



New Frontiers Charter School

BUILDING MIND, CHARACTER AND COMMUNITY

Module 400: Students
Charter Board Policy for New Frontiers Charter School

Module 400: *Students 2016*

The material included in this module provides a comprehensive summary of statutes and regulations that apply to charter schools, as well as specific model board policies designed to comply with these legal requirements.

Legal Abbreviations Used

Atty. Gen. Op.	Attorney General Opinion
C.F.R	Code of Federal Regulations
Tex. Admin. Code	Texas Administrative Code
Tex. Educ. Code	Texas Education Code
Tex. Gov't Code	Texas Government Code
Tex. Labor Code	Texas Labor Code
Tex. Loc. Gov't Code	Texas Local Government Code
U.S.C.A	United States Code Annotated

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400.020. ADMISSIONS & ENROLLMENT

The governing body (“Board”) of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Admissions

Section 1.1 Non-Discrimination Policy

New Frontiers Charter School’s admissions and enrollment shall be free from discrimination based on sex, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend under state law.

Section 1.2 Admission Application Deadline

New Frontiers Charter School’s admission application period is from March 1 through May 31.

Section 1.3 Non-resident Transfer Students

Students who reside New Frontiers Charter School’s approved, geographic boundaries may be admitted once all eligible, resident students who submitted a timely application are enrolled.

Section 1.4 Exclusion from Admission

New Frontiers Charter School reserves the right to exclude from admission a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under the Education Code, Chapter 37, Subchapter A.

Section 2 Enrollment

Section 2.1 Eligibility

The CEO/Superintendent or designee shall establish procedures that ensure that appropriate measures are taken to verify, on enrollment, that a student is entitled to enroll in New Frontiers Charter School. Areas to be verified include, but are not limited to, a student’s residency and grade level.

Section 2.2 Enrollment Documentation

Upon a student’s enrollment, the CEO/Superintendent or designee shall ensure that a bona fide effort is made to secure all records and required documentation pertaining to the student.

Section 2.3 Residency Qualifying for Enrollment

The CEO, or CEO’s designee shall ensure upon enrollment that:

- the student and either parent reside within the geographic boundary stated in the charter;
- the student does not reside within the geographic boundary stated in the charter but has a parent who does and that parent is a joint or the sole managing conservator or possessory conservator of the student;
- the student and the student’s guardian or other person having lawful control of the person under a court order reside within the geographic boundary stated in the charter;
- the student has established a separate residence under the TEC, §25.001(d), the person’s presence within the boundary is not for the primary purpose of participation in extracurricular activities, and the person has not engaged in conduct for which exclusion permitted and deemed warranted by the CEO, or CEO’s designee;
- the student is homeless, regardless of the residence of the student, of either parent, or of the person’s guardian or other person having lawful control of the person;
- the student is a foreign exchange student placed with a family that resides within the geographic boundary stated in the charter by a nationally recognized foreign exchange program;
- the student resides at a residential facility that is located within the geographic boundary stated in the charter;

- the student resides within the geographic boundary stated in the charter and either is 18 years old or older or has had the disabilities of minority removed;
- the student does not reside within the geographic boundary stated in the charter but has a grandparent who does and who provides a substantial amount of after-school care for the student; or
- the student is placed in foster care by an agency of the state or a political subdivision, and person's foster parents reside within the geographic boundary stated in the charter.

Section 2.4. Establishing Residency

The CEO, or CEO's designee may make reasonable inquiries to determine whether a student qualifies as a resident for purposes of enrollment. The CEO, or CEO's designee may request a utility bill, receipts, lease information and other items verifying that the applicable residence is within the boundary stated in the charter.

Section 3 State Conservatorship Liaison

The School Counselor is appointed the liaison with the Department of Family and Protective Services to facilitate the enrollment in the school, or the transfer to another public school, of a child who is in the conservatorship of the state. The School Counselor shall cause for his or her name and contact information to be submitted to the Texas Education Agency in the time and manner and time required by agency rules.

400.040 ATTENDANCE

The governing body ("Board") of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Compliance

The CEO/Superintendent or designee shall ensure New Frontiers Charter School's student attendance accounting system is in compliance with all laws, regulations, and Texas Education Agency rules governing attendance. The CEO/Superintendent or designee shall ensure that attendance policies are distributed to staff, students, and parents/guardians.

Section 2 Documented Absences

Section 2.1 Leaving Campus During School Hours

A student younger than 18 years old must have prior, written parent or guardian approval, before that student may leave the school campus during school hours.

Section 2.2 Absences

A student absent from school for any portion of the day, upon his or her return, must provide a written note to the school that explains the absence. The note must either be signed by a parent, guardian, or the student if the student is 18 years old or emancipated.

Section 2.3 Absences for College Visits

Students may be excused up to two absences in their junior year and two absences in their senior year when visiting an accredited institution of higher education for the purpose of determining their interest in attending that institution. Upon return to school, a student shall provide a note similar to the note provided in Section 2.2 of this policy, along with documentation indicating that the student indeed visited the institution.

Section 3 Warning Notice

The CEO/Superintendent or designee shall ensure that at the beginning of each school year the parents of students of New Frontiers Charter School receive notice that they and the student is subject to prosecution for violation of attendance laws.

Section 4 School Attendance Officer

New Frontiers Charter School shall have a school attendance officer (SAO). The CEO/Superintendent or

designee shall determine the duties and responsibilities of the SAO, all of which should be in line with the maintenance of student attendance.

400.060 FERPA

The governing body (“Board”) of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Compliance

In regards to student records, New Frontiers Charter School shall comply with the Family Educational Rights and Privacy Act (“FERPA”).

Section 2 Custodian of Records

The CEO/Superintendent is designated the custodian of all student records. The principal of each school is designated as an agent of the CEO/Superintendent for the purposes of the receipt of requests concerning the disclosure of student records.

Section 3 Annual Notice

The CEO/Superintendent shall ensure that all parents of students currently in attendance and current students who have reached 18 years of age annually receive a notice of their rights under FERPA.

Section 4 Directory Information

Section 4.1 Definition

Directory information is the following: (1) student’s name, (2) address, (3) telephone number, (4) date and place of birth, (5) photograph, (6) electronic mail address, (7) participation in officially recognized activities and sports, (8) weight and height of members of athletic teams, (9) dates of attendance, (10) awards received, (11) the most recent school attended by the student, (12) grade level, (13) enrollment status, (14) and other similar information.

Section 4.2 Disclosure

Directory information will be released to the public at the discretion of New Frontiers Charter School, in compliance with FERPA, unless a parent or student over 17 years old objects to part or all of its release in writing within 10 school days after receiving the annual notice described in Section 3 of this policy. Written objections shall be collected and maintained by the principal.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day New Frontiers Charter School receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent, or eligible student, believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed,

and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The following is directory information: (1) student's name, (2) address, (3) telephone number, (4) date and place of birth, (5) photograph, (6) electronic mail address, (7) participation in officially recognized activities and sports, (8) weight and height of members of athletic teams, (9) dates of attendance, (10) awards received, (11) the most recent school attended by the student, (12) grade level, (13) enrollment status, (14) and other similar information.

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for

purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

400.070 ADOPTION OF A MAJOR CURRICULUM INITIATIVE

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the Board of Directors of New Frontiers Charter School shall, in accordance with the Texas Open Meetings Law, hold a meeting during which

- Members of the public and employees of the school shall be given an opportunity to comment on the proposed initiative; and
- Information regarding the initiative is presented to the Board of Directors, including the cost of the curriculum initiative and any alternatives that were considered.

Prior to the adoption of the curriculum initiative by the Board of Directors of New Frontiers Charter School, the CEO or CEO's designee, shall provide teachers and employees of the school an opportunity to express opinions regarding the initiative. Any opinions received by the CEO or CEO's designee shall be provided to the Board of Directors for their review and consideration.

400.080. REQUIRED INSTRUCTION AND GRADUATION

The governing body (“Board”) of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Compliance

The CEO/Superintendent shall ensure that New Frontiers Charter School maintains compliance with all state laws and regulations governing curriculum and graduation requirements.

Section 1.1. Pledge of Allegiance.

The principal, or designee, of each campus of New Frontiers Charter School shall ensure that each campus maintains compliance with all state laws and regulations governing recitation of the Pledge of Allegiance to the United States and Texas flags and the regulations governing proper flag display in each classroom in which the pledges of allegiance are recited.

Section 1.2 Observance of Moment of Silence.

The principal, or designee, of each campus of New Frontiers Charter School shall ensure that each campus maintains compliance with state law governing the observance of one minute of silence following the recitation of the pledges of allegiance to the United States and Texas flags.

Section 1.3. Commemoration of the Events of September 11, 2001.

The principal, or designee, of each campus of New Frontiers Charter School shall ensure that each campus maintains compliance with state law governing the commemoration of the events of September 11, 2001.

Section 1.4. Instruction in Cardiopulmonary Resuscitation (CPR).

The principal, or designee, of each campus of New Frontiers Charter School that serves grades 7 through 12 shall ensure that New Frontiers Charter School maintains compliance with the state law and regulations governing instruction in cardiopulmonary resuscitation (CPR) and that each student receives CPR instruction at least once prior to graduation.

Section 2 Graduation

The CEO/Superintendent shall ensure that New Frontiers Charter School maintains compliance with all state laws and regulations governing graduation requirements.

Section 2.1 Endorsements

New Frontiers Charter School shall offer the following endorsements:

- Multidisciplinary Studies
- Science Technology Engineering Math (STEM)
- Arts and Humanity

The CEO/Superintendent, or designee of New Frontiers Charter School shall implement procedures to ensure that each student of New Frontiers Charter School indicates in writing the endorsement the student intends to earn.

Section 2.2 Distinguished Level of Achievement.

The CEO/Superintendent, or designee, of New Frontiers Charter School, shall ensure that New Frontiers Charter School offers the curriculum requirements for a student to earn a distinguished level of achievement.

Section 2.3 Performance Acknowledgements.

The CEO/Superintendent, or designee, of New Frontiers Charter School, shall ensure that New Frontiers Charter School offers the requirements adopted by the SBOE for a student to earn a performance acknowledgment on his or her diploma.

Section 2.4 High School Graduation Plan

No current graduating class

Section 2.5 Individual Graduation Committee

No Current Graduates

Section 3. End-of-Course Assessments

Section 3.1. End-of-Course Exams

Students shall take end-of-course (EOC) exams for secondary-level courses in Algebra I, Biology, English I, English II and United States History. A student's performance on such assessments shall not be used in determining class ranking or to account for a percentage of the student's final grade for the course.

- New Frontiers Charter School shall not administer more than two benchmark assessment instruments to prepare a student for an end-of-course exam.
- The principal, or designee, of each campus of New Frontiers Charter School, shall implement procedures to ensure that each teacher receives the results of the end-of-course exam administered to students taught by that teacher in the subject for which the exam is administered.
- The principal, or designee, of each campus of New Frontiers Charter School, shall ensure that each student who fails to perform satisfactorily on an end-of-course exam receives accelerated instruction in the applicable subject area.

Section 3.2. Texas Success Initiative (TSI)

All students must be Reading and Writing compliant by then end of the sophomore year and Math compliant by the end of their junior year.

Section 3.3. Retakes

A student who fails to achieve the requisite score on an end of course exam shall retake the exam.

Section 3.4. Students with Disabilities.

The admission, review, and dismissal committee shall determine the type of assessment to be administered to a student receiving special education services. A parent or guardian of a student with special needs may request administration of additional benchmark assessments.

Section 3.4 Postsecondary Readiness Assessments.

New Frontiers Charter School shall administer postsecondary readiness assessments in Algebra II and English III for students enrolled in those courses. The results of such assessments shall not be used to determine the student's final course grade, class rank, or for any purpose other than as a measure of the student's readiness for post- secondary education.

Section 4. Local Graduation Requirements

The District of New Frontiers Charter School does not require students to complete additional local requirements to graduate outside the state law and rule requirements.

Section 5. Notification Regarding Automatic College Admission and Financial Aid

The CEO/Superintendent, or designee of New Frontiers Charter School, shall ensure that each high school campus operated by New Frontiers Charter School, posts signs in the counselor's office, in each principal's office and in each administrative building, the requirements for automatic admission to a Texas public college or university and the curriculum requirements for federal financial aid.

The principal of each high school campus operated by the district of New Frontiers, shall ensure that each student, at the time the student registers for one or more classes required for high school graduation, receives a notice regarding the requirements for automatic admission to a Texas public college or university and the curriculum requirements for federal financial aid, and shall ensure that the notice is signed by the student's counselor, the student and the student's parent or guardian.

400.090 BILINGUAL / ESL EDUCATION PROGRAM

Section 1. Program Principles

Section 1.1. Board Commitment

The Board of New Frontiers Charter School is committed to meeting the needs of non-English speaking students who are English Language Learners (ELL) or students of limited English proficiency (LEP) and to providing every ELL student with a full opportunity to participate in a bilingual education or English as a Second Language (ESL) program. Throughout this Policy ELL students and LEP students shall have the same meaning.

Section 1.2. Compliance with State and Federal Requirements

The CEO/Superintendent, or designee, shall ensure that the bilingual and/or ESL programs of New Frontiers Charter School operate in compliance with federal and state law.

Section 2. Program Responsibilities

The CEO/Superintendent will ensure that New Frontiers Charter School shall:

- Identify ELL students based on criteria established by the state;
- Provide bilingual education and/or ESL programs as integral parts of the New Frontiers Charter School regular program;
- Assess achievement for essential knowledge and skills in accordance with Education Code Chapter 39 to ensure accountability for ELL students.

Section 3. Establishment of Language Proficiency Assessment Committee (LPAC)

New Frontiers Charter School shall establish and operate Language Proficiency Assessment Committee(s) in accordance with this policy and the LPAC procedures established by the CEO/Superintendent. It is the policy of New Frontiers Charter School to follow the LPAC Legal Framework developed by the Region 20 Education Service Center for the New Frontiers Charter School LPAC procedures.

The CEO/Superintendent or designee shall ensure that a sufficient number of LPACs are established at New Frontiers Charter School to discharge LPAC duties within 20 school days of enrollment of an ELL student. The CEO/Superintendent or designee shall ensure that this policy and all LPAC procedures are on file in the records of New Frontiers Charter School.

Section 3.1 Selection of LPAC Members

The CEO/Superintendent shall establish procedures for the selection, appointment and training of members of the LPAC for the special language program(s) operated by New Frontiers Charter School. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs. No parent serving on the LPAC shall be an employee of New Frontiers Charter School. Professional staff members of the LPAC(s) shall be assigned those duties by the ED or designee in accordance with the LPAC procedures.

Section 3.2. General Responsibilities of LPAC

The CEO/Superintendent shall establish procedures governing the New Frontiers Charter School LPAC for fulfilling LPAC responsibilities and duties. The New Frontiers Charter School LPAC shall accomplish the following general responsibilities:

- Review of all pertinent information on ELL students upon initial enrollment and at the end of the school year;
- Make recommendations concerning the most appropriate placement for the advancement of an ELL student;
- Review each ELL student's progress at the end of the school year in order to determine future appropriate placement;
- Monitor the progress of former ELL students who have transferred out of the special language program and designate the most appropriate placement for such student;
- Determine the appropriateness of a program that extends beyond the school year based on the needs of each ELL student.

Section 4. Training

New Frontiers Charter School shall provide orientation and training for all members of the LPAC, which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for New Frontiers Charter School and shall observe requirements regarding confidentiality of student records. The CEO/Superintendent or designee shall ensure that each LPAC member

receives a Certificate of Training and that such certificates are retained on file by New Frontiers Charter School.

Section 5. Home Language Survey

Section 5.1 Administration of Survey

New Frontiers Charter School shall include a Home Language Survey as part of the student enrollment documentation to determine the language normally used in the home and the language normally used by the student. The home language survey shall be conducted in English and in the home language, and signed by the student's parents if the student is in pre-kindergarten through grade 8, or by the student if the student is in grades 9 through 12. The CEO/Superintendent or designee shall ensure that an original copy of the survey is retained in the student's permanent record.

Section 5.2 Language Classification

The New Frontiers Charter School LPAC shall use the home language survey to establish the student's language classification for determining whether the school is required to provide a bilingual education or ESL program. If a student is identified through the home language survey as normally speaking a language other than English, the LPAC will ensure that the student is tested in accordance with 19 Administrative Code §89.1225 and additionally for students with disabilities, 19 Administrative Code §89.1230, within 20 school days of the student's enrollment in New Frontiers Charter School.

Section 6. ELL Classification and Instructional Placement

Section 6.1. ELL Classification

New Frontiers Charter School LPAC may classify a student as an ELL student if:

- The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
- The student's score or relative degree of achievement on the Texas Education Agency (TEA)-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;
- The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or
- The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

Section 6.2 Report to Board

Within the first four weeks of the first day of school, the New Frontiers Charter School LPAC shall determine and report to New Frontiers Charter School Board of Directors the number of ELL students on each campus and shall classify each student according to the language in which the student possesses primary proficiency. The CEO/Superintendent or designee shall report this information on behalf of the Board of Directors to TEA before November 1st of each year.

Section 6.3. Instructional Placement

Students shall be identified as ELL students and enrolled in the required bilingual or ESL program of New Frontiers Charter School within 20 days of their initial enrollment. Students enrolled in bilingual or ESL programs shall be placed in classes with other students of approximately the same age and level of education. The LPAC is responsible for ensuring that instruction given to each student is appropriate to the student's level of educational attainment.

Section 6.4 Program Evaluation

The New Frontiers Charter School LPAC shall conduct periodic assessments of the special language programs of New Frontiers Charter School to determine program impact and student outcomes in all subject areas. The LPAC shall make annual reports of the educational performance of ELL students that shall be retained in the records of New Frontiers Charter School addressing:

- The academic progress in either language of the ELL students and the extent to which they are becoming English proficient;

- The number of students who have been exited from the bilingual education and ESL program and
- The number of teachers and aides trained in the frequency, scope, and results of the training.

Section 7. PARENTAL NOTICE AND CONSENT

Section 7.1. Parental Notice

Within ten days of the LPAC's classification of a student as ELL, the LPAC shall provide written notice to the student's parent or legal guardian. The notice must be in English and in the parent's primary language. The notice shall inform the parents/ legal guardian of the benefits of the program for which the student is recommended and that it is an integral part of the school program.

Section 7.2. Parental Consent of Entry or Placement

A student shall not be placed in the bilingual education or ESL program of New Frontiers Charter School without approval in writing by the student's parent or legal guardian. If the parent or guardian denies permission to enroll the student in the bilingual education or ESL program, the LPAC will ensure that a conference is held with an administrator, the parent or guardian, and another member of the LPAC. The conference will address, and strive to ensure that parents/guardians understand the purpose and content of the bilingual education or ESL program. If the parents/guardians continue to deny enrollment in the program, the CEO/Superintendent or designee shall notify parents of a student's reclassification as English proficient and his or her exit from the bilingual or ESL program.

Section 7.3. Parental Request for Exit

The LPAC shall facilitate the exit of the student from bilingual education or an ESL program if the student's parent or guardian makes such request in writing.

Section 7.4. Parental Notice of Exit

The New Frontiers Charter School LPAC is responsible for informing parents in writing when their student meets the exit criteria and exits from a bilingual education or ESL program. The notice shall be made in English and the home language of the student.

Section 7.5 Annual Progress Report

The New Frontiers Charter School LPAC is responsible for providing parents with an annual report on the progress of their ELL child in the bilingual or ESL program. The report shall be made in English and the home language of the student.

Section 8. Documentation

The LPAC shall be responsible for ensuring that the ELL student's permanent record contains documentation of all actions impacting the ELL student, including adequate records of the educational level and progress of each ELL student enrolled in New Frontiers Charter School.

Section 9. Personnel

The CEO/Superintendent or designee of the New Frontiers Charter School will ensure that teachers assigned to bilingual education and ESL programs are appropriately certified in bilingual education or ESL, respectively.

Section 10. Bilingual/ESL Program

New Frontiers Charter School shall offer a bilingual/ESL program if New Frontiers Charter School has an enrollment of 20 or more students classified as ELL students in any language classification in the same grade level. The CEO/Superintendent or designee shall ensure that the bilingual/ESL program offered by New Frontiers Charter School complies with applicable regulations.

Section 10.1(a) Bilingual Education Program

New Frontiers Charter School shall offer a bilingual program for students in Grades K-6 [and Grades 7-8] by offering dual language instruction using the [Transitional bilingual/early exit] [Transitional bilingual/late exit] [Dual language immersion/two-way] [Dual language immersion/one-way] program model.

Section 10.1(b) ESL Program

New Frontiers Charter School shall offer an ESL program for students in Grades 9-12 using the [ESL/content-based] [ESL/pull-out] program model.

Section 10.2 Summer Programs

The New Frontiers Charter School shall offer a voluntary summer school program for ELL students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. Enrollment of a child in the program is optional with the parent of the child.

The program shall be an intensive bilingual education or special language program that meet the standards set by TEA, and the student/teacher ratio may not exceed 18:1.

400.100 IDEA POLICIES & PROCEDURES

Section 1 Legal Framework

It is the policy of New Frontiers Charter School to follow the Legal Framework for the child Centered Process developed through the Region 18 Education Service Center. Additional policies may be adopted by the governing board to evidence New Frontiers Charter School's commitment to the framework and uploaded to Region 18's Legal Framework website.

Section 2 Regular Education Teacher IEP Review Request

The CEO/Superintendent or the designee shall develop a process to be used by a teacher who instructs a student with a disability in a regular classroom setting: (1) to request a review of the student's individualized education program; (2) that provides for a timely response from New Frontiers Charter School to the teacher's request; and (3) that provides for notification to the student's parent or legal guardian of that response.

400.110 SECTION 504

Section 1. Policy of Nondiscrimination

It is a policy of New Frontiers Charter School not to discriminate based on disability in its educational programs as required by Section 504 of the Rehabilitation Act of 1973 (Section 504).

Section 2. Section 504 Coordinator

School Counselor
New Frontiers Charter School
4018 S. Presa
San Antonio, TX 78223
210-533-3655

Section 3. Section 504 Committee

The Section 504 committee shall be composed of at least two persons, including persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Section 4. Training

The Section 504 coordinator and members of the Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services to those students who have disabilities but who are not in need of special education in accordance with IDEA.

Section 5. Notice of Nondiscrimination Policy

Section 5.1. Notification of Nondiscrimination

The New Frontiers Charter School shall take appropriate steps to notify the parents or guardian of students and students seeking enrollment, and employees of New Frontiers Charter School, including those with impaired vision or hearing, that it does not discriminate on the basis of disability.

Section 5.2. Contents of Notice

The notice shall state that the school does not discriminate in its educational programs and activities and the identity of the school's 504 coordinator.

Section 5.3. Methods of Notification

Methods of initial and continuing notification shall include:

- Posting of notices;

- Publication in newspapers and magazines;
- Placing notices in school publications; and
- Distributing memoranda or other written communications.

If the school publishes or uses recruitment materials containing general information that it makes available to applicants or employees, it shall include in those materials a statement of its nondiscrimination policy.

Section 6. Identification of Students with Disabilities under Section 504 (Child Find)

Section 6.1. School Responsibility

New Frontiers Charter School will undertake to annually identify every student with a disability qualifying under Section 504 who is enrolled in the school or has contacted the school about enrollment. Identification will occur through routine and periodic screening as well as other means. The school will take appropriate steps to notify the parents or guardians of such students of the school's duty under Section 504.

Section 6.2. Referrals

A student may be referred by parents, teachers, counselors, administrators, or any other school employee for evaluation to determine if the student has disabilities and is in need of special instruction or services. In accordance with SECTION 10.1, parents shall be given written notice of the school's refusal to evaluate a student or to provide specific aids and services the parents have requested.

Section 7. Free and Appropriate Public Education

Section 7.1. School Responsibility

New Frontiers Charter School shall provide a free appropriate public education to each student with a disability who enrolls in the school or program regardless of the nature or severity of the student's disability.

Section 7.2. Appropriate Education

1. For the purpose of compliance with this policy, the provision of an appropriate education is the provision of regular or special education and related aids and services that are:
 - a. Designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met; and
 - b. Based upon adherence to procedures that satisfy the requirements of Section 9
2. The New Frontiers Charter School may implement an Individualized Education Program or Individualized Section 504 Plan developed in accordance with Section 504 as a means of meeting the standard established in SECTION 7.2(a).
3. The New Frontiers Charter School may place a student with a disability or refer such a student for aid, benefits, or services other than those that it operates or provides as its means of carrying out the requirements of Section 504.
4. The CEO/Superintendent or designee shall facilitate accommodations for a Section 504 student taking the state-mandated assessments when the accommodations have been determined not to destroy the validity of the test, are necessary for the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA.

Section 7.3 Free Education

For the purpose of compliance with this policy, the provision of a free education means the provision of educational and related services without cost to the student with a disability or to his or her parents or guardian, except for those fees that are imposed on students without disabilities or their parents or guardians.

Section 8. Education Setting

Section 8.1. Academic Setting

The New Frontiers Charter School shall provide for the education of each enrolled disabled student, within the meaning Section 504, in the same setting with students who are not disabled to the maximum

extent appropriate to the needs of the disabled student. A disabled student shall be placed in the regular educational environment operated by the school unless it is demonstrated by the school that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever the school places a student in a setting other than the regular educational environment pursuant to this paragraph, the CEO/Superintendent or designee shall take into account the proximity of the alternate setting to the student's home.

Section 8.2. Nonacademic Settings

The New Frontiers Charter School shall ensure that students with disabilities participate with students who are not disabled in nonacademic activities and services to the maximum extent appropriate to the needs of the handicapped person in question.

Section 8.3. Comparable Facilities

If the New Frontiers Charter School, in compliance with SECTION 8.1, operates a facility that is identifiable as being for handicapped persons, the school shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the school.

Section 9. Evaluation and Placement

Section 9.1. Preplacement Evaluation

The New Frontiers Charter School shall conduct an evaluation in accordance with the requirements of Section 9.2 and Section 9.3 of any student who, because of disability, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the student in regular or special education and any subsequent significant change in placement.

Section 9.2. Parental Consent

In accordance with Section 10.1, the Section 504 Committee chairperson shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parental consent shall be obtained before the initial student evaluation procedures for the identification, diagnosis, and prescription of specific education services.

Section 9.3. Evaluation Procedures

The CEO/Superintendent or designee shall establish standards and procedures for the evaluation and placement of students who, because of disability need or are believed to need special education or related services that ensure that:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
3. Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Section 9.4. Placement Procedures

In interpreting evaluation data and in making placement decisions, the Section 504 Committee shall:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Establish procedures to ensure that information obtained from all such sources is documented

and carefully considered;

3. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
4. Ensure that the placement decision is made in conformity with specifications for educational settings in Section 8.

Section 9.5. Re-evaluation

The CEO/Superintendent or designee shall establish procedures, in accordance with SECTION 9.3, for periodic re-evaluation of students who have been provided special education and related services. Periodic reevaluation for a student eligible for services under Section 504 may be conducted in accordance with the IDEA regulations.

Section 10. Procedural Safeguards

Section 10.1. Notification Requirements

1. Prior to Evaluation. The Section 504 Committee chairperson shall notify parents in writing prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student.
2. Determination of Eligibility/Ineligibility. The Section 504 Committee chairperson shall notify parents in writing when a student has been determined to be eligible or ineligible for services under Section 504.
3. Significant Change in Services. The Section 504 Committee chairperson shall notify parents in writing prior to a significant change in a student's status or services.
4. Refusal of Parental Request. The Section 504 Committee chairperson shall notify parents in writing if the school has determined that it will not evaluate a student or to provide specific aids and services the parents have requested.
5. Right to Impartial Hearing. The Section 504 Committee chairperson shall notify in writing parents of all students with disabilities of their right to an impartial hearing under SECTION 10.3.

Section 10.2. Parental Review of Records

The Section 504 Coordinator or designee shall ensure that a parent or guardian is able to examine relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement upon request.

Section 10.3. Impartial Hearing

1. Right to a Hearing. The CEO/Superintendent or designee shall establish a process that ensures that a parent or guardian has the opportunity for an impartial hearing if they have a concern or complaint about the school's actions regarding the identification, evaluation, or educational placement of a student with disabilities.
2. Impartial Hearing Officer. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved in Section 504 and who is not employed by the school or related to a member of the Board in a degree that would be prohibited under state laws and rules relating to nepotism. The impartial hearing officer is not required to be an attorney.
3. Timeline. The New Frontiers Charter School shall conduct hearings within twenty (20) instructional days after it receives the request, unless the hearing officer grants an extension, and at a time and place reasonably convenient to you.
4. Appeal. If a parent or guardian is dissatisfied with the outcome of the hearing and requests an appeal, the parent or guardian must specify the objections in writing and file them with the CEO/Superintendent and the opposing party within twenty (20) instructional days of the date the hearing officer's decision is received. The CEO/Superintendent shall appoint an

independent appeals officer to conduct a review of the record as a whole. The officer may, at his/her election, conduct the review with or without oral argument. Such review shall be conducted within twenty (20) instructional days of the receipt of the petition to review, unless either party requests an extension of time.

Section 10.4. Complaint to Office of Civil Rights

Nothing in this policy shall be construed to deny the right of a parent or guardian to file a formal complaint with the Office of Civil Rights at the U.S. Department of Education.

400.120 HEALTH

The governing body ("Board") of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Immunizations & Reportable Diseases

The CEO/Superintendent, or designee, of New Frontiers Charter School shall ensure compliance with immunization laws and regulations and that New Frontiers Charter School complies with laws and regulations regarding reportable diseases.

Section 1.2. HIV/AIDS STATUS

1. **Equitable Treatment.** Students with HIV/AIDS have the right to attend school and expect equitable treatment. HIV/AIDS is not a communicable condition for which a child must be excluded from school. A student may not be excluded child from attendance at school or school-related activities solely because of the child's known or suspected HIV status.
2. **Confidentiality.** Disclosure of a student's HIV status is a violation of federal and state law. Knowledge of the HIV status of a child shall be kept confidential by school personnel and shall not be released without the consent of the parent or legal guardian of the child except where release is required or authorized by law. A school teacher does not have a right to know the HIV/AIDS status of a student and may not ask the HIV/AIDS status of a student. Administrators and nurses should help teachers to understand the district's policy regarding students with HIV/AIDS.
3. **Reporting.** The school superintendent or school's designee shall determine if the school has an obligation to report a student's HIV status. The school superintendent or school's designee must make a report to the Department of State Health Services or other local health authority if he or she determines that the school has an obligation to report a student's HIV status

Section 2 Care for Students At-Risk for Anaphylaxis

Section 2.1 Food Allergy Management in the School Setting

1. **Food Allergy Management Team.** The CEO/Superintendent shall create a food allergy management team to implement, coordinate, and monitor food allergy management at each New Frontiers Charter School campus. Members of the team may include: a school nurse, the principal, food service staff, custodial staff, a counselor, classroom teacher, and instructional assistant. The food allergy management team will work with parents in supporting students with food allergies on the campus as well as assist campus staff in implementing procedures and student specific strategies.
2. **Point of Contact.** The CEO/Superintendent shall designate an employee, which is knowledgeable about food allergies, to serve as the point of contact for parents, healthcare providers, and the campus food allergy management team. The designee shall receive ongoing training in the management of food allergies in the school setting, including the provision of administration of epinephrine. The CEO/Superintendent and/or designee shall ensure that moderate to severe allergic reactions known to New Frontiers Charter School shall be documented and submitted in an annual report to the CEO; the CEO shall present this report to the Board during the annual review of the policies and procedures concerning food allergies and anaphylaxis.

3. Storage of Medications. The CEO/Superintendent or designee shall develop procedures, in accordance with applicable laws, for the storage of medications that are relevant to food allergies and anaphylaxis.

Section 2.2 Identification of Students with Food Allergy At-Risk for Anaphylaxis

1. Food Allergy Information upon Enrollment & After Diagnosis. The CEO/Superintendent or designee, shall develop, implement, and monitor standardized procedures that will be utilized in obtaining information from a parent/legal guardian, as well as the child's healthcare provider, upon registration and as soon as possible after a child is diagnosed with a food allergy that places them at risk for anaphylaxis. Enrollment procedures shall include a request that a parent, or legal guardian disclose whether their child has a food allergy or a severe food allergy that, in the judgment of the parent, or legal guardian, should be disclosed to New Frontiers Charter School to enable New Frontiers Charter School to take any necessary precautions regarding the child's safety. Such information shall be kept confidential according to law and maintained in accordance with law.
2. Parent Consent. The CEO/Superintendent's designee shall ensure New Frontiers Charter School documents and keep current parent consent for medication administration (e.g. epinephrine).
3. Students who's Disabilities Restrict Their Diets.
The CEO/Superintendent and/or designee shall develop procedures to ensure that a student receives substitutions or modifications in school meals whenever New Frontiers Charter School receives a licensed physician's assessment indicating that food substitutions or modifications must be made for a student because of food allergies that may result in severe, life-threatening (anaphylaxis) reactions. New Frontiers Charter School must receive a signed statement by a license physician that identifies: (1) the child's disability; (2) An explanation of why the disability restricts the child's diet; (3) the major life activity affected by the disability; and (3) the food or foods to be omitted from the child's diet and the food or choice of foods that must be substituted.

Section 2.3 Food Allergy Action Plan, Emergency Care Plans, and Individualized Health Care Plans

1. Food Allergy Action Plan (FAAP)/Emergency Action Plan (EAP): The FAAP/EAP, developed by the healthcare provider in collaboration with the parents or legal guardians, provides information about the child's food allergy, outlines the care that the child will need in managing the food allergy, and outlines actions to be taken in case of an allergic reaction.

The CEO/Superintendent and/or designee shall ensure that the parents and the student (when age appropriate) meet with the campus food allergy management team to review the FAAP/EAP. This meeting should occur prior to the child attending school, after returning to school after an absence related to the diagnosis, and anytime there are changes to the student's FAAP/EAP.
2. Individualized Healthcare Plan ("IHP") & 504 Plans. The school nurse will utilize the FAAP/EAP to develop and monitor an IHP which outlines day to day care for managing the student's food allergy. The school nurse may facilitate the process of implementing the FAAP/EAP in coordination with the campus food allergy management team and the parents. Where legally required, the school will also develop a 504 Plan to address the health and learning needs of the student. The CEO/Superintendent and/or designee shall ensure compliance with relevant disability laws.

Section 2.4 Reducing the Risk of Exposure in the School Setting

1. Procedures - The food allergy management team shall develop procedures that outline district-wide, campus-wide, classroom-wide, and individual strategies that are to be utilized for managing students with food allergies at-risk for anaphylaxis. In developing these procedures, consideration shall be given in promoting safety in the following areas, including, but not

limited to: the cafeteria, all classrooms, hallways, common areas in the school, on the bus, and during all school-sponsored activities, including field trips, athletic events, on-campus, off-campus, and before and after school activities. The CEO/Superintendent and/or designee, serving as the point of contact, working in collaboration with the campus food allergy management team, and parents may help in developing individual campus strategies to support students with food allergies at-risk for anaphylaxis.

2. Environmental Controls - The food allergy management team shall develop and implement appropriate environmental controls to help minimize the risk of exposure to a food allergen. Environmental controls include, but are not limited to, consideration of the following:
 - Identifying high-risk areas in the school and implementing strategies to limit exposure to food allergens and implementing general risk reduction strategies throughout the school and at school-sponsored activities. Students at-risk for anaphylaxis should not be excluded from the classroom activities based on their food allergies.
 - Limiting, reducing, and/or eliminating food from the classroom(s) and other learning environments used by children with food allergies at-risk for anaphylaxis.
 - Notifying and educating school staff and parents of the need to limit foods as needed on the campus, in the classroom, or at school sponsored activities.
 - Developing procedures for the management of parent-provided classroom snacks as allowed by Texas statute, with consideration given to students with food allergies at-risk of anaphylaxis.
 - Implementing appropriate cleaning protocols in the school, with special attention to identified high-risk areas.
 - Providing training to the school food service departments to reduce the risk of cross-contamination during food preparation and food service, as well as minimizing foods served in the cafeteria that may contain food allergens.
 - Providing training on food allergy awareness to teachers, staff, and parents viii. Posting of visual reminders promoting food allergy awareness.
 - Educating children about not trading or sharing food, snacks, drinks, or utensils.
 - Implementing hand washing protocols before and after meals. Hand washing should be done with soap and water, as hand sanitizers are not sufficient for removing allergens.
 - Assign staff trained in the administration of epinephrine as monitors in the food service area, as appropriate.
 - Provide ready access to epinephrine in an accessible, secure but unlocked area.
 - Consider risk reduction strategies for the school bus, during extracurricular activities, on field trips, during before-and after school activities, and at sporting events.
 - Reinforce rules and expectations about bullying, including bullying of students with food allergies.

Section 2.5 Training for School Staff on Anaphylaxis and Emergency Response

1. Training Schedule - The CEO/Superintendent and/or designee shall establish a training schedule that ensures that, at a minimum annually, all school staff is trained to recognize and manage a life threatening anaphylactic reaction. The training schedule may implement a tiered approach including an “awareness training” for all staff and a more “comprehensive training” for the campus food allergy management team and school staff members that will be responsible for the care of individual students.

2. Awareness Training - Awareness training is intended to give an overview of food allergies and anaphylaxis including the signs and symptoms of an allergic reaction, as well as treatment of anaphylaxis. At a minimum the training must include information about the most common food allergens, the hazards related to the use of food for instructional purposes, and the importance of environmental controls in protecting the health of students at risk for food allergy related to anaphylaxis. Additionally, the training must provide information about how to respond when a child exhibits the signs and symptoms of an allergic reaction to food, provide information on implementing the FAAP/EAP, including the skills needed in administration of epinephrine, and notifying the local EMS utilizing the school's emergency response policy and procedures.
3. Comprehensive training - Comprehensive training, at a minimum, should include training on: identifying students at-risk for anaphylaxis and planning for students that do not have epinephrine at school; the signs and symptoms of anaphylaxis; implementing FAAPs/EAPs; the administration and storage of epinephrine; development and implementation of IHPs/504 Plans; communication procedures for initiating emergency protocols, including substitute staff; environmental control measures, to reduce the risk of exposure to a food allergen, including safe food handling, hand washing, and cleaning procedures; working with local EMS; and post anaphylaxis debriefing and monitoring of the food allergy management plans on the campus.

Section 2.6 Post-Anaphylaxis Reaction Review

In the event that a student has a moderate to severe reaction, to prepare for the child's return to school, the CEO/Superintendent's designee and the campus food allergy management team shall collaborate with the student's parents in collecting and reviewing information and implementing the following activities in order to prepare for the child's return to the classroom:

1. Identify, if possible, the source of allergen exposure and take steps to prevent future reactions.
2. Review accurate and updated information on the allergic reaction including any new medication(s) which would require new consent forms to be signed by the parents.
3. Identify and interview those who were involved in the emergency care of the student and those that witnessed the event.
4. Meet with school staff to review the implementation of procedures.
5. If the allergic reaction is thought to be from food provided by the school food service, work with the school food service department to ascertain what potential food item was served/consumed, how to reduce risk in the cafeteria by reviewing food labels, minimizing cross-contamination and other strategies.
6. Review of the FAAP/EAP, IHP, and/or 504 Plan and amend to address any changes that were made by the student's healthcare provider.
7. If an epinephrine auto-injector was utilized during the reaction, ensure that the parent/guardian replaces it with a new one.

Section 2.7 Review of Policies & Procedures

Policies and procedures associated with food allergies and anaphylaxis shall be reviewed and updated, when necessary, at least annually. The review shall include, but is not limited to, looking at the following information: the current science on management of food allergies in the school setting; a review of the school district's annual incident report summaries; a review of current policies and procedures; and recommendations brought forth by the campus food allergy management team.

Section 3. Administration of Prescription Medication

Section 3.1 Written Request Required

Unless otherwise authorized by this policy, employees, agents, and volunteers are prohibited from administering any medication to students, including vitamins and food supplements.

The principal of each New Frontiers Charter School campus shall ensure that a written request to

administer prescription medication to a student is received from the student's parent, legal guardian, or person having legal control of the student before prescription medication may be administered by a New Frontiers Charter School employee.

Section 3.2. Authorized Employees

The CEO/Superintendent or designee will designate which school personnel or volunteers are authorized to administer an epinephrine auto-injector. Only school personnel or school volunteers that are authorized and trained can administer an epinephrine auto-injector to a person who is reasonably believed to be experiencing anaphylaxis on a New Frontiers Charter School campus.

Each campus will have one or more authorized and trained persons present during all hours the New Frontiers Charter School campus is open.

Section 3.3. Training for Authorized Personnel

The CEO/Superintendent or designee shall ensure that all authorized persons complete mandatory training on an annual basis.

Section 3.4. Maintenance and Storage of Epinephrine Epi-pen/Auto-Injectors

All epinephrine auto-injectors must be maintained in accordance with the Commissioner's rules. All epinephrine auto-injectors must be stored in accordance with the Commissioner's rules and stored in a secure location and be easily accessible to those authorized and trained to administer an epinephrine auto-injector.

Section 3.5. Reporting

The CEO/Superintendent shall develop procedures for how an authorized person reports the administration of an epinephrine auto-injector within 10 business days of the administration to the following:

- The Board of Directors;
- The physician or person who prescribed the auto-injector;
- The Commissioner of Education; and
- The Commissioner of state health services

The report must include:

- The age of the person who received the epinephrine auto-injector;
- whether that person was a student, school personnel, volunteer, or visitor;
- The physical location of where the auto-injector was administered;
- The number of doses administered;
- The title of the person who administered the epinephrine auto-injector; and
- Any other information required by the Commissioner of Education.

Section 4 Administration of Prescription Medication

Section 4.1. Written Request Required

Unless otherwise authorized by this policy, or on field trips, employees, agents, and volunteers are prohibited from administering any medication to students, including vitamins and food supplements.

The school nurse of each New Frontiers Charter School campus shall ensure that a written request to administer prescription medication to a student is received from the student's parent, legal guardian, or person having legal control of the student before prescription medication may be administered by a New Frontiers Charter School employee.

Section 4.2. Authorized Employees

Employees authorized by New Frontiers Charter School to administer prescription medication include:

1. A registered nurse
2. A trained employee
3. A classroom teacher while attending field trips

Section 4.3. Prescription Medication Dispenser

Employees authorized to administer prescription medication to a student shall ensure that the medication is administered from either:

1. A container that appears to be in the original container and properly labeled; or
2. From a properly labeled unit dosage container filled by an authorized employee from a container described by Section 2.3(a).

Section 4.4. Self-Administration of Prescription Asthma or Anaphylaxis Medicine

The principal of each campus shall ensure that a student with asthma or anaphylaxis may possess and self-administer prescription asthma or anaphylaxis medicine in accordance with legal requirements.

Section 4.5. Non-Prescription Medication. A licensed physician or registered nurse who provides volunteer services to New Frontiers Charter School may administer to a student:

1. Nonprescription medication; or
2. Medication currently prescribed for the student by the student's personal physician.

Section 4.6. Sunscreen

A student may use and possess sun-screen for the protection of overexposure to the sun.

Section 5 Psychotropic Medication

Section 5.1 Employee Prohibition

An employee may not:

1. Recommend that a student use a psychotropic drug;
2. Suggest any particular diagnosis; or
3. Preclude a student from attending class or participating in a school related activity if the parent refuses to consent to the administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of the student.

Section 5.2 Exceptions to Prohibition

Does not prevent an employee from:

1. Making an appropriate referral under the Individuals with Disabilities in Education Act;
2. Recommending that a child be evaluated by an appropriate medical practitioner if the employee is a registered nurse, advance nurse practitioner, physician, or certified/credentialed mental health professional
3. Discussing any aspect of a student's behavior or academic progress with the student's parent/guardian or another charter school employee.

Section 6 Prohibition of Tobacco and Alcohol

Smoking, using tobacco products, and the use of alcoholic beverages at school-related or school-sanctioned activities, on or off school property, is strictly prohibited.

New Frontiers Charter School students are also prohibited from possessing tobacco products at a school-related or school-sanctioned activity, on or off school property. The CEO/Superintendent shall ensure that this prohibition is enforced by school personnel.

Section 7 Posting of Steroid Notice

The CEO/Superintendent shall ensure that the legally required steroid notice shall be posted in a conspicuous location in the school gym or in each other place in a building where physical education classes are conducted.

400.140. STUDENT SAFETY

The governing body ("Board") of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Discipline

Section 1.1 Student Code of Conduct

The Board shall adopt a student code of conduct in accordance with law. Annually, the Board shall review the student code of conduct and make changes as necessary.

Section 1.2 Distribution of Code of Conduct

The principal of each New Frontiers Charter School campus shall ensure that the student code of conduct is distributed to each student at the beginning of the school year. Transfer students shall receive a student code of conduct upon enrollment.

Section 1.3 Students with Disabilities

The change in placement and/or any disciplinary action regarding a student with a disability, who needs or is believed to need special education and related services under the Individuals with Disabilities and Education Act, shall be in compliance with applicable federal and state laws and regulations.

Section 2 Transfer Option for Victims of Violent Acts

The CEO/Superintendent or designee shall develop local procedures allowing for the transfer of a student to attend a safe school if the student becomes a victim of a violent criminal offense while on a school campus or on any school property, or while attending a school-sponsored or school-related activity.

Section 3 Child Abuse, Maltreatment and Neglect

Section 3.1 Sexual Abuse of Children, Neglect and Maltreatment of Children

1. The CEO/Superintendent or designee shall develop and implement procedures detailing methods to increase staff, student, and parent awareness of the sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs.
2. The CEO/Superintendent or designee shall be responsible for having a safety plan developed that details action that a child who is a victim of sexual abuse, neglect or other maltreatment should take to obtain assistance and intervention. This plan shall also provide for available counseling options.

Section 3.2 Required Training

1. As part of new employee orientation, new open-enrollment charter school employees and those existing charter school employees who have not yet received such training, shall receive training concerning prevention techniques for, and recognition of, sexual abuse, neglect and all other maltreatment of children. At the discretion of the CEO/Superintendent or designee, any charter school staff member may annually receive training in these areas.
2. The CEO/Superintendent or designee, shall ensure that training under this section shall comport with legally mandated criteria.

Section 3.3 Reporting Child Abuse

A New Frontiers Charter School employee, volunteer, or agent that believes a child has been adversely affected by physical or mental abuse or neglect shall make a report within 48 hours of first suspecting such abuse or neglect. The report shall be made to law enforcement or the Department of Family and Protective Services, Child Protective Services.

The CEO/Superintendent or designee shall ensure notice of this requirement is disseminated to all employees, volunteers, and agents.

The CEO/Superintendent, or designee, shall ensure that New Frontiers Charter School posts a sign in English and in Spanish that contains the toll-free number operated by the Department of Family and Protective Services to receive reports of child abuse or neglect in a clearly visible location in a public area of the school that is readily accessible to students.

Section 4 School Visitors

Section 4.1 Visitors

The CEO/Superintendent or designee shall ensure conspicuous signs are posted at each campus entrance requiring all visitors to sign-in at the school campus administrative office. All visitors must present a

form of identification or at a minimum their name and date of birth. New Frontiers Charter School personnel shall process each visitor through the Texas Department of Public Safety's Sex Offender Registry Search or other database system which checks for sex offender status. All visitors will be issued a badge that is to be worn at all times while visiting the school campus. Upon their departure they must sign-out at the central administrative office and return the visitor's badge.

Visitors who do not submit a form of identification or their name and date of birth for the purpose of checking sex offender status shall not be allowed on school grounds. However, a parent/legal guardian of a student enrolled at New Frontiers Charter School, who has previously established with the school that they are the parent/guardian of the student, but does not provide identification or their name and date of birth at the time of the school visit, shall follow the policy outlined in Section 4.2(a) and (b).

Section 4.2 Registered Sex Offenders

Registered sex offenders are prohibited from entering school grounds.

1. Exception.

A parent/guardian registered sex offender may enter school grounds for the following limited purposes:

- To attend a conference at the school with school personnel to discuss the academic and/or social progress of the parent/guardian's child;
- When the principal has requested the parent/guardian's presence for any other reason concerning the parent/guardian's child; or
- To pick up their child from school.

2. Requirements for the Exception to Apply:

- The parent/guardian must notify the principal of the purpose of the visit and when the visit will occur, including date and time, before the parent/guardian enters the school grounds.
- The principal shall notify the administrative offices of the parent/guardian's intent to visit.
- The parent/guardian must check in at the campus administrative office upon arrival and departure from the school.
- The parent/guardian must remain under the direct supervision of staff at all times.

Section 4.3 Protective Orders

New Frontiers Charter School personnel shall comply with all legal restraining and protective orders pertaining to students enrolled in New Frontiers Charter School.

Section 5 Weapon and Concealed Handgun Prohibition

Section 5.1 Weapons Prohibited

New Frontiers Charter School prohibits the use or possession of any firearm, illegal knife, club, or other weapon while on the premises of the school or any school grounds or building in which a school activity is being conducted.

Section 5.2 Handgun Prohibition

New Frontiers Charter School prohibits the use or possession of a handgun on all campuses and property, even if the handgun is carried by a licensed handgun holder. The CEO/Superintendent or designee shall ensure signs, containing the following language are conspicuously placed on school campuses and property: "Pursuant to Section 30.06, Penal Code (trespass by holder of license to carry a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (concealed handgun law), may not enter this property with a handgun."

Or: "Pursuant to Section 30.07, Penal Code (trespass by holder of a license to carry a handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun law), may not enter this property

with a handgun.”

Section 5.3 Grounds upon Which an Activity Sponsored by a School is Being Conducted

For purposes of Texas Penal Code and the carrying of concealed or open-carried handguns on school property and premises, including Penal Code 30.06, 30.07, the Board of Directors of New Frontiers Charter School recognizes that any property, whether public or private, and including a driveway, street, field, sidewalk or walkway, parking lot, parking garage, or other parking area, shall be considered “**grounds upon which an activity sponsored by a school is being conducted**” whenever students may be present during the school day or during school events or activities, for any purposes related to school or for school-sponsored activities. And specifically, the Board finds that ingress and egress to and from school property by students (including parking lots, sidewalks, drives, walkways, fields) for school purposes or activities, constitutes an essential activity sponsored by the school, and recognizes that the student code of conduct remains applicable to students during these times, supporting this finding of a school activity. This policy shall apply to all campuses of the district.

Section 6 Protective Eye Devices

Industrial-quality, eye-protective devices, meeting the recommended guidelines adopted by the Texas Department of Health, shall be worn by all employees, students, and visitors participating in activities and programs that involve:

- the use of hazardous chemicals;
- the use of hot liquids or solids;
- the use of molten materials;
- performing grinding, chipping, or other hazardous activities where there is danger of flying particles;
- milling, sawing, turning, shaping, cutting, or stamping of any solid materials’
- heat treatment, tempering, or kiln firing of any metal or other materials;
- cutting, welding, or brazing operations;
- the use of hazardous radiation, including the use of infrared and ultraviolet light or lasers;
- repair or servicing of any vehicle; or
- any process or activity in a vocational, art, industrial arts or science course or laboratory that might have a tendency to cause damage to the eyes.

Section 7 Concussion Oversight of Student Athletes

Section 7.1 Approval of Concussion Oversight Team

In accordance with laws and regulations, the Board approves of the following individuals to serve as members of New Frontiers Charter School’s concussion oversight team:

- Coach
- School Nurse

Section 7.2 Return-to-Play Protocol

The concussion oversight team shall establish a return- to-play protocol, based on peer-reviewed scientific evidence, for a student's return to inter- scholastic athletics practice or competition following the force or impact believed to have caused a concussion.

Section 7.3 Training

The CEO/Superintendent or designee shall ensure that affected school employees take a concussion training course as provided by law.

Section 8. Internet Use

Section 8.1. Computer System Access

Access to all of New Frontiers Charter School’s computers, computer networks, electronic mail, and the Internet is for educational and administrative purposes. The CEO/Superintendent or designee shall require all users to agree in writing to comply with New Frontiers Charter School’s policies and procedures in regards to such access. Failure to comply may result in disciplinary action.

Section 8.2. Protection Measure

The CEO/Superintendent or designee, shall ensure that New Frontiers Charter School utilizes a filtering device or software that prevents any New Frontiers Charter School computer, and New Frontiers Charter School's Internet service, from accessing material that is obscene, child pornography, or harmful to minors.

Section 8.3. Internet Safety

The CEO/Superintendent or designee shall implement a safety plan that ensures:

- Online activities of minors are monitored at the discretion of the CEO/Superintendent or designee;
- Students' Internet access to inappropriate material is controlled;
- Students' safety is ensured when using electronic communication, including, but not limited to electronic mail, social networking sites, and chat rooms;
- The prevention of unauthorized access, including hacking, and other unlawful activities;
- The prevention of the unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Students are educated about appropriate online behavior including interacting with other individuals on social networking websites and chat rooms, and cyber-bullying awareness and response.

Section 8.4. Monitored Computer Use

The use of New Frontiers Charter School's computers and/or Internet system is not confidential and may be monitored by designated New Frontiers Charter School personnel to ensure appropriate use.

Section 9 Prohibitions Against Harassment, Intimidation, or Bullying

New Frontiers Charter School strives to provide students and staff with a school environment free from harassment, intimidation and bullying.

Section 9.1 Prohibition

New Frontiers Charter School explicitly prohibits harassment, intimidation, and/or bullying on the basis of race, color, national origin, sex, disability, age, sexual orientation, and/or religion. New Frontiers Charter School prohibits harassment, intimidation, or bullying in any form at school, school-related events, including off-campus events, school-sponsored activities, school buses or any event related to school business.

Section 9.2 Definition

Harassment, intimidation, or bullying means engaging in written or verbal expression, expression through electronic means, through the use of cell phones, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the school and that:

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

Section 9.3 Reporting

New Frontiers Charter School encourages students who believe they are being subjected to harassment, intimidation, or bullying and students who have first-hand knowledge of such harassment, to report the matter promptly to any New Frontiers Charter School employee, adult volunteer, contractor, or agent who is not involved in the alleged harassment, intimidation or bullying. Any New Frontiers Charter School employee, adult volunteer, contractor or agent who witnesses, overhears or receives a report, formal or informal, written or oral, of harassment, intimidation, or bullying shall report it in accordance with procedures developed under this policy.

Section 9.4 CEO/Superintendent Responsibilities

The CEO/Superintendent shall take appropriate actions to ensure New Frontiers Charter School's Harassment, Intimidation and Bullying policy and procedures are enforced.

The CEO/Superintendent or Designee shall develop procedures to implement this policy that include:

- An absolute prohibition against harassment, intimidation, or bullying;
- A method to ensure initial and annual dissemination of this policy and associated procedures to all students, parents, teachers, administrators and all other New Frontiers Charter School employees, volunteers, contractors, and agents;
- Annually disseminating age-appropriate information to students on the recognition and prevention of harassment, intimidation, or bullying;
- Annual staff development training in harassment, intimidation, and bullying prevention, awareness, and reporting.
- Identification of school officials responsible for investigating reports and making decisions based on the outcome of the investigation;
- Procedures for reporting incidents and the immediate, appropriate, and impartial investigation of incidents which includes:
 - Conducting interviews of all students involved;
 - Conducting interviews of witnesses; and
 - Investigating the circumstances of the incident, including events or incidents that preceded the incident;
 - Prompt notification of the parents of all students involved;
 - Procedures for resolving complaints that include proper application of consequences consistent with New Frontiers Charter School policy and with consideration for state and federal IDEA requirements;
 - Procedures for parties to appeal the determination of the investigation;
 - Sets out available counseling options for a student who is a victim of harassment, intimidation, and/or bullying; and
 - Sets out available counseling options for a student who engaged in conduct that was harassing, intimidating, and/or bullying.

If an investigation reveals that harassment, intimidation, or bullying has occurred, the CEO/Superintendent or designee must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent harassment from recurring. Any steps taken to remediate the situation should not penalize the student who was harassed, intimidated, and/or bullied.

Section 9.5 Consequences

Any person found to have engaged in harassment, intimidation, and/or bullying in violation of this policy may be subject to disciplinary action up to and including expulsion. Any staff member who permits harassment, intimidation, or bullying of a student may be subject to disciplinary action up to and including termination of employment. Any staff member who receives complaints of harassment, intimidation, and bullying and does not act promptly or does not forward the complaint to the staff member's supervisor shall be subject to disciplinary action up to and including termination of employment.

Section 9.6 Retaliation Prohibited

New Frontiers Charter School prohibits retaliation against any person who in good faith reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in retaliation shall be determined by the CEO after consideration of the nature and circumstances of the act, in accordance with New Frontiers Charter School policies and procedures. Individuals who intentionally fabricate allegations of harassment, intimidation or bullying may be subject to disciplinary action in accordance with New Frontiers Charter School policies and procedures.

Section 10: Notice of Events that Significantly Impact the Education of Foster Children

New Frontiers Charter School welcomes all students and works to maintain open communication between our schools and families. The CEO/Superintendent or designee will develop procedures to ensure that a child's educational decision-maker and caseworker are notified of:

- A request or referral for an evaluation under section 504 or special education;
- An admission, review, and dismissal (ARD) committee meeting;
- A manifestation determination review is scheduled;
- Any disciplinary actions under Chapter 37 and parent notice is required;
- Class C misdemeanor citations for offenses on school property or at school sponsored events;
- Reports of restraint and seclusion; and
- Use of corporal punishment

400.160 MISCELLANEOUS PROVISIONS RELATING TO STUDENTS

The governing body ("Board") of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1 Religious Discrimination Prohibited

New Frontiers Charter School prohibits discrimination, harassment, or retaliation on the basis of religion. A student enrolled at New Frontiers Charter School has the right to silently pray or meditate at New Frontiers Charter School so long as it does not disrupt the instructional or other activities of the school. New Frontiers Charter School shall not require, encourage, or coerce any student to engage in or to refrain from prayer or meditation during any school activity.

Section 2 Homeless Children

Section 2.1 Homeless Liaison

School Counselor is appointed the homeless liaison of New Frontiers Charter School.

Section 2.2 Compliance

The CEO/Superintendent shall ensure legal compliance with applicable federal and state laws and regulations regarding homeless children.

Section 3 Parental Involvement

District Wide Parental Involvement Policy

Section 3.1 NFCS Family & Community Engagement Policy, Title 1 Program

New Frontiers Charter School (NFCS) will follow the parent involvement policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. NFCS will distribute and make this Family and Community Engagement Policy readily available to the parents of each student participating in the School-wide Title 1 program and with parent input, update the policy annually.

The Family and Community Engagement Policy will support student achievement and incorporate all level of involvement to include: parenting, communication, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2006).

- NFCS will convene an annual meeting in the fall of each school year in a public setting. The purpose of this meeting will be to share the information in the Annual Report which describes the school improvement plan, its goal statements, the strategies used to meet those goals, and the progress made by our students on state and local assessments. Title 1 data will also be used to share, discuss, and evaluate the school-wide Title 1 Plan including highly qualified teachers/status, which was developed by the staff, parents, and community members.
- Title 1 provisions state that parents have the right to be involved in decisions related to their child's education, and the school is required to seek input from parents in a variety of ways. NFCS will meet these requirements by: 1) adding parental representation to school improvement meetings where budget, student assessment data, and instructional strategies are discussed, developed, and or revised, where the expenditure of funds for a variety of

programs related to school improvement goals (such as family involvement/academic nights, parent education programs, community outreach efforts, and additional instruction outside the classroom are discussed.; 2) offering individual parent-teacher conferences a minimum of twice yearly at a variety of times allowing flexibility for working parents; 3) collecting parent surveys and evaluation to determine parental satisfaction or dissatisfaction with the academic program, school climate, school improvement plan and other important key issues involving parent-teacher partnerships including homework and communication between home and school.

- NFCS will offer a flexible schedule of meetings and conferences to encourage parents' attendance. School improvement meetings will rotate between mornings and afternoons.
- Parent input will be sought specifically through parent surveys, parent evaluation feedback sheets, and parent participation in committees and activities for the development and revision of our Family and Community Engagement Policy, our Parent-School Compact, and our School-wide Title 1 Plan.
- Parents will be provided, in a timely manner, information in the following ways: Principal's Monthly Newsletter, Monthly Calendar, Principal's Coffee, school website, school messenger system, student and parent handbook, message board at the entrance of the building, teacher or administrative initiated conference/meeting as requested, parent-teacher conferences, progress report card, and report card. New Frontiers Charter School will communicate in a language parents can understand.
- Parents will be given materials and training on how they can improve their child's achievement. Examples include: curriculum nights, parent-teacher conferences, parent education classes, literacy training, and nutrition and fitness classes.
- The staff at NFCS will continually collaborate on how best to build positive relationships between home and school.
- NFCS will continue to coordinate and integrate with outside resource programs to prepare middle school students for high school by hosting high school orientation and college sure night.
- NFCS has a Family Specialist on campus that provides access to resources to assist parents with locating the appropriate governmental, social service, health, or educational program within the community.
- NFCS has a Parent Compact that was developed jointly by staff and parents. The compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The compact will be reviewed each year, and the necessary revisions will be made according to suggestions by parents, students, and staff.
- NFCS provides reasonable support for family and community engagement by encouraging parents to volunteer in any capacity. Parents are encouraged to participate in a variety of ways. This allows for a rich partnership with parents, and benefits the students and staff. Volunteer surveys are sent to parents to determine interest and talents. Parents will be offered many avenues for volunteering (before, during, after school, and/or home). They may also choose to participate by attending any activities, meetings, workshops, or joining a NFCS committee. All students and their families are invited to attend academic nights, special events, assemblies, committees, and other meetings held throughout the year.

Section 3.2 NFCS Family & Community Engagement Policy, Title 1 Program –Elementary

New Frontiers Charter School (NFCS) will follow the parent involvement policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. NFCS will distribute and make this Family and Community Engagement Policy readily available to the parents of each student participating in the School-wide Title 1 program and with parent input, update the policy annually.

The Family and Community Engagement Policy will support student achievement and incorporate all level of involvement to include: parenting, communication, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2006).

- NFCS will convene an annual meeting in the fall of each school year in a public setting. The purpose of this meeting will be to share the information in the Annual Report which describes the school improvement plan, its goal statements, the strategies used to meet those goals, and the progress made by our students on state and local assessments. Title 1 data will also be used to share, discuss, and evaluate the school-wide Title 1 Plan including highly qualified teachers/status, which was developed by the staff, parents, and community members.
- Title 1 provisions state that parents have the right to be involved in decisions related to their child's education, and the school is required to seek input from parents in a variety of ways. NFCS will meet these requirements by: 1) adding parental representation to school improvement meetings where budget, student assessment data, and instructional strategies are discussed, developed, and or revised, where the expenditure of funds for a variety of programs related to school improvement goals (such as family involvement/academic nights, parent education programs, community outreach efforts, and additional instruction outside the classroom are discussed.; 2) offering individual parent-teacher conferences a minimum of twice yearly at a variety of times allowing flexibility for working parents; 3) collecting parent surveys and evaluation to determine parental satisfaction or dissatisfaction with the academic program, school climate, school improvement plan and other important key issues involving parent-teacher partnerships including homework and communication between home and school.
- NFCS will offer a flexible schedule of meetings and conferences to encourage parents' attendance. School improvement meetings will rotate between mornings and afternoons.
- Parent input will be sought specifically through parent surveys, parent evaluation feedback sheets, and parent participation in committees and activities for the development and revision of our Family and Community Engagement Policy, our Parent-School Compact, and our School-wide Title 1 Plan.
- Parents will be provided, in a timely manner, information in the following ways: Principal's Monthly Newsletter, Monthly Calendar, Principal's Coffee, school website, school messenger system, student and parent handbook, message board at the entrance of the building, teacher or administrative initiated conference/meeting as requested, parent-teacher conferences, progress report card, and report card. New Frontiers Charter School will communicate in a language parents can understand.
- Parents will be given materials and training on how they can improve their child's achievement. Examples include: curriculum nights, parent-teacher conferences, parent education classes, literacy training, and nutrition and fitness classes.
- The staff at NFCS will continually collaborate on how best to build positive relationships between home and school.
- NFCS has a Family Specialist on campus that provides access to resources to assist parents with locating the appropriate governmental, social service, health, or educational program within the community.
- NFCS has a Parent Compact that was developed jointly by staff and parents. The compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The compact will be reviewed each year, and the necessary revisions will be made according to suggestions by parents, students, and staff.
- NFCS provides reasonable support for family and community engagement by encouraging parents to volunteer in any capacity. Parents are encouraged to participate in a variety of ways. This allows for a rich partnership with parents, and benefits the students and staff.

Volunteer surveys are sent to parents to determine interest and talents. Parents will be offered many avenues for volunteering (before, during, after school, and/or home). They may also choose to participate by attending any activities, meetings, workshops, or joining a NFCS committee. All students and their families are invited to attend academic nights, special events, assemblies, committees, and other meetings held throughout the year.

Section 3.3. NFCS Family & Community Engagement Policy, Title 1 Program –Early Childhood Academy

New Frontiers Charter School (NFCS) will follow the parent involvement policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. NFCS will distribute and make this Family and Community Engagement Policy readily available to the parents of each student participating in the School-wide Title 1 program and with parent input, update the policy annually.

The Family and Community Engagement Policy will support student achievement and incorporate all level of involvement to include: parenting, communication, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2006).

- NFCS will convene an annual meeting in the fall of each school year in a public setting. The purpose of this meeting will be to share the information in the Annual Report which describes the school improvement plan, its goal statements, the strategies used to meet those goals, and the progress made by our students on state and local assessments. Title 1 data will also be used to share, discuss, and evaluate the school-wide Title 1 Plan including highly qualified teachers/status, which was developed by the staff, parents, and community members.
- Title 1 provisions state that parents have the right to be involved in decisions related to their child's education, and the school is required to seek input from parents in a variety of ways. NFCS will meet these requirements by: 1) adding parental representation to school improvement meetings where budget, student assessment data, and instructional strategies are discussed, developed, and or revised, where the expenditure of funds for a variety of programs related to school improvement goals (such as family involvement/academic nights, parent education programs, community outreach efforts, and additional instruction outside the classroom are discussed.; 2) offering individual parent-teacher conferences a minimum of twice yearly at a variety of times allowing flexibility for working parents; 3) collecting parent surveys and evaluation to determine parental satisfaction or dissatisfaction with the academic program, school climate, school improvement plan and other important key issues involving parent-teacher partnerships including homework and communication between home and school.
- NFCS will offer a flexible schedule of meetings and conferences to encourage parents' attendance. School improvement meetings will rotate between mornings and afternoons.
- Parent input will be sought specifically through parent surveys, parent evaluation feedback sheets, and parent participation in committees and activities for the development and revision of our Family and Community Engagement Policy, our Parent-School Compact, and our School-wide Title 1 Plan.
- Parents will be provided, in a timely manner, information in the following ways: Principal's Monthly Newsletter, Monthly Calendar, Principal's Coffee, school website, school messenger system, student and parent handbook, message board at the entrance of the building, teacher or administrative initiated conference/meeting as requested, parent-teacher conferences, progress report card, and report card. New Frontiers Charter School will communicate in a language parents can understand.
- Parents will be given materials and training on how they can improve their child's achievement. Examples include: curriculum nights, parent-teacher conferences, parent education classes, literacy training, and nutrition and fitness classes.
- The staff at NFCS will continually collaborate on how best to build positive relationships between home and school.

- NFCS has a Family Specialist on campus that provides access to resources to assist parents with locating the appropriate governmental, social service, health, or educational program within the community.
- NFCS has a Parent Compact that was developed jointly by staff and parents. The compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The compact will be reviewed each year, and the necessary revisions will be made according to suggestions by parents, students, and staff.
- NFCS provides reasonable support for family and community engagement by encouraging parents to volunteer in any capacity. Parents are encouraged to participate in a variety of ways. This allows for a rich partnership with parents, and benefits the students and staff. Volunteer surveys are sent to parents to determine interest and talents. Parents will be offered many avenues for volunteering (before, during, after school, and/or home). They may also choose to participate by attending any activities, meetings, workshops, or joining a NFCS committee. All students and their families are invited to attend academic nights, special events, assemblies, committees, and other meetings held throughout the year.

PART I. GENERAL EXPECTATIONS

New Frontiers Charter School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- New Frontiers Charter School will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by New Frontiers Charter School as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - The State's academic content standards,
 - The State's student academic achievement standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Part A,
 - How to monitor their child's progress, and
 - How to work with educators:

Activities include:

1. Principal's Meeting
2. STAAR Informational Nights
3. Parent Letters – Sent home with students
4. Monthly Newsletters

- New Frontiers Charter School will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Activities include:

1. Academic Nights
2. Principal's Coffees

- New Frontiers Charter School will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal

partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

1. Involve parents in decision-making committees
 2. Strengthen Parent & Student Component
 3. Develop a Parent Involvement Policy and jointly revise
- New Frontiers Charter School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Activities:

1. Cubs to Cougars
 2. YMCA Precious Minds Classes
- New Frontiers Charter School will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Activities:

1. Spanish Translations

PART II. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attached documentation from the Parent Advisory Committee.

This policy was adopted by New Frontiers Charter School on May 31, 2012 and will be in effect for the period of the 2012-2013 Academic School Year. New Frontiers Charter

School will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2012

Section 4. The Texas Virtual School Network (VSN)

The governing body (“Board”) of New Frontiers Charter School adopts the following policy which shall be effective on the date that the policy is adopted by the Board. The District of New Frontiers currently does not offer the Texas Virtual School Network (VSN).

NFCS Board Approved – October 17, 2012
Updated and Board approved on May 25, 2016