



The University of Texas
University Charter School System

STUDENT & PARENT INFORMATION GUIDE

☆
2023–2024



STUDENT AND PARENT INFORMATION GUIDE

THE UNIVERSITY OF TEXAS-UNIVERSITY CHARTER SCHOOL SYSTEM

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General Overview

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.

The University of Texas – University Charter School (UT-UCS) serves students from 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, group foster homes, homes for girls in crisis pregnancies 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 Assistant Superintendent, Dr. Autumn Leal, autumn_leal@austin.utexas.edu

CONCERNS REGARDING DISCRIMINATION ON THE BASIS OF DISABILITY Director of Special Programs, Janina Roberts, jroberts@austin.utexas.edu

CONCERNS REGARDING DISCRIMINATION ON THE BASIS OF DISABILITY Director of Special Programs, Janina Roberts, jroberts@austin.utexas.edu

CONCERNS REGARDING HOMELESS OR MIGRANT SERVICES Superintendent, Dr. Nicole Whetstone, nwhetstone@austin.utexas.edu

OTHER CONCERNS REGARDING DISCRIMINATION
Superintendent, Dr. Nicole Whetstone, nwhetstone@austin.utexas.edu

SUPPLEMENTAL COMMUNICATIONS 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 Director of Special Programs, Janina Roberts, jroberts@austin.utexas.edu



ACCEPTABLE USE POLICY

Any disciplinary action will be in accordance with the *Student Code of Conduct* and may include confiscation of the device. **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 their 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 children to attend school each day that instruction is provided. The law applies to children ages 6–19. If you voluntarily enroll your child in prekindergarten or kindergarten before age 6, school attendance laws apply to your child, too. A person who voluntarily enrolls in or attends school after turning 19 is also required to attend for the entire period of the program of instruction. However, if a student nineteen or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.

If a student has been absent without excuse on four days or parts of days within a six-week period, the school district shall issue a warning notice to inform the parent/guardian; (A) of their duty to monitor the student's school attendance and require the student attend school and (B) the student is subject to truancy prevention measure in addition to other statutory requirements in existence and request for a conference between school officials and the parent/guardian will be made to discuss the absences. A student engages in truant conduct if the student is required to attend school under the TEC § 25.085, and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year. School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the TEC, § 25.0915.

FAILURE TO COMPLY WITH COMPULSORY ATTENDANCE

School employees must investigate and report violations of the state compulsory attendance law. A student is 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 or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

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 Texas Education Code §29.084.
2. Tutorials the student is required to attend under Texas Education Code §29.084.
3. An accelerated reading instruction program to which the student has been assigned under Texas Education Code §28.006(g).
4. An accelerated instruction program to which the student is assigned under Texas Education Code §28.0211.
5. A basic skills program to which the student is assigned under Texas 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 sixteen years of age and is enrolled in a high school diploma program under Chapter 18.
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 Texas 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 has been issued a high school equivalency certificate or diploma, or 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 under Subchapter G, Chapter 105.
9. The student is enrolled in the Texas Academy of Mathematics and Science at University of Texas at Brownsville.
10. The student is enrolled in the Texas Academy of International Studies.
11. 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).
12. The student is specifically exempted under another law. (Texas Education Code 25.086)

EXCUSED ABSENCES

With proper documentation, 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;
 - e. serving as an election clerk; or

- f. if the student is in the conservatorship of the Department of Family and Protective Services, participating as determined and documented by the department, in an activity:
 - i. ordered by a court under Chapter 262 or 263, Family Code, provided that it is not practicable to schedule the participation outside of school hours; or
 - ii. required under a service plan under Subchapter B, Chapter 263, Family Code
2. A temporary absence resulting from health care professionals for the student or the student’s child if that student commences classes or returns to school on the same day of the appointment. (Texas Education Code §25.087) Temporary absence for purposes of Subsection “2 above” includes the temporary absence of a student diagnosed with autism spectrum disorder on the day of the student’s appointment with a health care practitioner, as described by Section 1355.015(b), Insurance Code, to receive a generally recognized service for persons with autism spectrum disorder, including applied behavioral analysis, speech therapy, and occupational therapy.
 3. The District shall excuse a student whose parent, stepparent, or legal guardian is an active duty member of the uniformed services as defined by Section 162.002 and has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides, to visit with the student’s parent, stepparent, or guardian. The District may not excuse a student under this subsection more than five days in a school year. An excused absence under this subsection must be taken no earlier than the 60th day before the date of deployment or no later than the 30th day after the date of returning from deployment.
 4. The school district shall excuse a student who is 17 years of age or older from attending school for up to 4 school calendar days a school year to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard, provided proper documentation is obtained verifying the student’s activities are related to enlistment.
 5. The District may excuse a student in grades 6 through 12 for the purpose of sounding “Taps” at a military honors funeral held in this state for a deceased veteran.
 6. A student whose absence is excused for the reasons listed above may not be penalized for that absence and shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose absence is excused for the reasons listed above shall be allowed a reasonable time to make up school work missed on those days. If the student satisfactorily completes the school work, the day of absence shall be counted as a day of compulsory attendance.

ATTENDANCE FOR CREDIT OR FINAL GRADE (K-12)

Section 25.092[41] contains the provision of law commonly referred to as “the 90 percent rule,” which applies to a student in any grade level from kindergarten through grade 12. Although Section 25.092 does not apply directly to open-enrollment charter schools, some open-enrollment charter schools have included “the 90 percent rule” in their charters. Section 25.092 conditions credit or a final grade for a class on a student’s attendance for at least 90 percent of the days a class is offered. A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the principal that provides for the

student to meet the instructional requirements of the class. If the student is under the jurisdiction of a court in a criminal or juvenile justice proceeding, the student may not receive credit or a final grade by completing such a plan without the consent of the presiding judge. The board of trustees is required to appoint one or more attendance committees to hear petitions from students who do not earn class credit or a final grade through a plan approved by the principal. An attendance committee may give class credit or a final grade due to extenuating circumstances. The board is also required to adopt policies establishing alternative ways for such students to make up work or regain credit or a final grade lost because of absences. Under §25.092, a district may establish ways to make up work or regain credit or a final grade that are workable in consideration of the circumstances. All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee shall use the following guidelines:

- If makeup work is completed satisfactorily, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or final grade.

The Campus Attendance Committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

- Completing additional assignments, as specified by the committee or teacher;
- Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs;
- Maintaining the attendance standards for the rest of the semester;
- Taking an examination to earn credit
- Attending a flexible school day program;
- Attending summer school;
- Fulfilling any other stipulation deemed appropriate by the committee.

Section 25.092 does not require that students spend a certain amount of time in a “Saturday school” or other educational setting equal to time missed during regular school hours. The District should be prepared with other options that give the student a reasonable opportunity to make up work or regain credit or a final grade even under challenging circumstances, including excessive absences that occur late in the school year.

Additionally, this law is not intended to penalize students for not attending a class before the student was enrolled in the class. Students, including migrant students or transfer students, who could not have attended a class before enrollment should not have the days of class that occurred before their enrollment counted against them for purposes of “the 90 percent rule”. As with any other student, to receive credit a student who enrolls after instruction for the year or semester has begun is required to demonstrate academic achievement and proficiency of the subject matter as required under §28.021 and 19 T.A.C. §74.26.

If a district offers an educational program outside of regular school hours as a means for students to make up work and meet the level of attendance required under §25.092, a district may charge a fee for such an education program under §11.158(a)(15) and (h) with restrictions. The school district may assess the fee only if the student returns a form signed by the student’s parent or other legal guardian stating that the fee would not create a financial hardship or discourage the student from attending the program. The fee may not exceed \$50. Also, under §25.092(b) and (f), the board must provide at least one alternative for making up work or regaining credit or a final grade that does not require a student to pay a fee under §11.158(a)(15). The availability of that alternative must be substantially the same as the availability of an educational program for which a fee is charged.

CELEBRATE FREEDOM WEEK

UT-UCS participation in Celebrate Freedom Week 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.

BUILDING SAFETY

UT Austin works diligently to maintain compliance with federal and state laws governing asbestos in school buildings. UT Austin’s Asbestos Management Plan is available from the administrative office. If you have any questions, please contact Autumn Leal-Shopp, Assistant Superintendent at (512) 699-5142.

CELL PHONES AND OTHER ELECTRONIC DEVICES

According to the *Student Code of Conduct*, the District does not permit students to 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. According to campus procedures, a cell phone will 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 (1) school day for the purpose of visiting prospective colleges; juniors may use one (1) 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 e-mail 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. Please see *Student Code of Conduct* and your child's principal for standard school dress requirements for your campus.

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.

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.

EXEMPTION FROM INSTRUCTION

A parent or guardian may remove their 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.

EXTRACURRICULAR ACTIVITIES

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. a total of ten credits which count toward state high school graduation credits, or
 - b. 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. a total of fifteen credits that count toward state high school graduation credits, or
 - b. 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 they have:

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.

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 special education 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	1st six-week	2nd six-week	3rd 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.

PROMOTION

Grades K-2 Student performance in grades kindergarten through second grade is reflected on a skills-based report card, which will be used to help determine promotion to the next grade. It is not best practice to retain students in K-2nd grade. Research shows that retention does not support the needs of struggling learners and is not an intervention. Retention can occur when the student has had an extensive absence. Best practice is to provide the student intensive intervention and acceleration in learning. Our policy is to retain very cautiously and make the decision to promote with the teacher and guardian.

In grades 3-8, a student will be promoted to the next grade level if:

1. A final grade of 70 or above has been earned in both language arts and mathematics;
2. An overall average of 70 or above has been earned as determined by averaging the final grades for language arts, mathematics, social studies, and science;
3. The student has not failed social studies or science for two consecutive school years; and
4. The student has met the state attendance requirement for the school year.

Beginning with the 2021-2022 school year, HB 4545 established new requirements for accelerated instruction. This included the elimination of grade retention and retesting requirements in grades 5 and 8.

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.

9th grade	Less than 6 credits
10th grade	6 or more, but less than 11 credits
11th grade	11 or more, but less than 17 credits
12th grade	17 or more credits

GRADE POINT AVERAGE (GPA)

A grade point average (GPA) for high school course work will be calculated for all students using courses that are awarded state graduation credit from the following categories: English language arts, Mathematics, Social Studies, Science, Fine Arts, Languages other than English (LOTE), and Career and Technology Education (CTE).

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

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

Secondary School Counselors are responsible for transcript assessment and the awarding of any credits for a transfer student within thirty (30) days of receipt of an official transcript from a student’s former school.

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.

HARRASSMENT

The District believes that every student has the right to be free from all forms of harassment while attending district schools and school-related activities. Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance. Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person’s religious beliefs or practices, accent, skin color, or

need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual. Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's or harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

The District regards all 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:

1. Conducting interviews of all students involved
2. Conducting interviews of witnesses
3. Investigating the circumstances of the incident, including events or incidents that preceded the incident in question
4. 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

1. Removing the student being harassed from the situation where the events occurred
2. 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 if further evidence can be shown to conclude that harassment may again have occurred.

RETALIATION

Retaliation against a person who makes a good faith report of discrimination or harassment is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

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 at:

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 Sections 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

FAMILY/PARENTAL RIGHTS

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

1. Request information regarding the professional qualifications of their child's teachers.
2. Request information about the qualifications of any paraprofessional who may provide services to their child.
3. 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. Inspect a survey created by a third party before the survey is administered or distributed to their child.
5. 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. 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. 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 Texas 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 AND 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 (REFER TO "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 who 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 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.

SCHEDULE CHANGES

To ensure that school begins smoothly and progresses with minimal classroom disruption, we will follow the schedule change policy outlined below. Schedule changes are allowed during designated time periods at the beginning of each semester with discretion of campus administrator and registrar.

- All students must attend their assigned classes the first full week of the semester. They are given the opportunity to make course or level changes during the second week of the semester through a schedule change request form, assuming adequate space is available.
- The change does not negatively impact another course (class size).
- Once a schedule change is made, the change will be in effect for at least the duration of the semester.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. Please refer to the *Student Code of Conduct*.

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.

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

For those students who are having difficulty in the regular classroom, The UT Charter School System considers tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent/guardian may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support

services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent/guardian may request an evaluation for special education or Section 504 services at any time.

CHILD FIND

The purpose of Child Find is to locate, identify and evaluate children from birth to 21 years of age with disabilities and their possible need for special education and related services. Child Find is a free referral and information service available to local education agencies and Education Service Center Region 13.

Children learn at different rates but some children have significant difficulty in one or more of the following areas: social interaction, play, speech and language, vision, hearing, attention, behavior, or coordinating movements. If you are concerned that your child may be learning, playing or interacting differently from others, please contact your child's campus principal.

SPECIAL EDUCATION REFERRALS

If a parent/guardian makes a written request for an initial evaluation for special education services to the UT Charter School Director of Special Education or campus administrator, the District will respond no later than 15 school days after receiving the request. At that time, the District will give the parent/guardian a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school agrees to evaluate the student, it must also give the parent/guardian the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. UT Charter School complies with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's/guardian's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent/guardian a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a

companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contacts for Special Education Referrals:

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

Special Education Contact Person: **Dr. Janina Roberts**

Phone Number: **(512) 965-7033**

SECTION 504 REFERRALS

UT Charter School has standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. UT Charter School has a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contacts for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Special Education Contact Person: **Dr. Janina Roberts**

Phone Number: **(512) 965-7033**

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

- [Special Education Information Center](#)
- [Texas Project First](#)
- [Legal Frameworks for the Child-Centered Process](#)
- [Partners Resource Network](#)

STATE ASSESSMENT PROGRAM

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 Texas Education Code 39.023(a), (b), (c), (l) and 39.027(e). Texas Education Code 39.022, 39.023(a), (c), (f); 19 TAC 101.1, 101.5(a).

Grade levels 3-8 will take certain state-mandated assessments called STAAR (State of Texas Assessment of Academic Readiness) in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

To be eligible to receive a high school diploma, a nonexempt student must demonstrate satisfactory performance on the End-of Course assessments. [Texas Education Code 39.025(b); 19 TAC 101.5(a)]

STAAR End-of-Course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules. An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan. There will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment. Students only take the EOC for the courses in which they are currently enrolled (including correspondence, dual credit, credit by exam, etc.). A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination. (Senate Bill 149).

Texas English Language Proficiency Assessment System (TELPAS) and the TELPAS Alternate are used to assess the progress of English learners (ELs). ELs are tested in 4 domains to determine progress made in learning the English language (listening, speaking, reading and writing). The test is given in the Spring semester. TELPAS Alternate assess the progress that the ELs with significant cognitive disabilities make in learning the English language.

STAAR Alternate 2 for students receiving special education services, who meet certain state-established criteria, will be available for eligible students, as determined by the student’s ARD committee. These particular EOC assessments may have different testing windows than the general assessments. Again, an ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan.

ACCELERATED LEARNING COMMITTEE AND PLACEMENT COMMITTEE

Beginning with the 2021-2022 school year, HB 4545 established new requirements for accelerated instruction. This included the elimination of grade retention and retesting requirements in grades 5 and 8. For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must continue to be delivered in the 2023-2024 school year. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.

Accelerated Learning Committees

An **accelerated learning committee** will be developed for students who did not pass the STAAR test in grades 3, 5, or 8 math or reading beginning at the start of the 2021-2022 school year.

- The accelerated learning committee must be comprised of:
 - *The principal or the principal's designee*
 - *The student's parent or guardian, and*
 - *The teacher of the subject of an assessment on which the student failed to pass.*
- No later than the start of the subsequent school year, an accelerated learning committee will develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.
- The plan will detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student.
- The plan will be documented in writing with a copy provided to the student's parent or guardian.
- If a student fails an assessment in the same subject in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee.

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

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 may be requested using the online form on the UT Charter website at: <https://utcharter.org/student-recordspeims/>.

For additional questions, please contact the district registrar at **(512) 471-4798** or the registrar that serves the particular campus. Please allow up to 10 working days.

All Texas schools request the transcript or Academic Achievement Record through TRex.

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 UT-UCS 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.

ELECTRONIC COMMUNICATION AND DATA MANGEMENT

AVAILABILITY OF ACCESS

The superintendent or their 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.

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.



APPENDIX

- Student and Parent Agreement for Acceptable Use of the District's Electronic Communications System
- Medication Policy Letter
- Self-Carry/Administration of Medication Authorization Form
- Request for Medication Administration Form
- Contact Information: District and Campus Leadership



STUDENT AND PARENT AGREEMENT
FOR ACCEPTABLE USE OF THE DISTRICT'S
ELECTRONIC COMMUNICATIONS SYSTEM

Parent/Guardian:

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, and 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, your 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 Name

Student's Signature

Parent/Guardian Signature

Date

Date



The University of Texas at Austin
University of Texas 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 Parent/Guardian,

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 for the medication to 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 any questions.



The University of Texas at Austin
University of Texas Charter School

SELF-CARRY/ADMINISTRATION OF MEDICATION AUTHORIZATION FORM

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: _____



REQUEST FOR MEDICATION ADMINISTRATION FORM

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: _____ PHONE (If known): _____

OTHER MEDS TAKEN AT HOME: _____

Parent/Guardian Authorization

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: _____



The University of Texas at Austin
University of Texas Charter School

ADMINISTRATION: UT-UCS SUPERINTENDENT & PRINCIPALS		
DISTRICT OFFICE		
Associate Vice President	Melissa Chavez, Ph.D.	m.m.chavez@austin.utexas.edu
Superintendent	Nicole Whetstone, Ph.D.	nwhetstone@austin.utexas.edu
Assistant Superintendent	Autumn Leal Ed. D.	autumn_leal@austin.utexas.edu
District Office, HR Manager	Bob Micks	rmicks@austin.utexas.edu
Director of Special Programs	Janina Roberts, Ed. D.	jroberts@austin.utexas.edu
Director of Academics and Professional Development	Melissa Ruffin	melissaruffin@austin.utexas.edu
CAMPUS LEADERSHIP: Executive Principal		
Austin Oaks (Austin)	Kris Ann Schmidt	krisannschmidt@austin.utexas.edu
Boysville (Bulverde)	Melissa Ruffin	melissaruffin@austin.utexas.edu
Cedar Crest Hospital (Belton)	Dr. Veronica Ruiz-Winner	veronica.ruiz@austin.utexas.edu
Clear Fork Academy North (Fort Worth)	Jennifer Pendleton	Jennifer.pendleton@austin.utexas.edu
Clear Fork Academy South (Fort Worth)	Jennifer Pendleton	Jennifer.pendleton@austin.utexas.edu
Dell Children's Medical Center (Austin)	Dr. Veronica Ruiz-Winner	veronica.ruiz@austin.utexas.edu
Georgetown Behavioral Hospital (Georgetown)	Kathleen Daniels	kdaniels@austin.utexas.edu
Helping Hand Home for Children (Austin)	Holly Engleman	hengleman@austin.utexas.edu
High Point (San Antonio)	Dr. Maricela De La Cruz	maricela.delacruz@austin.utexas.edu
Laurel Ridge (San Antonio)	Dr. Maricela De La Cruz	maricela.delacruz@austin.utexas.edu

Methodist Children's Home (Waco)	Michelle Meister	michelle.meister@austin.utexas.edu
Olympia Hills Gymnastics (Buda)	Kris Ann Schmidt	krisannschmidt@austin.utexas.edu
Pathfinders Camp (Driftwood)	Melissa Ruffin	melissaruffin@austin.utexas.edu
Pathways 3H Youth Ranch (Mountain Home)	Melissa Ruffin	melissaruffin@austin.utexas.edu
Safe Haven Youth Ranch (Hempstead)	Wanjira Murimi	wanjira.murimi@austin.utexas.edu
Settlement Home (Austin)	Holly Engleman	hengleman@austin.utexas.edu
SJRC (Bulverde)	Kathleen Daniels	kdaniels@austin.utexas.edu
Texas Neuro-Rehab Center (Austin)	Kris Ann Schmidt	krisannschmidt@austin.utexas.edu
The Refuge	Holly Engleman	hengleman@austin.utexas.edu
University of Texas Elementary School (Austin)	Lara Wilder	lara.wilder@austin.utexas.edu
Unlimited Visions Aftercare (Pasadena)	Wanjira Murimi	wanjira.murimi@austin.utexas.edu
		Updated 7/17/2023