



University of Texas
University Charter School

Student/Parent Information
Guide

2017-2018

UNIVERSITY OF TEXAS – UNIVERSITY CHARTER SCHOOL

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MISSION STATEMENT

The University of Texas-University Charter School's mission is to provide exceptional educational opportunities by creating safe environments and holding high expectations for all.

UT-UCS serves students in kindergarten through the twelfth grade who are in need of alternative educational programs. UT-UCS campuses are located in a variety of settings, including residential treatment centers, homes for girls in crisis pregnancies, sober high schools, and an elite gymnastics program. Students enrolled in UT-UCS have diverse educational backgrounds and needs that are met through the utilization of differentiated instruction. Every child is expected to master grade-level curriculum that meets all of the state of Texas curriculum standards. Interventions to address gaps in prerequisite learning and special education services are provided when needed. The UT-UCS program prepares students to "own their learning" and to be good citizens who are successful in returning to traditional schools, graduating and attending college, or entering the workforce.

VISION STATEMENT

In full partnership with our communities, the University of Texas-University Charter School's vision is to provide the best educational system for students in unique settings where each student will achieve academic, social, and emotional well-being. Cornerstones of our system are:

- A culture of high expectations for all: students, faculty and staff;
- Staff will bring joy to the classroom and learning;
- No one will limit what a student wants to achieve by telling them they "can't" do it. We will help them understand what it takes to achieve a particular goal, but we will never presume to tell them they are unable to achieve that goal. Rules are stated as "may not's".
- Everyone owns their own learning;
- Implementation Trust Based Relational Intervention (TBRI)
- Standards-based curriculum that is rigorous, relevant, and high-quality;
- Instruction that is differentiated to meet individual learner needs and to guide students to understand the relevance of what they are learning;
- An instructional model that specifically addresses the programmatic needs of the general education program, special programs for students who are at-risk of not graduating due to gaps in learning, and the special education program for any student with an identified disability that is impacting his or her ability to learn grade level curriculum;
- Effective creation and use of data for decision-making (this includes student assessment);
- Effective and efficient use of all resources;
- All decisions must meet the standard of "yes" to the question, "Is this action the best decision for the student(s) to be served?"

CONCERNS ABOUT DISCRIMINATION

The following district staff members have been designated to coordinate compliance with discrimination:

Concerns regarding discrimination on the basis of sex	Title IX Coordinator	Melissa Ruffin, melissaruffin@austin.utexas.edu
Concerns regarding discrimination on the basis of disability	Section 504 Coordinator	Melissa Ruffin, melissaruffin@austin.utexas.edu
Concerns regarding discrimination on the basis of disability	Special Education Leader	Dr. Nicole Whetstone, nwhetstone@austin.utexas.edu
Concerns regarding Homeless or Migrant Services	Director of Curriculum and Instruction	Melissa Ruffin, melissaruffin@austin.utexas.edu
Other concerns regarding discrimination	Superintendent	Dr. Melissa Chavez (512) 471-4864

SUPPLEMENTAL COMMUNICATION OPTIONS

A person who is deaf, hard-of-hearing or speech-disabled relying on TTY usage, voice carry-over, or hearing carry-over may receive Relay Texas Communications assistance by dialing 1-800-735-2989. Blind or visually impaired callers may receive assistance by calling 1-877-826-9348 or contact the UT-UCS Special Education Leader.

ADMINISTRATION: UT-UCS SUPERINTENDENT AND PRINCIPALS

District Office		
Superintendent	Melissa Chavez, Ph.D.	m.m.chavez@austin.utexas.edu
Deputy Superintendent Special Education Coordinator	Nicole Whetstone, Ph. D.	nwhetstone@austin.utexa.edu
District Office HR Manager	Bob Micks	rmicks@austin.utexas.edu
Campus Executive (EP), Associate (Act P), and Assistant Principals (Ast P)		
Annunciation Maternity Home (Georgetown)	EP: Holly Engleman	hengleman@austin.utexas.edu
Austin Children’s Shelter	EP: Dr. Nicole Whetstone	nwhetstone@austin.utexas.edu
Austin Oaks (Austin)	EP: Dottie Goodman	dgoodman@austin.utexas.edu
Cedar Crest Hospital (Belton)	EP: Cristy Cunningham	ccunningham1@austin.utexas.edu
DePelchin-Richmond (Richmond)	EP: Dottie Goodman	dgoodman@austin.utexas.edu
George M. Kozmetsky (Austin)	EP: Dr. Nicole Whetstone	nwhetstone@austin.utexas.edu
Georgetown Behavioral Hospital (Georgetown)	EP: Holly Engleman	hengleman@austin.utexas.edu
Helping Hand Home for Children (Austin)	EP: Holly Engleman	hengleman@austin.utexas.edu
Houston Behavioral Hospital (Houston)	EP: Dottie Goodman	dgoodman@austin.utexas.edu
Laurel Ridge (San Antonio)	EP: Sally Arnold Act P: Maricela De La Cruz	sarnold@austin.utexas.edu maricela.delacruz@austin.utexas.edu
Laurel Ridge High Point (San Antonio)	EP: Sally Arnold Act P: Maricela De La Cruz	sarnold@austin.utexas.edu maricela.delacruz@austin.utexas.edu
Methodist Children’s Home (Waco)	EP: Michelle Arocha Ast P: Jennifer Whitehead	marocha@austin.utexas.edu jenniferwhitehead@austin.utexa.sedu

Olympia Hills Gymnastics (Buda)	EP: Dottie Goodman Act P: Tony King	dgoodman@austin.utexas.edu tking@austin.utexas.edu
Pathfinders Camp (Driftwood)	EP: Dr. Nicole Whetstone	nwhetstone@austin.utexas.edu
Pathways 3H Camp (Mountain Home)	EP: Sally Arnold Act P: Maricela Del La Cruz	sarnold@austin.utexas.edu maricela.delacruz@austin.utexas.edu
Settlement Home (Austin)	EP: Holly Engleman Ast P: Kathleen Daniels	hengleman@austin.utexas.edu kdaniels@austin.utexas.edu
Seton Maternity Home (San Antonio)	EP: Sally Arnold Act P: Maricela De La Cruz	sarnold@austin.utexas.edu maricela.delacruz@austin.utexas.edu
Shriner's Children's Hospital (Houston)	EP: Michael McKenzie	mamckenzie@austin.utexas.edu
Texas Neuro-Rehab Center (Austin)	EP: Dottie Goodman Act P: Tonya King	dgoodman@austin.utexas.edu tking@austin.utexas.edu
The Refuge (Opening Jan. 2018) (Austin)	EP: Dottie Goodman Act P: Tonya King	dgoodman@austin.utexas.edu tking@austin.utexas.edu
University High School (Austin)	EP: Holly Engleman Ast P: Kathleen Daniels	hengleman@austin.utexas.edu kdaniels@austin.utexas.edu
Unlimited Visions Aftercare (Pasadena)	EP: Michael McKenzie	mamckenzie@austin.utexas.edu

ACCEPTABLE USE POLICY

Please see *Appendix*

ATTENDANCE

Attendance Accounting

The Superintendent or designee shall be responsible for maintaining a student attendance accounting system in accordance with statutory and TEA requirements.

The Superintendent or designee shall provide recommendations for improvement to the Advisory Board concerning the operation and effectiveness of the District's student attendance system.

Attendance Overview

Regular school attendance is essential for a student to make the most of his or her education: to benefit from teacher instruction and school activities, to build each day's learning on the previous day's learning, 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, parent, or other designee should make every effort to avoid unnecessary absences.

A student absent from school for any portion of a school day shall provide a note that describes the reason for the absence. The note shall be signed by the student's parent, guardian, or if the

student is eighteen or older or is an emancipated minor, by the student. Appropriate facility staff may sign the note in lieu of a parent or guardian if the student is residing in a residential treatment facility. (FEB) Local.

Compulsory Attendance Law

School districts are required to provide parents with information regarding the Compulsory School Attendance Laws. This information also serves as the official required WARNING NOTICE for parents/guardians or any other designated caregiver who might have non-compliance attendance related issues.

State law requires that a student between the ages of six and eighteen attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed "accelerated instruction" by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

1. Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
2. Is absent on three or more days or parts of days within a four-week period.
3. If the student is over age eighteen, the student's parents shall not be subject to penalties as a result of their child's violation of state compulsory attendance law.

Accelerated / Compensatory Programs

A student must also attend:

1. An extended-year program, if the student has been identified as likely not to be promoted as provided by Education Code 29.084
2. Tutorials the student is required to attend under Education Code 29.084
3. An accelerated reading instruction program to which the student has been assigned under Education Code 28.006(g)
4. An accelerated instruction program to which the student is assigned under Education Code 28.0211
5. A basic skills program to which the student is assigned under Education Code 29.086

Attendance Exemptions

Students who meet one or more of the following conditions shall be exempt from compulsory attendance requirements:

1. The student is at least seventeen years of age and has been issued a high school equivalency certificate or diploma.
2. The student attends a private or parochial school that includes in its course a study of good citizenship. A student in a home school shall be exempt from compulsory attendance if he or she is pursuing in good faith a curriculum consisting of books, workbooks, other written materials (including those that appear on an electronic screen of either a computer or video tape monitor), or any combination of these. The curriculum shall be designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship. *TEA v. Leeper, 893 S.W.2d 432 (Tex. 1994)*
3. The student is eligible to participate in the District's special education program under Education Code 29.003 and cannot be appropriately served by the resident district.
4. The student has a temporary and remediable physical or mental condition that renders attendance infeasible and has a certificate from a qualified physician that specifies the condition, indicates the prescribed treatment, and covers the anticipated time of absence needed for remedial treatment.
5. The student has been expelled in accordance with legal requirements in a school district that does not participate in a mandatory juvenile justice alternative education program.
6. The student is at least seventeen years old and is attending a course of instruction to prepare for the high school equivalency examinations and:
 - a. Has the permission of the student's parent or guardian to attend the course;
 - b. Is required by court order to attend the course;
 - c. Has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the child; or
 - d. Is homeless as defined by 42 U.S.C. 11302.
7. The student is enrolled in the Texas Academy of Leadership in the Humanities.
8. The student is enrolled in the Texas Academy of Mathematics and Science.
9. The student is at least sixteen years old and in attendance upon a course of instruction to prepare for the high school equivalency examinations, provided that the student is recommended to the course of instruction by a public agency that has supervision or custody of the student under a court order or the student is enrolled in a Job Corps training program under the Job Training Partnership Act (29 USC 1501).
10. The student is specifically exempted under another law. *Education Code 25.086*
11. The student is observing holy days, including days of travel to or from a site where the student will observe holy days. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. Students excused under this provision shall be allowed a reasonable time to make up schoolwork missed on those days. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. A student whose absence is excused for the purpose of observing religious holy days shall not be penalized for the absence.

12. The student has a documented appointment with a health care professional during regular school hours, if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. Students excused under this provision shall be allowed a reasonable time to make up schoolwork missed on those days. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance. A student whose absence is excused for an appointment with a health care professional shall not be penalized for the absence. *Education Code 25.087; 19 TAC 129.21*

Excused Absences

The district shall excuse a student from attending school for:

1. The following purposes, including travel for those purposes:
 - a. observing religious holidays;
 - b. attending a required court appearance;
 - c. appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship; or
 - d. taking part in a United States naturalization oath ceremony; or
2. A temporary absence resulting from health care professionals if that student commences classes or returns to school on the same day of the appointment.

Education Code 25.087

Notice of Absences

The District shall notify a student's parent if the student has been absent from school, without excuse under *Education Code 25.087*, on three days or parts of days within a four-week period. The notice must:

1. Inform the parent that:
 - a. It is the parent's duty to monitor the student's school attendance and require the student to attend school, and
 - b. The parent is subject to prosecution under *Education Code 25.093*; and
2. Request a conference between school officials and the parent to discuss the absences.

The fact that a parent did not receive the notices described above is not a defense to prosecution neither for the parent's failure to require a child to attend school nor for the student's failure to attend school. *Education Code 25.095*

Parent Warning

If the student is absent from school on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period, the student's parent is subject to prosecution under *Education Code 25.093*, and the student is subject to prosecution under *Education Code 25.094* or to referral to a juvenile court in a county with a population less than 100,000. In this section, "parent" includes a person standing in parental relation.

Student Liability

A student who is required to attend school under the compulsory attendance laws and fails to attend school on ten or more days or parts of days within a six-month period in the same

school year or on three or more days or parts of days within a four-week period may be prosecuted for truancy in:

1. The constitutional county court of the county in which the individual resides or in which the school is located, if the county has a population of two million or more;
2. The justice court of any precinct in the county in which the student resides;
3. The justice court of any precinct in the county in which the school is located;
4. The municipal court in the municipality in which the child resides; or
5. The municipal court in the municipality in which the school is located. *Education Code 25.094(a), (b)*

District Complaint Or Referral

If a student fails to attend school without excuse on ten or more days or parts of days within a six-month period in the same school year, the District shall:

1. File a complaint against the student or the student's parent or both in a county, justice, or municipal court for an offense under *Education Code 25.093 or 25.094*, as appropriate, or refer the student to a juvenile court in a county with a population of less than 100,000; or
2. Refer the student to a juvenile court for conduct indicating a need for supervision under Family Code 51.03(b)(2). The District may take the actions listed above if a student fails to attend school without excuse on three or more days or parts of days within a four-week period, but does not fail to attend school for the time specified above. *Education Code 25.0951*

CELEBRATE FREEDOM WEEK

UT-UCS participates in Celebrate Freedom Week which is scheduled by law to occur during the last full week of classes during the week in which September 17th occurs. Instruction includes study of the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical context. Students with conscientious objections, children of representatives of foreign governments, or children who have a written request from a parent or guardian may be exempted from the activity.

CELL PHONES, PAGERS, PDA'S, OTHER ELECTRONIC DEVICES

According to the Student Code of Conduct, the district does not permit students to openly possess telecommunications devices, including mobile cell phones during school hours or at any school related function. A student who is in violation will have the device confiscated. Depending on campus procedures, a cell phone may be collected when the student arrives, kept in a secure location, and returned to the parent, who must arrange a time to pick up the phone. Any disciplinary action will be in accordance with the *Student Code of Conduct*. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

CHANGE OF ADDRESS OR PHONE NUMBER

The Campus Registrar's office should be notified immediately of a change of home or business phone number or of a change of address. Up-to-date information is essential for the school to successfully handle emergencies and to maintain communication with parents. Please notify the principal of any changes in this information.

COLLEGE DAYS

Seniors may use one school day for the purpose of visiting prospective colleges; juniors may use one day for the purpose of visiting prospective colleges. College trips must be approved in advance by the campus administrator. Students with excessive absences for any reason may not be approved for college visits. College days may not be taken during exams, or in conjunction with Thanksgiving, Winter Break, Spring Break, or Easter Holidays.

CONFERENCES (TEACHER – PARENT)

Each campus will have time available for parent conferences. The conferences should be scheduled with the appropriate teacher and/or campus principal. Communicating with the teacher or principal through email is the best method for scheduling a conference time.

DRESS CODE (STUDENT)

The Student Dress Code is established to create a successful learning environment, model good citizenship, prevent disruptions, minimize safety hazards, and teach respect. Administrators have final authority concerning the clothing worn during school hours.

DRILLS – EMERGENCY INFORMATION

All UT-UCS campuses conduct emergency drills designed to assure the orderly movement of students and personnel to the safest area available. Emergency procedures must be done quickly and quietly. Teachers will take their classes to the designated safe areas.

UT-UCS conducts fire, tornado, evacuation, lock-down, and other emergency drills designed to assure the orderly movement of students and personnel to the safest areas available. Even though these drills are almost always for practice, it is very important for students and teachers to treat them seriously. Maps and instructions are posted in each classroom. Each teacher will explain these in class and regular practice drills will occur. Staying quiet and paying close attention to instructions during drills is mandatory. When the alarm is sounded, students must follow the direction of teachers or administrators quickly, quietly, and in an orderly manner. In the event of a campus emergency, students will either be instructed to remain in their room (lock down), proceed with tornado procedure, or evacuate the building for fire or emergency.

Emergency Evacuation Procedure/Fire Drill

Emergency evacuation procedure will be used any time that remaining in the building might pose a danger to students. Examples are: *fire, bomb threats, environmental and toxic disasters.*

The purpose of an emergency evacuation is to remove students from the building and to safety as quickly as possible. In the event that an evacuation is necessary, instructions will be given to evacuate the building.

1. Students should line up and proceed in an orderly manner to the designated area.
2. The teacher should ensure that all students are accounted for and bring an attendance strip with them, if possible.
3. Students should remain quiet at these locations and quiet until further instructions are given.
4. Once at the designated location, students should remain lined up by teacher in class order for a quick accounting of all students.

Lock-Down Procedure

Emergency lock-down will occur for the following: unauthorized/hostile person(s) on campus, catastrophic injury or accident, or any other situation requiring students to remain in the safety of the classroom.

In the event of a lock-down drill, the teacher should:

1. Immediately lock the door and have the students remain seated and away from the windows.
2. The teacher will take roll immediately and account for any missing students.
3. Students in library or computer labs should remain with the instructor.
4. Students in hallway or restroom should proceed to the nearest available classroom until “all-clear” announcement is given.

Tornado Drill

In the event of a tornado emergency:

1. Students will be given instructions by the teacher when notified of a tornado emergency.
2. When necessary, students will take a defense position “duck and cover” (students on knees in a fetal position with hands over their exposed head and neck).
3. An “all clear” announcement will be made when it is safe to resume normal activity.

ELIGIBILITY for EXTRACURRICULAR ACTIVITIES (METHODIST CHILDREN’S HOME CAMPUS ONLY)

An individual is eligible to participate in a University Interscholastic League academic contest as a representative of the school if that individual:

1. Is not a high school graduate
2. Is a full-time, day student in the participant high school, the student must be present 51% of the school day in order to participate in a contest held during that particular day or evening.
3. Has been in regular attendance at the participant school since the sixth class day of the present school year or has been in enrolled and in regular attendance for fifteen or more calendar days before the contest or competition (student becomes eligible on the fifteenth day)
4. Has the required number of credits for eligibility during the first six weeks of school

Eligibility for Extracurricular Participants for the First Six Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

1. Students beginning grade nine and below must have been promoted from a lower grade prior to the beginning of the current school year.
2. Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
3. Students beginning their third year of high school must have earned either:
 - a total of ten credits which count toward state high school graduation credits, or
 - a total of five credits that count toward state high school graduation

requirements that were earned during the twelve months preceding the first day of the current school year.

4. Students beginning their fourth year of high school must have earned either:
 - a total of fifteen credits that count toward state high school graduation credits, or
 - a total of five credits that count toward state high school graduation requirements that were earned during the twelve months before the first day of the current school year.
5. Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

Eligibility for Extracurricular Participants after The First Six Weeks Of The School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he or she has:

1. earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and
2. completed the three school weeks of ineligibility.

All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week.

Students lose eligibility for a three school week period. For purposes of the law, "three school weeks" is defined as fifteen class days. Ineligible students do not regain eligibility immediately. They must wait seven calendar days after the end of the grading period. Students who were eligible shall not lose eligibility until seven calendar days after the end of the grading period
EXAMPLE: Grading period ends on Friday at 4:00 p.m. Students shall not regain or lose their eligibility until the following Friday at 4:00 p.m. The six-weeks grade determines eligibility (not the course average).

EMERGENCY SCHOOL CLOSING

Check radio and television stations for information. In the event weather conditions or emergencies make it necessary to close school, campuses will follow their local school district inclement weather decision.

EXEMPTIONS FROM INSTRUCTION

A parent or guardian may remove his/her child from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the principal a written statement authorizing the removal of the child from the class or other school activity.

A parent or guardian is not entitled to remove the child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. This policy does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the District and TEA.

FAMILY ACCESS

Parents and/or any interested party serving in a parental role will be given access to their student's information and grading through the student information management system "Skyward". Please contact your local campus for access.

GANGS

Affiliation with a gang, secret society, or any unapproved student group is forbidden. The school administrator(s) may alter the dress code at any time based on any inappropriate or disruptive trends. Any student dress that indicates an affiliation with a gang, group, or organization that is not school approved is forbidden. This may include colored articles of clothing, professional team sportswear, or distinctive lettering or script that signifies an unapproved group association as identified by the school administrator. Student participating in gang activity may be removed from campus.

GRADES

Grading Periods

Students will receive grades at six- week intervals. The teacher will submit the grades for the grading period according to the campus calendar. If the student has Admission, Review, and Dismissal (ARD) adopted goals and objectives, the teacher will create an Individualized Education Plan (IEP) progress report each grading period. A copy of the IEP progress report will accompany the report card and be provided to the parent/guardian.

Interim Grade Reports (Progress Reports)

The teacher will submit a list of any students who are failing at the third week of a six-week grading period to the principal. The campus special education coordinator will receive a copy of the list of students who require special education services and who have failing grades.

Failing Grades Action Plan

If a student has a failing grade on a progress report for a grading period, the principal will determine whether or not a conference will be held to develop an action plan for the student. This conference will include the student, the principal, the teacher, and the campus special education coordinator if the student qualifies for special education.

Grading Period Average

Grades earned during a grading period will be averaged and used to determine each student's progress toward mastery of the TEKS.

Semester Exams

All students enrolled in high school courses are required to take semester examinations and/or complete culminating activities in all courses. Examinations may be written, oral, or project

based. Each student receiving special education services will be required to take semester exams for regular course credit unless the ARD (Admission, Review, and Dismissal) Committee recommends an alternate method by which the student may complete the course requirements.

Semester and Final Grades

Final grades are determined by the grading period averages and the semester exam for a semester course. The grading period average accounts for 75% and the semester exam for 25% of the final grade.

Grading Period	1 st six-week	2 nd six-week	3 rd six week	Semester Exam
Final Grade Weight	25%	25%	25%	25%

Final grades for yearlong courses are determined by averaging the semester grades.

If a student enrolls after the beginning of a grading period and does not have sufficient or reliable assessment from his prior school, the teacher will determine the student's mastery of the curriculum for that period through an assessment process approved by the principal. If the student's history is not reflective of their current academic performance, the teacher and the principal may develop an appropriate plan to demonstrate mastery of the content.

A student who earns a first semester average of 65% or better in a yearlong course may continue the course second semester and have the two semesters averaged together.

A student earning less than 65% in the first semester of a yearlong course may not continue in the course and must repeat the first semester. Exception: If a student earns a grade of 60% to 64% and the principal approves, the student may continue the course. The student will receive 1 credit for the course if the average is 70% or better for the year.

A failing second semester average will not be averaged with a passing first semester course grade for credit of a two-semester course.

Examples:

Algebra 1 (A) grade = 80 **and** Algebra 1 (B) grade = 65 **then** 0.5 credit for Year

Algebra 1 (A) grade = 65 **and** Algebra 1 (B) grade = 80 **then** 1.0 credit for Year

It is not permissible for correspondence course grades or credit-by examination grades to be averaged with a previous failing first semester grade in order to earn full credit for the course.

Examples:

Algebra 1 (A) grade = 65 **and** Algebra 1 (B) correspondence grade = 80 **then** 0.5 credit for Year

Algebra 1 (A) grade = 65 **and** Algebra 1 (B) CBE grade = 80 **then** 0.5 credit for Year

Course Retakes

When a student retakes a course for credit the higher of the two grades will be used for GPA calculation.

Credit-by-Examination

If a student is awarded Credit-by-Examination the grade will be used for GPA calculation.

Report Cards

Report cards are a record of the student's relative mastery of the TEKS for a grading period, semester exam, and final grade. The following grading scale will be used for grades three through twelve:

A	90-100
B	80-89
C	70-79
F	69 or below

Grade Level Classification

Grade levels are determined at enrollment or at the start of each school year. Individual exceptions may be made in writing by the principal to the superintendent.

Less than 6 credits	9 th grade
6 < 11 credits	10 th grade
11 < 17credits	11 th grade
17 <	12 th grade

Grade Point Average (GPA)

A grade point average (GPA) for high school course work will be calculated for all students using all courses taken that are awarded state credit, using an un-weighted 4.0 scale.

A	4.0
B	3.0
C	2.0
F	0

Weighted GPA Scale

All Dual Credit course work taken while enrolled with UT-UCS will be weighted on a 5.0 scale for calculation of GPA.

A	5.0
B	4.0
C	3.0
F	0

Transfer Grades

All incoming students' GPA's shall be converted to the system used by the district to determine GPA. For students coming from within the United States, numerical grades shall be recorded exactly as they appear on the transcript, and alphabetical grades shall be given the numerical equivalent according to the grade scale of the sending school. If no grade scale is provided by the sending school, then the following conversion scale shall be used.

A+ = 98	B+ = 88	C+ = 78	
A = 95	B = 85	C = 75	F = 69
A- = 92	B- = 82	C- = 72	

Additionally, for students coming from state accredited schools within the United States, if a letter grade of D or a numerical grade of sixty to sixty-nine is indicated as "passing", credit shall be awarded. The grade on the official transcript will be designated with a "P" or with the numerical grade followed by a period, i.e. 68. and no GPA points shall be awarded.

The transcripts of students from non-accredited schools and schools outside the United States are individually evaluated for equivalency to state and local courses.

Class Rank and Quartile

Class rank and/or quartile are determined only for graduating classes that exceed ten graduates. A Valedictorian and/or Salutatorian may be awarded for a Spring Graduating Class. Only students graduating on the Foundation Plan + Endorsements or higher will be considered for Valedictorian or Salutatorian.

TRANSCRIPT ASSESSMENT

The Academic Transition Coordinator (ATC) is responsible for transcript assessment and the award of any credits for a transfer student within thirty (30) days of receipt of an official transcript from a student's former school.

The ATC may seek assistance from the Principal or the District Curriculum and Instruction Coordinator in assessment of a transcript.

GRADUATION

Personal Graduation Plans

A 4-year plan is developed for any student, grades six through twelve, who has failed a state assessment instrument or is not expected to graduate by the end of the fifth school year after enrolling in ninth grade. The personal graduation plan must identify educational goals for the student which include diagnostic, monitoring, and intervention information, and other evaluation strategies.

Graduation Requirements (see *Course Guide*)

In order to graduate from high school, students must successfully complete a certain number of units and pass an examination of basic skills. The State of Texas requires all students to

complete a certain series of courses. University of Texas- University Charter School graduation requirements comply with the minimum requirements of the State of Texas. Students with disabilities may be permitted to graduate with ARD committee recommendation under the provisions of the IEP and with the consent of the ARD committee and their parents.

All students must complete all course work and other requirements needed for graduation in order to participate in the commencement ceremony.

IMMUNIZATIONS

Appropriate immunizations as outlined in Title 25 Health Services, §§ 97.61-97.72 of the Texas Administrative Code (TAC). A letter with additional information is included in the enrollment packet. This information can also be accessed on the website of the Texas Department of State Health Services <http://dshs.state.tx.us/immunize/school/default.shtm>

LICE NOTIFICATION

If a student is identified as having lice present, a parent letter will be sent to each member of the class notifying them of the discovery. Names cannot be revealed, only that the presence of lice has been detected.

LIBRARY USE

Contact the principal for individual campus procedures.

MEDICINE ON CAMPUS

Medication Policy and Procedure (Applies to all non-residential campuses and any non-residential student enrolled at a campus serving residential students. The director of the facility must also approve any self-medication).

Medications may be administered at school with:

1. A parent's written statement that there is a need for medication to be administered at school.
2. The parent provides the medication. This includes both prescription and over-the-counter medications.
3. It is requested that parents ask the pharmacist for an extra labeled bottle for sending medication to school.
4. Students will be notified when medication is running low and the bottle may be sent home for a refill. Refills need to be given to the principal or his or her designee prior to the start of school on the day the refill is returned.
5. It is required that medications that need to be cut in half, be cut in half before sending the medication to school.
6. Non-prescription medications must be in the original container.
7. Prescription medications must be in a properly labeled prescription bottle with the student's name, medication name, directions for dispensing the drug, and written by a physician licensed to practice in the United States.
8. Medications must be kept in the school cabinet and administered by the school employee.

9. A written request from a physician must be obtained if prescription medication needs to be given for longer than 30 calendar days (fax may be accepted).
10. A written request from a physician must be obtained if a non-prescription medication needs to be given for longer than seven consecutive school days.
11. Directions on over-the-counter packaging regarding age, dose and frequency will be strictly adhered to. Requests to alter dosage or frequency of medications must be accompanied by a physician's written note stating the dosage and frequency of medication to be given, and that it is necessary to administer at school (fax may be accepted).
12. Medications prescribed or requested to be given three times a day or less will not be given at school unless a specific time during school hours is prescribed by a physician.
13. An initial dose of a medication should be administered at home. Subsequent doses of medication may be administered by the school employee.
14. Medications (controlled substances) will be counted by school personnel upon arrival at school and documented as to the number of pills received. Medications (controlled substances) must be delivered and picked up by parents/guardians. These medications will require a parent's signature to be sent home with the student at the end of the year.
15. In extreme cases only, a student may be allowed to self-administer inhaler medication if the following two conditions have been complied with:
 - a. Written permission from the physician allowing the student to self-medicate is on file in the nurse's office.
 - b. School personnel have counseled the parent on the school's inability to monitor the student's health condition during the school day while self-medicating.

Self-Administration of Medications for Asthma and Anaphylaxis:

Legislation allows a student to self-administer certain prescription medications for asthma when medically necessary. However, the student must demonstrate the skill necessary to self-administer the prescribed asthma medication.

Legislation (HB1 Section 10.01 & 10.02) addressed anaphylaxis medication. Anaphylaxis is a sudden, severe allergic reaction. The medication for anaphylaxis as well as the self-administration of this medication by a student must be authorized by a physician or other licensed health care provider. The student must demonstrate to the physician or other licensed health care provider and to the campus principal the skill level necessary to self-administer the prescribed medication.

The appropriate forms must be completed with physician and parent signatures for the student to carry asthma and anaphylaxis medications.

POSSESSION OF NON-PRESCRIPTION DRUGS

See *Student Code of Conduct*

PARENTAL RIGHTS

Parents have a right under the Federal Education Privacy Act (FERPA):

1. To request information regarding the professional qualifications of their child's teachers.
2. To request information about the qualifications of any paraprofessional who may provide services to their child.
3. To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to their child.
4. To inspect a survey created by a third party before the survey is administered or distributed to their child.
5. To review their child's student records when needed. These records include: Attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, other medical records, teacher and counselor evaluations, reports of behavioral patterns, and state assessment instruments that have been administered to their child.
6. To remove their child temporarily from the classroom, if an instructional activity in which their child is scheduled to participate conflicts with their religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, their child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.
7. Parents may grant or deny any written request from the District to make a videotape or voice recording of their child.

Family Educational Rights and Privacy (FERPA) Statement:

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting information unless the parent or guardian objects to the release of the directory information about the student. If a parent does not want the University of Texas-University Charter School to disclose directory information from their child's education records without their prior written consent, you must notify the district upon enrollment of the student into our school district.

The University of Texas-University Charter School District has designated the following information as directory information: "student's name, degrees, honors and awards received.

PHYSICAL FITNESS ASSESSMENT (FITNESS GRAM)

Annually, the district will conduct a physical fitness assessment of students in grades three through twelve as required by *Education Code 38.101*. At the end of the school year, a parent may submit a written request to the UT-UCS District Assessment Coordinator to obtain the results of his or her child's physical fitness assessment conducted during the school year.

PLEDGE, MOMENT OF SILENCE

UT-UCS will recite the Pledge of Allegiance and the Texas State Pledge followed by a minute of silence each school day. SB83 requires students to recite the pledges to the United States and

Texas flags once each school day. Students may be excused from reciting a pledge on request of the student's parent or guardian. The legislation also requires school boards to provide for a minute of silence following the pledges during which students may reflect, pray, meditate, or engage in another silent activity that is not distracting to other students. School employees are required to ensure that students remain silent and do not distract other students.

To request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag, the request must be in writing. State law does not allow their child to be excused from participation in the required moment of silence or silent activity that follows.

PROGRESS REPORTS

The teacher will submit a list of any students who are failing at the 3rd week of a six-week grading period to the principal. If the student requires special education services, the campus special education coordinator will receive a copy of the list of students who have failing grades.

REPORT CARDS (SEE ALSO "GRADES" FOR MORE INFORMATION)

Report cards are a record of the student's relative mastery of the TEKS for a grading period, semester exam, and final grade. Report cards are distributed for a six week period.

RESPONSE TO INTERVENTION NOTIFICATION (RTI)

Students that are at risk of not passing their coursework during the middle of a grading term will receive a Progress Report along with an RTI notification stating the interventions that are utilized to assist with the poor performance. If the low performance continues, a Local Support Team (LST) will be adjourned to discuss further recommendations.

REPORTING CHILD ABUSE

It is a state law that employees who suspect or have information regarding child abuse contact the Texas Department of Family and Protective Services. Information and resources regarding Child Abuse and Neglect can be accessed can be accessed at http://www.dfps.state.tx.us/Contact_Us/hotlines.asp.

Included on this website is a directory listing of toll-free numbers maintained by various crisis organizations.

1. A professional as defined in the law is required to report not later than after the 48th hour after the professional has cause to believe the child has been or may be abused as defined in §261.001(1) or 261.401, Family Code, or is the victim of the offense of indecency with a child and the professional has cause to believe the child has been abused as defined in §261.001(1), Family Code.
2. A non-professional shall make a report immediately after the non-professional has cause to believe that the child's physical or mental health or welfare has been adversely affected by abuse.
3. A report shall be made regardless of whether the contractor/provider staff suspects or knows that a report may have previously been made.

SEARCHES

Please refer to *Student Code of Conduct*

SECTION 504

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify and provide educational accommodations and related services to those students who have disabilities, but who are not in need of special education for that disability in accordance with the individuals Disabilities Education Act (IDEA). For additional information, please contact the District's Section 504 Coordinator, Melissa Ruffin, melssaruffin@austin.utexas.edu

SEXUAL HARASSMENT

The District believes that every student has the right to be free from all forms of discrimination and harassment while attending district schools and school-related activities. The district regards sexual harassment of students as a serious incident and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense.

All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student or adult. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, campus administration, or the district's Title IX compliance officer.

STUDENT CONDUCT COMPLAINT AND REPORTING

Upon knowledge of a suspected incident, the Campus Administrator files a report, conducts a thorough investigation, and completes a follow up determination report. All parents involved are promptly notified of the complaint and the pending investigation. All interviews concerning any student involvement should include the student, the parent and an additional staff member. The investigation must include the following

- Conducting interviews of all students involved
- Conducting interviews of witnesses
- Investigating the circumstances of the incident, including events or incidents that preceded the incident in question
- Documentation of all interviews on the complaint form

Regardless of the outcome of the initial investigation, the Campus Administrator continues to monitor the situation paying special attention to the student or students involved as well as the interaction with any incidents that may involve a staff member. The summary of the events and the findings are sent to the Title IX Coordinator. The Title IX Coordinator keeps a record of any reported incidents. The Coordinator may assist in the investigation if needed and may be requested to offer a third party opinion for the determination of actual harassment. If the determination results show that some form of harassment occurred, the Campus Administrator is responsible for taking immediate and swift action to end the harassment, eliminate any hostile environment and its effects and prevent harassment from recurring. Any steps taken will

not penalize the student who was harassed, intimidated and/or bullied. The actions involved may include but are not limited to the following

- Removing the student being harassed from the situation where the events occurred
- Removing the student accused from the situation where the events occurred
- Available counseling options for a student who is a victim of harassment intimidation and/or bullying
- Available counseling options for a student who engaged in conduct that was harassing, intimidating and /or bullying
- Consequences in accordance with the Student Code of Conduct

In the event that any person involved does not agree with the determination or follow up actions, they may appeal in writing to the Superintendent. Only written appeals will be reviewed and investigated by the Superintendent's Office.

Upon receipt of a written appeal concerning the determination and/or action steps taken to rectify a complaint, the Superintendent's office will complete the appropriate documentation, and will conduct its own investigation and interviews of all of the parties involved.

After the secondary investigation by the Office of the Superintendent and the determination that follows, the complaint is considered closed. All parties are notified in writing of the results of the investigation and the actions taken to address the situation. Further appeals or action requested by the parent or guardian shall be considered only in the event that further evidence can be shown to conclude that harassment may again have occurred.

SPECIAL EDUCATION SERVICES

The University of Texas-University Charter School provides a continuum of specially designed instructional supports and services for students with disabilities who are eligible for Special Education services. A full range of academic supports for kindergarten through the twelfth grade are available and can be accessed through either the general program of instruction or through special education instruction and related services, as determined by the admission, review, and dismissal (ARD) committee. The school district curriculum enables each student with disabilities to acquire knowledge and skills that are commensurate with the student's needs and abilities and the general education curriculum.

Providing Assistance to Students who have learning Difficulties or need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on a continuum of services that addresses the needs of all students and is not used to delay or deny an evaluation for a student suspected of having a disability.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the

evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities. Additional information regarding the IDEA is available from the school district in a companion document A Guide to the Admission, Review, and Dismissal Process.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First
- Partners Resource Network

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is:

Contact Person: Special Education Leader, Nicole Whetstone

Phone Number: 512-484-7632

STUDENT SUCCESS INITIATIVE (SSI/GRADE PLACEMENT COMMITTEE)

In addition to local policy relating to grade advancement, students in grades five and eight shall demonstrate proficiency in reading and math as required by TEC §28.0211 (a), in order to advance to the next grade. Demonstrated proficiency is defined under this section as meeting the passing standard on the appropriate assessment instruments specified by §101.2003 (a) of the title (relating to Grade Advancement Testing Requirement). A student who does not demonstrate proficiency on one or both of these tests may advance or be placed in the next grade level only if (1) he/she completes all accelerated instruction required by the Grade Placement Committee (GPC) and (2) the GPC determines, by unanimous decision, that the student is likely to perform at grade level at the end of the next school year given additional accelerated instruction during the following school year. In making promotion decisions, the GPC must consider the recommendation of the student's teacher, the student's grades, and the student's State assessment scores, and any other relevant academic information. Students who are promoted by the GPC must be assigned to a teacher who meets all state and federal qualifications to teach that subject and grade. *Texas Administrative Code (TAC) 101.2001 (b)*.

SUMMER SCHOOL

Contact Campus Administrator.

TARDIES

Each student should enter the classroom ready to begin work before the tardy bell rings. The orderly conduct of class activity is predicated upon the prompt and precise beginning of the program. Tardiness or early release hinders the proper conduct of such activity and imposes a

distraction that leads to a loss of instructional time for students properly in attendance.

If a student misses fifteen minutes of a class period, the student will be counted absent for the entire period.

A student who is tardy to class will be subject to disciplinary action according to the *Student Code of Conduct*.

TECHNOLOGY ACCESS

See *Acceptable Use Policy* in Appendix

STATE ASSESSMENT PROGRAM

State Assessment of Academic Skills Schedule

The statewide assessment program shall be primarily knowledge and skills based to ensure accountability for student achievement that achieve the state goals for public education. The state-adopted criterion-referenced assessment program shall be designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science. Assessment instruments shall include assessment of a student's problem-solving ability and complex-thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable. The state-adopted End-of-Course assessment instruments shall be designed to be administered to students to assess essential knowledge and skills in mathematics, English language arts, social studies, and science. Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced tests, as required by *Education Code 39.023(a), (b), (c), (l) and 39.027(e). Education Code 39.022, 39.023(a), (c), (f); 19 TAC 101.1, 101.5(a)*

To be eligible to receive a high school diploma, a nonexempt student must demonstrate satisfactory performance on the End-of Course assessments. *Education Code 39.025(b); 19 TAC 101.7(a)*

The Commissioner shall specify the schedule for testing. The Superintendent shall be responsible for administering tests. The Commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state. *19 TAC 101.25*

All students, except students who are exempted, who are in special education programs, and whose ARD committees determine the assessment instrument would not provide an appropriate measure of achievement [see Alternative Assessment, below], shall be assessed in:

1. Mathematics, annually in grades three through seven without the aid of technology and in grades eight through eleven with the aid of technology on any assessment instruments that include algebra;
2. Reading, annually in grades three through eight;
3. Writing, including spelling and grammar, in grades four and seven;
4. Social studies in grades eight;
5. Science in grades five and eight;
6. End of Course exam for student entering High school in 2011-2012 and beyond.

Education Code 39.023(a)

High School TAKS Testing

1. Eleventh Grade: English Language Arts, Mathematics, Science, Social Studies
2. All students entering High school in 2011-2012 and beyond will take the End of Course exam corresponding to their enrollments.

Notice To Parents

In order to provide timely and full notification of graduation requirements and of testing requirements for advancement at certain grades, the Superintendent shall be responsible for notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation;

1. Notifying each student in grades seven through twelve new to the District and the student's parent or guardian in writing of the testing requirements for graduation;
2. Notifying each student who shall take the tests required for graduation and his or her parent or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing;
3. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, of the testing requirements for grade advancement as specified in *Education Code 28.0211 [see EIE]*;
4. Notifying each student in grades one through eight who is new to the District and his or her parent or guardian in writing of the testing requirements for grade advancement; and
5. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

19 TAC 101.13

According to procedures specified in the applicable test administration materials, an eligible student or out-of-school individual who has not met graduation requirements may retest on a schedule determined by the Commissioner. A student who has been denied a diploma because the student failed to meet standards of performance on any sections of the instrument may retake the sections each time the instrument is administered. A student shall not be required to demonstrate performance at a standard higher than the one in effect when the student was first eligible to take the test. *Education Code 39.025(b); 19 TAC 101.7(a)(2), (d)*

Alternative Assessment

A student receiving special education services enrolled in grades 3-8 and who is receiving instruction in the essential knowledge and skills shall take the assessment of academic skills unless the student's ARD committee determines that it is an inappropriate measure of the student's academic progress as outlined in the student's IEP. If the ARD committee determines that the assessment is an inappropriate measure of the student's academic progress in whole or part, the student shall take the alternative assessment of academic skills in whole or part. Each testing accommodation shall be documented in the student's IEP in accordance with federal law. Beginning with the 2004-05 school year when alternative assessment of academic

skills is available for grades nine and ten, this provision also applies to students enrolled in these grades. *19 TAC 101.5(b)*

The ARD committee shall determine the level of performance considered to be satisfactory on the assessment instruments administered to that student in accordance with TEA rules.

Education Code 39.024(a)

TEA shall develop or adopt appropriate criterion-referenced assessment instruments to be administered to each student in a special education program who receives modified instruction in the essential knowledge and skills identified under *Education Code 28.002* for the assessed subject but for whom an assessment instrument, even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee.

The alternative assessment instrument must assess essential knowledge and skills and growth in the subjects of reading, mathematics, and writing and shall be administered on the same schedule as the assessment instruments administered to all other students.

Education Code 39.023(b)

The alternative assessment of academic skills will measure annual growth based on appropriate expectations for each special education student, as determined by the student's ARD committee in accordance with criteria established by the Commissioner. *19 TAC 101.23(b)*

Permissible Accommodations

Testing accommodations on the assessments administered are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction.

For a student receiving special education services, the ARD committee shall determine the allowable accommodations necessary for the student to take the assessments and shall document them in the student's IEP. Permissible testing accommodations shall be described in the appropriate test administration materials. *19 TAC 101.29*

Exemptions – Special Education

A student may be exempted from the administration of:

1. The state assessment instrument or an alternate assessment if the student is eligible for special education and the student's IEP does not include instruction in the essential knowledge and skills at any grade level;
2. Exit-level exams if the student is eligible for special education, and:

The student's IEP does not include instruction in the essential knowledge and skills at any grade level; or the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's ARD committee. *Education Code 39.027(a)(1), (2)*

A student receiving special education services enrolled in grades 3-10, according to the grade implementation schedule stated at STUDENTS WITH DISABILITIES, and who is not receiving any instruction in the essential knowledge and skills, shall be considered exempt. Each exemption

shall be documented in the student's IEP in accordance with federal law. Each exempted student shall take an appropriate locally selected assessment, as determined by the student's ARD committee, in accordance with procedures developed by TEA. Student performance results on these alternate assessments must be reported to TEA. *19 TAC 101.5*

ELL Students In Special Education

Decisions regarding the selection of assessments for ELL students who receive special education services shall be made by the ARD committee, which includes an LPAC member to ensure that issues related to the student's language proficiency are duly considered.

An ELL student who receives special education services may be exempted from the reading proficiency tests in English only if the ARD committee determines that these tests cannot provide a meaningful measure of the student's annual growth in English reading proficiency for reasons associated with the student's disability.

The provisions apply to the alternative assessment of academic skills, which is a measure of annual progress rather than grade-level mastery.

An ELL student who receives special education services and whose parent or guardian has declined the services required by *Education Code Chapter 29, Subchapter B* [see EHBE], is not eligible for an exemption on the basis of limited English proficiency. *19 TAC 101.1009, 101.1011*

Students With Dyslexia

TEA shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess the ability of and to be administered to each student who is determined to have dyslexia or a related disorder and who is an individual with a disability under *29 U.S.C. 705(20)*, for whom the assessment instruments, even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the committee established by the Board to determine the placement of students with dyslexia or related disorders. The committee shall determine whether any allowable modification is necessary in administering to a student an assessment instrument required under this provision. *Education Code 39.023(n)*

English Language Learners (ELL) Students

In grades three through twelve, an ELL student, as defined by *Education Code Chapter 29, Subchapter B*, shall participate in the assessments in accordance with Commissioner's rules at *19 TAC Chapter 101, subchapter AA*. In grades three through six, the language proficiency assessment committee (LPAC) shall determine whether a nonexempt ELL student whose primary language is Spanish will take the assessment of academic skills in English or in Spanish. The decision as to the language of the assessment shall be based on the assessment that will provide the most appropriate measure of the student's academic progress. *19 TAC 101.1005(b)*

Academic Progress Evaluation

The Commissioner shall develop an assessment system that shall be used for evaluating the academic progress, including reading proficiency in English, of all English Language Learners. An ELL student who is exempt from the administration of an assessment instrument who

achieves reading proficiency in English as determined by the assessment system shall be administered the appropriate assessment instrument. *Education Code 39.027(e)*

Testing LEP Students At Other Grades

The State Board of Education shall adopt rules for the administration of the assessment instruments adopted under Subsection (a) in Spanish to students in grades three through five who are of limited English proficiency, as defined by *Section 29.052*, whose primary language is Spanish, and who are not otherwise exempt from the administration of an assessment instrument under *Section 39.027(a)(1) or (2)*. Each student of limited English proficiency whose primary language is Spanish, other than a student to whom Subsection (b) applies, may be assessed using assessment instruments in Spanish under this subsection for up to three years or assessment instruments in English under Subsection (a). The language proficiency assessment committee established under *Section 29.063* shall determine which students are administered assessment instruments in Spanish under this subsection.

The Commissioner by rule shall develop procedures under which the LPAC shall determine which ELL students are exempt from the administration of the assessment instruments. The rules shall ensure that the LPAC provides that the exempted students are administered the assessment instruments at the earliest possible date. *Education Code 39.023(l), (m)*

English Language Proficiency Tests

In Kindergarten-Grade 12, an English language learner (ELL), as defined by the Texas Education Code (TEC), Chapter 29, Subchapter B, as a student of limited English proficiency, shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill state requirements under the TEC, Chapter 39, Subchapter B, and federal requirements.

Language Proficiency Assessment Committee

In accordance with *Education Code 39.023(a), (l), and (m)*, the LPAC shall select the appropriate assessment option for each LEP student in accordance with this policy. Assessment decisions must be made on an individual student basis in accordance with administrative procedures established by TEA. The LPAC must document the reason for the TAKS Exit Level or STAAR participation in the student's permanent record file.

Immigrant Students

"Recent unschooled immigrant" means an immigrant who initially enrolled in a school in the United States not more than twelve months before the date of the administration of an assessment instrument under *Education Code 39.023(a) or (l)* and who, as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum determined by the LPAC. [See EHBE] To the extent authorized by federal law, a child's prior enrollment in a school in the United States shall be determined on the basis of documents and records required for enrollment. [See FD] *Education Code 39.027(a)(3), (4), (g)*

ELL Students At The Exit Level

ELL students are not eligible for an exemption from the exit level assessment of academic skills or the end-of-course tests on the basis of limited English proficiency. However, ELL students

who are recent immigrants may postpone the initial administration of the exit level test and end-of-course test one time. "Recent immigrant" means an immigrant who first enrolls in U.S. schools no more than twelve months before the administration of the test from which the postponement is sought. *19 TAC 101.1005*

LEP Students At Other Grades

Although an English language learner (ELL) shall not be exempt from taking an end-of-course assessment for reasons associated with limited English proficiency or inadequate schooling outside the United States, special provisions under subsection (b) of this section shall apply to an ELL enrolled in an English I or II course or an English for Speakers of Other Languages (ESOL) I or II course if the ELL:

- (1) has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less; and
- (2) the student has not yet demonstrated English language proficiency in reading as determined by the assessment under §101.1003 of this title (relating to English Language Proficiency Assessments).

Concerning the applicable English I or English II assessment in which the student is enrolled, an ELL who meets the eligibility criteria in subsection (a) of this section shall not be required to:

- (1) use the assessment score as part of the cumulative score for graduation;
- (2) retake the assessment each time it is administered if the student passes the course but fails to achieve the established minimum score on the assessment; or
- (3) have the score on the assessment count for 15% of the student's final grade in the course.

19 TAC 101.1007

Foreign Exchange Reporting

A foreign exchange student who has waived in writing his or her intention to receive a Texas high school diploma may be excused from the exit-level assessment requirement. *19 TAC 101.7(a)(3)*

Results To The Public And To Parents And Students

Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers. Education Code 39.030(b)

The District shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. *19 TAC 101.81*

Parental Access

A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. *Education Code 26.005, 26.006(a)(2)*

TEXTBOOKS

State-approved instructional materials and technological equipment are provided free of charge for each relevant subject or class. Students are required to use these resources carefully. All textbooks must be covered. According to *Texas Education Code 31.104*, “Each student, or the student’s parent or guardian, is responsible for all instructional materials and technological equipment not returned in acceptable condition by the student. A student who fails to return all instructional materials and technological equipment forfeits the right to instructional materials and technological equipment until all instructional materials and technological equipment previously issued, but not returned, in acceptable condition are paid for by the student, parent, or guardian.” Additionally, in the case of a student residing in a residential facility, the facility may be held liable for the replacement cost of the textbook.

TRANSCRIPTS

Transcripts are available through the District Registrar, (512) 471-4798.

TUTORIALS

UT-UCS will offer free tutorials to students that need extra assistance to be successful with their academics and the STAAR test. Tutorials will be held according to the campus schedule.

VANDALISM

Vandalism is defined as any defacement or destruction of school property. Graffiti is considered to be vandalism. Any form of “prank” may be considered vandalism. Students guilty of vandalism and/or criminal mischief under the Student Code of Conduct are subject to appropriate disciplinary consequences, prosecution and restitution.

VIDEO CAMERAS

For safety and staff training purposes, video/audio equipment may be used by the facility or district to monitor student behavior in classrooms and in common areas on campus. Students will not be told when the equipment is being used. When appropriate the videos may be reviewed and utilized in cases of potential disciplinary action. Videos may also be made of classroom instruction, used in feedback and training for staff. No recordings shall be shared or distributed to anyone outside of the immediate district administration staff without prior written consent from the child’s parent..

VIDEO RECORDING

At no time will any UTCSS volunteer or parent video record any students or staff members without the expressed written consent of the campus principal or the superintendent.

WITHDRAWAL FROM SCHOOL

A parent or guardian should accompany a student when withdrawing from school, unless the student has obtained an eighteen year old waiver. A parent signature is required for withdrawal of a student under the age of eighteen. The procedure for withdrawal is as follows:

-
1. Obtain appropriate withdrawal forms from the Campus Registrar’s office.

-
2. Have the appropriate forms filled out by teachers; return all school instructional materials and technological equipment, library books, school property, and make sure all fees/fines are paid.

University of Texas – University Charter School

ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

AVAILABILITY OF ACCESS

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instruction and administrative purposes.

Access to the District's electronic communications system(s), hereafter referred to as ECS, including the Internet, shall be made available to students, employees, and other authorized users primarily for educational and administrative purposes and in accordance with administrative regulations.

LIMITED PERSONAL USE

Limited personal use of the system shall be permitted if the use:

1. Imposes no tangible cost on the District;
 2. Does not unduly burden the District's computer or network resources;
 3. Has no adverse effect on an employee's job performance or on a student's academic performance;
 4. Is used on a limited basis; and
 5. Employees and authorized users may not be paid or otherwise profit from the use of any district-provided information resource or from any output produced using it.
- Commercial activity may not be promoted using university information resources.

EMPLOYEE USE OF DISTRICT ELECTRONIC EQUIPMENT

Employees or authorized users may not remove equipment, such as desktops, laptops, and other electronic devices, from the assigned inventory location in school buildings, school offices, or classrooms unless authorization has been obtained.

For use away from work in conducting school-related business, a signed copy of an authorized Use of Equipment form shall be approved by the District instructional technology department and the employee's direct supervisor. The form must be on file with the employee's direct supervisor prior to the removal of the equipment from its assigned location. Equipment released to employees in such a manner may not be used for personal use and must be properly safeguarded and handled with reasonable care.

The Authorized Use of Equipment approval is for a specific piece of equipment with a unique inventory number. Review and adjustment of the equipment for offsite security may take several days.

VIOLATION OF LAW NOT PERMITTED

No user of the ECS may violate applicable state or federal laws, including copyright laws. Copying or using text, graphics, video and sound clips, and software may be a violation of applicable copyright laws. The user shall use care not to violate these copyright laws by use of copyrighted items. Any individual employed or contracted by the District shall determine whether use of material requires permission.

Users of the ECS may not publish or otherwise use personally identifiable educational records of students without permission of the student or the student's parents unless the user complies with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g.

The ECS shall not be used for material that is obscene or indecent, is patently offensive as measured by contemporary community standards, is sexually explicit or tends to degrade any race, religion, ethnic group, or gender.

COPYRIGHT

Copyrighted software or data may not be placed on any system connected to the District's system(s) without permission from the holder of the copyright. Only the owner(s) or individuals the owner(s) specifically authorize may allow use of copyrighted material for use on the system(s).

SYSTEM ACCESS

Access to the District's electronic communication system (ECS) will be governed as follows:

With the approval of the principal, or division/department supervisor or designee, users will be granted appropriate access to the District's ECS.

Any user of the District ECS identified as having violated District, campus, and/or division/department system acceptable use guidelines will be subject to disciplinary action consistent with District policies and regulations.

The campus principal will make the final decision regarding whether a student has violated the guidelines, subject of any right of appeal.

ACCEPTABLE USE

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements, consistent with the purpose and mission of the District and with applicable laws and policies.

Access to the District's electronic communications system is a privilege, not a right. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. Student access to the ECS is permitted unless the parent has returned the Denial of Internet Access/Electronic Publication form to the campus.

Violations of law may result in criminal prosecution as well as disciplinary action by the District.

SYSTEM COORDINATOR'S RESPONSIBILITIES –

Responsibilities for the system coordinator(s) (principal or division/department supervisor, or designee) will include but not be limited to the following:

1. To be responsible for disseminating and enforcing applicable District policies and acceptable use guidelines for the District's ECS.
2. To ensure that all users of the District's ECS abide by the District policies and administrative regulations regarding such use.

3. To ensure that all employees supervising students who use the District's ECS provide training emphasizing the appropriate uses of these resources.
4. Authorization to monitor or examine all ECS activities made available by UCS IT and deemed appropriate by the Superintendent or designee to ensure proper use of the ECS.

INDIVIDUAL USER RESPONSIBILITIES –

The following standards will apply to all users of the District's electronic information/communication system(s). Users who violate these standards may be subject to disciplinary action in accordance with District policies and/or administrative regulations.

SYSTEM(S) CONDUCT

1. The ECS may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy. Examples would be use of the ECS for selling commercial products and/or services or for lobbying.
2. Users may not use another person's ID or password
3. Users will maintain electronic information in accordance with established guidelines.
4. Users may not upload or download programs to or from the District's system(s) without appropriate authorization.
5. Users may not bring unauthorized materials into the District's ECS.
6. Non-UCS equipment shall not be used on UCS networks or in conjunction with District resources.
7. If a user identifies or has knowledge of a security problem on the network or any UCS resource, the user must notify a system administrator.
8. The security problem should not be shown or demonstrated to other users.
9. If a user identifies or has knowledge of unsecured confidential data, the user must notify a system administrator. This includes, but is not limited to, unencrypted confidential information, unsecured transfer of confidential information, and unauthorized or inappropriate use of confidential information.
10. Exemplary behavior is expected on "virtual" field trips. When "visiting" locations on the Internet or using video conferencing or screen-sharing communication tools, users must conduct themselves as representatives of both their respective schools and the District.
11. Any District user's traffic that traverses another network may be subject to that network's acceptable user guidelines.

INTERNET SAFETY

The Superintendent or designee shall develop and implement an Internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities; and
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

FILTERING

The District ECS shall have an Internet filtering device or software that can block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act and as determined by the Superintendent or designee. Normal settings on the filters will block access to any site not directly related to the curriculum and to instructional activities or other school purposes.

The Superintendent or designee shall enforce the user of such filtering devices. Upon approval from the Superintendent or designee, an administrator, supervisor, or other authorized person may adjust settings on the filtering device for bona fide research, other lawful purpose, or school district needs.

MONITORED USE

Electronic mail transmissions and other uses of the District’s ECS by students and employees are not private and may be monitored at any time by designated District staff to ensure appropriate use.

E-mail is an essential tool for communicating within and outside the University. It is important that e-mail be used in a manner that achieves its purpose without exposing the University Charter School to unnecessary technical, financial, or legal risks. The following practices are required:

Each faculty member, staff, or student using an e-mail address shall exercise prudent e-mail use in accordance with the policies, standards, and/or procedures related to Information Resources acceptable use and retention.

All e-mail is subject to logging and review.

INTELLECTUAL PROPERTY RIGHTS

Students shall retain all rights to work they create using the District’s ECS, but shall be deemed to give the District the right to use such work for any educationally related purpose.

The District, as employer, shall be the author of all works prepared or created by District employees while performing their job responsibilities for the District and using the District’s ECS. The District grants each District employee the right to use such works that he or she creates in his or her own activities as an educator or education administrator, even when the employee is no longer employed by the District.

VANDALISM PROHIBITED –

Any attempt to harm or destroy District equipment or materials, data, of another user of the District’s ECS, or any other agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to compromise, degrade, alter programs or settings, or disrupt system performance may be viewed as violations of District policies and administrative regulations, and possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, hardware, or software costs.

FORGERY PROHIBITED –

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

VIOLATION OF STANDARDS –

Users who violate these standards may be subject to disciplinary action in accordance with District policy and/or legal actions.

AUTHORIZATION FOR ECS ACCESS –

The District and/or systems coordinator may limit, suspend, revoke, or restore a system user's access to the District's ECS in accordance with District policy and/or administrative regulations regarding acceptable use.

USER LIABILITY –

All communication systems resources are the property of UT-UCS. Users may be held responsible for any damage to resources caused by the user.

DISCLAIMER OF LIABILITY

The District shall not be liable for the users' inappropriate use of the electronic communication resources, violations of copyright restrictions or other laws, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

The District's ECS is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied with respect to any services provided by the system(s) and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by users of the District ECS, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District ECS.

The University of Texas - University Charter School

Student and Parent Agreement for Acceptable Use of the District's Electronic Communications System

(Please reference the Acceptable Use Guidelines and Acceptable Use Policy)

2017-2018 School Year

Parent:

I have read the Acceptable Use Guidelines (AUG) and Acceptable Use Policy (AUP) regarding the District's Electronic Communications System. In consideration for the privilege of my child using the District's Electronic Communications System, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use the system, including, without limitation, the type of damage identified in the District's policies and administrative regulation.

_____ I give permission for my child to participate in the District's Electronic Communications System, utilizing District-provided equipment and resources. I hereby certify that the information contained on this form is correct.

If permission is given, the student must complete the following Student section.

_____ I do not give permission for my child to participate in the District's Electronic Communications system.

If permission is not given, my child will not be able to use networked District computers, online services and resources, or other computer-related equipment at school.

Student:

I understand that my computer use is not private and that the District will monitor my activity on any computer system while at school. I have read the Acceptable Use Guidelines (AUG) and Acceptable Use Policy (AUP) regarding the District's Electronic Communications System and agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of system access and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

Student's Name (Please Print)

UT-UCS Campus

Student's Signature

Date

Parent/Guardian Signature

Date

University of Texas - University Charter School Medication Policy Letter

Applies to any non-residential campus and any non-residential student enrolled at a campus serving residential students. The director of the facility must also approve the self-medication.

Dear Parents,

Only medications that are necessary for a student's medical care will be administered at school. Most medications that are needed, even up to three times a day, can be given at home and should not be sent to school. There are some occasions where medication is required by students and cannot be adequately given at home. In these cases, with written permission of a parent or guardian, school personnel can give the medication. The following are guidelines established for medication administration by school personnel.

A Request for Medication Administration form must be completed for each medication to be administered.

Parents are to drop off and pick up medication at the school office. Students are not allowed to carry medication with them in school. Unused medication will be discarded after 30 days.

Medication must be in the ORIGINAL container. The school will not accept or administer any medications that are in Ziploc bags or improperly labeled bottles. No mixtures of medication are accepted (i.e. Tylenol 500 mg and 250 mg in one container).

Please make arrangements so the medication can be left at the school office until the last day the medication is to be given. If the pharmacist is unable to prepare a separate container for home and school, keep enough medication for home use and bring the rest to the school in the prescription bottle.

If non-prescription medications are required longer than one week, have the physician write an order to keep in the school records.

Students with prescription asthma or anaphylaxis medication may possess and self-administer their medication following rule 38.15 of the *Texas Education Code*.

If your child wears contact lenses, she/he should keep a case and small solution bottle in her/his desk. Using their own supplies reduces the risk of eye infections.

Please call your principal if you have questions.

**University of Texas - University Charter School
Self-Carry/Administration of Medication Authorization**

This applies to all non-residential campuses and to any non-residential student enrolled at a campus serving residential students. The director of the facility must also approve the self-medication.

A responsible, trained student is permitted to carry and/or self-administer medication on his/her person for immediate use in a life-threatening situation with a written order from a physician/prescribing health care provider, parent/guardian request, and principal approvals.

Physician/Prescribing Health Care Provider

Student: _____ Grade: _____ Date of Birth: _____
Condition for which medication is administered: _____
Name of medication: _____ Dose: _____
Method of administration for medication: _____
Timing /Indication for administration of medication: _____
Side effects to be noted/reported: _____
Other recommendations: _____

Dates of administration: From _____ to _____ (not to exceed one school year)

IN MY OPINION, THIS STUDENT SHOWS CAPABILITY TO CARRY AND SELF-ADMINISTER THE ABOVE MEDICATION.

Physician: _____ Telephone(s): _____

Physician's Signature: _____ Date: _____

Parent/Guardian Authorization

I request that my child, named above, be permitted to carry and/or self-administer the above ordered medication. I take responsibility for this permission. I understand that the medication must be in the original pharmacy container, labeled with the name of the student, prescribing health care provider, the medication name, date of the original prescription, strength and dosage of the medication, and directions for use. No more than a 30 day supply of the medication will be kept at school. This medication will be destroyed unless picked up within one week after the end of the school year or the end of the medical order.

Parent Signature: _____ Date: _____

Phone Numbers: (Home) _____ (Work) _____ (Cell) _____

Student Signature: _____ Date: _____

Principal Approval

I accept the parent request and physician statement above. I will permit/assist the student to be responsible with this self-carry medication, but reserve the right to withdraw the privilege if student shows signs of irresponsibility, or if there is a reported safety risk. In the event that a safety risk has been determined, the administration will contact parent/guardian as soon as possible.

Principal's Signature: _____ Date: _____

University of Texas - University Charter School Request for Medication Administration

This applies to all non-residential campuses and to any non-residential student enrolled at a campus serving residential students. The director of the facility must also approve the self-medication.

Student: _____ Grade: _____ Date of Birth: _____

Teacher _____

Medication: _____ Dosage: _____

To be given the following school days: _____

(individual dates)

To be given: Routinely each day at school at the following times: _____

As needed

Reason for medication: ADD/ADHD

Pain

Other: _____

Physician's Name (and phone number if known) _____

Other meds taken at home _____

By signing below, I acknowledge that I understand that:

- District personnel will administer medication to my child in accordance with Texas Education Agency and District policies.
- It is the parent/guardian's responsibility to maintain the medication supply.
- Unclaimed medication will be destroyed at the end of the school year.

Parent/Guardian Printed Name _____

Parent/Guardian Signature _____ Date _____

For Office Use Only

Medication Received by	
Quantity	
Date	