



_____Module 400: Students
Charter Board Policy for New Frontiers Public Schools (NFPS)

Module 400: *Students 2012*

The Students Module 400 is the fourth module of the Model Board Policies. 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. Other policy modules in the series include:

Legal Abbreviations Used In the TCSA Model Board Policy Series

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

400.020. ADMISSIONS & ENROLLMENT

The governing body (“Board”) of New Frontiers Public Schools 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 Public School’s admissions and enrollment shall be free from discrimination based on sex, national origin, ethnicity, immigration status, 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 Public Schools requires applicants to submit a complete application form in order to be considered for admission. NFPS’s admission application period is from February 1 through February 28.

Applicants for Pre-Kindergarten program operated in conjunction with Pre-K for SA will also be required to submit a completed application form in order to be considered for admission. NFPS Pre-Kindergarten application will be established by the CEO in coordination with Pre-K for SA and posted on the school website and publicized in the community.

If a student applies to NF outside of the designated application period, the student will be

placed on a waiting list in the order of the date in which the application is received.

Returning students (students who currently attend NFPS and intend to return the next school year) are exempted from the lottery if they notify NFPS of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

Section 1.3 Non-resident Transfer Students

Students who reside New Frontiers Public 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 Public Schools 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 Public Schools. Areas to be verified include, but are not limited to, a student's residency and grade level. NFPS does not require any documentation regarding immigration status, including social security numbers. If NFPS requests a social security number, the parent will be informed that the request is voluntary and explain how the number is used.

New Frontiers follows the Texas Education Code policies for kindergarten eligibility:

- A child must be at least five years of age on September 1 of the school year.

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.

If there are more eligible applicants than available seats, the school will conduct a manual lottery to determine who will be asked to register. All outlined Lottery Rules and Procedures will be enforced.

Section 2.3 Residency Qualifying for Enrollment

The CEO/Superintendent or 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/Superintendent or 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 program¹;
- 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 Enrollment Documentation

Establishing Residency

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

400.030 Student Transportation

The governing body (“Board”) of New Frontiers Public Schools adopts the following policy which shall be effective on the date approved by the Board.

SECTION 1 Transportation to and from School

It is the policy of New Frontiers Public Schools to provide public bus passes or cards to its students for transportation to and from school for all students. It is the responsibility of the Superintendent/Executive Director or designee to seek reimbursement from the State of Texas for the provision of the passes or cards.

SECTION 2 Transportation of Homeless Students and Students Receiving Special Education

¹ Unless the governing board has applied for and been granted a waiver by the commissioner under the TEC, §25.001(e).

Services

New Frontiers Public Schools shall provide appropriate transportation services to any eligible homeless student and to any student with a disability whose ARD committee determines that the student needs transportation as a related service.

SECTION 3 Transportation of Students in Foster Care

New Frontiers Public School's Foster Care Liaison will be the point of contact to arrange and implement an individual transportation plan for a student placed in Conservatorship of the Department of Family and Protective Services. In developing these procedures, New Frontiers Public Schools worked with Felicia Penn, Educational Specialist, DFPS, Region XIII.

If DFPS determines the student's school of origin is in the best interest, Foster Care Liaison of New Frontiers Public Schools and DFPS to develop an individual transportation plan. Student's safety will be the first priority in determining appropriate transportation, followed by cost effectiveness, reliability, and time and distance of commute. The following transportation options will be considered to provide transportation to the school of origin, school bus stop, or public transportation route:

- Arrange transportation by the foster parent or caregiver;
- Arrange transportation by a relative or adult approved by DFPS;
- Use existing transportation options, such as special education or homeless student transportation which include bus passes and vouchers
- Coordinate with the district the student is located in to provide transportation to a bus stop or district boundary;
- Determine whether a student needs transportation as part of an IEP;
- Contracting with a transportation service; or
- Arrange public transportation with a pass or voucher.

New Frontiers Public Schools will also work with DFPS to determine how transportation will be funded. Foster Care Liaison will work with the Superintendent/CEO or designee to calculate the cost of transportation. To offset the cost of transportation, New Frontier Public Schools will consider the following funding options:

- Cost sharing agreement between DFPS and New Frontiers Public Schools;
- Offset of costs by DFPS;
- Cost sharing between New Frontiers Public Schools and local school district student is living;
- Use of Title I funds;
- Use of Medicaid reimbursement if an IEP provides transportation;
- Available grant funds;
- Other: Local unrestricted funds

400.040 ATTENDANCE

The governing body ("Board") of New Frontiers Public Schools 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 Public 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 2.2 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 Public Schools receive notice that they and the student is subject to prosecution for violation of attendance laws.

SECTION 4 School Attendance Officer

New Frontiers Public Schools 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 Public Schools adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1 Compliance

In regard to student records, New Frontiers Public Schools 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 Public Schools 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 Public Schools 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 NFPS 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))

400.50 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 Public Schools shall, in accordance with the Texas Open Meetings Law, hold a meeting during which

1. Members of the public and employees of the school shall be given an opportunity to comment on the proposed initiative; and
2. 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 Public Schools, 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 designee shall be provided to the Board of Directors for their review and consideration.

400.060. REQUIRED INSTRUCTION AND GRADUATION

The governing body ("Board") of New Frontiers Public Schools 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 Public Schools maintains compliance with all state laws and regulations governing curriculum and graduation requirements.

SECTION 1.2. Pledge of Allegiance.

The principal, or designee, of each campus of New Frontiers Public Schools shall ensure that New Frontiers Public Schools 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 1.3 Observance of Moment of Silence.

The principal, or designee, of each campus of New Frontiers Public Schools shall ensure that New Frontiers Public Schools 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 1.4. Commemoration of the Events of September 11, 2001.

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

SECTION 2 End-of-Course Assessments

New Frontiers Public Schools will follow the prescribed graduation requirements by the State of Texas which includes successful completion of the STAAR EOC in the subjects of Algebra I, Biology, English, English II and U.S History.

400.070 Bilingual/ESL Program

SECTION 1 Program Principles

Section 1.1 Board Commitment: The Board of New Frontiers Public Schools 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 Public Schools operate in compliance with federal and state law.

SECTION 2 Program Responsibilities

The Director of Curriculum will ensure that New Frontiers Public Schools Shall:

1. Identify ELL students based on criteria established by the state;
2. Provide bilingual education and/or ESL programs as integral parts of the New Frontiers Public Schools regular program;
3. 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 Public Schools shall establish and operate Language Proficiency Assessment Committee(s) in accordance with this policy and the LPAC procedures established by the Executive Director. It is the policy of New Frontiers Public Schools to follow the LPAC Legal Framework developed by the Region 20 Education Service Center for the New Frontiers Public Schools LPAC procedures.

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

Section 3.1 Selection of LPAC Members: The Executive Director of Curriculum shall establish procedures for the selection, appointment and training of members of the LPAC for the special language program(s) operated by New Frontiers Public Schools. 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 Public Schools. 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 Executive Director of Curriculum shall establish procedures governing the New Frontiers Public Schools LPAC for fulfilling LPAC responsibilities and duties. The New Frontiers Public Schools LPAC shall accomplish the following general responsibilities:

1. Review of all pertinent information on ELL students upon initial enrollment and at the end of the school year;
2. Make recommendations concerning the most appropriate placement for the advancement of an ELL student;
3. Review each ELL student's progress at the end of the school year in order to determine future appropriate placement;

4. 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;
5. 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 Public Schools 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 Public Schools and shall observe requirements regarding confidentiality of student records. The Executive Director of Curriculum or designee shall ensure that each LPAC member receives a Certificate of Training and that such certificates are retained on file by New Frontiers Public Schools.

SECTION 5 Home Language Survey

SECTION 5.1 Administration of Survey: New Frontiers Public Schools 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 Executive Director of Curriculum 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 Public Schools 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 Public Schools.

SECTION 6 ELL Classification and Instructional Placement

Section 6.1 ELL Classification: New Frontiers Public Schools LPAC may classify a student as an ELL student if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
2. 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;
3. The student's primary language proficiency scores as measured by a TEA-approved test is greater than the student's proficiency in English; or

4. 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 Public Schools LPAC shall determine and report to the New Frontiers Public Schools 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 ED 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 Public Schools 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 Public Schools LPAC shall conduct periodic assessments of the special language programs of New Frontiers Public Schools 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 Public Schools addressing:

1. The academic progress in either language of the ELL students and the extent to which they are becoming English proficient;
2. The number of students who have been exited from the bilingual education and ESL program; and
3. 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 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 7.3 Parental Notice of Exit: The New Frontiers Public Schools 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 7.4 Annual Progress Report: The New Frontiers Public Schools 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 Public Schools.

SECTION 9 Personnel

The Executive Director of Curriculum of the New Frontiers Public Schools 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 Public Schools shall offer a ESL program if New Frontiers Public Schools has an enrollment of 20 or more students classified as ELL students in any language classification in the same grade level. The Executive Director of Curriculum shall ensure that the ESL program offered by New Frontiers Public Schools complies with applicable regulations.

Section 10.1(a) ESL Program: New Frontiers Public Schools shall offer an ESL program for students in Grades 9-12 using the ESL/content-based and ESL/pull-out program model.

400.080 IDEA POLICIES & PROCEDURES

SECTION 1 Legal Framework

It is the policy of New Frontiers Public Schools 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 Public 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 Public Schools to the teacher's request; and (3) that provides for notification to the student's parent or legal guardian of that response.

400.090 SECTION 504

SECTION 1 Policy of Nondiscrimination

New Frontiers Public Schools does not exclude from participation in, deny the benefits of, or subject

to discrimination on the basis of race, religion, color, national origin, sex, age, disability, or relationship or association with an individual with a disability in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; the Individuals with Disabilities Education Act, as amended; Title IX of the Educational Amendments of 1972, as amended; the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended.

SECTION 2 Section 504 Coordinator

The following position is designated as Section 504 compliance coordinator:

Principal and/or Principal's designee
Frank L. Madla Accelerated Collegiate Academy
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: New Frontiers Public Schools shall take appropriate steps to notify the parents or guardian of students and students seeking enrollment, and employees of New Frontiers Public Schools, 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:

1. Posting of notices;
2. Publication in newspapers and magazines;
3. Placing notices in school publications; and
4. 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: The New Frontiers Public Schools 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: The New Frontiers Public Schools 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 Public Schools 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 Public Schools 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 Executive Director of Curriculum 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 Public Schools 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 Executive Director of Curriculum 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 Public Schools 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 Public Schools, 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 Public Schools 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 Executive Director of Curriculum 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 Reevaluation: The Executive Director of Curriculum or designee shall establish procedures, in accordance with SECTION 9.3, for periodic reevaluation 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 Executive Director of Curriculum 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 Public Schools 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 Executive Director of Curriculum and the opposing party within twenty (20) instructional days of the date the hearing officer’s decision is received. The Executive Director of Curriculum 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.

SECTION 11 Students with Diabetes

SECTION 11.1 Diabetes Management and Treatment Plan (DMNT)

If a student needs diabetic care while at school, New frontiers Charter School must have a Diabetes Management and Treatment Plan (DMTP) on file at school. The DMTP must:

1. Identify the health-care services the student may receive at school;
2. Evaluate the student's ability to manage and level of understanding of the student's diabetes; and
3. Be signed by the parent or guardian and the physician. The parent or guardian must submit the DMTP to the school.

Once a DMTP is received by the school, New frontiers Public Schools, open-enrollment charter school must review and update the plan prior to the beginning of the school year, upon enrollment, or as soon as practicable following a diagnosis of diabetes for the student.

SECTION 11.2 Individual Health Plan (IHP): An individual health plan (IHP) for the student will be developed by the School Nurse. The IHP must be developed in collaboration with the student's parent or guardian and, to the extent practicable, the physician responsible for the student's diabetes treatment and one or more of the student's teachers. A student's IHP will incorporate components of the student's DMTP.

In accordance with the student's IHP, student is permitted to attend to the management and care of the student's diabetes, which may include:

1. Performing blood glucose level checks;
2. Administering insulin through the insulin delivery system the student uses;
3. Treating hypoglycemia and hyperglycemia;
4. Possessing on the student's person at any time any supplies or equipment necessary to monitor and care for the student's diabetes; and
5. Otherwise attending to the management and care of the student's diabetes in the classroom, in any area of the school or school grounds, or at any school-related activity.

SECTION 11.3 Trained Personnel: New Frontiers Public Schools will ensure that a [Select or designate appropriate personnel: school nurse, trained individual or at least one unlicensed diabetes care assistant (UDCA)] is present and available to provide the required care to a student with diabetes during the regular school day.

SECTION 11.4 Placement: New Frontiers Public Schools may not restrict the placement of a student with diabetes to a particular setting on the basis that the campus does not have the required personnel.

SECTION 11.5 Extracurricular Activities: Students with diabetes may not be excluded from extracurricular activities or school programs because of their diagnosis. Additionally, a student with diabetes may attend field trips and New Frontiers Public Schools cannot require the student's parent to attend.

400.100 HEALTH

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

SECTION 1 Head Lice

When a student is suspected of having head lice, the school nurse shall inspect the child. Students shall be inspected by the school nurse or other school official with consideration for privacy and confidentiality.

When the school nurse determines or otherwise becomes aware that a child enrolled in an elementary grade has lice, NFPS shall:

1. Provide written/electronic notice and call the parent of the child with lice as soon as possible, but not later than 48 hours after the administrator or nurse, as applicable, determines or becomes aware of that fact. Educational materials about treatment and prevention may be given to the parent/guardian as well as discounted treatments.
2. Provide notice to the parent of each child assigned to the same classroom as the child with lice as soon as possible but not later than the 72 hours after the date on which the administrator or nurse, as applicable, determines or becomes aware of that fact.

The notices provided to parents will include the recommendations of the Centers for Disease Control and Prevention for the treatment and prevention of lice, and the notice to the parent of each child assigned to the same classroom as the child with lice (as described in item 2 above) may not identify the child with lice.

SECTION 2 Immunizations & Reportable Diseases

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

SECTION 2.1 HIV/AIDS Status:

- a. 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.
- b. 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.

c. 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 3 Care for Students At-Risk for Anaphylaxis

Section 3.1 Food Allergy Management in the School Setting

a. Food Allergy Management Team. The CEO/Superintendent shall create a food allergy management team to implement, coordinate, and monitor food allergy management at each NFPS 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.

b. 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 Public Schools 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.

c. 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 3.2 Identification of Students with Food Allergy At-Risk for Anaphylaxis

a. 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 Public Schools to enable New Frontiers Public Schools 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.

b. Parent Consent -The CEO/Superintendent's designee shall ensure New Frontiers Public Schools documents and keep current parent consent for medication administration (e.g. epinephrine).

c. Students Whose 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 Public Schools 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 Public Schools 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 3.3 Food Allergy Action Plan, Emergency Care Plans, and Individualized Health Care Plans

- a. 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.

- b. 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 3.4 Reducing the Risk of Exposure in the School Setting

- a. 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.
- b. 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 3.5 Training for School Staff on Anaphylaxis and Emergency Response

- a. 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.
- b. 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.

- c. 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 3.6 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:

- a. Identify, if possible, the source of allergen exposure and take steps to prevent future reactions.
- b. 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.
- c. Identify and interview those who were involved in the emergency care of the student and those that witnessed the event.
- d. Meet with school staff to review the implementation of procedures.
- e. 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.
- f. 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.
- g. If an epinephrine auto-injector was utilized during the reaction, ensure that the parent/guardian replaces it with a new one.

Section 3.7 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 4. Administration of Prescription Medication

Section 4.1 Written Request Required

New Frontiers Public Schools will provide written notice to all parents prior to the implementation of the policy and at the beginning of each school year.

Section 4.2 Authorized Employees

The Executive Director 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 Public Schools campus.

Each campus will have one or more authorized and trained persons present during all hours the NFPS campus is open.

Section 4.3 Training for Authorized Personnel

The Executive Director shall ensure that all authorized persons complete mandatory training on an annual basis.

Frank L. Madla ACA campus will maintain a record of completed trainings.

Section 4.4 Maintenance and Storage of Epinephrine 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 4.5 Reporting

The Executive Director 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:

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

The report must include:

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

SECTION 5 Administration of Prescription Medication

Section 5.1 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 Public Schools 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 an NFPS employee.

SECTION 5.2 Authorized Employees

Employees authorized by New Frontiers Public Schools to administer prescription medication include:

- a. A registered nurse;
- b. Nurses' Assistant
- c. Appointed school official

SECTION 5.3 Prescription Medication Dispenser

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

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

SECTION 5.4 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 5.5 Non-Prescription Medication.

A licensed physician or registered nurse who provides volunteer services to NFPS may administer to a student:

- a. Nonprescription medication; or

- b. Medication currently prescribed for the student by the student’s personal physician.

Section 5.6. Sunscreen

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

SECTION 6 Psychotropic Medication

Section 5.1 Employee Prohibition

An employee may not:

- Recommend that a student use a psychotropic drug;
- Suggest any particular diagnosis; or
- 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 6.2 Exceptions to Prohibition

Does not prevent an employee from:

- Making an appropriate referral under the Individuals with Disabilities in Education Act;
- 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
- Discussing any aspect of a student’s behavior or academic progress with the student’s parent/guardian or another charter school employee.

SECTION 7 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 Public School’s 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 8 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.

400.120. WELLNESS

The Superintendent shall ensure that New Frontiers Public Schools adopts goals for nutrition education, physical activity, and other school activities that promote student health and wellness as deemed appropriate by NFPS. The Superintendent or designee shall also ensure that nutrition guidelines for

foods served by NFPS during the school day are adequate to advance student health and reduce childhood obesity and shall meet or exceed federal regulations and guidance, and that all foods available on each campus are in accordance with the Texas Public School Nutrition Policy and NFPS-established standards.

The Superintendent or designee shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy, as may be necessary. NFPS shall also seek to involve parents, students, representatives of the school food authority, the Board, administrators, and the public in the continued development and implementation of this school wellness policy.

400.130. STUDENT SAFETY

The governing body (“Board”) of New Frontiers Public Schools 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 Public Schools 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

- a. The CEO/Superintendent or designee shall develop and implement procedures detailing methods to increase staff and, student and parent awareness of sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs.
- b. The CEO/Superintendent or designee shall be responsible for having a safety plan develop 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

- a. 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.
- b. 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 Public Schools 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 Public Schools 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, including law enforcement, must present a form of identification or at a minimum their name and date of birth. New Frontiers Public Schools 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 Public Schools, 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.

a. 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.

b. 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 Public Schools.

SECTION 5 Weapon and Concealed Handgun Prohibition

Section 5.1 Weapons Prohibited

New Frontiers Public Schools prohibits the use or possession of any firearm, illegal

Section 5.2 Handgun Prohibition

New Frontiers Public Schools 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 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.

TCSA NOTE: Section 6 is required only if the school has students enrolled who participate in an interscholastic athletic activity.

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 Public School’s concussion oversight team:

1. Coach
2. 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 Public 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 Public 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 Public Schools utilizes a filtering device or software that prevents any New Frontiers Public Schools computer, and New Frontiers Public 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 Public School's computers and/or Internet system is not confidential and may be monitored by designated New Frontiers Public Schools personnel to ensure appropriate use.

SECTION 9 Prohibitions Against Harassment, Intimidation, or Bullying

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

Section 9.1 Prohibition

New Frontiers Public Schools 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 Public Schools 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

A-Discrimination against a student is defined as conduct directed at the student on the basis of race, color, national origin, sex/gender, gender identity, disability, age, sexual orientation, religion, or any other basis prohibited by law, that adversely affects the student.

B - Sexual harassment by an employee

1. includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when

i. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

ii. The conduct is so severe, persistent, or pervasive that it:

- Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
- Creates an intimidating, threatening, hostile, or abusive educational environment

2. Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

C - Sexual harassment by others

1. includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

i. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

ii. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

iii. Otherwise adversely affects the student's educational opportunities.

D - 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:

- i. 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
- ii. Is sufficiently severe, pervasive, or persistent enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
- iii. Otherwise adversely affects the student's educational opportunities

Section 9.3 Reporting

New Frontiers Public Schools 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 Public Schools employee, adult volunteer, contractor, or agent who is not involved in the alleged harassment, intimidation or bullying. Any New Frontiers Public Schools 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 Conduct Requiring Action

The Superintendent/CEO or designee shall ensure that New Frontiers Public Schools and, if applicable, New Frontiers Public Schools, protects its students from bullying, intimidation and discriminatory harassment.

Section 9.5 CEO/Superintendent Responsibilities

The CEO/Superintendent shall take appropriate actions to ensure New Frontiers Public Schools L'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 Public Schools 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:

- Prompt notification of the parents of all students involved;
- Procedures for resolving complaints that include proper application of consequences consistent with New Frontiers Public Schools Student Code of Conduct 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 discrimination, 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.

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 Public Schools 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 9.6 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 9.7 Compensatory Services

New Frontiers Public Schools may be required to provide additional services to a student who is harassed in order to address the effects of the harassment. The need for compensatory services and the services provided will be determined on an individual basis.

Section 9.8 Retaliation Prohibited

New Frontiers Public Schools 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 Public Schools policies and procedures. Individuals who intentionally fabricate allegations of harassment, intimidation or bullying may be subject to disciplinary action in accordance with New Frontiers Public Schools policies and procedures.

400.140 MISCELLANEOUS PROVISIONS RELATING TO STUDENTS

The governing body (“Board”) of New Frontiers Public Schools 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 Public Schools prohibits discrimination, harassment, or retaliation on the basis of religion. A student enrolled at NFPS has the right to silently pray or meditate at NFPS so long as it does not disrupt the instructional or other activities of the school. NFPS 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 Public Schools.

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

1. Middle School - NFCS Family & Community Engagement Policy, Title 1 Program

New Frontiers Public Schools (NFPS) will follow the parent involvement policy guidelines in accordance with Every Student Succeeds Act (ESSA). NFPS 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).

- NFPS 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. NFPS 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.
- NFPS 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 Public Schools 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 NFPS will continually collaborate on how best to build positive relationships between home and school.
- NFPS 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.
- NFPS 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.
- NFPS 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.

- NFPS 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 NFPS committee. All students and their families are invited to attend academic nights, special events, assemblies, committees, and other meetings held throughout the year.

2. Elementary - NFPS Family & Community Engagement Policy, Title 1 Program

New Frontiers Public Schools (NFPS) will follow the parent involvement policy guidelines in accordance with Every Student Succeeds Act (ESSA). NFPS 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).

- NFPS 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. NFPS 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.
- NFPS 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 Public Schools 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 NFPS will continually collaborate on how best to build positive relationships between home and school.
- NFPS 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.
- NFPS 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.
- NFPS 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 NFPS 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 Public Schools agrees to implement the following statutory requirements:

- New Frontiers Public Schools will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary

Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, New Frontiers Public Schools will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- New Frontiers Public Schools will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, New Frontiers Public Schools and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative

formats upon request, and, to the extent practicable, in a language parents understand.

- If the New Frontiers Public Schools plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, New Frontiers Public Schools will submit any parent comments with the plan when New Frontiers Public Schools submits the plan to the Texas Education Agency.
- New Frontiers Public Schools will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- New Frontiers Public Schools will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- i. that parents play an integral role in assisting their child's learning;
 - ii. that parents are encouraged to be actively involved in their child's education at school;
 - iii. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - iv. the carrying out of other activities, such as those described in section 1118 of the ESEA.
- [For States where a Parental Information and Resource Center is established] New Frontiers Public Schools will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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 Public Schools on July 18, 2018 and will be in effect for the period of the 2017-2018 Academic School Year.

SECTION 4 The Texas Virtual School Network (VSN) – N/A