picked up their child(ren) by 5:30 p.m., an automatic $10.00 initial fee and an additional $1.00 fee per minute will be charged to the family’s account. Please see COVID-19 Addendum for additional information about these programs during the COVID-19 pandemic.

**COMMUNICATIONS**

Headwaters School uses various methods to keep in touch with families. The Nest is the hub for communications and information. This Learning Management System (LMS) is a tool that is used across the school in a scaffolded way. Here are some other communication styles:

**Weekly Updates**

All Campuses
- Thursday update for events on campus and thinking ahead
- Will include lots of important information

Springs & Creek Classrooms
- Bi-Weekly update from your child’s classroom
- Rotating from Specials’ Guides on Fridays

River Campus
- Students will write Weekly updates and include parents and their Advisor
The Current
This monthly newsletter shows the big picture view of the school with Ted Talks, Board Updates, Introductions to staff, student spotlights, PVC Corner, and more!

Advancement Updates
We will send advancements and fundraising updates to keep every family involved and up-to-date with our efforts related to goals and events. Everyone can help with fundraising, including gifts of time!

Other Official School Notifications
Many communications will come to you from the Nest as emails as well as notifications about News and Announcements. Parents may set preferences as they need.

In addition to the Nest, the school uses Constant Contact to send emails to the community.

Guides also use email when necessary.

Text Alerts
Text alerts will be used for urgent or emergency communications that require immediate attention. For instance, we will use text alerts for weather-related details and safety-related content. Users must opt in to this service each year. We will send an email with instructions.

Section III: Policies & Procedures

FINANCIAL POLICIES
Headwaters School strives to provide the highest quality education while maintaining affordable tuition. We depend on the timely payment of your tuition and registration fees to meet our obligations to employees.

Force Majeure
Headwaters School's duties and obligations under the enrollment contract may be suspended indefinitely without notice during all periods in which Headwaters is closed due to any force majeure events, including, but not limited to, any earthquake, fire, flooding, act of God, war, governmental action, act of terrorism, epidemic, pandemic, state of emergency, or any other event beyond the Headwaters's control. Headwaters has developed a contingency instruction plan to deliver remote instruction as soon as is reasonably practicable and safe under the circumstances. If such a force majeure event occurs, Headwaters's duties and obligations in this contract may be postponed for a period of time until Headwaters can deliver its contingency course instruction or until such time as Headwaters, in its sole discretion may safely reopen. In the event Headwaters is closed for a period of time or must deliver course work remotely due to an event under this clause, Headwaters is under no obligation to cancel, waive, or refund, any portion of tuition that is owed or paid to Headwaters.

Contracts, Tuition and Fees
Enrollment contracts are issued annually and cover financial obligations and policies. The yearly renewal of contracts takes place beginning in January for the following school year. See our webpage for tuition and fees information under Admissions. The enrollment contract is a binding legal contract between the school and the family. By signing it, the school commits to educating the student, and conversely, the family agrees to pay the tuition for the year in its entirety, even in the event that the student withdraws before classes begin or during the school year. All families are included in our tuition insurance plan which is included in tuition. As explained in the enrollment contract, under the tuition insurance plan, as follows:

- During the covered school year: If a family chooses to withdraw from the program they will pay a prorated tuition for the portion of the year they attended. We will collect 50% of the remaining tuition.
Prior to the beginning of the school year covered:
- With written notice of withdrawal received by the school on or before May 31, 2021 prior to the beginning of the school year covered, the family will be responsible for 25% of the total contract amount, which includes all fees and tuition, excluding enrollment and new student fees. New student and enrollment fees are non-refundable.
- With written notice of withdrawal after May 31, 2021 prior to the beginning of the school year covered, the family is responsible for 50% of the total contract amount, which includes all fees and tuition, excluding enrollment and new student fees. New student and enrollment fees are non-refundable.

Your full enrollment contract can be accessed in The Nest.

Financial and Payment Guidelines
A non-refundable enrollment fee will be due upon completion of the enrollment contract for each returning student. New families are also charged a non-refundable new student fee, due upon signing the enrollment agreement. This fee reserves a place for your student. All payers are required to pay through Smart Tuition, which will be used to bill tuition and fees throughout the year. Smart Tuition charges a $45 fee per family per year, payable when the enrollment contract is signed. Smart Tuition enables families to control their billing, choosing the payment date and payment method that works best for them. Families who would like to pay by check or wire transfer should send payment directly to Smart Tuition. A 2.85% processing fee is charged for all credit card transactions. There is a $40.00 late fee assessed for past due payments, and a $30 fee assessed for failed ACH payments. A student may not start school with a delinquent account. In addition, transcripts will not be issued for withdrawing or graduating students until all balances are paid.

Payment Plans
Families may choose between three payment plans. Payment plan 1 asks families to pay the full year’s tuition and fees by June 30. Families who choose this option receive a $300 discount for YCC through 5th grade, and a $500 discount for grades 6-12. Payment plan 2 asks families to pay half of their tuition and fees in June and half in November. Families who choose this plan receive a $125 discount for YCC through 5th grade and a $150 discount for grades 6-12. The third option is an 11 month payment plan, which begins in July and ends in May.

ENROLLMENT & ATTENDANCE POLICIES
The State of Texas requires each child to have on file the following documentation:
- New registration/admission forms completed and signed annually.
- Immunization records, physical exam history, and statement of health (for new students) signed by a physician within the past twelve months for Early Childhood and within the past two years for Elementary and Middle/High School.
- Signed acknowledgement form verifying that the parent has read and understands policies outlined in this parent handbook.
- Springs Only: Signed acknowledgement form verifying that the parent has received and read a copy of the discipline and guidance policy.

Health & Immunization Records
Immunization records must be kept current following the Texas Department of State Health Services guidelines. A copy of the minimum state vaccine requirements for Texas children can be found at these links: K-12 | Childcare Facilities. If vaccines are missing from your child’s record based on religious beliefs or personal conscience, an Exemption for Reasons of Conscience form must be requested from the Texas Department of State Health (here) and then be notarized. The original, notarized document must be updated every two years and kept on file in your child’s record. For new YCC and Primary students, a statement of health signed by a physician within the past twelve months must be provided in order for your child to attend school. Any student who does not have either up-to-date immunization records or evidence of Exemption for Reasons of Conscience may not be permitted to begin the school year or remain enrolled at school until the family has satisfied this requirement. Though we respect each family’s right to make the best health choices for their child, we also have an obligation, as a school community, to ensure the safety of all of our children, knowing that vaccinations only work if enough people in a community are vaccinated.
Change of Information
Should you need to update the information on your family, please update via the Nest Contact cards for you or your child. Information that should be current at all times includes work/home/emergency phone numbers, parent(s) home address(es), and information regarding Emergency Contacts.

An Emergency Contact is the person you would like called in case a parent/guardian is unable to respond in an emergency. The school will always attempt to call parents and guardians first. However, if parents/guardians do not reply, we will call this person next. We suggest having at least two local people listed as Emergency Contacts that could pick-up your child in case of emergency. In case of an emergency, this person is also authorized to pick-up your child. Pick-up protocol is still required and ID may be asked for until known.

Attendance
Students are expected to attend school every day that it is scheduled and parents are expected to contact their child’s campus if their child will be absent.

- Middle & High School parents should email rivercampusattendance@headwaters.org.
- Elementary parents should email creekcampusattendance@headwaters.org.
- YCC and Primary parents should email springscampusattendance@headwaters.org.

Please include your child’s full name and grade/classroom and the reason they will be unable to attend. See specific details about attendance for each campus below.

Excessive tardies and absences may result in meeting with the Division Head, and may prevent your child from moving to the next grade level.

Changes in the Schedule
Please keep us informed of any change in your regular routine: late drop-offs, early pick-ups, mid-day appointments, absence due to illness or vacation, different pick-up person, etc. When we are informed, we can help prepare students and better organize our activities and lessons.

In order to set up a temporary pick-up, parents just need to email or call their campus attendance and provide the person’s full name, relationship to the child, and the person’s phone number. This person is not required to be an emergency contact, nor will they be listed as a long-term Authorized Pick-Up. These are for temporary situations ONLY. This person should bring ID upon pick-up.

If the temporary pick-up becomes long-term, a parent/guardian must submit a new and updated Emergency Contact form. At the River Campus, Temporary Pick-Up emails are only required for midday pick-ups. At the Springs and Creek Campuses, please email for any temporary pick-ups.

Medical Leave
If a student is unable to participate fully in the school program due to medical (physical or psychological) reasons, the school may require the student to take a medical leave of absence from school. Medical leaves are treated as excused absences, and a doctor’s note is required in all cases. Appropriate administrators will review all situations requiring a medical leave. Although a leave may, in some cases, be limited to a reduced workload rather than a full leave, students are encouraged to continue to produce academic work during their leave. Medical leave does not safeguard credit until all coursework is completed. Medical leaves that exceed one half semester (over seven weeks) will place the student's matriculation to the next grade level in jeopardy. Students on Medical Leave may not participate in school extracurricular, athletic, or social activities. Headwaters School will assess a Withdrawal fee and will apply to your tuition if a student is able to return.

Preplanned, Extended Absences
Students occasionally have reason to be absent from school for an extended period of time. If it is because of a planned trip or activity, the following policy applies: an arranged absence must be approved by the Division
Head at least two school weeks in advance. The expectation will generally be that the student complete all of the coursework, tests, etc. in all of their classes, before being absent. It is the responsibility of the student to communicate with their guides in advance regarding their absence, and to understand the expectations regarding their academic responsibilities, deadlines, etc. Headwaters School will not adjust tuition for preplanned, extended absences.

**Semester Abroad Program**

Some students have the opportunity to study abroad for a semester with an educational program. For the semester the student is studying abroad, families must pay 25% of their tuition for that time.

**CONSENT TO RECORDING OF STUDENT AND EMPLOYEE NAME, IMAGE, AND VOICE**

Headwaters School takes photos/video of students and faculty in its programs for use in print and electronic publications and archival purposes. To protect your child’s privacy, we do not use names for YCC through Early Elementary, only first names for Upper Elementary and Middle School, and sometimes use full names for High School Students. We ask for your permission to use your child’s photo/voice in the following formats:

- **External Usage:** Includes monthly email newsletter, social media channels, our website, etc. We generally do not associate student names with photos unless it is an acknowledgement of a particular achievement.
- **Internal Usage:** Communications are only accessible to current Headwaters community members in the password-protected Nest system (weekly email updates, class/campus photo albums, etc.)

If you wish to opt out of external, internal, or all photo/voice usage permissions, please reach out to communications@headwaters.org.

**Distance Learning with Video/Voice Platforms**

In the event of distance learning with video/voice platforms like Zoom, we reserve the right to record and re-post the sessions for the internal community as asynchronous learning. When you turn on your camera and/or microphone during one of these sessions, you are agreeing to being recorded for these purposes. Short clips or stills may also be used for publications and archival purposes. If your child has been opted out of external permissions, their name, image, or voice will not be shared externally.

**EVENT POLICIES**

If you would like to have an event at the school, please refer to our Events Policies prior to beginning your planning.

**TRANSPORTATION POLICIES & PROCEDURES**

The purpose of the school’s transportation policy is to promote the safe transportation of the school’s students and faculty and to safeguard the school’s vehicles. See our full transportation policies and procedures at this link.
Section IV: Emergency Situations

SEVERE WEATHER
Headwaters School is concerned about the safety and well-being of all its students and employees. In adverse weather conditions, Headwaters School generally follows the lead of the Austin Independent School District (AISD). If we have a delay or a cancellation, or if Headwaters deviates from AISD’s policy, families will be notified through Headwaters’ text alert system, website, and/or email. If there are more than three school days cancelled due to weather, we will schedule one makeup day before the end of the school year.

FIRE, TORNADO, AND OTHER EMERGENCY DRILLS/PROCEDURES
Students, guides, staff, volunteers, and visitors shall participate in drills of emergency procedures. When the alarm is sounded, students must follow the directions of the guide or staff member quickly, quietly, and in an orderly manner.

PANDEMIC
In the event of a pandemic, Headwaters School will make decisions regarding school with the local, state, and federal guidance. Headwaters will communicate clearly information pertaining to closure, distance learning expectations, and any other pertinent information via email and through the Nest. If there are emergency closures, the school will utilize the text alert system. For more information regarding the COVID-19 pandemic, please see our COVID-19 Addendum.

PARENTAL RESPONSE
If an emergency situation occurs while school is in session, Headwaters School will respond swiftly and with caution. The cooperation of parents is necessary in any emergency.

Parents are asked to:
● Stay tuned for an announcement through the school’s text alert system. Announcements may also be posted on our school website (www.headwaters.org) or sent via email.
● Turn on the radio and/or TV for announcements.

Parents are asked to refrain from:
● Calling the school: Telephone lines may be needed for emergency communication. In the event of a serious emergency, students will be kept at school until they are picked up by a parent or someone who has been listed on the student’s Emergency Information Form. During an extreme emergency, when evacuation is necessary, students will be released from a designated location that will be communicated to parents.
Section V: Culture & Conduct

SCHOOL CULTURE
An essential aspect of Headwaters is our commitment to developing a supportive school culture. While it is difficult to quantify the effects of culture, it is one of the most critical influences on a student’s education. Therefore, we do not tolerate bullying, gossip, or demeaning/disrespectful behavior among the student body, between staff members, or among any members of the Headwaters community. We encourage and require a high level of mutual respect among all community members.

PARENT-GUIDE PARTNERSHIP
Parents have the primary responsibility for the care and education of their children. Therefore, we work in close partnership with each of you. Both the guides and the parents hold important knowledge regarding your child’s education. By sharing information concerning your child’s activities and welfare, we can work together towards meeting your child’s developmental needs in a partnership approach. Parent-guide conferences are a requirement for our program and are scheduled twice yearly. Either parents or guides may call for additional conferences, as needed. In the case of separation or divorce, communications from the school will be sent to all listed parents and guardians. During parent/guide or student-led conferences, one conference per student will be scheduled.

PARENTAL INVOLVEMENT
We offer several ways for parents to be involved in our program. Scheduled throughout the course of the year are parent volunteer meetings, potlucks, Singing Songs Fridays, community gatherings, and parent workshops. Please refer to the school calendar for specific dates and times. Parents’ expertise and talents are welcome in many other ways…please let us know how you are willing to contribute!

PARENT VOLUNTEER COMMUNITY (PVC)
We consider every Headwaters parent to be a member of our volunteer community, and we have many opportunities throughout the year to help the school in big and small ways. Please fill out the Parent Volunteer Interest form or email pvc@headwaters.org, and we'll help connect you with ways to help. One of our PVC committees is Compassion in Action, which works to support families who could use some extra support to get through a challenging time (meals, help with rides, etc.). You can email compassion@headwaters.org if you or someone you know could use some community support.

PARENT CODE OF CONDUCT
Families with a child enrolled at Headwaters School become an integral part of the school community. As such, we expect parents to follow the same code of conduct and community agreements as the students and staff and to demonstrate a willingness to abide by the following guidelines:

Privacy: Please help us maintain the mutual trust and respect we all need to keep our community healthy by safeguarding the privacy of children, parents, and staff. Sharing confidential, damaging, or hurtful information is not acceptable. Keep all staff and parent email addresses and phone numbers confidential. Use contact information for school-related business only, unless you receive permission from the school otherwise.

Conflicts: Conflicts between parents or between parents and staff should be addressed in a calm and private manner, preferably in person and with a respectful tone. If any community member would like assistance in addressing a conflict, they should reach out to the appropriate Division Head, School Counselor, or Head of School.

A positive and constructive working relationship between the school and parent is essential to the fulfillment of the school’s educational purpose. Thus, the school reserves the right not to extend the privilege of enrollment or re-enrollment to a student if the school reasonably concludes that the actions of the student’s parent(s) make such a positive and constructive relationship impossible or otherwise interferes with school’s Purpose, Promise, and PACT. Moreover, the School reserves the right to expel any student at any time if, in the judgment of the Head of School, the conduct of a parent is not in keeping with the school’s accepted...
standards and principles. There will be no refund of tuition where such enforced withdrawal occurs and any unpaid balance is payable in full according to the terms and conditions of the student’s enrollment contract.

GUIDE/STAFF COMMUNICATIONS EXPECTATIONS
Please review our Electronic Communications with Students & Parents those policies at this link, and reach out to your program director if you have any questions.

REACH OF SCHOOL
Headwaters School has the authority and responsibility to establish rules and standards for its students, which may require academic, moral, and ethical behavior possibly considered above the standards of society at large. Headwaters School reserves the right to hold students responsible whose behavior either on or off campus negatively impacts Headwaters School’s general image or reputation or otherwise evidences disregard for the safety, well-being, or rights of others. If a student is involved in activity off campus that is in violation of Headwaters School’s rules and standards, the school reserves the right to initiate disciplinary action. In addition, if there exists a reasonable basis to believe local, state, or federal laws have been broken, Headwaters School will contact the appropriate authorities.

VI. Child Protection Policies
Texas State law requires the staff of this school to report any suspected abuse or neglect of a child to the Texas Department of Family and Protective Services or a law enforcement agency. The following is information on reporting child abuse provided by TDFPS.

Information on Reporting Child Abuse
Child abuse and neglect are against the law in Texas, and so is failure to report it. If you suspect a child has been abused or mistreated, you are required to report it to the Texas Department of Protective and Regulatory Services or to a law enforcement agency. You are required to make a report within 48 hours of the time you suspected the child has been or may be abused or neglected.

What is abuse?
Abuse is mental, emotional, physical or sexual injury to a child or failure to prevent such injury to a child.

What is neglect?
Neglect includes (1) failure to provide a child with food, clothing, shelter, and/or medical care; and/or (2) leaving a child in a situation where the child is at risk of harm.

How do I make a report?
Call the abuse and neglect hotline at 1-800-252-5400. When you make a report, be specific. Tell exactly what happened and when. Be sure to record all injuries or incidents you have observed, including dates and time of day and keep this information secured. Reports should be made as soon as possible but no later than 48 hours before bruises and marks start to fade. It is important for investigators to be able to see the physical signs. Give the agency person any information you have about the relationship between the child and the suspected abuser. Please provide (at least) the following information in your report:
Name, age and address of the child; brief description of the child; current injuries, medical problems or behavioral problems; parent names and names of siblings in the home.

Will the person know I have reported him or her?
Your report is confidential and is not subject to public release under the Open Records Act. The law provides for immunity from civil or criminal liability for innocent persons who report even unfounded suspicions, as long as your report is made in good faith. Your identity is kept confidential.
Finally, err on the side of caution. If you have a reason to suspect child abuse, but are not positive, make the report. If you have any doubts about whether or not it is abuse, call the hotline. They can advise you if the signs you have observed are abuse. Read more at this link.
Section VII: Early Childhood Program

TEACHING STAFF
All lead guides are Montessori trained. All staff working with children at Headwaters are certified in CPR and First Aid and have had criminal history checks done by the Texas Department of Family and Protective Services (DFPS), as well as FBI fingerprinting.

LICENSING
The Springs Campus of Headwaters School is licensed by the Texas Department of Family and Protective Services (DFPS) as a child care program. The most recent licensing inspection report is always posted at the Springs Campus for your review. You may contact the local licensing office at 512-834-3426, or visit the DFPS website at www.dfps.state.tx.us.

A. General Policies & Procedures

RELEASE OF CHILDREN
Parents and/or guardians are the only people authorized to pick your child up from school. In order to grant authorization to another person, the following steps must be taken:

1. Parents/guardians and those Emergency Contacts are the only people authorized to pick your child up from school. In order to grant temporary authorization to another person, the following steps must be taken:

2. The parent must notify the Attendance Office via email prior to pick-up that someone else will be picking up the child. The email must include the person’s full name, relationship to the child, and the person’s phone number.

3. The person authorized to pick your child up must bring a valid photo ID and either sign out the child at the Front Desk if during the day or at pick up.

4. Please note that it is legal for either parent/guardian to pick up a child unless we have a copy of a signed court order restricting visitation.

CLOTHING & PERSONAL ITEMS
Children’s clothing should be comfortable (allowing complete freedom of movement), washable, and suitable for daily indoor and outdoor activities. Because children spend time outdoors almost every day, parents and students should consider weather conditions when planning daily dress. Children are encouraged to wear shoes that are practical as well as comfortable. For safety purposes, gardening shoes, flip flops, and cowboy boots are strongly discouraged. Please label all items to ensure they make it back home (especially jackets, lunchboxes, water bottles, and socks).

In the YCC & Primary classes, each child will need one full change of weather-appropriate clothing. Your child’s guides will notify you when something needs to be replenished.

To encourage the development of independent bathroom skills, YCC & Primary children’s clothing should be easy for them to manipulate with minimum assistance. Except for special items needed to support the nap transition, toys and personal belongings are to remain at home.

EARLY CHILDHOOD CAMPUS CHILDREN’S CUBBIES
Each YCC & Primary child will have a cubby located in their classroom. If your child is in a YCC class, please refer to the YCC Handbook for more details.

PARENT MAILBOXES/FOLDERS
All families on the Early Childhood Campus will have a parent mailbox or folder near their child’s classroom.
The mailboxes are an important means of communication and are instrumental in the community’s ability to have clear communication with one another. Please check mailboxes/folders daily.

HEARING & VISION SCREENINGS
The state requires that all schools show proof of hearing and vision screenings for all children ages 4 years and older by September 1 of the current school year. We have hearing and vision screenings performed at our campuses in Fall. Even if you decide not to partake in these screenings, we require the form to be signed for your student’s file and other arrangements for these screenings will need to be made at your child’s doctor’s office. If you have any questions, please ask your Campus Manager.

MEDICATION
Any medication that can be, should be administered by parents before or after school. In cases of allergic reactions or other special circumstances, parents may arrange ahead of time with campus administration for the dispensing of prescription or over-the-counter medication to a student. A signed waiver from parents is required and will be kept on file. Prescription meds must be in original packaging with clear instructions and student name. We log ALL administered medications.

Anaphylaxis Policy: Some students with severe allergies require a doctor-prescribed epinephrine adrenaline auto-injector called an EpiPen. Parents must communicate to the school if their child suffers anaphylaxis-inducing allergies. The Campus Manager will coordinate with the family to establish an emergency care plan and determine the safest place for an EpiPen to be kept. If an emergency arises, 911 will be called, the EpiPen will be administered as prescribed, and parents will be notified.

See more about Headwaters’ Anaphylaxis Policy at this link.

BIRTHDAY PARTIES
Birthdays are honored differently depending upon the program your child is enrolled in. Please see your child’s guide for specific details, and be sure to let the guide know when your child’s birthday is approaching. On the day of the birthday circle, we encourage parents to stay and participate in the celebration. Please do not pass out birthday invitations at school. Contact information for families can be found in The Nest (formerly Blackbaud) community directories.

NAPPING
Please be aware that if your child is in one of the YCC classrooms and is scheduled to stay at school through 3:00, they will be required to nap. Primary students will be required to nap until invited by their lead guide to join the afternoon work session. If your child is napping they will need to bring the following items to school:

- A nap roll, all-in-one style with dimensions of 21” x 50” or less (including the pillow)
- Sleepy-time stuffed animal or “lovey"

Please bring all of the above items on the first day of school, unless your guide requests that you bring it to a pre-visit. Please make sure everything that you bring is clearly labeled with your child’s name. Each Friday the nap items will be sent home to be washed and returned the following Monday.

ANIMAL CONTACT
There may be times when we will have fish, snakes, small turtles or small rodents such as hamsters or guinea pigs on campus for observation. Please note that we take all of the necessary safety and sanitary precautions with the children regardless of what type of animal is present. Service animals, per ADA, are allowed on campus. Other family pets are not permissible or welcome on our campuses.

FIELD TRIPS
Parents will be notified well in advance of field trips, especially those involving transportation. Occasionally the guides will take the children on a walk. The Early Childhood campus is in walking distance to the fire station and a small farm. All parents will be notified in writing before such an event.
SCHOOL PHOTOS
The school hires a photographer to take individual school photos in the fall and class photos in the spring, and an optional order link will be sent out for parents who wish to order prints. Dates for the photography sessions can be found on the school calendar.

Our photographer is also contracted to take professional photos in the classroom at various times throughout the year. These photos are also available for purchase from a password protected gallery. See your Resource Board for more information.

VISITATION POLICY
During the COVID-19 Pandemic, please refer to our COVID-19 Addendum for details about visitors on campus. Primary classrooms have designated events where parents are invited to join the class such as family picnics, mystery reader, birthday circles, and sing-a-longs. We ask that you adhere to the following guidelines for visits at the school:

- Please be respectful of your child’s guide, their classroom and the schedule.
- Please be aware at all times of any children that accompany you but are not currently enrolled at Headwaters. The guides’ attention is solely for the children in their care and they cannot be responsible for additional children. We ask that parents do not bring younger siblings when they come to visit, unless it is for lunch or a celebration.
- To schedule a formal observation, you may contact your child’s guide and the Campus Director to make an appointment.

BEFORE AND AFTER CARE PROGRAMS
Before and after school care is provided for children in our Early Childhood and Elementary Programs. There is a separate fee schedule for these programs. Space permitting, early arrival or after-school care is available on a drop-in basis for $40 per day with 24 hour prior request. Please call your Campus Manager to confirm availability and to reserve a spot for your child. After-school drop-in service for Primary and YCC students will not be available during the first three weeks of school.

B. Safety & Emergency Procedures

EMERGENCY PREPAREDNESS PLAN
In case of an emergency where we evacuate the school and cannot re-enter the building (i.e. fire, intruder, etc.) the children and staff at the Early Childhood Campus would relocate to Wayside School to the north of campus (6215 Menchaca Rd, Austin, TX 78745), or to Fire Station #20 south of campus (6601 Menchaca Rd, Austin Texas, 78745). Once outside the building, each guide will check their daily rosters to account for each child in their care. After following our posted evacuation plan, if unable to re-enter the building all students will be escorted along the sidewalk towards the safe location and would gather together once again to account for each student and wait for parents to pick up. The children practice monthly safety drills.

SAFETY CONCERNS
- Headwaters School will maintain high health and safety standards at all times. Electrical outlets are kept secured, cleaning supplies are kept out of reach of children, and all areas are hazard free. Cleanliness as a preventative measure is a high priority.
- The school schedules annual health and fire inspections. There is an emergency evacuation plan posted in each classroom. The school practices monthly fire drills and periodic severe weather drills.
- All staff members on each shift are trained in Infant/Child CPR and Emergency First Aid. First Aid supplies are kept in each classroom in the school, as well as on the playgrounds. If a minor accident occurs, the child will be taken to a quiet area and treated. Parents will be contacted if necessary.
● In the event of a serious illness, accident, or injury, the school staff will take the necessary emergency action to protect children from further harm and notify the parent(s)/guardian(s). If parent(s)/guardian(s) cannot be reached, the school will proceed to contact those listed in the emergency contacts. If we cannot reach you or your emergency contacts, we will call the child’s physician. The director and/or lead guide will be responsible for making decisions regarding the care of the child. While unlikely, if it is deemed necessary, First Aid will be administered and we will call the paramedics. Once the child has been tended to, the attending staff member will fill out an incident report. Parents will be asked to review and sign the report and a copy will be kept on file at the school. If medical attention is required, a copy of the incident will be filed with the Department of Family and Protective Services as well. It is to your child’s benefit that you keep the school current in regards to phone numbers, emergency numbers and all pertinent information. To update emergency contact info, please do so through your Nest account by logging in at headwaters.myschoolapp.com

C. Communication & Behavioral Policies

GRIEVANCE PROCEDURES

● First and foremost, always speak with your child’s guide if there is a concern with the care that your child receives while at school. It is difficult to discuss certain issues in depth during drop-off and pick-up times, as guides must be able to have their focus directed on the children. Feel free to make an appointment outside of class time to meet. If there is not a convenient time to meet and address your concerns in person, a phone conference can be arranged.

● If the problem is not resolved by meeting with the guide, please schedule a meeting with the Division Head. If necessary, a conference with the parent, Division Head, and/or guide may be held to resolve any problems. Every effort will be made to resolve any conflicts that may arise while your child is enrolled in our school.

● If you have any issues pertaining to the program and its policies, please discuss them with the head of the program or with the head of school. Again, every effort will be made to resolve any conflicts that may arise while your child is enrolled in our school.

BEHAVIOR MANAGEMENT

The basic rules that we have created for our children are established for their health and safety. When appropriate and feasible, children are asked to participate in the establishment of such rules.

● We tailor our expectations and requests to fit the developmental needs of the children, therefore minimizing frustration and inappropriate behavior. We make every attempt to arrange the environment to avoid problem situations.

● A primary focus of all curriculum activities across all ages is to model and teach positive conflict resolution skills.

● We encourage children to develop self-control, healthy management of feelings and problem solving abilities. We model a sense of control in our own voices and actions.

● Teaching staff model language and appropriate ways for the child to express feelings and emotions. All children are encouraged to “use their words” to explain what they want, what they need and how they feel. Appropriate and positive behaviors are recognized daily through hugs and words of encouragement.

DISCIPLINE & GUIDANCE POLICIES

● At Headwaters School our ultimate goal is for each child to develop their self-control, be an advocate for self and others and to successfully navigate conflict. We strive to model these life skills for the young child.

● At Headwaters, children will never be disciplined physically. We strive to avoid all traumatic forms of discipline, be they verbal or physical; your child’s heart is at the core of this community.

● Chronic behavior problems may require further steps. If, over a period of time, a child is unable to exercise self-control and doesn’t respond to redirection, parents may be called to pick the child up
from school early.

- If a child requires more attention than is feasible in a group setting or presents behavior that threatens to harm other children or the guides, Headwaters reserves the right to require short term and/or long-term adjustments in the child’s schedule; the goal being to make the changes necessary for the child’s success in the classroom setting.

- Headwaters also reserves the right to request the withdrawal of a child who cannot adapt to the school. Withdrawal may also be necessary when it is deemed that placement with our school is not accomplishing the goals of our program and we are not able to meet your child’s needs, or when placement is a detriment to the other children enrolled.

- In the unlikely event that Headwaters can no longer meet the individual needs of your child, the director will set a date for the termination of child care services and will offer the parent(s) information regarding alternative resources.

- At this link you will find a Discipline and Guidance Policy for our Early Childhood campus, as deemed by the state. Each Early Childhood family is required to read, sign and return the policy to the school. Once returned, the form will be kept in your child’s school records.

- Please see our Behavior Policy and Action Plan in the addendum section at the end of this handbook.

HARASSMENT and BULLYING
For the wellbeing of every member of the school community, Headwaters School seeks to build a climate of respect, trust, integrity, and growth. When anyone in the school community is uncivil, disrespectful, disruptive, or guilty of harassment, the whole community is diminished. Such behaviors seriously compromise the ethical and educational quality of life at Headwaters, and we treat these violations very seriously.

Harassment
We believe that everyone is entitled to a secure and supportive learning environment in which students develop a strong sense of self-esteem in an atmosphere of mutual respect. Faculty and staff are similarly entitled to a working environment free from harassment. In this context, respect for diverse viewpoints and sensitivities must go hand-in-hand with the exchange of ideas essential to academic freedom.

Harassment is any behavior that has the intention or effect of harming or intimidating others, of creating a hostile or offensive environment, or of interfering with another’s school or work performance. It can take many forms—verbal, written (including postings of text, photos, or video on the Internet), visual, physical, psychological—and is often, but not always, associated with race, ethnicity, religion, gender, sexual orientation, or physical characteristics. Though a single incident may constitute harassment, it usually involves repeated actions.

Bullying
Bullying is a form of harassment and generally defined as aggressive behavior, verbal or physical, by an individual or group that may be repeated over time and has the intention or effect of harming others. Bullying usually occurs when there is an imbalance of power and can take many forms including, but not limited to, actions such as physical violence, intimidation, teasing/name calling, hazing and social exclusion.

Consequences of Harassment or Bullying
Headwaters considers harassment or bullying by any member of the community a serious violation of community values. If it is determined that harassment or bullying allegations are true, education is the first goal. Parents of students involved in harassing or bullying behaviors will meet with the Division Head and campus specific consequences may result.

D. Food & Nut-Free Policies

LUNCH
Families are required to pack their child’s lunch each day. Headwaters School strives for a nutritious, no-waste lunch. We have a no-refined sugar policy and any foods containing added refined sugar will be sent home, to
enjoy at home. Please send your child’s lunch in labeled, washable, reusable containers. Please send food that does not require heating or refrigeration. We have discovered over the years that insulated lunch boxes along with ice packs tend to work best to keep lunches fresh. Lunch boxes for Primary students need to contain one 12-inch cloth napkin. The children’s independence and success with lunch supports their guide’s ability to eat with the children and participate in their conversations. Please help us support a functional lunch experience for all.

SNACK
Mid-morning snack is provided as part of the Montessori curriculum. Parents can provide if children have specific dietary limitations. Families are asked to provide specified snack for the classroom several weeks spread throughout the year.

Creativity Club provides an afternoon snack for those children attending the after-school program. This snack will include a serving of fruits or vegetables. We encourage parents to also send a protein-based snack for their child.

Parents understand that Headwaters School is not responsible for the nutritional value of these packed lunches or snacks, or for meeting the child’s daily food needs.

EARLY CHILDHOOD ALLERGY AWARENESS POLICY: NUT-FREE CAMPUS
There are students on our campus with life-threatening allergies to nuts. Some students have such a high sensitivity to nut protein that even a trace amount from a known nut product or a food product/item that has come in contact with a nut source (cross-contamination) and is ingested can result in a life-threatening anaphylactic reaction. The most serious reactions are respiratory difficulties, blockage of the airways, which if not medicated immediately, can lead to death.

Our school’s anaphylaxis plan is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff are trained to respond in an emergency situation.

In addition to this safety plan, we need the support and cooperation of our parent community. Students must bring lunches and snacks free of nuts and products that may contain nuts such as smoothies, granola bars, trail mix, etc. We ask you to read food labels, checking for nut ingredients prior to sending food to school. Truly, this is a life saving measure. If you have caregivers who provide your child(ren) with lunches or snacks, we ask that you share this information with them.

We realize this request may require added planning and effort on your part when packing your child’s lunch and snacks, and we wish to express our sincere appreciation for your support and cooperation.

Your guide will give you more specific details regarding allergies in your child’s classroom. Please consider the following alternative spreads:

- Soy nut and/or sunbutter (made from sunflower seeds)
- Cream cheese
- Guacamole
- Hummus/Bean dip
- Vegetable puree/Tapenade

E. Health & Illness Policies
Headwaters School is concerned about the health of all of our children and staff. In order to maintain a healthy environment, the school follows the Texas Department of State Health Services and The Texas Department of Family and Protective Services’ requirements in case of illness. The school reserves the right to send a child home if symptoms of illness appear.
When a child arrives at school, that child should be well enough to participate in all of the daily activities. Our program plan and limitations dictate that no child is able to be kept separated from the other children inside when weather permits outside play and the remainder of the class is outdoors. In other words, if a child is not well enough for outdoor play, that child could very well need more recuperation time at home. We ask that parents appreciate their obligation to their child’s own health, as well as the health of all of the children and staff at Headwaters.

**ILLNESS POLICY**

A child may not come to school or may be sent home if they:

- Have an illness that prevents the child from participating comfortably in activities including outdoor play.
- Have an illness that results in a greater need for care than the caregivers can provide without compromising the health, safety and supervision of the other children in their care.
- Have a temperature of 100.0 degrees or higher, along with behavior changes or other signs or symptoms of illness in the past 24 hours.
- Have symptoms and signs of possible severe illness such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavior changes, or other signs that a child may be severely ill.
- Have sore or discharging eyes, or yellow/green discharge from the nose or ears.
- Have urinary difficulties.
- Have head lice/nits.
- Have been diagnosed with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.
- Please see the COVID-19 Addendum for more details on these polices related to the COVID-19 Pandemic.

If your child develops symptoms during the school day and is no longer able to participate in the program, you or your designated alternate will be contacted and told that the child must be picked up. Every effort must be made to pick up an ill child within an hour of being contacted. Until you arrive your child will be monitored and comfort measures will be provided. Please see this link for a list of communicable diseases or visit this link for additional information.

When a communicable disease is diagnosed, the staff at Headwaters is required to:

- Segregate the ill child from well children at the facility until they can be taken home.
- Inform all parents of exposed children about the illness. Ask parents to watch their children for signs and symptoms of the disease.
- Observe the appearance and behavior of exposed children and be alert to the onset of disease. Let parents know immediately so that medical advice and treatment can be sought.
- Utilize a sanitizing procedure and encourage staff and children to take extra precautions with hand washing, food handling, dishwashing, and general cleanliness.
- Immediately wash, rinse, and sanitize any object or surface that has been soiled with discharge (such as nasal discharge or feces). Sanitize toilets and potty chairs after each use.
- Notify the Department of State Health Services of notifiable conditions.

Please call the Campus Manager if your child will not be at school due to an illness. State law requires that parents notify the school immediately if their child has been diagnosed with a communicable disease.

After an illness (other than COVID-19), the child may return:

- 24 hours after body temperature has returned to normal without the use of medication.
- When physician recommends after antibiotics have been started (including topical ointments).
- When the child has been free of diarrhea and/or vomiting for at least 24 hours.
- When indicated by a note from a physician.
SMALL BUSINESS (SBA) POLICIES

Introduction
Parents, the following policies outline the School’s policies against Harassment, Discrimination, and Retaliation, and for accommodations for students with disabilities. The policies set forth compliance and investigation procedures pursuant to the School’s obligations under the terms of its SBA Paycheck Protection (PPP) Loan. For more information on the School’s obligations, please review the SBA Non-Discrimination Compliance Policy on our Website. These policies will be in effect until the SBA PPP Loan has been satisfied in full.

No Harassment Policy
The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. The School wants to know whenever anyone at School makes you feel uncomfortable. That could include things that make you feel uncomfortable that are done by another student, a teacher, another adult, a parent, or someone else who is working at or visiting the school.

The School does not allow any type of harassment (including repeated unkindness, meanness, or inappropriate behavior) towards others, including any conduct that is upsetting to someone else or makes it hard for them to learn, including mean comments, jokes, teasing, and other unkind conduct relating to a person’s race, color, age, religion, sex, national origin, handicap or disability.

Some examples of things that you are not allowed to do and should not be done to you include:

- Calling other students by mean names or to teasing them in ways that are hurtful
- Telling lies about another person
- Grabbing or touching another student’s “private parts,” or pulling down another student’s pants, looking up a girl’s dress, or intentionally opening the door on a student who is using the bathroom
- Drawings that show someone’s private parts
- Touching other students or adults on their private parts or anywhere on their body when they have asked you to stop
- Pinching, grabbing, or kissing other students or adults at school
- Hugging someone who does not want to be hugged and has asked you to stop
- Telling naughty jokes or jokes you would not want your parents or teacher to hear you telling.
- Rubbing your private parts against someone else’s body.
- Making mean or unkind gestures or movements towards another person
- Saying mean things about another person’s body
- Telling someone that something bad will happen if they do not do what you tell them to do
- Making fun of or teasing another student because they say they like or love another student. For example, if a girl says she "loves" another boy or girl.
- Taking, sending or posting pictures of your or another student’s private parts or without their clothes on.
- Making fun of or saying unkind things about the color of another person’s skin or their religion (including their religious clothes).
- Making fun of or saying unkind things about someone who is from another country or does not speak English clearly.
- Teasing someone because they need help walking, talking, hearing, learning or seeing. For instance, teasing or making mean comments when someone needs a wheelchair, or they can’t see or hear.
- Teasing someone because they want to dress like or be more like the other gender. For example, teasing a boy who wears dresses or plays with “girl” toys.

Students are not allowed to do these kinds of things when they write, talk, draw or play with other students. Students are also not allowed to do these things out of school, including when talking to other students face-to-face, by phone, text, email, postings on social media (Facebook, Instagram, Snapchat GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through
friends or others. Any type of mean or threatening behavior, whether on or off campus, on a school bus, or at a school-related event, is not allowed. This type of behavior is not allowed regardless of whether it occurs during the school day or afterwards, or on campus or off School property, and regardless of who was affected by the student’s inappropriate behavior. The School will not permit this type of conduct even when students are joking or consider it to be a prank.

In addition, no teacher, coach, or other employee should be saying or doing any of the things outlined in this policy. They also should not be touching you in any private areas or rubbing your body, back, neck, touching or playing with your hair, asking you to send them photos, text with them, call on the phone, meet you outside of school or in unsupervised areas of school.

If you have seen or heard this kind of behavior, whether it was done to you, to your friend, or to someone else, you should tell a teacher or another adult who works at the School. If you are not sure who to tell at the School, please go see Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynnch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, and they will help you.

The School will look into the concern raised by the student as confidentially as reasonably possible. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations. Students will not get in trouble, nor will anyone do anything bad to them if they tell their teacher, an adult who works at the school, or Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynnch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, about the behavior, or if they cooperate in responding to questions about the behavior. If any student feels that something bad is being done to them because they told about the behavior, they should also tell Ms. Hirsch or Ms. Lynch about that immediately and the School will help to stop that from happening.

Non-Discrimination Policy
The School does not treat students differently because of their race, color, age, religion, national origin, sex, handicap or disability. For example, this means that no matter what color someone’s skin is, where they are from, if they are a boy or a girl, or if they have trouble walking, talking, hearing, learning or seeing, they are treated the same as everyone else. If you believe that you, your friend, or someone else, is being treated differently because of one of these reasons or if you want to ask about what discrimination means or what the School does not allow, please talk to: Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynnch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142.

Investigation and Anti-Retaliation
Students will not get in trouble, nor will the School permit anyone do anything bad to them if they tell the School about any behavior that breaks these School rules, or if they answer questions about the behavior. If any student feels that they are being treated badly by anyone at School because they told about the behavior, they should also tell Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynnch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, about that immediately and the School will help to stop that from happening. Any student who retaliates against another student or is mean to them because they reported improper conduct, will also be subject to discipline, including but not limited to being dismissed from the School.
Services for Students with Disabilities
We understand that there may be circumstances in which a parent may request that the School provide an adjustment or accommodation for a student’s medical needs or physical, mental, or learning disability. As the range of requests has grown over the years, the School believes that it is appropriate at this time to outline the School’s policy and general guidelines for addressing such requests.

General Policy: In general, it is our School’s policy to provide accommodations or adjustments for a student’s minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in a significant disruption to the teacher’s ability to instruct other students, to classroom or school order and discipline, will not result in a threat of harm to the safety of other students or employees, will not require a fundamental change to our educational environment or mission, and will not impose responsibilities on school employees for which they are not trained or could not reasonably become trained. We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

Interactive Process and Accommodation Plan: Once a request for accommodation is received, the School will enter into the interactive process with the parent (and possibly student) to discuss the need and information that the School will need (discussed below). Once the documentation is provided, the appropriate personnel at the School will assess the accommodation requests and determine what accommodations can/should be provided at school, at home, and through third-party providers. After discussing these issues with the parent and coming to an agreement on the terms, the School will set forth the agreement in an Accommodation Plan, which will be signed by the School and the parent and will be distributed to those persons needing to implement the accommodations.

Request and Documentation: For any type of accommodation (including administration of medication at school), the parent must contact the Section 504 Compliance Officer, Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, to discuss the need. The Compliance Officer will then assemble the appropriate persons to work through the process. The School will advise the parent of the type of medical documentation needed, which generally will state the student’s diagnosis, how the condition limits the student, the recommended accommodations, and the length of time that the accommodation(s) will be needed.

Release for Communications with Physician: Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. In that case, the School will request that the parent(s) sign a Release of Information form, permitting the School to contact the medical professional, when necessary. In addition, if there is any cost associated with the physician’s cooperation (i.e., to answer a set of questions submitted, etc.), the parent must agree to bear the cost of such process.

Assessment of Request: Once the parent’s request and medical documentation has been received by the School, appropriate persons within the administration will meet with the parents to clarify information and to discuss whether the School will be able to implement the accommodation requested. In some cases, the parent may be asked to provide (at the parent’s cost) any special or personal equipment needed, training for the school’s staff, or other associated matters. In addition, the School may advise the parent that the School will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested or have certain types of medicines administered during the day that the School believes are beyond the scope of the School’s responsibility, the School may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

Limitations on Requests: Please understand that the School is not a medical facility and does not have the personnel, training, or equipment to handle certain types of medical procedures best left to the student, parent, or physician. Examples of accommodations made for students include appropriate classroom locations, extended time on tests, use of computers, and/or dispensing with medication through the Clinic.

Concerns or Complaints: If the parent believes that the accommodation request has not been handled
properly or that the Accommodation Plan has not been implemented properly, the parent should contact the Section 504 Compliance Officer set forth above for further assistance. The parent may also make a complaint to the Office of Civil Rights and/or the Small Business Association as set forth in the SBA Non-Discrimination Policy on the School's website.
Section VIII: Elementary Program

TEACHING STAFF
All lead guides are Montessori trained. All staff working with children on the Creek Campus are certified in CPR and First Aid and have had criminal history checks done by the Texas Department of Family and Protective Services (DFPS), as well as FBI fingerprinting.

A. General Policies & Procedures

RELEASE OF CHILDREN
Parents and/or guardians are the only people authorized to pick your child up from school. In order to grant authorization to another person, the following steps must be taken:
1. The parent must notify the Attendance Office via email prior to pick-up that someone else will be picking up the child. The email must include the person’s full name, relationship to the child, and the person’s phone number.
2. The person authorized to pick your child up must bring a valid photo ID and either sign out the child at the Front Desk if during the day or at pick up.
3. Please note that it is legal for either parent/guardian to pick up a child unless we have a signed court order restricting visitation.

CLOTHING & PERSONAL ITEMS
Children’s clothing should be comfortable (allowing complete freedom of movement), washable, and suitable for daily indoor and outdoor activities. Because children spend time outdoors almost every day, parents should consider weather conditions when planning daily dress. Children are encouraged to wear shoes that are practical as well as comfortable. For safety purposes, gardening shoes, flip flops, and cowboy boots are strongly discouraged.

PARENT FOLDERS
On the Elementary Campus, any paperwork that needs to be sent to parents will go home in weekly folders. All other class-wide/school-wide communications will be sent via email.

ELEMENTARY LIBRARY & LIBRARY CARDS
All Elementary students are issued a library card at the beginning of the school year, which we encourage them to use at any time. Some classes have specific library days they’ve chosen, but parents and children are always welcome to use the library before or after regular school hours.

Our school library has grown to over 4,800 books this year due to the generous donations of the parent community. We encourage you to think of your child’s school library first when doing any spring cleaning or if your children have simply outgrown their books. We have a book donation closet and accept donations year-round. In addition, on the child’s birthday we hope that your child will bring in a special book and donate it to the school library. We have bookplates that the child will be able to fill out and put in the inside of the book so we can remember all our student’s generous contributions.

Here’s how the library works: We have a dedicated computer in the school library for checking out books. Specific instructions are printed by the computer in case you forget. The student has the book for two weeks. When the student is done with the book, they return it in the book-drop located in the library. Please leave the re-shelving and checking in to the parent volunteers.
HEARING & VISION SCREENINGS
The state requires that all schools show proof of hearing and vision screenings for all children ages 4 years and older. We have hearing and vision screenings performed at our campuses in February. Even if you decide not to partake in these screenings, we require the form to be signed for your student's file and other arrangements for these screenings will need to be made at your child's doctor's office. If you have any questions, please ask your Campus Manager.

MEDICATION
In cases of allergic reactions or other special circumstances, parents may arrange ahead of time with campus administration for the dispensing of prescription or over-the-counter medication to a student. A signed waiver from parents is required and will be kept on file.

Anaphylaxis Policy: Some students with severe allergies require a doctor-prescribed epinephrine adrenaline auto-injector called an EpiPen. Parents must communicate to the school if their child suffers anaphylaxis inducing allergies. The Campus Manager will coordinate with the family to establish an emergency care plan and determine the safest place for an EpiPen to be kept. If an emergency arises, 911 will be called, the EpiPen will be administered as prescribed, and parents will be notified.

See more about Headwaters' Anaphylaxis Policy at this link.

BIRTHDAYS
Birthdays are honored differently depending upon the program your child is enrolled in. Please see your child’s guide for specific details, and be sure to let the guide know when your child’s birthday is approaching. On the day of the birthday circle, we encourage parents to stay and participate in the celebration. Please do not pass out birthday invitations at school.

ANIMAL CONTACT
There may be times when we will have fish, snakes, small turtles or small rodents such as hamsters or guinea pigs on campus for observation. Please note that we take all of the necessary safety and sanitary precautions with the children regardless of what type of animal is present. Service animals, per ADA, are allowed on campus. Other family pets are not permissible or welcome on our campuses.

FIELD TRIPS
Parents will be notified in advance of field trips, especially those involving transportation. Occasionally the guides will take the children on a walk. See our full transportation policies and procedures at this link.

SCHOOL PHOTOS
The school hires a photographer to take individual school photos in the fall and class photos in the spring, and an optional order link will be sent out for parents who wish to order prints. Dates for the photography sessions can be found on the school calendar.

Our photographer is also contracted to take professional photos in the classroom at various times throughout the year. These photos are also available for purchase from a password protected gallery. See your Resource Board for more information.

VISITATION POLICY
During the COVID-19 Pandemic, please refer to our COVID-19 Addendum for details about visitors on campus. Parents are welcome at any time to visit their child and observe the program activities. We ask that you adhere to the following guidelines for visits at the school:

● Please be respectful of your child’s guide, their classroom and the schedule. Ideally a visit while your child is on the playground or at lunch would be more suitable than observing during the work period or circle time.

● Please be aware at all times of any children that accompany you but are not currently enrolled at
Headwaters. The guides’ attention is solely for the children in their care and it can be challenging for the guides when they are expected to be responsible for additional children. We ask that parents do not bring younger siblings when they come to visit, unless it is for lunch or a celebration.

- We know it is important to you to be aware of what is happening during school hours, and we would like to encourage you to come and observe. To schedule a formal observation, please contact your child’s guide and the Campus Manager to make an appointment.

BEFORE AND AFTER CARE PROGRAMS
Before and after school care is provided for children in our Early Childhood and Elementary Programs. There is a separate fee schedule for these programs. Space permitting, early arrival or after-school care is available on a drop-in basis for $40 per day with 24 hour prior request. Please call your Campus Manager to confirm availability and to reserve a spot for your child. After-school drop-in service for Primary and YCC students will not be available during the first three weeks of school.

B. Safety & Emergency Procedures

EMERGENCY PREPAREDNESS PLAN
In case of an emergency where we evacuate the school and cannot re-enter the building (i.e. fire, intruder, etc.) the children and staff at the Elementary Campus would relocate to the Goodwill at 9801 Brodie Ln. Austin, TX 78748. Once outside the building, each guide will check their daily rosters to account for each child in their care. After following our posted evacuation plan, if unable to re-enter the building all students will be escorted along the sidewalk towards the safe location and would gather together once again to account for each student and wait for parents to pick up. The children practice monthly safety drills.

SAFETY CONCERNS

- Headwaters School will maintain high health and safety standards at all times. Electrical outlets are kept secured, cleaning supplies are kept out of reach of children, and all areas are hazard free. Cleanliness as a preventative measure is a high priority.
- The school schedules annual health and fire inspections. There is an emergency evacuation plan posted in each classroom. The school practices monthly fire drills and periodic severe weather drills.
- All staff members on each shift are trained in Infant/Child CPR and Emergency First Aid. First Aid supplies are kept in each classroom in the school, as well as on the playgrounds.
- In the event of a serious illness, accident, or injury, the school staff will take the necessary emergency action to protect children from further harm and notify the parent(s)/guardian(s). If parent(s)/guardian(s) cannot be reached, the school will proceed to contact those listed in the emergency contacts. If we cannot reach you or your emergency contacts, we will call the child’s physician. The director and/or lead guide will be responsible for making the decisions regarding the care of the child. If it is deemed necessary, First Aid will be administered and we will call the paramedics. Once the child has been tended to, the attending staff member will fill out an incident report. Parents will be asked to review and sign the report and a copy will be kept on file at the school. It is to your child’s benefit that you keep the school current in regards to phone numbers, emergency numbers and all pertinent information. To update emergency contact info, please check your Nest Contact Card.

C. Communication & Behavioral Policies

GRIEVANCE PROCEDURES

- First and foremost, always speak with your child’s guide if there is a concern with the care that your child receives while at school. It is difficult to discuss certain issues in depth during drop-off and pick-
up times, as guides must be able to have their focus directed on the children. Feel free to make an appointment outside of class time to meet. If there is not a convenient time to meet and address your concerns in person, a phone conference can be arranged.

- If the problem is not resolved by meeting with the guide, please schedule a meeting with the Division Head. If necessary, a conference with the parent, Division Head, and/or guide may be held to resolve any problems. Every effort will be made to resolve any conflicts that may arise while your child is enrolled in our school.
- If you have any issues pertaining to the program and its policies, please discuss them with the head of the program or with the head of school. Again, every effort will be made to resolve any conflicts that may arise while your child is enrolled in our school.

**BEHAVIOR MANAGEMENT**

The basic rules that we have created for our children are established for their health and safety. When appropriate and feasible, children are asked to participate in the establishment of such rules.

- We tailor our expectations and requests to fit the developmental needs of the children, therefore minimizing frustration and inappropriate behavior. We make every attempt to arrange the environment to avoid problem situations.
- A primary focus of all curriculum activities across all ages is to model and teach positive conflict resolution skills.
- We encourage children to develop self-control, healthy management of feelings and problem solving abilities. We model a sense of control in our own voices and actions.
- Teaching staff model language and appropriate ways for the child to express feelings and emotions. All children are encouraged to “use their words” to explain what they want, what they need and how they feel. Appropriate and positive behaviors are recognized daily through hugs and words of encouragement.

**DISCIPLINE & GUIDANCE POLICIES**

- At Headwaters School, our ultimate goal is for each child to develop their self-control, be an advocate for self and others and to successfully navigate conflict.
- At Headwaters, children will never be disciplined physically. We strive to avoid all traumatic forms of discipline, be they verbal or physical; your child’s heart is at the core of this community.
- Chronic behavior problems may require further steps. If, over a period of time, a child is unable to exercise self-control and doesn’t respond to redirection, parents may be called to pick the child up from school early.
- If a child requires more attention than is feasible in a group setting or presents behavior that threatens to harm other children or the guides, Headwaters reserves the right to require short term and/or long-term adjustments in the child’s schedule; the goal being to make the changes necessary for the child’s success in the classroom setting.
- Headwaters also reserves the right to request the withdrawal of a child who cannot adapt to the school. Withdrawal may also be necessary when it is deemed that placement with our school is not accomplishing the goals of our program and we are not able to meet your child’s needs, or when placement is a detriment to the other children enrolled.
- In the unlikely event that Headwaters can no longer meet the individual needs of your child, the director will set a date for the termination of child care services and will offer the parent(s) information regarding alternative resources.
- Please see our Behavior Policy and Action Plan in the addendum section at the end of this handbook.

**HARASSMENT and BULLYING**

For the wellbeing of every member of the school community, Headwaters School seeks to build a climate of respect, trust, integrity, and growth. When anyone in the school community is uncivil, disrespectful, disruptive, or guilty of harassment, the whole community is diminished. Such behaviors seriously compromise the ethical and educational quality of life at Headwaters, and we treat these violations very seriously.
Harassment
We believe that everyone is entitled to a secure and supportive learning environment in which students develop a strong sense of self-esteem in an atmosphere of mutual respect. Faculty and staff are similarly entitled to a working environment free from harassment. In this context, respect for diverse viewpoints and sensitivities must go hand-in-hand with the exchange of ideas essential to academic freedom.

Harassment is any behavior that has the intention or effect of harming or intimidating others, of creating a hostile or offensive environment, or of interfering with another’s school or work performance. It can take many forms—verbal, written (including postings of text, photos, or video on the Internet), visual, physical, psychological—and is often, but not always, associated with race, ethnicity, religion, gender, sexual orientation, or physical characteristics. Though a single incident may constitute harassment, it usually involves repeated actions.

Consequences of Harassment or Bullying
Headwaters considers harassment or bullying by any member of the community a serious violation of community values. If it is determined that harassment or bullying allegations are true, education is the first goal. Students involved in harassing or bullying behaviors will meet with the Division Head to establish a behavior contract that includes education around the subject and underscores expectations for behavior in the community. The student’s family will be involved in this conversation. Consistent or egregious bullying or harassment behavior will result in additional consequences which may include in-school discipline, suspension or even expulsion.

SMALL BUSINESS (SBA) POLICIES

Introduction
Parents, the following policies outline the School’s policies against Harassment, Discrimination, and Retaliation, and for accommodations for students with disabilities. The policies set forth compliance and investigation procedures pursuant to the School’s obligations under the terms of its SBA Paycheck Protection (PPP) Loan. For more information on the School’s obligations, please review the SBA Non-Discrimination Compliance Policy on our Website. These policies will be in effect until the SBA PPP Loan has been satisfied in full.

No Harassment Policy
The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. The School wants to know whenever anyone at School makes you feel uncomfortable. That could include things that make you feel uncomfortable that are done by another student, a teacher, another adult, a parent, or someone else who is working at or visiting the school.

The School does not allow any type of harassment (including repeated unkindness, meanness, or inappropriate behavior) towards others, including any conduct that is upsetting to someone else or makes it hard for them to learn, including mean comments, jokes, teasing, and other unkind conduct relating to a person’s race, color, age, religion, sex, national origin, handicap or disability.

Some examples of things that you are not allowed to do and should not be done to you include:

- Calling other students by mean names or to teasing them in ways that are hurtful
- Telling lies about another person
- Grabbing or touching another student's "private parts," or pulling down another student's pants, looking up a girl’s dress, or intentionally opening the door on a student who is using the bathroom
- Drawings that show someone’s private parts
- Touching other students or adults on their private parts or anywhere on their body when they have asked you to stop
- Pinching, grabbing, or kissing other students or adults at school
- Hugging someone who does not want to be hugged and has asked you to stop
- Telling naughty jokes or jokes you would not want your parents or teacher to hear you telling.
● Rubbing your private parts against someone else’s body.
● Making mean or unkind gestures or movements towards another person
● Saying mean things about another person’s body
● Telling someone that something bad will happen if they do not do what you tell them to do
● Making fun of or teasing another student because they say they like or love another student. For example, if a girl says she “loves” another boy or girl.
● Taking, sending or posting pictures of your or another student’s private parts or without their clothes on.
● Making fun of or saying unkind things about the color of another person’s skin or their religion (including their religious clothes).
● Making fun of or saying unkind things about someone who is from another country or does not speak English clearly.
● Teasing someone because they need help walking, talking, hearing, learning or seeing. For instance, teasing or making mean comments when someone needs a wheelchair, or they can’t see or hear.
● Teasing someone because they want to dress like or be more like the other gender. For example, teasing a boy who wears dresses or plays with “girl” toys.

Students are not allowed to do these kinds of things when they write, talk, draw or play with other students. Students are also not allowed to do these things out of school, including when talking to other students face-to-face, by phone, text, email, postings on social media (Facebook, Instagram, Snapchat GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any type of mean or threatening behavior, whether on or off campus, on a school bus, or at a school-related event, is not allowed. This type of behavior is not allowed regardless of whether it occurs during the school day or afterwards, on or campus or off School property, and regardless of who was affected by the student’s inappropriate behavior. The School will not permit this type of conduct even when students are joking or consider it to be a prank.

In addition, no teacher, coach, or other employee should be saying or doing any of the things outlined in this policy. They also should not be touching you in any private areas or rubbing your body, back, neck, touching or playing with your hair, asking you to send them photos, text with them, call on the phone, meet you outside of school or in unsupervised areas of school.

If you have seen or heard this kind of behavior, whether it was done to you, to your friend, or to someone else, you should tell a teacher or another adult who works at the School. If you are not sure who to tell at the School, please go see Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, and they will help you.

The School will look into the concern raised by the student as confidentially as reasonably possible. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations. Students will not get in trouble, nor will anyone do anything bad to them if they tell their teacher, an adult who works at the school, or Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, about the behavior, or if they cooperate in responding to questions about the behavior. If any student feels that something bad is being done to them because they told about the behavior, they should also tell Ms. Hirsch or Ms. Lynch about that immediately and the School will help to stop that from happening.

**Non-Discrimination Policy**
The School does not treat students differently because of their race, color, age, religion, national origin, sex, handicap or disability. For example, this means that no matter what color someone’s skin is, where they are
from, if they are a boy or a girl, or if they have trouble walking, talking, hearing, learning or seeing, they are treated the same as everyone else. If you believe that you, your friend, or someone else, is being treated differently because of one of these reasons or if you want to ask about what discrimination means or what the School does not allow, please talk to: Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142.

Investigation and Anti-Retaliation
Students will not get in trouble, nor will the School permit anyone do anything bad to them if they tell the School about any behavior that breaks these School rules, or if they answer questions about the behavior. If any student feels that they are being treated badly by anyone at School because they told about the behavior, they should also tell Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, about that immediately and the School will help to stop that from happening. Any student who retaliates against another student or is mean to them because they reported improper conduct, will also be subject to discipline, including but not limited to being dismissed from the School.

Services for Students with Disabilities
We understand that there may be circumstances in which a parent may request that the School provide an adjustment or accommodation for a student’s medical needs or physical, mental, or learning disability. As the range of requests has grown over the years, the School believes that it is appropriate at this time to outline the School’s policy and general guidelines for addressing such requests.

General Policy: In general, it is our School’s policy to provide accommodations or adjustments for a student’s minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in a significant disruption to the teacher’s ability to instruct other students, to classroom or school order and discipline, will not result in a threat of harm to the safety of other students or employees, will not require a fundamental change to our educational environment or mission, and will not impose responsibilities on school employees for which they are not trained or could not reasonably become trained. We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

Interactive Process and Accommodation Plan: Once a request for accommodation is received, the School will enter into the interactive process with the parent (and possibly student) to discuss the need and information that the School will need (discussed below). Once the documentation is provided, the appropriate personnel at the School will assess the accommodation requests and determine what accommodations can/should be provided at school, at home, and through third-party providers. After discussing these issues with the parent and coming to an agreement on the terms, the School will set forth the agreement in an Accommodation Plan, which will be signed by the School and the parent and will be distributed to those persons needing to implement the accommodations.

Request and Documentation: For any type of accommodation (including administration of medication at school), the parent must contact the Section 504 Compliance Officer, Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, to discuss the need. The Compliance Officer will then assemble the appropriate persons to work through the process. The School will advise the parent of the type of medical documentation needed, which generally will state the student’s diagnosis, how the condition limits the student, the recommended accommodations, and the length of time that the accommodation(s) will be needed.
**Release for Communications with Physician:** Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. In that case, the School will request that the parent(s) sign a Release of Information form, permitting the School to contact the medical professional, when necessary. In addition, if there is any cost associated with the physician’s cooperation (i.e., to answer a set of questions submitted, etc.), the parent must agree to bear the cost of such process.

**Assessment of Request:** Once the parent’s request and medical documentation has been received by the School, appropriate persons within the administration will meet with the parents to clarify information and to discuss whether the School will be able to implement the accommodation requested. In some cases, the parent may be asked to provide (at the parent’s cost) any special or personal equipment needed, training for the school’s staff, or other associated matters. In addition, the School may advise the parent that the School will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested on certain types of medicines administered during the day that the School believes are beyond the scope of the School’s responsibility, the School may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

**Limitations on Requests:** Please understand that the School is not a medical facility and does not have the personnel, training, or equipment to handle certain types of medical procedures best left to the student, parent, or physician. Examples of accommodations made for students include appropriate classroom locations, extended time on tests, use of computers, and/or dispensing with medication through the Clinic.

**Concerns or Complaints:** If the parent believes that the accommodation request has not been handled properly or that the Accommodation Plan has not been implemented properly, the parent should contact the Section 504 Compliance Officer set forth above for further assistance. The parent may also make a complaint to the Office of Civil Rights and/or the Small Business Association as set forth in the SBA Non-Discrimination Policy on the School’s website.

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**D. Food & Nut-Aware Policies**

**LUNCH**

Families are required to pack their child’s lunch each day. Early and Upper Elementary guides strongly encourage parents to have children pack their own lunches. Headwaters School strives for a nutritious, no-waste lunch. We have a no-refined sugar policy and any foods containing added refined sugar will be sent home, to enjoy at home. Please send your child’s lunch in labeled, washable, reusable containers. Please send food that does not require heating or refrigeration. We have discovered over the years that insulated lunch boxes along with ice packs tend to work best to keep lunches fresh. Lunch boxes for Primary and Elementary students need to contain two 12-inch cloth napkins. One will be used as a placemat onto which children can unpack their lunch. These napkins will be sent home daily. The children’s independence and success with lunch supports their guide’s ability to eat with the children and participate in their conversations. Please help us support a functional lunch experience for all.

**SNACK**

Please pack a nutritious mid-morning snack for your child every day. Your guides will provide a list of ideas for this small but important refueling.

Creativity Club provides an afternoon snack for those children attending the after-school program. This snack will include a serving of fruits or vegetables. We encourage parents to also send a protein-based snack for their child.

Parents understand that Headwaters School is not responsible for the nutritional value of these packed lunches or snacks, or for meeting the child’s daily food needs.
ELEMENTARY ALLERGY AWARENESS POLICY: PEANUT-AWARE CAMPUS

There are students on our campus with life-threatening allergies to peanuts. Some students have such a high sensitivity to the peanut protein that even a trace amount from a known peanut product or a food product/item that has come in contact with a peanut source (cross-contamination) and is ingested can result in a life-threatening anaphylactic reaction. The most serious reactions are respiratory difficulties, blockage of the airways, which if not medicated immediately, can lead to death.

Our school anaphylaxis plan is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff are trained to respond in an emergency situation.

In addition to this safety plan, we need the support and cooperation of our parent community. Students are asked to bring lunches and snacks free of peanuts and products that may contain peanuts such as smoothies, granola bars, trail mix, etc. We ask you to read food labels, checking for peanut ingredients prior to sending food to school. Truly, this is a life saving measure. If you have caregivers who provide your child(ren) with lunches or snacks, we ask that you share this information with them.

We realize this request may require added planning and effort on your part when packing your child’s lunch and snacks, and we wish to express our sincere appreciation for your support and cooperation.

Your guide will give you more specific details regarding allergies in your child’s classroom. Please consider the following alternative spreads:

- Soy nut and/or sunbutter (made from sunflower seeds)
- Cream cheese
- Guacamole
- Hummus/Bean dip
- Vegetable puree/Tapenade

E. Health & Illness Policies

Headwaters School is concerned about the health of all of our children and staff. In order to maintain a healthy environment, the school follows the Texas Department of State Health Services and The Texas Department of Family and Protective Services’ requirements in case of illness. The school reserves the right to send a child home if symptoms of illness appear.

When a child arrives at school, that child should be well enough to participate in all of the daily activities. Our program plan and limitations dictate that no child is able to be kept separated from the other children inside when weather permits outside play and the remainder of the class is outdoors. In other words, if a child is not well enough for outdoor play, that child could very well need more recuperation time at home. We ask that parents appreciate their obligation to their child’s own health, as well as the health of all of the children and staff at Headwaters.

ILLNESS POLICY

A child may not come to school or may be sent home if they:

- Have an illness that prevents the child from participating comfortably in activities including outdoor play.
- Have an illness that results in a greater need for care than the caregivers can provide without compromising the health, safety and supervision of the other children in their care.
- Have a temperature of 100 degrees or higher, along with behavior changes or other signs or symptoms of illness in the past 24 hours.
- Have symptoms and signs of possible severe illness such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavior changes, or other signs that a child may be severely ill.
- Have sore or discharging eyes, or yellow/green discharge from the nose or ears.
- Have urinary difficulties.
• Have head lice/nits.
• Have been diagnosed with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.
• Please see the COVID-19 Addendum for more details on these polices related to the COVID-19 Pandemic.

If your child develops symptoms during the school day and is no longer able to participate in the program, you or your designated alternate will be contacted and told that the child must be picked up. Every effort must be made to pick up an ill child within an hour of being contacted. Until you arrive your child will be monitored and comfort measures will be provided. Please see this link for a list of communicable diseases or visit this link for additional information.

When a communicable disease is diagnosed, the staff at Headwaters is required to:
• Segregate the ill child from well children at the facility until they can be taken home.
• Inform all parents of exposed children about the illness. Ask parents to watch their children for signs and symptoms of the disease.
• Observe the appearance and behavior of exposed children and be alert to the onset of disease. Let parents know immediately so that medical advice and treatment can be sought.
• Utilize a sanitizing procedure and encourage staff and children to take extra precautions with hand washing, food handling, dishwashing, and general cleanliness.
• Immediately wash, rinse, and sanitize any object or surface that has been soiled with discharge (such as nasal discharge or feces). Sanitize toilets and potty chairs after each use.
• Notify the Department of State Health Services of notifiable conditions.

Please call the Campus Manager if your child will not be at school due to an illness or a communicable disease.

After an illness (other than COVID-19), the child may return:
• 24 hours after body temperature has returned to normal without the use of medication.
• When physician recommends after antibiotics have been started (including topical ointments)
• When the child has been free of diarrhea and/or vomiting for at least 24 hours.
• When indicated by a note from a physician.

Section IX: Middle & High School Campus

A. River Campus Community Agreements

HEADWATERS SCHOOL COMMUNITY AGREEMENTS
To support the Purpose, Promise and PACT, all members of the River Campus have the responsibility to adopt and enact the following community agreements. Bullet points are examples, not all inclusive of the overall expectation.

I will do my best to . . .

1) Respect and support those around me.
   • I relate to others with grace and courtesy.
   • I recognize and respect the boundaries of others and clearly communicate my own.
   • I speak up when I am aware that my own or others' boundaries are being infringed upon.

2) Fully engage the learning environment.
   • I pay attention to the experience of others and attempt to include them.
- My work is done on time and completed to the best of my ability.
- I understand the importance of academic honesty and practice it.
- I am physically and mentally present for class. I do not misuse my technology.

3) Practice direct, non-violent communication.
   - I speak for myself. My communication is clear and compassionate.
   - I bring concerns to the people they concern. I am open to concerns that are brought to me.
   - I do not gossip or spread rumors.
   - I lead with curiosity when I am in disagreement with others.

4) Engage in restorative practices when I break my word.
   - I recognize that my words and actions affect other members of the community.
   - I take ownership for my words and actions and take measures to remedy my mistakes.
   - I work to restore relationships when I have undermined them.

5) Take care of the physical environment around me.
   - I treat our campus with pride.
   - I pick up after myself as I leave any area. I recycle, compost, use trash cans, push in chairs.
   - I use furniture, facilities, and school property as they are intended to be used.

B. Academic Overview & Policies

ON LEARNING AT HEADWATERS
Headwaters guides provide engaging courses that help students experience personal relevance in each subject. The Headwaters path to rigor is charted by deliberately choosing “depth of study” over “breadth of knowledge” so that students can engage deeply with a topic in a sincerely interesting manner. Guides use questions and inquiries that promote original thinking, creativity, and metacognition. Students may not always feel certain they know the answer or how to get the perfect grade, but they learn to be inquisitive and constantly curious. Headwaters students are expected to become self-aware and creative thinkers as a result.

ASSESSMENT PHILOSOPHY
At Headwaters School, we assess learning both quantitatively and qualitatively, giving students useful feedback regarding the choices they are making and the extent to which they have accomplished the learning objectives.

The most important aim of academic assessment is to support curricular goals and to encourage habits of synthesis, observation, reason, and creativity. We believe that the students’ motivation must come from within and not be driven by extrinsic rewards. Once ignited, students’ love of learning will carry them to far greater results than any amount of cajoling, demanding, or rewarding. As such, our assessment practices attempt to keep our students focused on the learning process and offer them objective assessment of their learning so that they can take pride and ownership in their work and outcomes.

Assessment Practice
Guides are required to assess student learning based on the course learning objectives. Assessments are categorized as formative or summative. Formative means an in-process evaluation of student comprehension and skill, learning needs, and progress. Summative means a concluding assessment of student comprehension and skill.

Guides have the discretion to set the weighting percentages for summative and formative as best fits their discipline and approach, staying within the broad parameters of a minimum of 50% summative and a maximum of 75% summative, with formative accounting for the remaining percentage. The intention is to have each student’s semester grade reflect the degree to which the student has mastered learning objectives in that semester. Every full year class will have a final summative assessment in semester two that will be

Headwaters Student & Family Handbook, 2020-2021
equivalent to 10% of the final grade.

**Reassessment**

Headwaters recognizes that occasionally students benefit from a second chance to show they have learned the material; reassessment provides this opportunity. Reassessment opportunities will be available to students who have either missed or scored below a 90% on selected (not all) summative assessments. Guides will determine which summative assessments will be eligible for reassessment and will notify the class when the assessment is scheduled. Guides may set qualifications for reassessment (attendance at office hours, completing reviews, completion of formative assignments, etc). All reassessments must be completed within two weeks of the date the initial assessment is returned to the class. Formative assessments do not qualify for reassessment.

**A Note on Behavior**

Students and parents will receive feedback on the student’s behavior, including their work and social habits in the classroom. Each semester, guides will provide comments on the timeliness, effort, responsibility, respect, and care demonstrated by the student. This feedback serves as guidance for the student’s ongoing character development and will be available to help inform the Student-Led Conferences.

**COURSE LOAD and GRADUATION PLAN**

Ninth and Tenth Grade students are expected to maintain seven courses each semester. Juniors and Seniors may choose to take only six courses. A student may be able to graduate with 26 credits; however, 28 credits represents the most rigorous curriculum.

Headwaters School offers the International Baccalaureate® Diploma Programme. All students will be enrolled in IB courses in all subject areas. Individual exceptions for particular IB subjects may be granted based on the student’s need, adherence to the graduation requirements, and in consultation with the Director of Studies. To achieve an IB Diploma, the following is required over junior and senior years:

- Complete three IB courses designated as “higher level” (HL)
- Complete three IB courses designated as “standard level” (SL)
- Students are not permitted to take more than three HL courses

Students not wanting to take three classes at the higher level are not eligible for the IB diploma option, but they will be eligible for the IB Course option for each IB course they do complete. Beyond the recognition that is gained from this diploma, IB courses are grounded in ethical values aligned with Headwaters School, building on our belief in holistic education, global citizenry, and the importance of creativity and high order thinking skills.

All juniors and seniors are required to take Theory of Knowledge, Advisory, and complete a Senior Thesis (which will also meet the requirements for the IB Extended Essay). CAS (Creativity, Activity, Service): Diploma option students are required to complete 150 hours over two years in all creativity, activity, service (about 50 hours in each), including the completion of a “CAS Project.” Course option students are required to complete 50 hours of service each year, and to follow the submission and reflection guidelines established for Diploma students. For more information and detailed requirements, see [The IB at Headwaters](#).

<table>
<thead>
<tr>
<th>Subject</th>
<th>IB Diploma Candidate</th>
<th>Headwaters Diploma*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>3 years (through IB II)</td>
<td>2 years (minimum equivalent of Year 3 level; 3 or 4 years is recommended)</td>
</tr>
<tr>
<td>Course</td>
<td>4 years (through IB II)</td>
<td>4 years (through IB II)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years</td>
<td>3 years (4 years is recommended)</td>
</tr>
<tr>
<td>Science</td>
<td>4 years</td>
<td>3 years (minimum of Alg II; 4 years is recommended)</td>
</tr>
<tr>
<td>Math</td>
<td>4 years</td>
<td>3 years (4 years is recommended)</td>
</tr>
<tr>
<td>Arts</td>
<td>3 years</td>
<td>3 years (4 years is recommended)</td>
</tr>
<tr>
<td>Wellness and Life Skills</td>
<td>1 semester</td>
<td>1 semester</td>
</tr>
<tr>
<td>Electives</td>
<td>1.5 years</td>
<td>1.5 years</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>College Planning</td>
<td>required in junior and senior year</td>
<td>required in junior and senior year</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>2 semesters / 1 season over 9th and 10th</td>
<td>2 semesters / 1 season over 9th and 10th</td>
</tr>
<tr>
<td></td>
<td>1 year in 11th and 12th (as part of IB CAS hours)</td>
<td>1 year in 11th and 12th (as part of IB CAS hours)</td>
</tr>
<tr>
<td>Creativity, Action, Service</td>
<td>25 hours per year for 9th and 10th</td>
<td>25 hours per year for 9th and 10th</td>
</tr>
<tr>
<td></td>
<td>25 hours/year for 11th and 12th (as part of IB Creativity-Activity-Service hours)</td>
<td>25 hours/year for 11th and 12th (as part of IB Creativity-Activity-Service hours)</td>
</tr>
</tbody>
</table>

* students not pursuing the IB Diploma may have additional ‘elective’ options to fill out their transcript with the required number of classes and credits

**CREDIT RECOVERY**

Students must stay on track with their grade level. When a student fails a course, they need to recover credit over the summer. Recovery/remediation must be completed before the start of the following school year. There are some exceptions to this: 1) art and Spanish classes may be repeated as long as graduation requirements can still be met and 2) math classes may be repeated as long as graduation requirements can be met and a student is in Algebra 1 by 9th Grade.

**GRADE-POINT AVERAGE**

A student’s cumulative grade-point average (GPA) begins at the first semester of freshman year. GPA is calculated with the following values:
- A: 4.0
- B: 3.0
- C: 2.0
- U: 0.0

Grades are averaged and reported at the end of each semester. The final grade determines whether the student receives credit for the semester in a particular course. A student who fails the first semester, passes the second, and obtains a yearly average of 70 or higher can receive credit for the course. A student who passes the first semester and fails the second must repeat the second semester, regardless of their yearly
average. Students may not earn more than 100% in a class.

WEIGHTED COURSES
Weighted courses are worth 1 extra grade point per class (For example, a student who earns an “A” in the regular class will be awarded a 4.0 for that class. An “A” in a weighted course is valued at 5.0.). The school has approved the following courses as weighted courses:

- IB Higher-Level (HL) Courses

COMPLETION OF CREDITS
Headwaters School considers transfer credits from public schools, private schools, and homeschooling programs. The Registrar must approve all transfer credits.

DROPPING A COURSE
A student who wishes to drop a course must be aware of the following with regard to the official transcript:

- Within the two week drop/add period at the start of the semester, the course and grade are deleted.
- After two weeks, the course and grade remains but the GPA will not be affected.
- After four weeks, the course and grade remains and the GPA is affected unless an approved medical leave has been granted.

INCOMPLETE CREDITS
Students may receive incompletes for the following reason:

- If, due to extenuating circumstances, a student’s work is not completed within the grading period and the guide chooses to give the student an extension. An incomplete becomes a U if the work is not complete and submitted by the determined deadline.

PHILOSOPHY OF LEARNING DIFFERENCES
At Headwaters, we know that each person learns differently. Our guides have some freedom to individualize learning to help students reach their potential. Guides are charged with a high level of individual student engagement and progress monitoring. Students at Headwaters are charged to become aware of their own learning needs, advocate for their own education, rely on their strengths, and fortify their weaknesses. Usually, the special attention of our guides, matched with dedicated effort by the student, is enough to remedy an existing skill gap.

In cases where a documented learning disability exists, Headwaters will request appropriate medical documentation that describes the impairment, how it limits the student, and suggested accommodations. The documentation will be reviewed by our Learning Specialist and Director of Studies in order to establish a reasonable accommodation plan for the student. Once a plan has been established, the Learning Specialist will meet with the parents and student in order to discuss the plan and come to an agreement. Following the agreement, the school will outline the plan, stating what the school will do, what the student will do, what the parent will do, and whether additional outside services will be necessary. Finally, the accommodation plan will be shared with only those who will be implementing it with the student. Guides are required to follow the accommodations established for the student by the Learning Specialist and Director of Studies.

Accommodations available for any student:

- Advisor on staff to assist with goals, organization, schedule, and academic achievement
- Frequent guide check-ins during class--guide checks for understanding
- Seating in close proximity to guide
- Private tutors allowed on campus
- Academic Contract management for struggling students

Possible accommodations for students who have documented learning differences:

- Extended time or frequent breaks during testing (including for standardized testing)
- Alternate smaller setting for testing (including for standardized testing)
- Access to use of computer in class for note-taking and for spelling and grammar support
● Access to use of computer for all written assessments  
● Lengthy assessments broken into smaller tasks  
● Reduced quantity of problems assigned in math (by assessment)

Additional possible accommodations for students with diagnosed dyslexia:
● note-taking support through the use of outlines, guide notes, and in particular, graphic organizers  
● audiobooks accepted as an in-class support to the written texts, where appropriate  
● not required to read aloud in class unless the student volunteers  
● provision of word banks for use on tests, where applicable

Additional Recommendations to Parents
● Provide your child access to digital resources ("books on tape") through such resources as Learning Ally (learningally.com)  
● Consider a reading coach (Wilson or Orton certified) in place of a traditional tutor

Temporary Modifications
Occasionally, temporary modifications are useful to bring a learner that is performing behind grade level in a certain skill up to the grade level performance. “Temporary modifications” are different from “accommodations” because the end-of-course-objectives are not on grade level with their peers, but instead set for the individual learning needs of the child, which are usually at an accelerated pace to catch up with their peers. Students that need temporary modifications will work intensely with an outside therapist or specialized tutor to support these advancements. Most students, with this level of special attention and flexibility, can achieve grade level competency in a relatively short period of time. These modifications are meant to be temporary, and all Headwaters students should be able to perform at grade level (without modification to end of course objectives) by the 9th grade. The only exception to this rule is for ESL students, who must be on grade level by 11th grade.

Temporary modifications, when needed, are temporary measures for remediating skills:
● Need is identified by the classroom guides or independent specialist  
● In collaboration with the Director of Studies, a revised set of learning goals should be established for this student.  
● Any course that requires modification of learning objectives shall receive pass/fail credit based on the learning goals above.  
● Modifications should be clarified by the 6th week of school whenever possible.

Headwaters School is deeply invested in serving each child’s educational needs. If the school cannot guarantee services that would most benefit the student, we will work with the parent and student to explore options outside of Headwaters School that fully support the student’s journey.

TRACKING LEARNING PROGRESS

The Nest
Guides update the prior week’s grades weekly by Tuesday at midnight using The Nest, an online grade and record database. Students and parents are assigned a login upon registration and may log in to the guide grade books and assignment database at any time to check grades. Using this system is an effective way for parents and students to keep up with classroom performance.

Weekly Updates
In addition, students write a weekly update that summarizes their progress in terms of coursework, underlying causes of success or struggle, as well as overriding personal and creative goals. These email updates are written from the student to the advisor, and the parent is cc’ed as a witness to the conversation. The intention of the weekly update is to put the student in the “driver’s seat” of their education. As they reflect, they should take time to plan for the following week and reach out to any guides or peers that could help them achieve their goals. Our hope is that parents will progressively see their child as proactive agents of their own future.
**Student-Led Conferences**
In order to help students develop awareness of and reflect upon their educational process, we will have the students direct their own conferences once per semester. Parents meet with their student and their advisor to discuss overall progress, view work samples, discuss guide comments, and ask questions about their educational experience. In addition to keeping parents informed, student-led conferences improve communication and leadership skills and help students become more analytical in their approach to learning.

**Ongoing Communication**
If at any time a parent or student feels concerned about academic progress, they are welcome and encouraged to email any guide or set up a meeting to seek clarification.

**HEADWATERS SCHOOL HONOR ROLL**
*Please note: The Honor Roll will be under review in 2020-2021.*
To be eligible for Honor Roll, a student must maintain a 3.5 grade point average for the school year.

**COLLEGE PLANNING AND PREPARATION**
During students’ Junior and Senior years, our college counselor guides our families through the college application process. The goal of our program is to support both students and parents in addressing the process in a manageable student centered manner. Our juniors meet with the college counselors throughout their second semester to prepare for application season in fall of their senior year. Topics covered include (but are not limited to) college admissions testing resources and timelines, creating resumes, college search, drafting essays, organization techniques to manage the application process, Common Application & Apply Texas and requesting letters of recommendation. Our seniors meet with the college counselor weekly throughout the first semester or until all of their college applications are complete. Topics covered include (but are not limited to) reviewing applications before submission, organizational practices to manage requirements of each application (including the unique requirements of our international students) and essay support. Parents are supported throughout the process with private counseling meetings spring of the junior year to address specific needs of each family as well as through several group meetings targeting admissions testing, FAFSA,, and parent responsibilities in the process. While these programs target specific grade levels, all Headwaters families are welcome to attend. Students and parents are also encouraged to schedule one on one meetings for support as needed outside of what is already included in the program. Each fall Headwaters hosts recruiters from colleges and universities from around the country and the world with the aim of orienting them to our program as well as meeting with our students.

**PROJECT WEEK**
Project Week is a curiosity-driven form of learning that takes place during a break from all academic and elective classes. This project is designed to equip students with the skills needed to turn an idea into reality and should express the student’s fullest capacity of work. Each project involves a substantial amount of planning and research. All project proposals are submitted to the student’s advisory and an administrator. If a proposal is denied, suggestions will be made and revisions required. During the actual Project Week, some students will work in guide-led groups, others will work independently, some might go on school trips, and others will work independently off campus. Each project concludes with a completed project including a final product and a presentation for the community that includes a visual aid and reflection. For more details about Project Week, see the Resources in The Nest.

**SERVICE LEARNING HOURS**
We don’t believe you have to wait until you are an adult to change the world; our students take their compassion, discipline, and creativity and start to impact the world while they are still young. We hope this character-building experience evolves into a habit of service that they build into their adult life. In conjunction with our Purpose, Promise, and Pact, Headwaters values service and community engagement it is an active part of our curriculum and students are also asked to pursue independent service outside of school.
In the Middle School, service within the curriculum will occur in the following ways:

- Advisory-level service initiatives
- Class-level engagement and service with our community
- School-level engagement and service with our community and beyond

In addition to the above, Middle School students must complete 5 hours of independent service per year.

While components of service and community engagement are present in the High School curriculum, as students move into 9th grade they are asked to take on more personal initiative in finding service opportunities. Students in 9th and 10th grades must complete 25 service learning hours outside of school. We find these hours to be the most meaningful when students participate, through local or international organizations, in a cause that matters to them and that they feel helps make the world a better place.

Sixth through 10th grade students may earn their service hours at any time during the year, including the summer before the year begins. Students will submit their hours through The Nest (formerly Blackbaud). Instructions to follow during the school year

Juniors and Seniors in the IB Program will complete 25 hours of service and community engagement through the CAS program.

**ACTIVITY HOURS FOR HIGH SCHOOL STUDENTS**

The intention of our physical education program is to encourage a lifelong practice of physical health and fitness in everyday life. In the Middle School we do this by orchestrating group activities that are diverse in order to expose students to many fitness options. In the High School, we think it is important that all students have the ability to do something that fits their interests. The Activity Hours program allows for individual choice and ultimately builds long-term habits that one can take with them into college and, eventually, into a busy work life. Most of our students earn these hours in the after-school sports program offered, however, there are other ways in which students can earn hours. The Outdoor Leadership program requires substantial commitment and students in the program can earn all the required hours. Many students already have athletic activities they do outside of school like dance, yoga, martial arts, or going to the gym. In some cases, whole families have established after-dinner walks or weekend hikes; these hours may certainly count, as well.

Every High School student at Headwaters School is required to meet the minimum graduation requirement of 2 credits hours of activity. One credit must be earned over the span of 9th and 10th grades and the other credit must be earned during 11th and 12th grades, when students are engaged in the IB CAS hours. The following table establishes how to earn that minimum credit:

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Semester, Seasonal or Year Long</th>
<th>Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics: Basketball</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletics: Flag Football</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletics: Soccer</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Athletics: Volleyball</td>
<td>Seasonal</td>
<td>1.0</td>
</tr>
<tr>
<td>Independent Physical Activity</td>
<td>Year</td>
<td>1.0</td>
</tr>
<tr>
<td>(65 hours per credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Leadership</td>
<td>Year</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Note: The credit is required for graduation but is **not** listed on our transcripts.

**STANDARDIZED TESTING**

To be in compliance with our accreditation agency, Headwaters School requires all students to undergo a standardized achievement test once every 12-month period. The primary intention of standardized testing is as an institutional audit. As a progressive school we deliberately choose to not do any test-prep in our curriculum in order to give our guides the autonomy to follow the passions of their students and to strive for
depth of understanding over breadth of content mastery. This occasional audit helps us to understand how our students’ performances as an entire school compare to national averages.

B. General Policies & Procedures

ATTENDANCE AND TARDINESS
Context and General Guidelines
Our school values both community and learning. We provide interactive, relationship-based learning experiences. Students must be present to get the full value of Headwaters School. It is crucial for Headwaters students to be committed to attending all classes and to being on time.

Being on time at Headwaters means being present at the time a class is scheduled to begin. Students who are not on time will be marked tardy. If a student is more than 20 minutes late for class or misses more than half the class period, the student will be marked absent.

Release of Students During the School Day
On the River Campus, sign-in and sign-out are required for all students coming late or leaving early through the day. Signing your student in and out is extremely important to help us to keep track of the students who are present.

Parents/guardians and those Emergency Contacts also listed as Authorized Pick-Up are the only people authorized to pick your child up from school during the day. In order to grant temporary authorization to another person, the following steps must be taken:

1. The parent must notify the Attendance Office via email or call prior to pick-up that someone else will be picking up child. The email must include the person’s full name, relationship to the child, and the person’s phone number.
2. The person authorized to pick your child up must bring a valid ID and sign out the child at the Front Desk.

Please note that it is legal for either parent/guardian to pick up a child unless we have a copy of a signed court order restricting visitation.

Excusing Absences or Tardiness
An absence or tardy is considered excused if the student has a doctor’s note. Parents may excuse their student from school in the case of illness and for important cultural, educational, or religious purposes by emailing rivercampusattendance@headwaters.org. A parent may excuse an absence or tardy up to two school days following the absence. Parents should stay mindful of our policies regarding excessive absences (see below).

Student Responsibilities with Excused Absences
Students have a growing capacity to be responsible. Students who are absent are expected to: check their notes and/or planner for due dates; review course websites and calendar; consult with a classmate; and, when needed, attend office hours to ask questions or complete missed assignments or assessments.

In some cases, a student will know in advance when a class will be missed. In these cases, the student is expected to be in communication with the guide(s) and make plans to complete missed assignments. For longer planned absences, approval is required through the Division Head.

College visits require approval of the Division Head. As with other prearranged absences, students are expected to be in communication with guides in advance of the absence. If a student attends a college representative meeting on campus, they must have signed approval from the guide in the class that they will be missing and will need to get an excused pass from the Attendance Office.
Unexcused Absences
Students who have an unexcused absence will not receive credit for work missed. Students who have three unexcused absences may be required to meet with the Division Head.

Excessive Absences
A student who obtains more than five absences, excused or unexcused, in one class in any given semester may lose credit for that class regardless of the student’s grade. Barring exceptional circumstances, any absence after five absences in a semester will be counted as an unexcused absence.

Students who are consistently absent will be required to meet with the Division Head. This meeting will focus on identifying and, when possible, resolving the source of the issue. If a student reaches six absences, the parents and student will meet with the Division Head to determine appropriate next steps including, but not limited to, loss of credit or a behavior contract.

Excessive Tardiness
Students who accumulate more than three tardies, excused or unexcused, in one class in any given semester will be required to meet the Division Head. This meeting will focus on identifying and, when possible, resolving the source of the issue.

OFF-CAMPUS PRIVILEGES (HIGH SCHOOL ONLY)
All Headwaters School students in grades 9-12 are potentially eligible for off-campus lunch privileges after the first Student-Led Conference, or earlier if approved by the Division Head. Ultimately, it is within the Division Head’s discretion to determine each student’s off-campus status throughout the remainder of the year.

When off campus, all students are allowed to visit local restaurants and coffee shops. However, students are not allowed in or around Shoal Creek, the bike park, or any place where there is little or no adult presence. We suggest students go in groups of at least two.

Students violating this policy will be referred to the Division Head. Off-campus privileges may be revoked by the parent, Advisor, or Division Head for reasons such as excessive absences or tardies, reporting late to the classes directly after lunch, or other disciplinary issues. Parents wishing to revoke their student’s off-campus privileges should email rivercampusattendance@headwaters.org, their student's Advisor, and the Division Head.

RELIGIOUS OBSERVANCES
In order that no student at Headwaters School suffers academic penalty because of the conscientious observance of a religious holiday, faculty members follow a uniform policy regarding such observances.

The school considers religious holidays for the student body as a whole to be the following: Yom Kippur, the first day of Passover, Good Friday, Easter, Christmas, Ramadan, Kwanzaa, and others based on request. In addition, no student will be required to participate in major school events on these holidays.

Students whose conscientious religious observances require their absence on days other than or in addition to those named above can make use of the following procedure prior to the holiday. If written notification is delivered to the school office at least one week before the holiday, the student’s absence on the holiday will be regarded as an Approved Exception (AE) and the student will be excused from quizzes and exams for that day. Under these circumstances, the student will be permitted to take the exam or a makeup exam without penalty. A similar option exists with respect to papers; if proper notification is delivered to the course instructor, the student will be excused from submitting a paper due on that holiday.

ANIMAL CONTACT
Service animals, per ADA, are allowed on campus. Other family pets are not permissible. The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an
individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government.

**VISITORS AND GUESTS**
Headwaters School has a closed campus in order to guarantee the safety of our students and staff. Those wishing to have a guest on campus must secure permission in advance from the Division Head. Approved visitors must sign in at the Front Desk and acquire a visitor’s pass. Please see our COVID-19 Addendum for guest policies during the COVID-19 Pandemic.

**TEXTBOOKS**
The school will provide families with a list of books at the end of the school year for the next year. Families will purchase their own books.

**FIELD TRIPS**
Field trips complement the school curriculum and will be taken throughout the school year at the guide’s and administrative discretion. Parents will be notified well in advance whenever possible; however, Headwaters may receive last-minute opportunities for student enrichment. Therefore, one permission form (that covers all trips during the academic year) will be on file in the school office so that it will not be necessary for a permission slip to be signed before each trip.

**LOCKER USE**
Middle School students will be issued a locker; High School students can request a locker from the front desk Campus Manager via email.

**LAPTOP REQUIREMENT**
We require all students to have and use their own laptop computers or netbooks. Using technology in their day-to-day routine empowers students to be responsible, organized, efficient, and professional in their projects and assignments. All laptops/netbooks and power cords should be labeled with the student’s name and telephone number and kept in their locker when not in use. See our MS/HS Student Technology Requirements, 2020-2021.

**EARLY DROP-OFF POLICY**
Students may be dropped off as early as 8:00 a.m. each morning. The school is not responsible for any issue or occurrence happening before 8:00 a.m.

**LATE PICK-UP POLICY**
Middle and High School students are released for the day at 3:55 p.m. and should be picked up at that time unless they are attending after-school activities. All students must be picked up from campus by 5:00 p.m. daily as the campus will be closed and locked at that time.

Middle School students should not go off campus after school unless approval from a parent has been communicated to the Division Head.

**PRINTING**
Students are able to use on-campus printers for classroom related materials during the school day. These printers are for black and white copies ONLY. Students should allot time for a small wait to use the printers.

**PARKING**
We ask that parents and students do not park on campus during the school day for any reason. There is no parking on campus for students. Each spot on campus is assigned to a staff member. Metered street parking is available around campus. Local lots may have spots available. Please see Downtown Parking Options for more local options.
PITSO ATTENDANCE
Pitso is a Sesotho word (a dialect from Southern Africa), meaning “meeting of the people.” At Headwaters, Pitsoes are held on most Mondays. Any and all members of the community, including parents and board members, can attend. All students and full-time guides are required to attend Pitsoes.

ELECTRONIC COMMUNICATIONS BETWEEN GUIDES AND STUDENTS
Unless it is a school emergency, faculty and staff members are encouraged to only answer student communications on workdays during work hours (not on weekends or holidays) or after school no later than 9:00 p.m. Communications between guides and students should go through official Headwaters School communications platforms, including The Nest (Blackbaud) and school email accounts such as connected Google Voice or Google Chat.

SMALL BUSINESS (SBA) POLICIES

Introduction
The following policies outline the School’s policies against Harassment, Discrimination, and Retaliation and for accommodations for students with disabilities. The policies set forth and compliance and investigation procedures pursuant to the School’s obligations under the terms of its SBA Paycheck Protection Program (PPP) Loan. For more information on the School’s obligations, please review the SBA Non-Discrimination Compliance Policy on our Website. These policies will be in effect until the SBA PPP Loan has been satisfied in full.

No Harassment Policy
The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. Therefore, the School will not tolerate any type of harassment by a student, employee, or any third party (including vendors, contractors, donors, volunteers, parents, and visitors). Students should be aware that their off-campus behavior is also covered under this policy, regardless of when and where the conduct occurred or who was affected by the student’s inappropriate behavior. Harassment is broadly defined to include unreasonable conduct or behavior that is personally offensive or threatening, impairs morale, or interferes with the educational environment of students and includes, but is not limited to, slurs, jokes, comments, teasing, and other offensive conduct relating to race, color, age, religion, sex, national origin, handicap or disability. Harassment can take place between individuals of the same gender or different genders. Harassment also includes sexual harassment.

Examples of sexual harassment include, but are not limited to:
- Demanding sexual favors
- Requests for pictures of a sexual nature. Sexual nature includes but is not limited to nude pictures or pictures showing one’s genitalia or private body parts.
- Taking, sending, or posting images of a sexual nature without consent
- Spreading lies or information about another individual’s sexual activity
- Coercing sexual activity by threat of punishment or offer of reward
- Forced sexual activity
- Obscene or sexually suggestive graffiti
- Displaying or sending pornographic pictures or objects
- Offensive touching, pinching, grabbing, kissing or hugging
- Restraining someone’s movement in a sexual way
- Physical or verbal abuse concerning an individual’s sexual orientation (or presumed sexual orientation)
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments about another’s body
- Intimidating or suggestive remarks about an individual’s gender, gender identity, or gender expression whether actual or implied.
Examples of other forms of harassment based on race, color, age, religion, sex, national origin, handicap or disability include, but are not limited to:

● Offensive, intimidating, or inappropriate comments, postings, or conduct relating to race, ethnicity, or color (using racial slurs, racial or ethnic jokes, comments, name calling based on race or ethnicity, etc.)
● Offensive, intimidating, or inappropriate comments, postings, or conduct teasing or joking about another person's disability, failure to speak English clearly, religious background, practices, clothing, or beliefs, or similar behaviors.

Harassment can occur through any type of communications method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Instagram, Snapchat GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any such offensive conduct, whether on or off campus, on a school bus, or at a school-related event, can constitute harassment.

It is the responsibility of all members of the community to ensure that their words, actions, and interactions with others always reflect the intent to promote respect and trust. Attempts to justify behavior as a “prank” or “joke” do not change its harassing nature if the object of the joke or prank is not a willing participant. Whatever the basis for the harassment, it is prohibited.

In addition, no faculty member, coach, or other employee is authorized to engage in any of the conduct prohibited in this policy, to engage in overly-friendly personal interactions with you, text or email with you about non-school related matters, enter into a sexual or romantic relationship with you, or ask you to meet with them off campus or in unsupervised areas of campus. Faculty members, coaches, and other employees are also not allowed to make any academic or disciplinary decision based in any way on a student’s submission to or rejection of sexual or romantic conduct or advances. No faculty member, coach, or other employee has the authority to suggest to any student that the student’s continued attendance or future advancement will be affected in any way because the student enters into or refuses to enter into a form of sexual or other personal relationship with the faculty member or other employee.

All concerns relating to harassment (or if bullying is on the basis of one of the basis set forth in this policy) should be reported immediately to the School’s Compliance Officers: Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX) p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142. It is preferred but not required that complaints be made in writing. A complaint form is available from the individuals listed above. We also expect that anyone, whether student, faculty, staff or family member who witnesses, or has knowledge of an incident of harassment, will report the incident to the appropriate individual identified above.

When the School administration becomes aware of harassment, the situation will be promptly investigated as confidentially as reasonably possible. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations, even in the case of a single expression, act, or gesture. Conduct need not meet the legal definition of harassment to violate the School’s expectations for appropriate behavior and be actionable. No adverse action will be taken against any person who makes a good faith report of harassment. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

**Sexual Misconduct**
We are committed to creating a learning environment characterized by safety, trust, and respect for all. Sexual misconduct whether between students or adults and students is contrary to the standards and ideals of our community and will not be tolerated. Sexual misconduct includes any of the following types of activities:

● Any sexual activity between students and adults;
● Any sexual activity between age appropriate students for which clear and voluntary consent has not been given in advance or in which consent has been exceeded;
● Any sexual activity with someone who is incapable of giving valid consent because, for example, that person is under the age of consent, sleeping, or otherwise incapacitated or impaired;
● Any act of sexual harassment, intimate partner violence, or stalking;
● Any digital media stalking and/or the nonconsensual recording of sexual behavior and the non consensual sharing of any recording; or
● Non-consensual sexual advances and propositions, or other undesirable verbal or physical conduct of a sexual nature. (See the School’s Harassment/Bullying policy for additional information on sexual harassment).

Consent is defined as an affirmative, unambiguous, informed, and voluntary agreement to engage in specific sexual activity. Consent can be revoked at any time.

Sexual conduct between or among students that is unwanted, offensive, or makes a student uncomfortable, whether it occurs on or off campus, and affects the student’s ability to be comfortable in the school environment is a violation of our School values.

All concerns relating to sexual misconduct should be reported immediately to the School’s Compliance Officers: Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynnch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142. It is preferred but not required that complaints be made in writing. A complaint form is available from the individuals listed above. We also expect that anyone, whether student, faculty, staff or family member who witnesses, or has knowledge of an incident of harassment, will report the incident to the appropriate individual identified above.

Reports of sexual misconduct or sexual assault are taken seriously; the safety and well-being of our students is our first priority. Parents and students who become aware of any form of sexual misconduct, whether on or off campus, should also immediately report the information to the appropriate Division Head or the Head of School. In accordance with Texas law, the School reports suspected instances of sexual misconduct to the Texas Department of Family and Protective Services or local law enforcement.

Upon a report of student-to-student sexual misconduct, including harassment, the School will provide interim support and reasonable protective measures to support the complainant and/or the accused party and the safety of the community. Until all procedures have been completed, the complainant and the accused must avoid all unnecessary contact. If the School determines at any stage that a student poses a threat of harm or disruption to the school community, the School may take immediate action, including removing the student from School, restricting the student’s movement on campus, and so on.

As stated elsewhere, the School expects that students will treat all persons with dignity both at School and beyond. The School reserves the right to take action if it learns that a student’s actions violate the School’s rules and expectations, regardless of when and where the conduct occurred or who was affected by the student’s inappropriate behavior.

Non-Discrimination Policy
The School does not discriminate in admission to, access to, treatment in, participation in, or employment in its services, programs and activities, on the basis of race, color, age, national origin, sex, religion, or disability/handicap. The School further does not discriminate on the basis of a person’s citizenship status or genetic information.

Discrimination occurs when the School’s actions, procedures, policies or employees treat an individual adversely in an educational context solely on the basis of the individual’s race, color, religion, national origin, sex, age, disability or handicap.
To file a complaint alleging discrimination by the School on the basis of race, color, age, religion, sex, national origin, handicap or disability, please contact: Leslie Hirsch, Director of Human Resources (Title IX), l.hirsch@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; Paul Cronin, Director of Studies (Title IX), p.cronin@headwaters.org, 807 Rio Grande St, Austin, TX 78701, 512-480-8142; or Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142.

Investigation and Anti-Retaliation
When the School administration becomes aware of harassment or discrimination, the situation will be promptly investigated. Any student found to have violated the School policies prohibiting harassment or discrimination will be subject to disciplinary action, including dismissal from school for serious violations, even in the case of a single expression, act, or gesture. Conduct need not meet the legal definition of harassment or discrimination to violate the School’s expectations for appropriate behavior and be actionable. No adverse action will be taken against any person who makes a good faith report of harassment or discrimination. Retaliation in any form against anyone for making a complaint under the School’s policies or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Services for Students with Disabilities
We understand that there may be circumstances in which a parent may request that the School provide an adjustment or accommodation for a student’s medical needs or physical, mental, or learning disability. As the range of requests has grown over the years, the School believes that it is appropriate at this time to outline the School’s policy and general guidelines for addressing such requests.

General Policy: In general, it is our School’s policy to provide accommodations or adjustments for a student’s minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in a significant disruption to the teacher’s ability to instruct other students, to classroom or school order and discipline, will not result in a threat of harm to the safety of other students or employees, will not require a fundamental change to our educational environment or mission, and will not impose responsibilities on school employees for which they are not trained or could not reasonably become trained. We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

Interactive Process and Accommodation Plan: Once a request for accommodation is received, the School will enter into the interactive process with the parent (and possibly student) to discuss the need and information that the School will need (discussed below). Once the documentation is provided, the appropriate personnel at the School will assess the accommodation requests and determine what accommodations can/should be provided at school, at home, and through third-party providers. After discussing these issues with the parent and coming to an agreement on the terms, the School will set forth the agreement in an Accommodation Plan, which will be signed by the School and the parent and will be distributed to those persons needing to implement the accommodations.

Request and Documentation: For any type of accommodation (including administration of medication at school), the parent must contact the Section 504 Compliance Officer, Terra Lynch (Section 504), Learning Specialist, t.lynch@headwaters.org, 807 Rio Grande St. Austin, TX 78701, 512-480-8142, to discuss the need. The Compliance Officer will then assemble the appropriate persons to work through the process. The School will advise the parent of the type of medical documentation needed, which generally will state the student’s diagnosis, how the condition limits the student, the recommended accommodations, and the length of time that the accommodation(s) will be needed.

Release for Communications with Physician: Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. In that case, the School will request that the parent(s) sign a Release of Information form, permitting the School to contact the medical professional, when
necessary. In addition, if there is any cost associated with the physician’s cooperation (i.e., to answer a set of questions submitted, etc.), the parent must agree to bear the cost of such process.

Assessment of Request: Once the parent’s request and medical documentation has been received by the School, appropriate persons within the administration will meet with the parents to clarify information and to discuss whether the School will be able to implement the accommodation requested. In some cases, the parent may be asked to provide (at the parent’s cost) any special or personal equipment needed, training for the school’s staff, or other associated matters. In addition, the School may advise the parent that the School will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to medical testing or have certain types of medicines administered during the day that the School believes are beyond the scope of the School’s responsibility, the School may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

Limitations on Requests: Please understand that the School is not a medical facility and does not have the personnel, training, or equipment to handle certain types of medical procedures best left to the student, parent, or physician. Examples of accommodations made for students include appropriate classroom locations, extended time on tests, use of computers, and/or dispensing with medication through the Clinic.

Concerns or Complaints: If the parent believes that the accommodation request has not been handled properly or that the Accommodation Plan has not been implemented properly, the parent should contact the Section 504 Compliance Officer set forth above for further assistance. The parent may also make a complaint to the Office of Civil Rights and/or the Small Business Association as set forth in the SBA Non-Discrimination Policy on the School’s website.

C. Safety & Emergency Procedures

HEALTH, SAFETY, AND WELFARE POLICY
Whenever an incident occurs at the school that compromises the health, safety, or welfare of any student, faculty, or community member, the witnessing student, staff, and/or community member will notify a Division Head immediately following the occurrence. The Division Head will work to solve the situation, notify parents, and follow up with any involved staff members. In the event that a student is physically or sexually harassed by another student or a staff member, they should immediately inform the School Counselor or another trusted adult on campus, so that appropriate steps can be taken to: 1) ensure the student's safety; 2) investigate the allegation; and 3) take appropriate disciplinary action, if warranted.

SCHOOL-RELATED INJURIES
It is the policy of the school to treat minor injuries (scrapes, insect bites, bruises, bumps, etc.) with cold compresses, ice, antiseptic, or bandages, as the need arises. Parents will be notified about minor injuries at the discretion of the administration.

When confronted with major injuries, school staff will address the child’s needs, contact parents, and, if required, arrange transport for the student to the nearest hospital emergency department.

It is the responsibility of the parent to update school medical information (allergic reaction to medication, inoculation, etc.). This can be done at this link.

SEVERE ACCIDENT
If a severe accident occurs, either on or off campus, and there is no Headwaters staff member (or other adult) to manage the situation, the following guidelines would apply:

• If the situation warrants, call 911.
• Remain with the victim.
• Give appropriate first aid.
● Do not move the victim.
● Call the Front Desk at 512-480-8142. (The Campus Manager will notify the Division Heads)
● Wait for further instructions from the EMTs (if you have called 911) and/or the Division Heads.

MEDICATION USE
The Headwaters Middle and High School does not administer prescription or non-prescription medications without the original prescription bottle/container with intact prescription AND a written request from a parent containing the following:

1) The student’s name;
2) The name of the medication to be given;
3) Date of permission and number of days the medication is to be given;
4) Time of day the medication is to be given; and
5) Signature of parent or legal guardian.

Other prescription and non-prescription drugs are prohibited on campus. Any medications given to the school for administering will be locked up at the front desk. Medications must be in original bottle with correct dosage and instructions on the bottle. The school will attempt to let parents know when a refill is due, but it is up to parents and students to keep refills at the school.

Students possessing medicines (including prescription, over-the-counter, herbal, or organic materials used for illicit purposes) in a manner not consistent with the school policy may be disciplined for possession of a controlled substance or intent to distribute, regardless of whether or not the student has a prescription for the medicine. Examples are expired medications, altered medications (ground to powder, etc.), medicines not in original packaging, or medicines packaged in a manner consistent with illicit distribution (foil, baggies, or deceptive packaging). Exceptions to this policy may be requested by providing a written document to the Division Head explaining the student’s condition as well as a doctor’s note verifying the specific use and circumstances.

We also have limited over-the-counter medications that are distributed to students as needed, and we will reach out to parents if necessary. Any and all medications are logged.

Anaphylaxis Policy: Some students with severe allergies require a doctor-prescribed epinephrine adrenaline auto-injector called an EpiPen. Parents must communicate to the school if their child suffers anaphylaxis inducing allergies. The Campus Manager will coordinate with the family to establish an emergency care plan and determine the safest place for an EpiPen to be kept. If an emergency arises, 911 will be called, the EpiPen will be administered as prescribed, and parents will be notified.

See more about Headwaters’ Anaphylaxis Policy at this link.

SEARCHES
In order to properly ensure the safety and welfare of the students, school administrators or guides retain the right to search the contents of student backpacks, purses, school lockers, desks, or other school property.

TRANSPORTATION POLICIES & PROCEDURES
See our full transportation policies and procedures at this link.

D. Behavioral & Disciplinary Policies.

DISCIPLINARY APPROACH & PROCEDURES
Our approach to discipline is restorative rather than punitive. We rely on direct communication and mutual accountability to resolve most minor breaches in integrity. First and foremost, we approach these minor
transgressions as opportunities for learning and developing our understanding of the role of integrity in our community.

While we expect our guides and students to handle most breaches in integrity themselves, if a major transgression or repeated minor transgressions occur, the Division Head reserves the right to use their best judgment in responding to student behavior and in coming up with appropriate responses. They may enact one of the following at their discretion:

- The Division Head may work with the student (and family, as necessary) directly to enact a restorative solution.
- Call an Honor Council hearing where a contract between the student and the school is enacted. The student will then be put on probation until the terms of the contract are fulfilled. All contracts will strive to be restorative rather than punitive in alignment with the school's philosophy on discipline.
- Officially suspend a student for an amount of time from classes and/or all school functions. If a student is suspended, he/she is responsible for being in touch with guides in order to stay current in classes.
- A student may be expelled for a serious first offense, repeat infractions, failing to live up to the terms of an Honor Council Contract, or any conduct resulting in harm, damage, or disruption to the educational environment. Expulsions will become part of a student's permanent educational record.
- In the case of high school students, multiple day suspensions or expulsions will be reported to colleges and universities.

HONOR COUNCIL HEARINGS

[Please note: The Honor Council will be reviewed in 2020-21 school year to ensure that it is fully aligned with our school's Purpose, Promise, and Pact. Guides, students, and administrators will have the opportunity to contribute to this review.]

In the case of general transgression of the Community Agreements and at the discretion of the Division Head, a student may be required to attend a hearing with the Honor Council, whose members are charged with providing an opportunity for the student to repair their commitment to the community by assigning uniquely-tailored consequences. Students have a choice of abiding by the decisions of the Honor Council or withdrawing from the school.

The purpose of any imposed consequences are threefold:

1. The reparations should remind the student of what is truly important to him or her.
2. The reparations should expose how one’s mistake or break in integrity inhibits the realization of their goals.
3. The reparations should provide an avenue by which the student may make whole their commitment to the school.

The Honor Council is comprised of at least eight individuals: seven students and the Honor Council sponsor. Honor Council hearings are led by the Honor Council sponsor and meet at their.

ACADEMIC HONESTY

We firmly believe all members of the Headwaters community have the ability to hold themselves to a high level of integrity. As it is theft of intellectual property, academic dishonesty is a clear departure from the school’s values, inherently interfering with the opportunity to love learning. Likewise, collusion is interfering with another’s opportunity to love learning. We, therefore, take a strong stand for academic honesty.

Defining Academic Dishonesty

Honest intellectual work is the creation by one student alone and with no unfair advantage over other students. Each student is expected to make every effort to do the following:

- Avoid plagiarism by using proper citations: When a student builds upon the ideas or expressions of another person, that person or organization should be appropriately recognized. This is true in written work, oral presentations, artistic creations and electronic media. Plagiarism can be done intentionally, usually an attempt to shortcut on learning in order to meet a deadline, or unintentionally, by careless paraphrasing. Both are considered dishonest work.
● Use scientific data and findings that are not fabricated.
● Follow the guidelines of the assignment, project, or test with no unfair advantage over other students. This includes not using non-approved materials to complete an exam, copying another student’s work, etc.
● Prevent collusion, or letting someone else copy your work, or refusing to provide others with an unfair advantage. This includes not telling a friend what was on a test.
● Present new work for each assignment. Presenting the same work for two different assignments without previous approval is considered a breach of honesty.
● Never falsify information about their accomplishments. For example, if the guide asks, “Who read the chapter?” only raise your hand if you read it or if you are logging Service Learning hours, only declare the hours you served.

Our community is defined by our mutual trust and respect between adults and students and any breach of the above policies is considered a breach of trust. To prevent this damage, our community engages in several forms of proactive behavior.

Headwaters students value their unique expression by:
● Being ultimately responsible for the honesty of their work.
● Following all instructions regarding academic honesty, whether from Headwaters School or one of our academic partners.
● Seeking clarity when they have any doubts about the guidelines.
● Taking this oath: “As a member of the Headwaters community, I am reliable, responsible, and honorable. I seek only the success and recognition I have earned. I act with integrity in my use, evaluation, and presentation of facts, data, and documents. On my honor, I will not cheat, lie, or steal while I am enrolled as a Headwaters student.

Headwaters guides support academic honesty among students by:
● Fostering self-esteem and a love of learning in our students.
● Ensuring students are informed of standard guidelines regarding academic integrity and appropriate citations of referenced or quoted works.
● Being specific about when it is appropriate to work with other students and how to accomplish this without copying directly.
● Providing the same level of assistance for every student.
● Actively checking for the practice of academic dishonesty. In written assignments Headwaters uses turnitin.com. Guides may also use internet research, comparison of work between classmates, interviews with students, or other means to ensure all work is original.
● Informing students of regulations when administering a non-Headwaters exam or assessment and following the regulations exactly. Any irregularities should be immediately reported to the administration.

Headwaters School leaders cultivate a culture that preserves academic honesty by:
● Fully understanding the requirements of partner organizations and ensuring guides are prepared to implement those requirements.
● Communicating clear expectations to all community members. This policy goes in the Family Handbook and is reviewed at the beginning of every year.
● Implementing the consequences in cases of academic dishonesty, both within the school and with academic partners.

In the cases where academic dishonesty is suspected, the guide will confidentially notify the Division Head who will assist in the investigation. The student will be interviewed and, if academic dishonesty is confirmed, the Division Head will communicate with the student’s parent(s), guide, and advisor. The incident will be treated as a behavioral decision and may involve the Honor Council. Repeat offenders may be expelled. When the incident involves a project, paper, or test for a partner organization, we will follow their regulations.
HARASSMENT and BULLYING
For the well-being of every member of the school community, Headwaters School seeks to build a climate of respect, trust, integrity, and growth. When anyone in the school community is uncivil, disrespectful, disruptive, or guilty of harassment, the whole community is diminished. Such behaviors seriously compromise the ethical and educational quality of life at Headwaters and we treat these violations very seriously.

Harassment
We believe that everyone is entitled to a secure and supportive learning environment in which students develop a strong sense of self-esteem in an atmosphere of mutual respect. Faculty and staff are similarly entitled to a working environment free from harassment. In this context, respect for diverse viewpoints and sensitivities must go hand-in-hand with the exchange of ideas essential to academic freedom.

Harassment is any behavior that has the intention or effect of harming or intimidating others, of creating a hostile or offensive environment, or of interfering with another’s school or work performance. It can take many forms—verbal, written (including postings of text, photos, or video on the internet), visual, physical, psychological—and is often, but not always, associated with race, ethnicity, religion, gender, sexual orientation, or physical characteristics. Though a single incident may constitute harassment, it usually involves repeated actions.

Sexual harassment differs from other forms in that it involves uninvited and unwanted sexual advances, requests for sexual favors, and other verbal, written, physical, or visual conduct of a sexual nature. These unwanted requests may also be conveyed via the internet, cell phones, or other digital media.

Bullying (including cyberbullying)
Bullying is a form of harassment and generally defined as aggressive behavior, verbal or physical, by an individual or group that may be repeated over time and has the intention or effect of harming others. Bullying usually occurs when there is an imbalance of power and can take many forms including, but not limited to, actions such as physical violence, intimidation, teasing/name calling, hazing and social exclusion.

Cyberbullying is defined as cruelty to others by sending or posting harmful material using the Internet, mobile phones, or other digital media. It differs from the more traditional forms of bullying in that it can occur at any time and its messages and images can be distributed quickly to a wide audience. Though cyberbullying does not typically take place at school, the school reserves the right to investigate and proceed as the school considers appropriate in the event that an incident involves two or more Headwaters students.

Procedure for Reporting Harassment or Bullying
If you feel you have been harassed, bullied or cyberbullied, or if you witness any of these occurring, you should take one or both of the following steps:

● If possible, let the offending person(s) know you want the behavior to stop. Give a clear message about how you feel; an individual may not know that you find a particular behavior or remark offensive. If you do not feel comfortable confronting the person alone, the school counselor is available to help facilitate a conversation.

● Talk to an advisor, a guide, or administrator you trust. If appropriate, this person will discuss the matter with the Division Head, and/or the school counselor who will determine what further steps need to be taken.

All investigations of harassment or bullying should be conducted so that the privacy and the rights of the individuals involved are protected. Confidentiality in the investigative stage is essential.

Good Faith Complaint
Making a good faith complaint of harassment, bullying or cyberbullying should in no way prejudice an individual’s future at Headwaters, even if the complaint cannot be substantiated.

Hate Speech
Headwaters celebrates and respects the racial, ethnic, social, cultural, and religious differences that are
represented in our community. Speech that divides the student body runs counter to our core principles. Therefore, hate speech of any kind is expressly prohibited.

Hate speech can be language written, spoken, signed, or worn on clothing. Additionally, posts on any social media platform, including text messages or video messages sent to others could lead to disciplinary action. The administration will decide the intent of any language once any and all facts are gathered.

**IN THE CASE OF POTENTIAL HARM TO OTHERS**

If a student threatens to harm another person either verbally, through action, or electronically, the Division Head, School Counselor, and Head of School will be immediately notified. The student’s parent(s) will be contacted and informed about the situation and next steps. The family may be asked to have the student evaluated by an outside professional in order to assess if the student is safe to return to / remain at school. The school’s primary concern is in keeping all members of the community safe, including the student threatening violence, and to get them all of the help and support they may need. The School will do everything within reason to help the student and family in this effort. If a student is deemed to not be safe to return to school, the School reserves the right to suspend or expel the student.

**CONCERNS ABOUT YOUR OWN OR ANOTHER STUDENT’S DRUG USE, SUICIDAL TENDENCIES, OR ABUSIVE SITUATION**

If a student is concerned about the health or welfare of another student and they are comfortable sharing that information with a trusted adult at the school, that information will be used only to care for the student in question. Concerned students are encouraged to report the incident/concern to the School Counselor, Division Head(s), or the Head of School. The need for discretion continues from beginning to end of the crisis.

**REACH OF SCHOOL**

Headwaters School has the authority and responsibility to establish rules and standards for its students, which may require academic, moral, and ethical behavior possibly considered above the standards of society at large. Headwaters School reserves the right to hold students responsible whose behavior, either on or off campus, negatively impacts Headwaters School’s general image or reputation or otherwise evidences disregard for the safety, well-being, or rights of others. If a student is involved in activity off campus that is in violation of Headwaters School’s rules and standards, the school reserves the right to initiate disciplinary action. In addition, if there exists a reasonable basis to believe local, state, or federal laws have been broken, Headwaters School will contact the appropriate authorities.

**TOBACCO USE**

In 1997, the Texas Legislature enacted a bill (SB 55) that made it illegal to sell tobacco products to minors—those younger than 18 years of age. Consistent with Texas law, the School expects all students, faculty, staff, their guests, and the guests of the School to comply with and uphold these guidelines. Possession, use, or distribution of tobacco products on campus or at school events will result in disciplinary action as deemed appropriate by the Division Head.

**ALCOHOL USE**

Consistent with Texas Alcoholic Beverage Commission Laws, students under 21 years of age are not permitted to possess, consume, or distribute alcohol. Students, faculty, staff, their guests, and guests of the School are expected to comply with and uphold these guidelines regarding alcohol. Possession, use, or distribution of alcohol on campus or at school events will result in disciplinary action as deemed appropriate by the Division Head.

**DRUG USE**

The school aspires to be a drug-free learning community. We approach drug use primarily as a health concern but reserve the right to treat drug abuse as a disciplinary matter.

Students displaying effects of drug abuse will be drug tested. If there is suspicion of drug use, the Division Heads will require parents to pick up their children and bring them to a drug testing center immediately after leaving campus. Results of the test must be provided to the Division Heads within 24 hours.
If test is positive for drug use, the student will go to a substance abuse counselor for an assessment. The family and the Division Heads will decide whether to abide by the recommendations of the substance abuse counselor or form an alternate plan. The Division Heads will create a contract of agreements and consequences with the family. Failure to adhere to contract requirements will result in disciplinary action, including the possibility of expulsion.

Drug use or possession of illegal drugs on campus or during a school event will result in disciplinary action. Community members suspected of providing drugs to others will be investigated, with the cooperation of Austin law enforcement.

**DRESS CODE**

*Please note: The Honor Council will review dress code in the 2020-2021 school year to ensure that it is fully aligned with our school’s Purpose, Promise, and Pact. Guides, students, and administrators will have the opportunity to contribute to this review.*

We value the process of identity formation and self expression. We expect our students to dress in a way that reflects our reverence for the learning process and for our Purpose, Promise and Principles. Nothing should be worn that is discriminatory or makes other community members feel unsafe. For safety reasons, shoes should be worn at all times when moving around campus. When a guide or staff member finds a student dressed inappropriately, they can choose to either talk to the student privately or send the student to the Division Head.

**PROPERTY DAMAGE**

When Headwaters School property is damaged, it is the school’s policy to have the responsible party/parties pay for the repairs.

**COMPUTER USAGE**

It is the guide’s responsibility to create and uphold a classroom environment where computer use is consistent with best practices that enhance student learning. It is also the guide’s responsibility to ensure misuse of technology is dealt with directly. The following list outlines the policies regarding computer use at Headwaters:

- **Students are required to have a charged laptop and charger with them each day.**
- Please refer to the Student Technology Requirements document for acceptable laptop specifications.
- Laptops should only be used in class when specifically called for by the guide.
- Viewing of pornography or indecent material is explicitly prohibited.
- Use of webcams for non-educational purposes is prohibited.
- Streaming video or music for non-educational purposes is prohibited for middle school students.
- Downloading non-educational media files is prohibited.
- The use of proxies to avert the school’s firewall is prohibited.
- Vandalizing school computers by causing physical damage, reconfiguring the computer system, or destroying data is prohibited.
- Using the school’s networks to download copyrighted materials is expressly prohibited. This behavior can result in the school being dropped from its ISP. Violators will be reported to the Division Head.
- Playing non-educational video games on campus during the school day (unless in an ESports class or club setting) is expressly prohibited. Should a student break this policy, the consequences are as follows:
  - First violation: Laptop will be taken up by guide and given to front desk until the end of the school day. In the instance that a student is found to be viewing pornography or indecent material, they will be referred directly to the Division Head.
  - Repeat violation(s): In addition to the above consequence, student shall be referred to the Division Head and may be called before the Honor Council. Student’s parent(s) will be notified.

**CELL PHONE USAGE**

*Please note: The Honor Council will review cell phone usage policy in the 2020-2021 school year to ensure that it is fully aligned with our school’s Purpose, Promise, and Pact. Guides, students, and administrators will have the opportunity to contribute to this review.*
Middle School
Middle School students are allowed to bring cell phones to school, but they must be kept put away, not on their person, during the school day. No student will be allowed to use their cell phones between the hours of 8:30-4:00 while at school unless they are given permission from a faculty member. If a student is caught using their cell phone in any way, it will be taken and placed at the front desk where a parent will be required to pick it up. All Middle School students should use the phone at the front desk in Building 4, if needed. Parents are encouraged to call the front desk if they need to get in touch with their student rather than calling or texting their personal cell phone.

High School
Students’ cell phones should always be completely silenced and put away when in class unless a guide has given permission to use them for a certain purpose. Should a student forget to silence their phone and/or cause a disruption with a phone, the student will be given a grace period of one interruption before any action is taken. Should a student intentionally or repeatedly break this policy, the consequences are as follows:
1. Cell phone will be taken up by guide and left with the Division Head until the end of the school day. The student may pick up their phone at that time only.
2. Repeat violation(s): in addition to above, the student shall be referred to the Division Head and may be called before the Honor Council. Student's parent(s) will be notified.

E. Student Leadership
There are several established ways for students to develop leadership skills at Headwaters School. These include the Community Leader program, Honor Council, Teaching Assistants Program, National Honor Society, Admissions Council, Ambassador Committee, and the leadership and organization of Pitsos. Students are not permitted to participate in more than one committee or council simultaneously. In addition, students are encouraged to develop novel and personally relevant initiatives and programs to exercise leadership, as opportunities arise.

COMMUNITY LEADER PROGRAM
The Community Leader program is intended to empower dedicated students to develop their skills as leaders within the community. Community Leaders are chosen by their peers and guides through a democratic vote. They are bestowed with the responsibility to continually move Headwaters School in the direction of a student-run community. They work closely with the Division Heads to assist them in improving all aspects of the school.

Community Leaders are held to high levels of accountability within the community. They serve as role models for students and represent the school to the larger community. As such, they make the following explicit agreements upon entering the program:
- to maintain a GPA of 3.00 or higher
- to attend all Community Leader Trainings
- to attend weekly Community Leader meetings
- to maintain an impeccable behavioral record

NATIONAL HONOR SOCIETY
The purpose of the National Honor Society is "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." (NHS Constitution) The purpose of the Headwaters Chapter is "to honor the academic achievement of students at Headwaters School and to utilize their resources to serve the school and surrounding community."
(Headwaters Chapter Bylaws)

Membership is an honor bestowed upon students who have demonstrated outstanding scholarship, character, leadership, and service. A student is eligible for membership if they:
1. are a sophomore, junior, or senior;
2. have maintained a minimum grade-point average of 3.3 at the completion of three semesters;
3. have held a position of leadership
4. have completed ten hours of Service Learning in order to be eligible for selection.

Students interested in becoming NHS members shall be required to submit an application stating their intent and eligibility. The NHS Faculty Council, appointed by the Director of Studies, selects members based on the above criteria. Once selected, members have a responsibility to continue to demonstrate the qualities of scholarship, character, leadership, and service.

ADMISSIONS COUNCIL
Admissions Council is comprised of at least one staff member and up to ten students. Admissions Council enrolls students based on consensus. Students review the prospective student's application, essay, and interviews to determine if Headwaters School is the right fit for the student. Admissions Council meetings are held once per week.

HONOR COUNCIL
In the case of general transgressions to the Community Agreements, and at the discretion of the Division Head, a Headwaters student may be required to attend a hearing with the Honor Council, whose members are charged with providing an opportunity for the student to repair their commitment to the community by assigning uniquely-tailored consequences. The Honor Council is comprised of at least eight individuals: seven students and the Honor Council sponsor. Honor Council hearings are led by Honor Council sponsor and meet at their discretion. Returning student Honor Council members are empowered to continue serving on the Honor Council. During the first quarter, the Honor Council sponsor will send out an application form for students interested in becoming Honor Council members.

GUIDE ASSISTANTSHIP
Some students show up as leaders in the classroom and are invited to be guides' assistants. This can include helping the guide prepare for classes, grade simple assignments, take attendance, or complete long-term projects. The guide becomes the mentor, sets regular goals, and reviews the student's work at the end of the semester. The student also writes a plan for each semester, a midterm self-evaluation, and an end-of-semester self-evaluation. There are two levels for this type of work--credit and no credit.

F. Athletics Mission Statement
Headwaters Athletics Department aims to provide the opportunity for all students to pursue athletic endeavors in a no-cut, competitive but inclusive environment. Through participation in Hawks Athletics, student-athletes grow and learn as individuals while developing values related to integrity, sportsmanship, teamwork, commitment, and competition. Our Purpose, Promise, and PACT support the aspiration of our athletics programs and are at the core of all we do.

At the middle school level, coaches aim to foster a love for sport in a fun and productive environment. Practice time is used to develop the whole student-athlete on and off the field through traditional sport-specific drills, strength and conditioning, team building activities, structured study halls, and service projects.

At the high school level, student-athletes dedicate substantial time to further develop and master sport-specific skills. Longer practice times and a larger number of games demand an increased commitment as student-athletes learn to compete in an increasingly competitive environment while balancing a rigorous academic course load.

Attendance Policies
Middle School - Athletes are expected to attend every practice (unless attending Jazz Band). Because athletics occurs during the school day, excused practices follow the same policies as academic classes.

High School - Athletes are expected to attend every practice and game. Any absences should be reported to the coach in advance (if possible). If an athlete misses four practices, it must be reported to the athletic coordinator to address with the athlete.
Missed practices related to religious holidays shall not be counted as absences provided the player communicates the anticipated absence in advance. Excused absences due to illness shall not be counted as absences for purposes of the “four missed practices” rule.

The starting date of Summer practices shall be communicated before the end of the Spring semester. If a practice is “optional” over the summer or otherwise, a student shall not be penalized for missing an optional practice.

**Standards of Behaviour**

All athletes are expected to remain in good standing for all academic classes. If a student is consistently earning a grade below 70 in any one class, they will be placed on athletic probation and will work with the Head of School, Athletic Coordinator, teachers, and parents to complete an academic support plan to be reinstated.

Student-athletes represent Hawks Athletics on and off the court and are expected to behave accordingly. Any misconduct (on or off the court, including the classroom) should be reported to the coach and athletic coordinator. In every competition, Hawks are always expected to win with grace and lose with dignity.

Coaches and Athletic Directors will work closely with Heads of Schools to monitor the academic, behavioral, and social-emotional health of all student-athletes. Any concerns will be addressed quickly and directly, and communication regarding the concern will remain open between the student, parents, coaches, coordinators, and heads.

**Communication**

The Head Coach will work with the Athletic Director to create the practice schedule. The schedule shall be shared with the students and their parents at the beginning of the season. Any mid-season changes to the schedule shall be communicated to both the students and their parents.

All communications from the Head Coach shall be communicated verbally and/or via email directly from the Head Coach (or from an Assistant Coach) to the players. Team captains or other players shall not be used as conduits to communicate information about practices or games. Per Headwaters policy, texting is not an appropriate form of communication between coaches and players and is not permitted.

**High School JV/Varsity Policy**

When one particular sport has both a JV and varsity team, the varsity coach will work with the athletic director to determine the number of players that participate on each squad. According to league rules, seniors will be guaranteed a position on the varsity team. The rest of the varsity players will be chosen by the varsity coach and approved by the athletic director.
Section X: Document & Link Addendums

1. Headwaters School Calendar
2. COVID-19 Addendum, 2020-2021
3. Headwaters Anaphylaxis Policy
5. MS/HS Counseling Facts for Parents
6. MS/HS Student Technology Requirements, 2020-2021
7. Headwaters School Glossary
8. Headwaters School Event Policies
9. Transportation Policies & Procedures
10. Headwaters School Middle and High School Course Catalog, 2020-2021
11. Downtown Parking Options