



**Trinity
Charter Schools**

**Student/Parent Handbook
2015-16**

Trinity Charter School

Student/Parent/Guardian/Surrogate Handbook

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Trinity Charter School

Student/Parent Handbook

Preface

To Students and Parent/Guardian/Surrogates:

Welcome to Trinity Charter School! We wish this year to be an especially productive experience for each student. For this to happen, we must all work together: students, parent/guardian/surrogates, and staff. This Student/Parent/guardian/surrogate Handbook (“the Handbook”) is designed to help us accomplish this goal.

The Handbook is an overview of our school’s goals, services, and rules. It is an essential reference book describing what we expect of our students and parent/guardian/surrogates, what they can expect of us, and how we will achieve our educational mission. We have attempted to make the language in this Handbook as straightforward as possible. Please note that the term “parent/guardian/surrogate” is used to refer to the parent/guardian/surrogate, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

The Handbook is divided into six sections. The first section includes general information regarding school policy and procedures. The second section provides important health and safety information. The third section provides information about academics and grading. The fourth section is the Student Code of Conduct, which is required by state law and intended to promote school safety and an atmosphere for learning. Both students and parent/guardian/surrogates need to be familiar with the Student Code of Conduct. The Student Code of Conduct is also available in the Secretary’s office at each campus, and is posted on the school’s website. The fifth section is especially for parent/guardian/surrogates, with information regarding parent/guardian/surrogate rights. Finally, the sixth section contains important notices regarding student information, computer resources, and electronic communication devices.

This Handbook is designed to be in harmony with Board Policy. Please be aware that the Handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy and procedure that affect Handbook provisions will be made available to students and parent/guardian/surrogates through newsletters and other communications. **In case of conflict between Board Policy and any provision of this Handbook, the provision that was most recently adopted by the Board of Directors will be followed.**

We ask our parent/guardian/surrogates to review the entire Handbook with their students and to keep it as a reference during this school year. Parent/guardian/surrogates or students with questions about the material in this Handbook should contact their Principal.

Finally, you must complete and return the last page of the Handbook – “Acknowledgement and Approval of Student/Parent/guardian/surrogate Handbook” – to the school office at your campus.

On behalf of the entire Trinity Charter School staff and community, best wishes for a great 2015-16 school year!



SECTION I: GENERAL INFORMATION

Mission Statement

The mission and vision of Trinity Charter School, is to implement a public charter school in partnership with parent/guardian/surrogates and the community that offers a multicultural, safe and friendly environment in which students can successfully learn basic skills and core academic content, develop and demonstrate individual talents and gifts, and develop social competencies that demonstrate citizenship and character.

Statement of Non-Discrimination

Trinity Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following staff members have been designated to coordinate compliance with these requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex: the Principal of each campus.

Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: the Special Education Director of each campus.

Admissions Policy

Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the open-enrollment charter of each Trinity Charter (“the School”) campus and who are eligible for admission based on lawful criteria identified in the charter and in law. The total number of students enrolled in any campus shall not exceed the number of students approved in the charter or subsequent amendments.

Students in secondary boundaries and outside the primary designated geographic area of a campus may not be admitted to fill a vacancy until all eligible applicants within the primary geographic boundary who have submitted a timely application have been offered that vacancy and enrolled. If the campus has served all eligible applicants from its primary geographic area, it may admit students from secondary geographic areas on the same nondiscriminatory basis as the students from the primary designated geographic area.

When making admissions decisions, the School does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

Submission of Applications and Admissions Lottery

The School requires applicants to submit a completed application form in order to be considered for admission. An admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spots. Each applicant will be assigned a number, and all numbers will be placed in a container and randomly drawn one number at a time by the Principal or designee. Each applicant whose number is drawn will be offered admission. Notification will be made by telephone, e-mail or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will result in the forfeiture of his or her position in the application process. Parent/guardian/surrogates notified by mail should call the admitting campus immediately upon receipt of the notice in order to preserve their child’s position in the lottery.

Once all enrollment spots have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy

arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Exceptions

Federal guidelines permit the School to exempt from the lottery students who are already attending the School; siblings of students already admitted to or attending the School; and children of the School's founders, teachers and staff, so long as the number of these students constitutes only a small percentage of the School's enrollment.

Student Information

Any student admitted to the School must provide records, such as report cards from the previous school attended, to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling at the School for the first time must present documentation of immunizations as required by the Texas Department of State Health Services. See "Immunizations," page 20.

No later than 30 days after enrolling in the School, the parent/guardian/surrogate and school district in which the student was previously enrolled shall furnish records which verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

The School will forward a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent/guardian/surrogate's consent.

Food Allergy Information

The parent/guardian/surrogate of each student enrolled at the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the School to enable the School to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

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

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

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

Residency Verification

The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in the School, each student's parent/guardian/surrogate must show proof of residency at the time of enrollment.

Attendance

Regular school attendance is essential for the student to make the most of his or her education – to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent/guardian/surrogate should make every effort to avoid unnecessary absences. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parent/guardian/surrogates.

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day. If a student 18 years of age or older has more than five unexcused absences in a semester, the School may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.

Notice to Parent/guardian/surrogates: Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in any one school year or is absent for three or more days or parts of days within a four-week period, the parent/guardian/surrogate is subject to prosecution under Texas Education Code § 25.093 and the student is subject to prosecution under Texas Education Code § 25.094 or to referral to a juvenile court in a county with a population of less than 100,000 for conduct that violates that section.

Credit

To receive credit in a class, a student must attend at least 90% of the days the class is offered. These include both excused and unexcused absences. A student who attends fewer than 90% of the days the class is offered may be referred to a campus Attendance Review Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

In determining whether there are extenuating circumstances for an absence, the Attendance Review Committee will use the following guidelines:

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

If credit is lost because of excessive absences, the Attendance Review Committee will decide how the student

may regain credit. If the Committee determines that there are no extenuating circumstances and that credit may not be regained, the student and/or parent/guardian/surrogate may appeal the decision by filing a written request with the Principal within 15 days of the last day of the semester. The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Principal or designee shall inform the student or parent/guardian/surrogate of the date, time, and place of the meeting.

Absence and Tardiness

Absence in General

When a student must be absent from school, parent/guardian/surrogates are asked to call the School each day the student will be absent. Upon returning to school, the student must bring a note, signed by the parent/guardian/surrogate, that describes the reason for the absence. A note signed by the student, even with the parent/guardian/surrogate's permission, will not be accepted. **Notes must be received within three days of the absence, or the absence will be unexcused.**

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

Types of Absences

The School recognizes two kinds of absences: excused and unexcused. Students and parent/guardian/surrogates should read this section carefully to understand the School's expectations. Students and parent/guardian/surrogates should also be aware of the School's policy regarding homework, quizzes, and tests following an absence.

Excused Absences

An absence will be considered excused if the absence is for one or more of the following reasons:

- Appearing at a governmental office to complete paperwork require in connection with the student's application for United States citizenship.
- Documented health care appointments, if the student begins classes or returns to school on the same day as the appointment.
- Juvenile court proceedings documented by probation officer.
- Observing religious holy days.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Taking part in a student's United States naturalization oath ceremony.
- Temporary absence resulting from any cause acceptable to the Principal or the student's teacher.

The School will also excuse a student from attending school for travel under the following circumstances:

- Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship;
- Attending a required court appearance;
- Observing religious holy days;
- Serving as an election clerk; or
- Taking part in a United States naturalization oath ceremony.

Any student participating in an activity listed above will be allowed one day's excused absence for travelling to the activity and one day's excused absence for returning from the activity.

Unexcused Absences

Any absence not listed above will be considered an unexcused absence. Examples of unexcused absences include, but are not limited to:

- Failure to bring a written note within two school days following an absence;
- Leaving school without the permission of the Campus Administrator or other administrator;
- Oversleeping;
- Personal business; and
- Vacations.

Make-Up Work

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Secondary teachers may assign a late penalty to any project in accordance with timelines approved by the Principal and previously communicated to students.

For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Tardiness

Students must arrive for class on time. A student who is tardy to class by more than ten minutes may be assigned to after-school detention. Repeated instances of tardiness will result in more severe disciplinary action, possible referral to the appropriate authorities for failure to attend school, and/or absence-failing for the semester.

Three tardies in a given class will be considered an absence toward the 90% compulsory attendance requirement.

Release of Students from School

A student will not be released from school at times other than at the end of the school day except with permission from the Principal or designee and in accordance with campus sign-out procedures. A student who will need to leave school during the day must bring a note from his or her parent/guardian/surrogate that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the Principal. The Principal will decide whether the student should be sent home and will notify the student's parent/guardian/surrogate of the student's illness.

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

Withdrawal from School

Voluntary Withdrawal

A student under 18 may be withdrawn from school only by a parent/guardian/surrogate or legal guardian. The School requests notice from the parent/guardian/surrogate at least three days in advance so that records and documents may be prepared. A withdrawal form may be obtained by the parent/guardian/surrogate from the Principal's office. The Principal or other administrator will verify the information on the withdrawal form when the parent/guardian/surrogate arrives to sign withdrawal papers to complete the process. The parent/guardian/surrogate shall also provide the name of the new school in which the student will be enrolled, and must sign the formal withdrawal request to document that the student will continue to be enrolled in a school as required by compulsory attendance laws.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the office secretary for health records; and to the Principal for the last report card and course

clearance. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parent/guardian/surrogate signature.

Involuntary Withdrawal

The School may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or Principal to locate the student have been unsuccessful.

Dress and Grooming

As authorized by state law and the School's charter, campuses may require students to wear uniforms to school. The School's uniform policy is designed to teach grooming and hygiene, prevent disruption, minimize safety hazards, and provide a dress standard that offers flexibility for the parent/guardian/surrogate and student. Students must come to school cleanly and neatly groomed and wearing clothing that will not be a health or safety hazard to the student or others and will not distract from the educational atmosphere of the School. Students are required to arrive in a proper school uniform every day.

Parent/guardian/surrogates must provide their student(s) with the required uniform, except in the case of educationally disadvantaged students as provided in the Texas Education Code. The School or Residential Treatment Facility may provide a uniform for economically disadvantaged students. A request for school assistance for purchasing required uniforms must be made in writing to the Principal and include evidence of the inability to pay. Further details are available in the Principal's office.

A parent/guardian/surrogate may choose for his or her student(s) to be exempted from the requirement of wearing a uniform if the parent/guardian/surrogate provides a written statement that, as determined by the Board of Directors, states a bona fide religious or philosophical objection to the requirement.

Please note:

- Students are expected to be in uniform from the moment they arrive on campus each morning until they leave in the afternoon.
- There are no excuses for arriving out of dress code. Tardies or absences will not be excused because school clothing was out of compliance.
- If you are not able to furnish appropriate clothing for your child, please contact the school office.
- Casual-clothing days (uniform-free) will be designated periodically by the Principal. Any and all variations from the above uniform code are at the discretion of the Principal. On casual days and when discretionary changes are permitted by the Principal, the following guidelines will apply:
 - Students will not be permitted to wear clothing that is see-through, low-cut, sleeveless, or exposes midriffs.
 - Tank tops or tops with spaghetti straps will not be permitted.
 - Clothing normally considered as sleep wear or undergarments cannot be worn as shirts or school clothing.
 - Students will not be permitted to wear clothing that may be used as a weapon (i.e., chain belts, etc.) or can be construed to denote gang affiliation.
 - Clothing with offensive writing is prohibited.
 - Extremely sloppy or torn clothing will not be permitted.
 - Any disruptive or distracting mode of clothing or appearance that adversely impacts the educational process is not acceptable.

The Principal possesses final discretion in determining appropriate dress and appearance. Failure to adhere to established dress and appearance codes will result in disciplinary action.

School Dress Code

Campuses that do not require a uniform will adhere to the following dress code policies. Any clothing that, in the Principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations is not permitted. Clothing that is ripped, torn, ragged, or suggestive is not appropriate school wear. Shorts, pants, etc. must be worn at the natural waistline and must fit appropriately in the crotch area. No sagging is allowed.

- Students will not be permitted to wear clothing that is see-through, low-cut, sleeveless, or exposes midriffs.
- Clothing containing pictures, emblems, or writings that are lewd, offensive, vulgar or obscene is prohibited.
- Clothing may not advertise or depict tobacco products, alcoholic beverages, drugs, rock music or its stars, weapons.
- Clothing may not promote racism.
- Tank tops or tops with spaghetti straps will not be permitted.
- Clothing normally considered as sleep wear or undergarments cannot be worn as shirts or school clothing.
- Students will not be permitted to wear clothing that may be used as a weapon (i.e., chain belts, etc.) or can be construed to denote gang affiliation.
- Form fitting clothing is prohibited.
- Extremely sloppy or torn clothing will not be permitted.
- Any disruptive or distracting mode of clothing or appearance that adversely impacts the educational process is not acceptable.

The school will work in cooperation with the residential treatment center in developing the dress code for the school.

**All Clothing is Subject to the Approval of the School Administration.
The Student Dress Code may be revised at any time.**

Driver's License Attendance Verification

To obtain or renew a driver's license, a student under 18 years of age must annually provide to the Texas Department of Public Safety a form obtained from the School verifying that the student has met the requirements set forth by state regulation – maintains attendance requirements of 90%. Eligible students may obtain the required Verification of Enrollment form from the Principal's office.

Textbooks and Curriculum Materials

State-approved textbooks and additional curriculum materials are provided free of charge for each subject or class, except for dual credit courses. Materials must be treated with care and used as directed by the teacher. A student who is issued a damaged book should report the damage to the teacher.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition loses the right to free textbooks and educational materials until the damages are paid for by the student and/or parent/guardian/surrogate. However, a student will be provided textbooks for use at school during the school day.

Lost and Found

Anyone who finds books, clothing or other personal items left unattended should bring these items to the front office. Students who have lost these items should check at the front office. Items will be kept in lost and found for up to seven days. The hallways are inspected each evening and all unsecured items are placed in the front office. Students should label all books, uniforms and other personal belongings with their name to ensure the prompt return of an item that has been misplaced.

Cafeteria Services

The RTC participates in the National School Lunch Program and offers nutritionally balanced breakfasts and lunches. Guidelines set by the Texas Department of Agriculture (“TDA”) and United States Department of Agriculture (“USDA”) are followed to meet the nutritional needs of all students. Menus may be obtained at the school office.

State-Mandated Nutrition Guidelines

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

Radios, CD Players, Cell Phones, and other Electronic Devices and Games

Electronic and telecommunication devices are a major source of distraction in the classroom. For this reason, **students are not permitted to possess items such as cell phones, pagers, radios, CD players, tape recorders, camcorders, DVD players, cameras, or electronic devices or games at school**, unless prior permission has been obtained from the Principal. Schools coordinate with the RTC on what is permitted in the school.

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

Distribution of Published Materials or Documents

School Materials

Publications prepared by and for the School may be posted or distributed with prior approval by the Principal, sponsor, or teacher. Such items may include school posters, brochures, murals, etc.

Student Non-school Materials

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

Non-school literature shall not be distributed by students on school property.

Transportation

School Sponsored


Students who participate in school-sponsored trips are required to use transportation provided by the RTC to and from the event.

Only designated students are allowed to ride in RTC vehicles.

- Not eat and drink on the bus.

When students ride in a school van or passenger car, seat belts must be fastened at all times.

If a special needs student is receiving bus transportation as a result of an Individual Education plan (“IEP”), the



Admissions Review and Dismissal (“ARD”) Committee will have discretion in determining appropriate disciplinary consequences for improper behavior in a school vehicle.

Pledges of Allegiance

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. A parent/guardian/surrogate may request, in writing, that his or her child be excused from participation in the daily recitation of these pledges.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

Recitation of the Declaration of Independence

State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during “Celebrate Freedom Week.” A student will be exempted from this requirement if a parent/guardian/surrogate provides a written statement requesting that the student be excused, the School determines that the student has a conscientious objection to the recitation, or the parent/guardian/surrogate is a representative of a foreign government to whom the United States government extends diplomatic immunity.

Prayer and Meditation

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

SECTION II: STUDENT HEALTH AND SAFETY

Alcohol-Free School Notice

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

Tobacco-Free School Notice

Smoking and using smokeless tobacco are not permitted in school buildings, or on or near school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any of the locations or activities listed above. All violators are subject to possible prosecution, as allowed by law. Additionally, student violators are subject to the disciplinary terms of the Student Code of Conduct.

Drug-Free School Notice

The School believes that student use of illicit drugs is both wrong and harmful. Consequently, the School prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Accident Prevention

Student safety on campus and at school-related events is a high priority of the School. Although the School has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this Handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the Principal safety hazards, such as intruders on campus and threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other school employees who are overseeing the welfare of students.

Asbestos Management Plan

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act (“AHERA”) inspector. An Asbestos Management Plan has been created for the School in accordance with federal regulations. Parent/guardian/surrogates may view the Asbestos Management Plan by contacting the Principal. Copies of the management plan are also available at a reasonable charge. Any questions regarding the management plan for the School or an individual campus should be directed to the CEO of the residential treatment center.

Bacterial Meningitis

State law requires the School to provide the following information:

What is Meningitis?

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

What are the Symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Students and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both student and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How Serious Is Bacterial Meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How Is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How Can Bacterial Meningitis Be Prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What Should You Do If You Think You Or A Friend Might Have Bacterial Meningitis?

You should seek prompt medical attention.

Where Can You Get More Information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>; and the Texas Department of State Health Services, <http://www.dshs.state.tx.us>.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parent/guardian/surrogates of students with a communicable or contagious disease should notify the Principal so that other students who might have been exposed to the disease can be alerted. Among the more common of these diseases are the following:

Amebiasis	Influenza
Campylobacteriosis	Measles (rubella)
Chickenpox	Meningitis, bacterial
Common cold	Meningitis, viral
Conjunctivitis, bacterial and/or viral	Mumps
Fever	Pertussis (whooping cough)
Fifth disease (erythema infectiosum)	Ringworm
Gastroenteritis	Rubella (German measles)
Giardiasis	Salmonellosis
Head lice (pediculosis)	Scabies
Hepatitis A	Shigellosis
Infections (wounds, skin, and soft tissue)	Streptococcal sore throat and scarlet fever
Infectious mononucleosis	Tuberculosis, pulmonary

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

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

Immunizations

The State of Texas requires that every child in the state be immunized against preventable diseases caused by infectious agents, in accordance with an established immunization schedule. To determine the specific number of doses that are required for your student, please read the "2015-16 Texas Minimum State Vaccine Requirements for Students." This document and more information about school vaccine requirements are available at the Texas Department of State Health Services ("DSHS") Immunization Branch website: www.ImmunizeTexas.com (click on the "School & Childcare" link).

Proof of immunization may be shown through personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

2015-2016 Texas Minimum State Vaccine Requirements for Students Grades K-12



This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, Sections 97.61 to 97.72. This chart is not intended as a substitute for consulting the TAC, which has other provisions and details. [Click here for complete TAC language.](#)

The Department of State Health Services (DSHS) is granted authority to set immunization requirements by the Texas Education Code, Chapter 38, Health & Safety, Subchapter A, General Provisions.

IMMUNIZATION REQUIREMENTS

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level			NOTES
	K – 6 th	7 th	8 th - 12 th	
Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap) ¹	5 doses or 4 doses	3 dose primary series and 1 Tdap/Td booster <i>within last 5 years</i>	3 dose primary series and 1 Tdap/Td booster <i>within last 10 years</i>	For K – 6 th grade: 5 doses of diphtheria-tetanus-pertussis vaccine; 1 dose must have been received on or after the 4 th birthday. However, 4 doses meet the requirement if the 4 th dose was received on or after the 4 th birthday. For students aged 7 years and older, 3 doses meet the requirement if 1 dose was received on or after the 4 th birthday. For 7 th grade: 1 dose of Tdap is required if at least 5 years have passed since the last dose of tetanus-containing vaccine. For 8 th - 12 th grade: 1 dose of Tdap is required when 10 years have passed since the last dose of tetanus-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.
Polio ¹	4 doses or 3 doses			For K – 12 th grade: 4 doses of polio; 1 dose must be received on or after the 4 th birthday. However, 3 doses meet the requirement if the 3 rd dose was received on or after the 4 th birthday.
Measles, Mumps, and Rubella ^{1,2} (MMR)	2 doses of MMR	2 doses of measles and 1 dose each of rubella and mumps vaccine		The 1 st dose of MMR must be received on or after the 1 st birthday. For K – 5 th grade: 2 doses of MMR are required. For 6 th – 12 th grade: 2 doses of a measles-containing vaccine, and 1 dose each of rubella and mumps vaccine is required.
Hepatitis B ²	3 doses			For students aged 11 - 15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax [®]) was received. Dosage and type of vaccine must be clearly documented. Two (2) 10 mcg/1.0 ml doses of Recombivax [®] . If Recombivax [®] is not the vaccine received, a 3-dose series is required.
Varicella ^{1,2,3}	2 doses	1 dose	2 doses	The 1 st dose of varicella must be received on or after the 1 st birthday. For K – 5 th and 7 th - 12 th grade: 2 doses are required. For 6 th grade: 1 dose is required. For any student who receives the 1 st dose on or after 13 years of age, 2 doses are required.
Meningococcal	1 dose			For 7 th – 12 th grade: 1 dose required.
Hepatitis A ^{1,2}	2 doses			The 1 st dose of hepatitis A must be received on or after the 1 st birthday.

¹ Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

² Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella or serologic evidence of infection is acceptable in place of vaccine.

³ Previous illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

Provisional Enrollment

A student may be enrolled provisionally for no more than 30 days if he or she transfers from one Texas school to another, and is awaiting the transfer of immunization records.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by law. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the School. The School shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the School shall exclude him or her from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The School shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Exclusions from Immunization Requirements

Exclusions from immunization compliance are allowable on an individual basis for medical reasons, reasons of conscience, and active duty with the armed forces of the United States.

If a student should not be immunized for medical reasons, the student must present a statement signed by the

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

To claim an exclusion for reasons of conscience, including a religious belief, a signed DSHS affidavit must be presented by the student's parent/guardian/surrogate, stating that the student's parent/guardian/surrogate declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a two-year period. Information for obtaining an affidavit for exclusion from immunization requirements is available at www.ImmunizeTexas.com (click on the "School/Childcare Requirements" link). The official DSHS affidavit form must be notarized and submitted to the school office within 90 days from the date it is notarized. The School will accept only official DSHS affidavit forms developed and issued by DSHS; no other forms or reproductions will be allowed. The student who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

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

If a parent/guardian/surrogate seeks an exemption for more than one student, a separate form must be provided for each student.

Immunization Records Reporting

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

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity when the parent/guardian/surrogate cannot be reached, school employees will seek emergency medical treatment unless a parent/guardian/surrogate has previously provided a written statement denying this authorization. Therefore, parent/guardian/surrogates are asked each year to complete an emergency care consent form. Parent/guardian/surrogates should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the Campus Secretary to update any information.

Illness During the School Day

Students becoming ill or injured during the school day are directed to report to the Principal. If the Principal is not available, the student should report to the main office. Parent/guardian/surrogates or other persons designated on the student's enrollment application will be contacted as appropriate.

Administration of Medication

All medication should be administered outside of school hours, if possible. If necessary, medication can be administered through the residential treatment facility and medical personnel on staff.

Asthma and Anaphylaxis Medication

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

Student possession and self-administration of asthma or anaphylaxis medication at school requires the student to demonstrate his or her ability to self-administer the medication to the student's physician or other licensed health care provider and the RTC nurse, if available. Requirements also include written authorization from the student's

parent/guardian/surrogate and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. Medication in a student's possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

Fitness Testing

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

Dyslexia and Related Disorders

From time to time, students may be screened and treated for dyslexia and other related disorders in accordance with programs, rules, and standards approved by the State of Texas. Parent/guardian/surrogates will be notified should the School determine a need to identify or assist a student diagnosed with dyslexia or related disorder.

Vision and Hearing Screenings

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually.

Screening records for individual students may be inspected by the Texas Department of State Health Services or a local health department, and may be transferred to another school without parent/guardian/surrogate consent.

Vision and Hearing Screening Exemption

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

Spinal Screening

All children in 6th and 9th grade must be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grade six or nine may be met if the child has been screened for spinal deformities during the previous year.

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

Spinal Screening Exemption

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

Freedom from Discrimination, Harassment, and Retaliation

Statement of Nondiscrimination

The School prohibits discrimination, including harassment, against any student on the basis of race, color,

religions, gender, national origin, disability, or any other basis prohibited by law. The School also prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of school policy.

Discrimination

For purposes of this policy, discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

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

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

Sexual Harassment

In compliance with the requirements of Title IX, the School does not discriminate on the basis of sex in its educational programs or activities. The School does not tolerate sexual harassment of a student by employees or other students. Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

Sexual harassment of a student by a school employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- A school employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
- The conduct is so severe, persistent, or pervasive that it:
 - Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - Creates an intimidating, threatening, hostile, or abusive educational environment.

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

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

- performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Dating Violence

Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner. Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engaged in these behaviors.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Retaliation

The School prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a school investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced prohibited harassment or believes that another student has experienced prohibited harassment should immediately report the alleged acts to a teacher, counselor, the Principal, or other school employee. Alternatively, a student may report prohibited harassment directly to one of the officials below:

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX Coordinator. The Principal is the Title IX Coordinator for his or her individual campus.

Reports of discrimination based on disability may be directed to the ADA/Section 504 Coordinator. The Special Education Director is the ADA/Section 504 Coordinator for his or her individual campus.

The Superintendent shall serve as coordinator for purposes of school compliance with all other antidiscrimination laws.

A student shall not be required to report prohibited harassment to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX Coordinator or ADA/Section 504 Coordinator may be directed to the Jacqueline Piar-Thomas, Superintendent. A report against the Superintendent may be made to the CEO Andy Benscoter, Board of Directors. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

After receiving a complaint of sexual harassment; the School may, but need not, require the student to prepare a written report. Oral complaints will be reduced to written form. Upon receipt of a complaint, the Title IX Coordinator or other authorized school official shall promptly authorize and undertake an investigation. When appropriate, the School may take interim action to avoid additional opportunities for harassment. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and any others with knowledge of the circumstances surrounding the allegations.

The investigator will prepare a written report of the investigation. The report shall be filed with the Title IX Coordinator or other school official overseeing the investigation. If the results of the investigation establish that prohibited harassment occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the harassment and prevent its recurrence. The School may take disciplinary action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of harassment prohibited by law or policy.

Confidentiality

To the greatest extent possible, the School shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent/guardian/surrogate who is dissatisfied with the outcome of the investigation may appeal through the School's grievance procedure. See "Student or Parent/guardian/surrogate Complaints and Concerns," page 41. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Freedom from Bullying and Cyberbullying

The School prohibits bullying as defined by this policy, as well as retaliation against anyone involved in the complaint process. Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property at a school-sponsored or school-related activity, or in a vehicle operated by the School that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- Is sufficiently severe, persistent, and pervasive enough the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Conduct described above is considered bullying if that conduct:

- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- Interferes with a student's education or substantially disrupts the operation of the School.

The School also prohibits cyberbullying, which is defined as the use of any electronic communication device to engage in bullying or intimidation.

Reporting Procedures

Any student who believes that he or she has experienced any form of bullying or believes that another student has experienced bullying should immediately report the alleged acts to the Principal, a teacher, counselor, or other school employee. A report may be made orally or in writing. Any school employee who receives notice that a student has or may have experienced bullying shall immediately notify the Principal.

Investigation of Report

The Principal shall determine whether the allegations in the report, if proven, would constitute prohibited harassment, and if so proceed under that policy instead. See “Freedom from Discrimination, Harassment, and Retaliation,” page 23. The Principal shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The Principal shall prepare a written report of the investigation, including a determination of whether bullying occurred, and send a copy to the Superintendent. If the results of an investigation indicated that bullying occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. The School may take action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of bullying under this policy.

Confidentiality

To the greatest extent possible, the School shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student or parent/guardian/surrogate who is dissatisfied with the outcome of the investigation may appeal through the School’s grievance procedure. See “Student or Parent/guardian/surrogate Complaints and Concerns”, page 41.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The Principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The Principal ordinarily will make reasonable efforts to notify the parent/guardian/surrogates unless the interviewer raises what the Principal considers to be a valid objection.
- The Principal ordinarily will be present unless the interviewer raises what the Principal considers to be a valid objection.
- The Principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

When the investigation involves allegations of child abuse, special rules apply. See “Child Abuse Reporting and Programs,” page 28.

Students Taken Into Custody

State law requires the School to permit a student to be taken into legal custody:

- Pursuant to an order of the juvenile court;
- Pursuant to the laws of arrest;
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;
- By a probation officer if there is probable cause to believe the student has violated the terms of probation imposed by a juvenile court;
- Pursuant to a properly issued directive to apprehend; or

- By an authorized representative of the Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order and under the conditions set out in Texas Family Code § 262.104 relating to the student’s physical health or safety.

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

The Principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent/guardian/surrogate unless the officer or other authorized person raises what the Principal considers to be a valid objection to notifying the parent/guardian/surrogates.

Child Abuse Reporting and Programs

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

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

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

Plan for Addressing Sexual Abuse of Students

What is Sexual Abuse of a Child?

The Texas Family Code defines “sexual abuse” as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

Reporting Obligation

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the Texas Department of Family and Protective Services (“DFPS”). Reports may be made by contacting one of the following:

- Texas Abuse Hotline: 1-800-252-5400 or, in non-emergency situations only, <http://www.txabusehotline.org>.
- Krause Center: Katy Police 281-391-4873
- New Life Center: 830-964-4390
- Lockhart Police: 512-376-5246
- Bokenkamp Children’s Center: 361-994-1214
- Tyler Police Department: 903-566-8849
- Call 911 for emergency situations.

For Students: School counseling staff will address issues to increase awareness regarding sexual abuse of children and anti-victimization programs with age appropriate conversation and materials no less than once per [school year/semester]. Sexual abuse awareness will be discussed in classroom group settings for students in grades 4–8, and in PE classes for students in grades 9–12.

For Parent/guardian/surrogates: Parent/guardian/surrogates must be aware of warning signs indicating that their child may have been or is being sexually abused. A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent/guardian/surrogate or other trusted adult that evidence of sexual abuse may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

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

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

These websites are also helpful:

- Texas Education Agency – Prevention of Child Abuse Overview:
<http://www.tea.state.tx.us/index2.aspx?id=2820>
- Sexual Abuse Prevention Programs:
<http://www.childwelfare.gov/preventing/programs/types/sexualabuse.cfm>
- Promoting Healthy Families in Your Neighborhood:
http://www.childwelfare.gov/pubs/res_packet_2008/
- Signs of Child Abuse:
http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html
- DFPS – How to Stop Child Abuse; Texas Statutes:
http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html
- DFPS – How to Report Child Abuse or Neglect:
http://www.dfps.state.tx.us/Contact_us/report_abuse.asp
- Texas Attorney General – What Can We Do About Child Abuse?
https://www.oag.state.tx.us/AG_Publications/txts/child_abuse.shtml
- Prevent Child Abuse.org – Texas Chapter:
<http://www.preventchildabuse.org/chapters/statecontact.cfm?stateabbrev=tx>
- Texas Council on Family Violence – Abuse Prevention Links:
<http://www.tcfv.org/>

Likely Warning Signs of Sexual Abuse

Psychological and behavioral signs of possible sexual abuse may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb-sucking.
- Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues.
- Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Intentionally harming him or herself, for example, drug/alcohol use, cutting, burring, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad.
- Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse include:

- Stomachaches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.
- Genital or rectal pain, itching, swelling, redness, or discharge.
- Bruises or other injuries in the genital or rectal area.
- Unexplained soreness, pain or bruises around mouth, sexually transmitted disease, or pregnancy.

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

Actions That a Child Who Is A Victim of Sexual Abuse Should Take

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

Interrogations and Searches

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

Administrators, teachers and other professional personnel may question a student regarding the student’s own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right

not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. Express or implied coercion – such as threatening to contact parent/guardian/surrogates or police – invalidates parent/guardian/surrogate consent.

A search is reasonable if (1) the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonable related to the circumstances justifying the search; i.e., the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Desk and Locker Searches

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

Students have full responsibility for the security of their lockers and desks, and shall be held responsible for any prohibited items found during a search. The student's parent/guardian/surrogate shall be notified if any prohibited articles or materials are found in a student's locker or desk, or on the student's person, as a result of a search conducted in accordance with this policy.

Procedures for Use of Restraint and Time-Outs

School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

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

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

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

Visitors to the School

General Visitors

Visitors for educational purposes are welcome at the School. For the safety of those within the School and to avoid disruption of instructional time, all visitors – including parent/guardian/surrogates – must first report to the Principal's office, present a valid photo ID, sign-in, and obtain a visitor's badge.

The Principal may take the following actions whenever there is a school visitor:

- Require the visitor to display his or her driver's license or another form of identification issued by a governmental entity containing the person's photograph.
- Establish an electronic database for the purpose of storing information concerning visitors. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.
- Verify whether the visitor is a sex offender registered with the computerized central database maintained

by the Department of Public Safety or any other database accessible by the School.

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

Visits to individual classrooms during instructional time are permitted only with approval of the Principal and teacher and so long as the duration or frequency of the visits do not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Visitors Participating in Special Programs for Students

On certain days, the School invites representatives from colleges, universities, and other higher education institutions, as well as prospective employers and military recruiters to present information to interested students. These individuals must comply with the School's rules and policies regarding school visitors.

Disruptions

In order to protect student safety and sustain an educational program free from disruption, state law permits the School to take action against any person – student or nonstudent – who:

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

Drills: Fire, Tornado, and Other Emergencies

From time to time, all members of the school community will participate in drills of emergency procedures. When the alarm is sounded, students should follow the instructions from their teachers or other individuals in charge quickly, quietly, and in an orderly manner. Students should also learn and follow the following procedures:

Fire Drill Bells

- 3 bells: leave the building.
- 1 bell: halt; stand at attention.
- 2 bells: return to the room.

Tornado Drill Bells

- 1 continuous bell: move quietly but quickly to the designated locations.
- 2 bells: return to the classroom.

Emergency Closings

Generally, the district-campus will follow the same policy on closing as the area school district (e.g. Corpus Christi ISD for Bokenkamp, Katy ISD for Krause, Comal ISD for New Life, Lockhart ISD for Pegasus, Chapel Hill ISD for Chapel Hill, Tyler ISD for Willowbend. The campus dismisses classes for weather-related events on the same days as surrounding local independent school districts. Any closures for weather will be broadcast on local television stations.

Videotaping of Students

State law permits the School to make a videotape or voice recording without parent/guardian/surrogate permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the School.

In accordance with state law, the School may use video and/or audio equipment to monitor student behavior in the classrooms and in common areas on campus for safety purposes. Students will not be told when the equipment is being used.

The Principal will review the tapes routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

SECTION III: ACADEMICS AND GRADING

Academic Programs

The Principal will provide students and parent/guardian/surrogates with information regarding academic programs to prepare for higher education and career choices. High school students are required to enroll in the foundation plan and endorsements. A student may graduate under the Minimum High School Program only if he or she meets certain “at-risk” criteria identified in law or if his or her Individualized Education Program (“IEP”) allows for graduation under the program.

A student removed from the regular classroom to in-school suspension or another setting will have an opportunity to complete his or her daily work just as if they were in the regular learning center.

Students and parent/guardian/surrogates are encouraged to discuss options for ensuring that students complete all work required with a teacher or the Principal.

Class Rank/Top Ten Percent

The School will provide graduates with grade point averages upon request. As required by law the school does a class ranking only for campuses that have ten or more in the graduating class for a given year.

College Days (High School)

High school students who meet the following criteria will be allowed to have two excused days of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

- The student must have passed the required parts of the STAAR test for the previous year.
- The student must be on track to graduate on time.
- The student must be classified as a junior or senior based upon credits earned.
- The student must be passing all course work.
- The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

Computer Resources

To prepare students for an increasingly computerized society, the School has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students and parent/guardian/surrogates must read and agree to abide by the Student Acceptable Use Policy, found on page 55 of the Handbook.

Counseling

Academic Counseling

Students and parent/guardian/surrogates are encouraged to talk with the Principal to learn about course offerings, graduation requirements, and early graduation procedures. Each spring, students in 8th–12th grade will be provided with information on anticipated course offerings for the next year and other information that will help to make the most of academic and vocational opportunities.

To plan for the future, including attendance at a college, university, or training school or pursuing some other type of advanced education, students should work closely with the Principal to take the courses that best prepare them

for the future. The can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

The Principal is available to assist students with a wide range of personal concerns, including social, family, or emotional issues, and substance abuse. The Principal may also provide information about community resources to address these concerns. A student who wishes to meet with the Principal should set an appointment through the school registrar.

Credit By Exam

Credit By Exam With prior instruction

Credit by Exam allows students who have had formal instruction and have failed a course to gain credit by passing a proficiency examination covering the Texas Essential Knowledge and Skills of the course. Students must score a 70% or higher to recover credit. These exams will be offered twice a year in December and May. If a student is interested in taking a credit by exam they will need to notify their principal.

Credit By Exam Without prior instruction

A student interested in taking a credit by exam without prior instruction must first pass a locally developed assessment to indicate mastery before they will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. To receive credit, the student must score at least 90% on an exam covering the essential knowledge and skills defined for the course or subject. Only one opportunity per course is allowed. Credit by Exams are only offered in December and May.

Distance Learning

The School does not offer distance learning at this time. To be considered full-time students in order to receive full credit for courses, students must be enrolled and attend for the regular school day.

Grade Classification

After the 9th grade, students are classified according to the number of credits earned toward graduation. Certain grade level courses are required for the individual classifications.

Classification

Grade 10 (Sophomore): 6 credits (must include Algebra I and English I).

Grade 11 (Junior): 12 credits (must include 2 Math and 2 English courses).

Grade 12 (Senior): 17 credits (must include 3 Math and 3 English courses).

Graduation

Requirements for a Diploma

To receive a high school diploma from the School, a student must successfully complete the required number of credits and pass statewide exit-level exams.

These exit-level exams will cover English/Language Arts, Mathematics, Science, and Social Studies and will require knowledge of Algebra I, Biology and United States History.

Graduation Programs

The School offers the following graduation programs: *Not every endorsement will be offered by every campus. Your principal can guide you with what endorsements are available at your campus.

The Principal can help a student decide which program is best for him or her.

Please reference the following chart to all including standards beginning in the 2014 school year.

Discipline	Beginning 2014-2015	CURRENT		
	Foundation High School Program	Minimum High School Program	Recommended High School Program	Distinguished Achievement Program
English Language Arts	Four credits: • English I • English II • English III • An advanced English course	Four credits: • English I • English II • English III • English IV or approved alternate course	Four credits: • English I • English II • English III • English IV	Four credits: • English I • English II • English III • English IV
Mathematics	Three credits: • Algebra I • Geometry • An advanced math course	Three credits: • Algebra I • Geometry • SBOE approved math course	Four credits: • Algebra I • Algebra II • Geometry • An additional math credit	Four credits: • Algebra I • Algebra II • Geometry • An additional math credit
Science	Three credits: • Biology • IPC or an advanced science course • Any advanced science course	Two credits: • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective)	Four credits: • Biology • Chemistry • Physics • An additional science credit	Four credits: • Biology • Chemistry • Physics • An additional science credit
Social Studies	Three credits: • World History or World Geography or combined W. History/W. Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)	Four credits: • World History Studies (one credit) or • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics (one-half credit)	Four credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics (one-half credit)	Four credits: • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics (one-half credit)
Physical Education	One credit	One credit	One credit	One credit
Languages Other Than English	Two credits in the same language Computer programming languages (other exceptions)	None	Two credits in the same language	Three credits in the same language
Fine Arts	One credit	One credit	One credit	One credit
Speech		One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Electives	Five credits	Seven and one-half credits (one must be an academic elective)	Five and one-half credits	Four and one-half credits
Total Credits	22	22	26	28
Endorsements	A student may earn an endorsement by successfully completing: • curriculum requirements for the endorsement • four credits in mathematics • four credits in science • two additional elective credits			
STEM	Includes courses directly related to: • science, including environmental science • technology, including computer science • engineering • advanced math			
Business and Industry	Includes courses directly related to: • database management • information technology • communications • accounting • finance • marketing • graphic design • architecture • construction • welding • logistics • automotive technology • agricultural science • HVAC			
Public services	Includes courses directly related to: • health sciences and occupations • education and training • law enforcement • culinary arts and hospitality			
Arts and Humanities	Includes courses directly related to: • political science • world languages • cultural studies • English literature • history • fine arts			
Multidisciplinary Studies	Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement			
	Total Credits endorsement - 26			
Distinguished achievement	• Four credits in math, including credit in Algebra II • Four credits in science • Completion of curriculum requirements for at least one endorsement			
Performance acknowledgment	• for outstanding performance • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT • for earning a nationally or internationally recognized business or industry certification or license			

V.3

Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal (“ARD”) Committee, a student with disabilities may be permitted to graduate under the provisions of his or her Individualized Education Program (“IEP”).

Graduation Activities

Graduation activities will include:

- Commencement ceremony.

Homework

Students are assigned homework only when their daily goals in a particular subject have not been completed. “Completing a daily goal” means that: (1) the student has completed all the pages and activities agreed upon when he or she set goals for the day; (2) all of the student’s daily goals have been scored and all incorrect answers have

been corrected; and (3) all pages of the student's daily goals have been re-scored and show that each answer on every page is correct.

Students who do not complete their daily goals in one or more subjects receive a Homework Slip. The student's parent/guardian/surrogate must sign the Homework Slip to show that the parent/guardian/surrogate is aware that the student has homework.

Students are responsible for completing all daily goals while at school or as homework. Students who do not complete daily goals may be assigned break detention for the first offense or after-school detention for the second offense. Thursday Night School will be assigned for three or more days without completed goals in a two-week period.

Other Standardized Testing: College Requirements

Most colleges require either the American College Test ("ACT") or the Scholastic Aptitude Test ("SAT") for admission. Students are encouraged to talk with the Principal during their junior year to determine the appropriate exam to take; entrance exams are usually taken at the end of the junior year and can be taken multiple times.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70% based on course or grade-level standards. In addition, students at certain grade levels will be required to pass state-mandated assessments for their grade level.

In order to be promoted to 6th grade, students enrolled in 5th grade must perform satisfactorily on the Mathematics and Reading sections of the 5th grade assessment exam in English or Spanish.

In order to be promoted to 9th grade, students enrolled in 8th grade must perform satisfactorily on the Mathematics and Reading sections of the 8th grade assessment exam in English.

In addition, students in 5th and 8th grades must meet promotion standards established by the School in order to be promoted.

Students in 12th grade must pass the secondary exit-level assessment exams in English/Language Arts, Mathematics, Social Studies, and Science in order to receive a diploma. A student who does not pass the exit-level assessment will have additional opportunities to take the test. A diploma cannot be awarded to a student who has not met requirements in all areas.

Parent/guardian/surrogates of students who do not perform satisfactorily on their exams will be notified that their child will participate in special instructional programs designed to improve performance. These students will have two additional opportunities to pass the exam. If the student fails a second time, a Grade Placement Committee consisting of the Principal or designee, the student's teacher, and the student's parent/guardian/surrogate will determine the additional special instruction the student will receive.

If a student fails after a third attempt, the student will be retained at his or her current grade level. The parent/guardian/surrogate, however, may appeal this decision to the Committee. A decision to promote a student to the next grade level must be unanimous. Regardless of whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal (“ARD”) Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program (“IEP”).

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

Report Cards and Grading Scales

Report cards with student grades or performance are issued at least once every six weeks. Report cards also contain information on student absences in each class or subject taken.

At the end of the first three weeks of a grading period, the School will issue a written progress report. Parent/guardian/surrogates are asked to schedule a conference with the teacher of the class or subject in which the student is having difficulty.

Tutorials may be required for a student receiving a grade of 70% or lower on a 100 point scale in a class or subject.

Teachers follow grading guidelines that are approved by the Superintendent as reflecting each student’s academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or the teacher did not follow the School’s grading guidelines. The Board’s decision is not appealable.

The School’s official grading scale is as follows:

- A = 100%–90%.
- B = 89%–80%.
- C = 79%–70%.
- F = 69% and below.

Special Programs

Bilingual/ESL Services

In keeping with state and federal law, the School offers Bilingual/English as a Second Language (“ESL”) services at all appropriate grade levels for English language learners who are limited in their English proficiency. The School’s goal is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with state-approved Oral Language Proficiency and Norm-Referenced Tests to qualify for placement in the program. If test results indicate either limited oral or limited cognitive academic English ability, the student (with parent/guardian/surrogate approval) is provided additional English language support.

Special Education Services

The School has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5–21 years of age and who fall within the School’s jurisdiction. If you know or suspect that your child has a disability, please contact the School’s Principal for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each

student who receives special education services has an Individual Education Plan (“IEP”), which is developed by the student’s Admission, Review, and Dismissal (“ARD”) Committee. The ARD Committee considers the student’s disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

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

The *Notice of Procedural Safeguards – Rights of Parent/guardian/surrogates of Students with Disabilities*, can be obtained from the Special Education Director or at the Texas Education Agency Special Education Website: <http://www.tea.state.tx.us/special.ed/>.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent/guardian/surrogate may contact the Principal to learn about the School’s overall general education referral or screening system for support services. This system may link students to a variety of support options, including potential referral for a special education evaluation. Students having difficulty in a regular classroom must be considered for, and provided service from, all tutorial, compensatory, and other support services prior to a referral for special education services.

A parent/guardian/surrogate is entitled to request an evaluation for special education services. Within a reasonable amount of time, the School must decide if the evaluation is needed. If the School determines the evaluation is needed, the parent/guardian/surrogate will be notified and asked to provide written consent for the evaluation. The School must complete the evaluation and the report within 45 days of the date it receives the written consent. The School must meet with the parent/guardian/surrogate to explain the findings of the evaluation and must give a copy of the report to the parent/guardian/surrogate.

If the School determines that an evaluation for special education services is not appropriate, it will provide the parent/guardian/surrogate with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs parent/guardian/surrogates of their rights if they disagree with the School. Additionally, the parent/guardian/surrogate will be provided a copy of the *Notice of Procedural Safeguards – Rights of Parent/guardian/surrogates of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning disabilities or a referral for evaluation for special education is the Special Education Coordinator.

Section 504 Services

The School provides a free appropriate public education to each qualified student with a disability, regardless of the nature or severity of the student’s disability. A “student with a disability” is one who has a physical or mental impairment that substantially limits one or more of the student’s major life activities, has a record of having such an impairment, or is regarded as having such an impairment. A student with a disability is “qualified” if he or she is between the ages of three and 21, inclusive.

An appropriate education is the provision of regular or special education and related services that are (1) designed to meet the student’s individual educational needs as adequately as the needs of students who do not have disabilities are met; and (2) based on adherence to procedures that satisfy federal requirements for educational setting, evaluation and placement, and procedural safeguards.

Qualified students with disabilities will be placed in the regular educational environment, unless the School demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. Should an alternate educational environment be necessary, the School shall comply with

all legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. In providing or arranging for nonacademic and extracurricular services and activities, the School shall ensure that a qualified student with a disability participates with students who do not have disabilities to the maximum extent appropriate.

To be eligible for services and protections against discrimination on the basis of disability under Section 504 of the Rehabilitation Act, a student must be determined, as a result of an evaluation, to have a “physical or mental impairment” that substantially limits one or more major life activities. If a student has or is suspected of having a disability, or requires special services, parent/guardian/surrogates or teachers should contact the Principal for information concerning available programs, assessments, and services. For further information, please contact the Section 504 Coordinator of your campus.

Services for Title I Participants

Information regarding the School’s Title I program may be obtained from the Superintendent or each Principal.

State Assessments

Elementary and Middle School Students

Students at certain grade levels will take state-mandated assessment tests in the following subjects, as well as routine testing and other measures of achievement:

- Mathematics, annually in Grades 3–7 without the aid of technology and in Grade 8 with the aid of technology on any assessment test that includes Algebra;
- Reading, annually in Grades 3–8;
- Writing, including spelling and grammar, in Grades 4 and 7;
- Social studies in Grade 8;
- Science in Grades 5 and 8; and
- Any other subject and grade required by federal/state law.

Certain students may be eligible for exemptions or accommodations to state-mandated exams.

High School Students

To receive a high school diploma, students must successfully pass exit-level tests. Test results will be reported to students and parent/guardian/surrogates. Certain students may be eligible for exemptions or accommodations.

STAAR

Beginning with the 2011–2012 school year, the State of Texas Assessments of Academic Readiness (“STAAR”) replaced the Texas Assessment of Knowledge and Skills (“TAKS”) to ensure that students have the academic knowledge and skills needed to meet the challenges of the 21st Century. STAAR will phase in beginning with the graduating class of 2015. Students in 10th–12th grades will continue to take the TAKS during the 2011–2012 school year.

Beginning with the 2014-15 school year, students in 9th grade are required to take four (4) End-of-Course (“EOC”) assessments during high school. These include the following EOC exams:

- English I, English II;
- Algebra I;
- Biology; and
- U.S. History.

To graduate under STAAR, a student must achieve a cumulative score from each foundation content area (English/language arts, mathematics, science, and social studies) that indicates satisfactory performance.

Students taking the optional STAAR Algebra II or English III assessment will receive a report indicating their

level of performance on the assessment (both raw score and scale score) and whether they demonstrated the performance level required to indicate college and career readiness. In addition, students graduating under the distinguished achievement program must meet or exceed the college- and career-readiness performance standard on Algebra II and English III as part of their assessment graduation requirement. Those students who meet the college- and career-readiness performance standards for Algebra II and/or English III will be exempt from the Texas Success Initiative testing requirement in that content area.

Alternative Assessment

Students with disabilities who are receiving special education services in grades 6–11 and who are exempt from STAAR in one or more subject areas will participate in state-approved assessment instruments in the applicable subject(s).

TELPAS

The Texas English Language Proficiency Assessment System (“TELPAS”) is a system of statewide assessment administered to all Limited English Proficient (“LEP”) students in 3rd–12th grades. The TELPAS measures English ability based on the stage of language development of second language learners. These results will further the understanding of the educational needs of LEP students by providing a state-level measure of both their current academic English levels and their annual progress in English.

Gun-Free Schools Act

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

Notification of Teacher Qualification

At the beginning of each school year, the School will notify the parent/guardian/surrogate of each student attending with information regarding the professional qualifications of their student’s classroom teachers. The School will also provide this information upon request from a parent/guardian/surrogate. The notification will include, at a minimum:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. Undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree; and
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Student or Parent/guardian/surrogate Complaints and Concerns

Student and parent/guardian/surrogate complaints or concerns can usually be addressed by a phone call or a conference with a teacher. For those complaints and concerns that cannot be handled so easily, the School has adopted a standard complaint policy as stated in the School’s policy manual. A copy of this policy may be obtained in the Principal’s or Superintendent’s office. In general, the student or parent/guardian/surrogate should first discuss the complaint with the Principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the School provides for the presentation of a complaint before the Board of Directors.

SECTION IV: STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the need for discipline to be implemented in our schools as outlined in Chapter 37 of the Texas Education Code.

The Code provides methodology and options for managing students in the classroom and on school grounds, disciplining students, as well as ways to prevent and intervene in student discipline problems.

The law requires the district to define misconduct that may-or must-result in a range of specific disciplinary consequences. These consequences include removal from a regular classroom or campus, out of-school suspension, placement in an interim alternative education setting (IAES), or expulsion from school.

This Student Code of Conduct has been adopted by the Trinity Charter School Board of Trustees and developed with the advice of district leadership. This Code provides information regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be provided to each new student upon entrance and available for review at the office of the campus principal. Additionally, the Code shall be posted on the district's Web site. Parents shall be notified of any conduct violation that may result in a student being taken out of the traditional school environment e.g. suspension, placed in an interim alternative education setting, or expulsion.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will be the final factor.

Please Note: The discipline of students with disabilities who are eligible for services under Federal law (*Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973*) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on school grounds, in conjunction with or independent of classes and school-sponsored activities. The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school;
2. During lunch periods;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school sponsored or school-related activity of another district in Texas;

9. The district has the right to search a student's property when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The following conduct is prohibited at school and all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Suspension, or an interim alternative education setting, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Be out of assigned area.
- Disobey rules for conduct.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight, scuffle or horseplay.
- Threaten a district student, employee, or volunteer, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying or harassment.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in inappropriate or indecent exposure of private body parts.
- Cause an individual to act through the use of or threat of force (coercion).

- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others.
- Deface or damage school property-including textbooks, computers, furniture, and other equipment-with graffiti or by other means.
- Steal from students, staff, or the school.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A "look -alike" weapon;
- A pocketknife or any other small knife;
- Pornographic material;
- Tobacco products;
- Matches or a lighter;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists;
- Make-up (except when privilege earned through facility);
- Compacts with mirrors;
- Scissors (except when approved by staff);
- Gang or alcohol related materials;
- Jewelry;
- Pins, safety pins, needles;
- Medications;
- Markers, pencils, pens (except when approved by staff);
- Staples;
- Tin and aluminum cans;
- Hard back books (except when approved by staff);
- Journals with wires;
- Purses, backpacks, wallets;
- Money;
- Batteries;
- Video games, CDs, DVDs;
- I-Pods, cell phones or other electronics.
- Any other object used in a way that threatens or inflicts bodily injury to another person;

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Possess a telecommunications device, including a cellular telephone, or other electronic device at school or at a school-related or school-sponsored event.

Consequences of possession will be determined and implemented by campus administration.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell paraphernalia related to any prohibited substance.
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse over-the-counter drugs.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting", if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, if the conduct causes a substantial disruption to the educational environment.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standard as communicated in the student handbook.
- Cheat or copy the work of another.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct. The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Refusal to Attend School

A student refusing to attend school is considered an unexcused absence and truant. If a student misses 10 days (or any segment of a day within a six month period), it is a violation of TEA's truancy law. If applicable, truancy charges will be filed.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Rules are necessary for society to function and school rules are necessary for a good learning environment. The rules contained in our Student Code of Conduct are based on some simple ideas. In order for all students to learn, we all, students, faculty and staff must work together to create a learning environment that is in the best interest of everyone. We need to:

- Treat ourselves and others with respect.
- Carefully complete tasks and assignments.
- Treat our materials and our environment with care.

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards system.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-advocate/teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or repairing damage created by destructive behavior.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall notify a student's parent and/or guardian by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, placement in an interim alternative education setting, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with the student handbook. A copy of the policy may be obtained from the principal's office. Consequences shall not be deferred because of the filing of an appeal.

Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation.

In deciding whether to order out-of-school suspension, the district shall take into consideration:

1. Self-defense,
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.
4. The student's disability.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the appropriate administrator, but shall not exceed **three** school days.

Interim Alternative Educational Setting

Placement

The interim alternative education setting (IAES) shall be provided in a setting other than the student's regular classroom. The IAES option shall be made an option upon the recommendation of the building administrator.

In deciding whether to place a student in an interim alternative education setting, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense,
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

Removals to an interim alternative education setting shall be made by the principal or designated administrator. Each situation shall involve the formation of a committee consisting of the RTC Therapist, TCS Administration, RTC Administration and TCS staff. Upon the approval of the TCS superintendent, the committee shall develop a behavior plan to address behaviors that make it necessary for the placement.

Restrictions During Placement

The district will not allow a student placed in the IAES to participate in any school sponsored activity.

Emergency Placement

In an emergency, the principal or the principal's designee may order the immediate placement of a student in an interim alternative education setting for any reason for which placement in an interim alternative education setting may be made on a non-emergency basis. In such instances, the outlined procedure for IEAS shall be followed and a report filed within 24 hours with the superintendent of Trinity Charter School.

Mandated Placement

Misconduct that requires IAES placement:

- Engages in a felony on school property
- Commits an assault under Texas Penal Code 22.01 (a)(c)
- Commits an assault of a staff member
- Sells or gives an alcoholic beverage, or possesses a controlled substance
- Engages in conduct relating to a false alarm or terrorist threat

Length of Placement

The duration of the placement shall be determined by the principal working in conjunction with the RTC/school treatment team developed as part of the plan of action for the behavior. The duration shall be determined on a case-by-case basis. However, the purpose of the plan is to transition the student back into a school setting.

If after 30 days a student is unable to transition back into a school setting, a review of the student placement will be made by the superintendent for recommendations.

For placement in IAES to extend beyond 30 days, the principal must determine that:

1. The student's presence in a regular classroom or campus setting presents a danger or harm to the students or others.
2. The student has engaged in a serious or persistent misbehavior that violates the district's code.

Appeals

Questions from parents and/or guardians regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in an interim alternative education setting should be addressed to the principal or designated administrator in accordance with TCS policy.

A copy of this policy may be obtained from the principal's office or the central administration office.

Disciplinary consequences shall not be deferred pending the outcome of an appeal.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, an interim alternative education setting, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Trinity Charter School
Student Code of Conduct
2015-2016

Student Agreement

I, _____ (print student’s name) have received and read the Student Code of Conduct (“SCC”) for Trinity Charter School. I am aware of my rights and responsibilities under the Student Code of Conduct. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the Student Code of Conduct.

Student Signature

Date

Parent/Surrogate Parent/Guardian Agreement

Dear Parent/Surrogate Parent or Guardian:

Trinity Charter School believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the Student Code of Conduct and sign the document below to acknowledge your receipt and understanding of the Student Code of Conduct.

I am the parent or guardian of the above named student. I have received and read the Student Code of Conduct. I understand that by signing this document, I agree to support and promote the goals of the Student Code of Conduct and make every effort to work with the school in resolving all disciplinary matters.

Parent/Surrogate Parent/Guardian Signature

Date

SECTION V: IMPORTANT NOTICES

Annual Notice of Parent/guardian/surrogate and Student Rights (Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (FERPA) affords parent/guardian/surrogates and students over 18 years of age (eligible students) certain rights with respect to the student's educational records. These rights include the following:

The Right to Inspect and Review

Parent/guardian/surrogates and/or eligible students have the right to inspect and review the student's educational records within 45 days of the day the School receives a request for access. Parent/guardian/surrogates or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent/guardian/surrogate or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent/guardian/surrogate or eligible student from exercising the right to inspect and review the student's educational records, the School shall provide the parent/guardian/surrogate or eligible student with a copy of the records requested or make other arrangements for the parent/guardian/surrogate or eligible student to inspect and review the requested records.

The School shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The School may charge a reasonable fee for a copy of an education record that is made for the parent/guardian/surrogate or eligible student, unless the imposition of a fee effectively prevents a parent/guardian/surrogate or eligible student from exercising the right to inspect and review the student's education records. The School will not charge a fee to search for or to retrieve the educational records of a student.

If the educational records of a student contain information on more than one student, the parent/guardian/surrogate or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student's Educational Records

Parent/guardian/surrogates and/or eligible students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the Principal in writing, clearly identify the part of the record the parent/guardian/surrogate or eligible student wants changed, and specify why it is inaccurate or misleading. The School will decide whether to amend the record as requested within a reasonable time after the School receives the request. If the School decides not to amend the record as requested by the parent/guardian/surrogate or eligible student, it will notify the parent/guardian/surrogate or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the parent/guardian/surrogate or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent/guardian/surrogate or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School, or both. If

the School places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parent/guardian/surrogates and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent/guardian/surrogate or student serving on an official committee, such as a disciplinary or grievance committee; or a parent/guardian/surrogate, student, or other volunteer assisting another school official in performing his or her tasks.

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

Upon request, the School discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The Right to File a Complaint

Parent/guardian/surrogates and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. These complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Access to Medical Records

Parent/guardian/surrogates are entitled to access their students' medical records.

Notice for Directory Information

Under FERPA, the School must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the School may disclose personally identifiable information contained in the student's educational records without obtaining prior written consent of the parent/guardian/surrogate or eligible student if the School has designated the information as "directory information."

The School has designated the following categories of information as directory information for the purpose of disclosure relating to school-sponsored/school-affiliated purposes:

1. Student's name;
1. Address;
2. Telephone listing;
3. Electronic mail address;

4. Photographs (including video images);
5. Date and place of birth
6. Major field of study
7. Dates of attendance;
8. Grade level;
9. Participation in officially recognized activities and sports;
10. Weight and height of members of athletic teams;
11. Degrees, honors, and awards received; and
12. The most recent educational agency or institution attended.

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

1. Extracurricular programs or events (*e.g.*, school plays, concerts, athletic events, graduation ceremony),
2. Publications (*e.g.*, newsletters, yearbook, etc.)
3. Honor roll and other student recognition lists,
4. Marketing materials of the School (*e.g.*, print media, website, videos, newspaper, etc.)

The School has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. Student's name,
2. Address, and
3. Telephone listing.

The School shall not release directory information except for the purpose indicated above, namely:

1. Disclosure relating to school-sponsored/school-affiliated purposes; and
2. Disclosure to military recruiters and institutions of higher education, but only for secondary students.

A PARENT/GUARDIAN/SURROGATE OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR EITHER OR BOTH OF THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE SCHOOL OFFICE WITHIN 15 SCHOOL DAYS AFTER RECEIVING THIS "ANNUAL NOTICE OF PARENT/GUARDIAN/SURROGATE AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Use of Student Photos and Directory Information Opt Out Form

You have the right to choose whether your student’s information is released or not. Please check a box in the appropriate column below and return this form to your student’s school no later than the end of the first week of instruction after the student is enrolled. **Parent/guardian/surrogates, guardians, or eligible students who do not check a box, or who do not return this form, give their implied consent for release of directory information, consent to student photographs, and consent to release directory information to the military (grades 9–12 only).** If you do not wish to allow disclosure of this information, please return this form directly to the School either in person or by U.S. mail. If you have more than one student enrolled, you must complete a separate form for each student.

INFORMATION ABOUT THE MILITARY

The military requests, and is entitled to, the names, telephone numbers, and addresses of high school juniors and seniors, unless the parent/guardian/surrogate, guardian or eligible student checks Box C in the high school portion of this form. The military typically requests this information in the Fall semester of each academic year. **If you do not want information to be released to the military, you must return this form by October 1st in order to ensure that your preferences are entered in time.** Parent/guardian/surrogates, guardians and eligible students are encouraged to remember that checking Box C means that the School will not release student information to the military, but it does not mean that the military might not gather student information from other sources not affiliated with the School.

ALL STUDENTS	ALL STUDENTS IN GRADES 9–12
<p>PLEASE MARK EACH APPLICABLE SPACE:</p> <p>A. _____ I do NOT consent to the release of directory information about the student named below outside the Trinity Charter School system to sources such as an institution of higher education or newspapers and other media, except as authorized by law.</p> <p>B. _____ I do NOT consent to the release of photographs or directory information within the Trinity Charter School system such as yearbooks, rosters for sports information, programs or articles.</p>	<p>RELEASE TO MILITARY:</p> <p>C. _____ I do NOT consent to the release of the above directory information to the military about the student named below.</p>

PRINT Student’s Full Legal Name

Students Date of Birth (month/day/year)

PRINT Parent/guardian/surrogate/Guardian/Full Legal Name

Parent/guardian/surrogate/Guardian Signature

Date (month/day/year)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Use of Student Photos and Directory Information Opt Out Form

You have the right to choose whether your student's directory information (as defined in the Parent/guardian/surrogate and Student Handbook) is released or not. Please check a box in the appropriate column below and return this form to your student's school. Parent/guardian/surrogates, guardians, or eligible students who do not check a box, or who do not return this form, give their implied consent for release of directory information, and consent to student photographs. If you do not wish to allow disclosure of this information, please return this form directly to the School either in person or by U.S. mail. If you have more than one student enrolled, you must complete a separate form for each student.

ALL STUDENTS

PLEASE MARK EACH APPLICABLE SPACE

A. _____ I do NOT consent to the release of directory information about the student named below by EFWMA to outside sources such as an institution of higher education or newspapers and other media, except as authorized by law.

B. _____ I do NOT consent to the release of photographs or directory information within the school system in sources such as yearbooks, rosters for sports information, and programs or articles.

PRINT Student's Full Legal Name

Students Date of Birth (month/day/year)

PRINT Parent/guardian/surrogate/Guardian/Full Legal Name

Parent/guardian/surrogate/Guardian Signature

Date (month/day/year)

Student Acceptable Use Policy

Technology Mission Statement

Trinity Charter School is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the School is dedicated to providing an integrated technological curriculum for all students and staff members. Students will have access to the technology necessary to produce, manage, communicate and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the School will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resource

The School is proud to bring network and Internet access to school employees and students, and believes the Internet offers many diverse and unique resources to both students and staff. The School's goal in providing this service to staff and students is to promote educational excellence in schools by facilitating resource sharing, innovative teaching, and communication skills.

Students and staff have access to numerous research oriented and instructional resources via the Internet. On-line encyclopedias, professional journals, and databases filled with timely information on thousands of topics are just a few of the resources provided. On-campus computers have the technology necessary to support student research and to promote academic achievement.

Student Safety

The School is aware that resources that are inappropriate or not designed for use in the educational setting may be accessed on the Internet. To protect students and staff from such inappropriate material, the School's Internet access is filtered with one of the highest-rated Internet filtering systems available. However, users must recognize that it is impossible for the School to restrict access to all controversial material and individuals must be responsible for their own actions in navigating the network.

Purpose

The purpose of this policy is to ensure school-level compliance with all procedures and regulations regarding the local area network and Internet usage. All students, parent/guardian/surrogates, teachers, administrators and school employees who obtain their Internet access through the School are expected to use these services appropriately.

User Responsibilities

The use of the Internet is a privilege. Abusive conduct will lead to the privilege being revoked. The School is providing Internet resources for educational purposes only. Student/staff use of Internet resources must be related to an expressed educational and/or administrative goal or objective.

1. The use of the School's Internet and computer network must be in support of educational goals, research, and class assignments and be consistent with the educational objectives of the School.
2. Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
3. Individual accounts may be used only by the owner of the account except where specifically authorized by the School administration. In the case of class accounts, all use must be under the supervision of the sponsoring teacher/supervisor.
4. The user is responsible for safeguarding the computer account. Users are expected to protect access to accounts by periodically changing the password and keeping it confidential. They must respect the privacy of others by not tampering with their files, passwords or accounts.
5. All users will be prohibited from using the school network to access:
 - o Inappropriate matter on the internet and World Wide Web

- Unauthorized access including “hacking” and other unlawful activities by minors online

Policy – Terms and Conditions

Acceptable Use

Users are to properly use school network resources for educational and/or administrative purposes. Respectful and responsible network etiquette and behavior should be in keeping with the School’s mission statement. Students and staff are expressly prohibited from accessing obscene, profane, vulgar, or pornographic sites or materials.

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring or sharing obscene, sexually oriented, lewd or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated school staff to ensure appropriate use for educational or administrative purposes. Forgery or attempted forgery of electronic mail messages is prohibited. Only the School’s authorized IT Manager may read, delete, copy or modify the electronic mail of other system users.

Vandalism

Vandalism is defined as any malicious attempt to harm, disrupt or destroy data of another user of the School’s network or any other agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of school policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users, and will not intentionally seek information on, obtain copies of, or modify any file, data, or password belonging to another user, or represent themselves as another user unless explicitly authorized. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt or bypass system security are violations of school policy and administrative regulations, and may constitute criminal activity under applicable laws.

Any prohibited behavior under this policy will result in the cancellation of technology privileges. The School will, in accordance with school policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of the School’s network.


Network Etiquette

Each network user is expected to:

1. Be polite (i.e., an all-caps message implies shouting);
2. Use appropriate language;
3. Refrain from any activity that may be considered “cyber bullying,” including but not limited to threats of violence, extortion, obscene or harassing messages, harassment, stalking, child pornography, and sexual exploitation;
4. Maintain confidentiality of the user, colleagues, and students;
5. Respect copyright laws; and
6. Be respectful in all aspects of network use.

Consequences

Violation of the School’s policies and procedures concerning use of the computer on the network will result in the same disciplinary actions that would result from similar violations in other areas of school policy, including the



Student Code of Conduct. Any or all of the following consequences may be enforced if a student violates the terms of this policy:

1. Loss of computer privileges/Internet access, with length of time to be determined by campus administration.
2. Any campus-based disciplinary consequence, including suspension, as deemed appropriate by the administration.
3. Suspension may be considered for flagrant violations or violations that corrupt the educational value of the computers or the Internet.
4. Expulsion may be considered in instances where students have used the School's Internet access to engage in conduct that constitutes felony criminal mischief, and/or have deliberately attempted to bypass installed security software or copy/modify another student's work files.

Trinity Charter School

Acceptable Use Agreement Acknowledgement Form

I have read and agree to abide by the Trinity Charter School Student Acceptable Use Policy. I further understand that any violation of this policy may constitute a criminal offense. Should I commit any violation, my Internet and computer access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken.

Student Name

Student Signature

Date

(If you are under the age of 18 a parent/guardian/surrogate or guardian must also read and sign this agreement.)

As the parent/guardian/surrogate or guardian of this student, I have read the Trinity Charter School Student Acceptable Use Agreement. I understand that this access is designed for educational purposes. Trinity Charter School has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the School to restrict access to all controversial materials and I will not hold the School responsible for materials transmitted on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/guardian/surrogate/Guardian

Date

Trinity Charter School

Food Allergy Notification Form

Dear Parent/guardian/surrogates,

The School is required by law to request, at the time of enrollment, that the parent/guardian/surrogate or guardian of each student attending a School campus disclose the student's food allergies. This form will satisfy this requirement.

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed in order for the School to take necessary precautions for your child's safety.

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

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food. The School will contact you for a note from your physician if your child has food allergies. **Your child must have an EpiPen prescribed to help in the event of an emergency.**

Food:	Nature of allergic reaction to the food:

The School will maintain the confidentiality of this form and the information provided above, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act ("FERPA") and Board policy. **The School will maintain this form as part of your child's student record.**

Student Name: _____ Date of Birth: _____

Grade: _____

Parent/guardian/surrogate Work Phone: _____ Home Phone: _____

Parent/guardian/surrogate/Guardian
Name: _____ Date: _____

Parent/guardian/surrogate/Guardian
Signature: _____

Date form received by the school: _____



Trinity Charter School

Student/Parent/Guardian/Surrogate Handbook

Acknowledgment and Approval of Student/Parent/guardian/surrogate Handbook

My signature below acknowledges that Trinity Charter School has made its Student/Parent/guardian/surrogate Handbook available to me; that I have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct; that I have been informed that when I or my child is enrolled at the School, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

Student Name: _____ (Please Print)
 Last First MI

Grade: _____

Student Signature

Date

Parent/guardian/surrogate/Guardian Signature

Date

Please remove this page after it is signed, and return it to the school office.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.