



Texas Virtual Academy at Hallsville

2024-2025 Student Handbook

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Texas Virtual Academy at Hallsville (TVAH) is a program of Hallsville Independent School District. TVAH serves students in grades 3-12 as a full-time, statewide, tuition-free online public-school program for independent learners with a passion for knowledge. We combine the rigorous curriculum from K12 - a leading provider of K-12 online learning - with experienced teachers and dedicated support to provide an outstanding education for your child.

Our personalized learning approach targets each child's strengths and weaknesses. The curriculum allows students to "dive deep," and includes traditional core subjects, art, music, world languages, and other electives. Students can also discover possible career paths by taking career technical education (CTE) courses.

Together, let's develop your student's full potential. I invite you to call us or explore our website today and discover all that TVAH has to offer.

Kyla Pickrell

TVAH Executive Director

Families do not pay tuition for a student to attend an online public school. Common household items and office supplies like printer ink and paper are not provided. Our enrollment consultants can help you address your technological and computer needs.

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If you need the assistance of a language interpreter, call 1-800-225-5254 and state you are with TVAH.

If you have difficulty accessing the information in this document because of a disability,
please contact TVAH at (972) 420-1404.

2024-2025 SCHOOL CALENDAR

July 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Grading Periods	
1st Nine Weeks	Aug 15 - Oct 21
2nd Nine Weeks	Oct 22 - Dec 20
3rd Nine Weeks	Jan 8 - Mar 14
4th Nine Weeks	Mar 24-May 22

2024-2025 School Calendar

Texas Virtual Academy at Hallsville
1825 Lakeway Dr., Ste 400
Lewisville, TX 75057
972.420.1404 (Fax) 888.506.6777

Aug 5-14	Professional Development
Aug 15	First day of school
Sept 2	Labor Day Holiday
Oct 8-10	Professional Development
Oct 8-11	Fall Break
Oct 21	End of 1st Quarter
Oct 22	Beginning of 2nd Quarter
Nov 25-29	Thanksgiving Break
Dec 20	End of 2nd Quarter
Dec 23-Jan 7	Winter Break
Jan 6-7	Professional Development
Jan 8	First day of spring semester
Jan 20	Martin Luther King Jr. Day Holiday
Feb 17	Presidents' Day Holiday
Feb 21	Professional Development
Mar 14	End of 3rd Quarter
Mar 17-21	Spring Break
Mar 24	Beginning of 4th Quarter
Apr 18	Good Friday Holiday
May 16	Final Day for Seniors
May 22	Last Day of School, End of 4th Quarter
May 23	Professional Development
May 26	Memorial Day Holiday
June 7*	Graduation
* Graduation Date Tentative	

Test Dates	
EOC Re-tests	Dec 4-10
TELPAS	Mar 3-7
TELPAS Make Up	Mar 25-27
EOC and STAAR	Apr 8-May 2
EOC Re-tests	Jun 23-27

* Testing dates subject to change

Semester Summary	
82 Days	First Semester
88 Days	Second Semester
170 Total Days	
15 Professional Development Days	
75,600 Minutes met	

Legend	
	First & Last Day of School
	Testing
	School Closed
	Professional Development - School Closed
	Final Day for Seniors

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

INTRODUCTION

This Student Handbook sets forth general guidance for parents and students enrolled in the Texas Virtual Academy at Hallsville (TVAH) and operates under the Texas Virtual School Network (TxVSN) and in partnership with Hallsville ISD and is subject to the rules and regulations of the Texas Education Agency.

TVAH has the right to amend the school handbook, as new state regulations become available. A current copy of the handbook will be maintained on the TVAH website.

Questions or Concerns?

TVAH staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. TVAH staff also realizes that parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

Step One	All concerns and issues should first be directed to the student’s teacher via phone or email. If a TVAH teacher cannot resolve the issue, he/she directs the parent to the appropriate contact for assistance.
Step Two	If the concern is not resolved at this level, parents are advised to contact the Principal or Assistant Principal.
Step Three	If you still have questions or concerns, you may discuss them with school administration. Please send your request for a meeting via email to Kyla Pickrell, Executive Director, at kypickrell@tvahallsville.org

ADMISSION & ATTENDANCE

Admission & Entrance Requirements

As a virtual school, TVAH follows the TxVSN student eligibility program enrollment rules. Per TxVSN guidelines, a “full-time enrollment” means enrollment in four or more TxVSN courses for grades 9 through 12 or enrollment in a grade 3 through 8 TxVSN Online School program offered by an officially recognized TxVSN online school.

A student is eligible to enroll in a course provided by the TxVSN only if the student meets the following three criteria:

1. the student, on September 1 of the school year, is
 - a. younger than 21 years of age, or
 - b. younger than 26 years of age and entitled to the benefits of the FSP under TEC, 48.003;
2. the student has not graduated from high school;
3. and one of the following criteria:
 - a. the student was enrolled in a TX public school in this state in the preceding school year; **or**
 - b. the student is a dependent of a member of the United States military who has been deployed **or** transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding year; **or** the student has been placed in substitute care **or** the student:
 - i. Is a dependent of a member of the United States military;
 - ii. Was previously enrolled in high school in this state; and
 - iii. No longer resides in this state due to military deployment or transfer.

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements,
- Grade level, course, or educational program placement,
- Eligibility requirements for participation in extracurricular activities,
- Graduation requirements.

Also, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found, here:

https://tea.texas.gov/About_TEA/Other_Services/Military_Family_Resources/

Discipline Policy

TVAH cannot enroll students with a DAEP status. All DAEP, suspensions and expulsions must have documented completion from the previous district prior to enrolling in TVAH.

Attendance & Truancy Policy

Hallsville ISD’s Board of Trustees has approved a calendar of one hundred seventy (170) days of instruction for the 24-25 academic year. Additionally, TVAH requires an average of 7.5 hours of instructional time per day.

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous days, and to grow as an individual. Absences from

class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Age 18 and Older	A student who voluntarily attends or enrolls after their 18th birthday must attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property after that would be unauthorized and may be considered trespassing.
Between Ages 6 and 18	<p>State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session unless the student is otherwise excused from attendance or legally exempt.</p> <p>A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.</p>

Attendance for TVAH students is accounted for in the following ways:

1. Student working in online coursework in the Online School (OLS) or Learning Management System (LMS);
2. Student participation in assigned virtual online sessions with state-certified teachers.
3. Attending required in-person state assessments such as STAAR (State of Texas Assessments of Academic Readiness), TELPAS and STAAR EOC (End-of-Course) tests.

TVAH students may log instructional time any time during the day (until 10:59pm) and on any day of the week between the first and the last day of school. Students must go to school through the last day. Attendance cannot be modified after the last day of the academic year. Instructional time must directly relate to lesson objectives which are aligned with the standards outlined in the Texas Essential Knowledge and Skills (TEKS). Live attendance and participation in remediation is required and counts towards attendance.

Excused Absences

When a parent/legal guardian knows that their student will be absent, it is requested that the parent/legal guardian give the school prior written notice of the upcoming absence.

Texas Virtual Academy at Hallsville considers the following factors, as defined by Texas Education Agency (TEA), to be a “reasonable” excuse with documentation and will result in an “excused absence” for time missed from school:

- Illness (up to 3 days)
- Religious holy days;
- Maternity/Paternity leave
- Bereavement (up to 5 calendar days)
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - Mental health or therapy appointments; or

- Court-ordered family visitations or any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty or is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. A student is allowed two consecutive school days to complete work missed for each excused absence.

An absence will also be considered exempt if a student 17 year of age or older is pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard, provided the absence does not exceed four days, and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk or an election clerk, provided the district's board has authorized this in policy, the student notifies his or her teachers, the student receives approval from the principal before the absences, and the student makes up any work missed.

An absence of a student in grades 6–12 to sound "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Absences Communication

Students who do not attend required online sessions or fail to log attendance within the Online School when required will be considered absent unless a valid written excuse is provided to the Attendance Clerk. Absences not identified as "reasonable" will be considered "unexcused." Students who fail to log in daily in the Online School are subject to unexcused absences. Reasonable absences are stated above in the "excused absences" section.

The parent/legal guardian must submit a doctor's excuse for absences that are deemed excused. (See excused absences above).

Three (3) Unexcused Absences: Students who accumulate a total of three (3) absences **within a 4-week period** will be sent an attendance notice via personal email by the Attendance Clerk. You will be invited to view a mandatory presentation and sign the attendance contract.

Five (5) Consecutive Unexcused Absences: Students who accumulate a total of five (5) consecutive absences will be sent a warning letter via personal email and or text/phone call and be invited to view a mandatory presentation and sign the attendance contract.

Ten (10) Consecutive Unexcused Absences: When a student reaches ten (10) consecutive missed days they will be sent a warning letter via personal email and receive text or phone communication to address the issues. The family may be placed on academic probation. Students may be locked from the online school at this point in the process and the student's LC/LG will be allowed to appeal within 48 hours.

Truancy

10 missed days in a 6-month period. Students who accumulate at least 10 unexcused missed days in a 6-month will be sent a Truant Conduct Warning via email. A mandatory presentation is required to be viewed, an attendance contract to be signed by Legal Guardian, and the student may be reported to the State of Texas.

If a TVAHS student's chronic truancy results from homelessness, the student's enrollment rights at TVAHS shall be based on the McKinney-Vento Homeless Assistance Act. Please refer to McKinney Vento Section of this handbook for additional information.

Students withdrawn due to truancy may not be able to re-enroll at TVAHS during the academic year. Enrollment decisions for subsequent years will require district approval and will be on a probationary basis.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and modifications to the student's individualized education program or Section 504 plan, as appropriate.

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license. Please allow at least two business days for request fulfillment. Students may request the form from their homeroom teacher. Please note the state requirements to submit VOE:

- Student met minimum attendance for class credit in each class they were enrolled in semester
- Student received credit for all courses taken in the previous semester

Class Connect Attendance

Teachers will hold Class Connect sessions throughout the week in all subject areas. Some lessons may be taught with an interdisciplinary focus (i.e., using reading strategies for social studies material).

Students must attend all required sessions LIVE; however, if a session is missed, it is imperative that students watch recordings and make up any missed assignments upon return. Optional sessions may also be scheduled for attendance purposes, and students are strongly encouraged to attend.

It is the responsibility of the parent/student to follow-up on any missed work. Attending live Class Connect sessions is equal to attending school. Students are expected to attend all courses unless notified by their teacher that their attendance is not required.

Withdrawals

If a parent wants to withdraw their student from TVAHS, they should contact their homeroom teacher to begin the withdrawal process. The teacher will work with the family and possibly refer them to other administrators to speak with before withdrawing. Once the withdrawal has been confirmed with the parent, the school will send the parent a link to complete a withdrawal form. Once the forms are received, the Registrar will request final grades from the homeroom teacher who will then submit those to the Registrar and the withdrawal will then be completed.

Fees

Instructional materials that are part of the basic educational program are provided at no charge to the student. A student, however, is expected to provide common household items such as pencils, paper, erasers, notebooks, printer ink and paper and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

- Personal apparel used in extracurricular activities becomes the property of the student.
- Fees for optional courses offered for credit that require the use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal.

ASSESSMENT

Mandatory Testing Information

Attendance is mandatory at all TVAH testing events. Parents must ensure that students participate in all required state and local testing. This testing includes but is not limited to online benchmark and readiness assessments, all STAAR testing, EOC testing, and as appropriate the TELPAS for students identified as English Learners. Parents are responsible for transportation to and from all testing, regardless of distance. If a family has travel issues, they should let their homeroom teacher know ASAP.

Lack of participation in required testing may impact student's promotion or graduation and may place the student's continued enrollment at risk moving forward. A doctor's note is required for missed STAAR, EOC, and TELPAS testing. Vacations, holidays, and doctor's appointments cannot be scheduled during testing dates. All students are required to be Texas residents and should be in the state to complete exams.

As is the case for all Texas public schools, TVAH is required to administer state-issued standardized testing to all students in the district. **There is no "option" to permit your child to opt-out of STAAR testing required by Texas Education Agency.**

Section 26.10 of the Texas Education Code addresses the rights and entitlements of a parent or guardian to remove a child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity. However, a parent is not entitled to remove the parent's child from a class or other school activity to avoid a test (e.g., STAAR) or to prevent the child from taking a subject for an entire semester.

Subsection (b) further details that Section 26.10 does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the school district and the agency.

STAAR results from grades 3–8 is used as one data point for promotion to the next grade level and are intended to provide schools with an assessment of student understanding to guide future instructional decisions for students during the following school year. Students who do not participate in one or more STAAR assessments are subject to the following:

- Students who do not participate in STAAR will be deemed non-proficient at their grade level because they will receive a zero score on the subject area assessment.
- Students who were absent from testing will need to take a make-up test at the next available opportunity.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

Readiness Assessment

All students will take a readiness test within the first few weeks of enrollment. The assessment will be taken for both Reading, Math, and any other state-tested subjects.

You will be e-mailed your child's login information. These tests provide your teacher with information on your child's strengths and areas which need additional focus this school year. All students should have their first assessments completed within two weeks of the start of the school year or their enrollment date if enrolled after the first day of school.

An end-of-year exam must be completed before the student finishes the school year. Beginning and end-of-year performance assessments will be compared, and a growth score will be determined. Your teacher will share this information with you after the tests are taken. Readiness tests are **not** optional. All students in all grades are **required** to take these tests.

Interim/Benchmark/STAAR/EOC Assessments

Elementary students will complete interim/benchmark assessments throughout the academic year. Elementary students will be tested in the following areas:

- Math – Grades 3-5
- ELAR – Grades 3-5
- Science – Grade 5

*Additional areas may be assessed based on identified need

Middle School students will complete interim/benchmark assessments throughout the academic year. MS students will be tested in the following areas:

- Math – Grades 6-8
- ELAR – Grades 6-8
- Science – Grade 8
- Social Studies – Grade 8

*Additional areas may be assessed based on identified need

High School students will complete interim/benchmark assessments throughout the academic year. HS students will be testing in the following areas:

- Math (EOC in Algebra 1) - Grades 9-12
- English Language Arts (EOC in English I and English II) - Grades 9-12
- Biology
- US History

Testing information, dates, log-in and timelines will be provided by your student's homeroom teacher, as soon as possible.

Other Standardized Assessments - Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Before enrolling in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment will be administered to students identified as needing a passing TSI score or further preparatory support.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require the student's participation before or after normal school hours or at times of the year outside normal school operations.

GRADING POLICY & GRADUATION

Report Cards

TVAH issues progress reports every week and formal reports cards every semester for 6th through 12th grade and in June for 3rd through 5th grade. The final report card will be issued in June. Teachers will post all grades in the online grade book. Parents will have a login for this online grade book and can access student grades at any time. All progress reports and report cards will be accompanied with a link for parents to acknowledge receipt.

The final grade in each content subject, including electives, is pulled from the gradebook for each course. Questions regarding course grades should be directed to teachers. Conferences are available upon request.

For students in grades 3 through 8, to be promoted to the next grade, the student must have a final average of 70 or above in at least three core content courses. Students who fail **two or more core courses**, with one being math or ELA, may be retained. If a parent wants to request retention and the teacher does not agree, a Grade Placement Committee will meet and determine outcome.

Grade Appeal Process

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade. If you have a question regarding your student's final grade, please contact the classroom teacher for a conference. For appeals to be considered, they must be submitted within 2 weeks of the date the report card is received.

Grade Structure

Grading for students in grades 3-12 are comprised of teacher-graded and computer graded assignments for all courses.

Grading Scale for Grades 3-12:

A = 90-100%

B = 80-89%

C = 70-79%

F = Failing (below 70%)

Academic Probation

The academic probation program is designed to support students who are failing 4 or more courses. This program is in addition to the built-in support provided by the content teachers. At specific times throughout the year, these students will be identified. Upon identification, a meeting will be arranged for a member of the team, the student, and the learning coach. A plan will be created to bring the student back to passing grades in all subjects. Participation in this program is required. When the student raises their grades, they will be removed from academic probation. If the student does not communicate with the support team and work to raise grades, the academic probation program will proceed through the entire plan outlined below and it could result in withdrawal.

Stage 1: Academic Watch

Identified students are notified they need support and invited to an initial required support meeting.

Stage 2: Academic Warning

Identified students receive a warning letter that lack of participation and improved grades will result in placement on Academic Probation. Students are invited to a regular required support meeting.

Stage 3: Academic Probation, Phase 1

Identified students receive a notice of placement on Academic Probation. The notice includes the explanation that if students do not participate in the Academic Probation program they could face further consequences such as locked accounts, a required meeting with administration, and/or withdrawal. Students are invited to a regular support meeting.

Stage 4: Academic Probation, Phase 2

Identified students receive a notice of placement on Academic Probation, stage 2. The notice includes the explanation that due to lack of participation in the Academic Probation program, their accounts will be locked and in order to unlock their account they must attend a meeting with administration and the support team. Continued lack of participation at this point could result in withdrawal.

Academic Integrity Policy

All work submitted and/or marked complete in the online school is assumed to have been completed only by students from their student account. **Students should not have access to the learning coach login credentials.** Students are also responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. It is also expected that all work submitted will maintain appropriate content. Obscene materials, including illustrations, are prohibited. Profanity, including gestures, symbols, verbal, written, etc., is prohibited on all assignment submissions. Failure to abide by these standards will be reported to the principal and will result in a conference with the student's parents and/or Learning Coach. Students who violate this policy are subject to the following consequences.

Plagiarism

The definition of plagiarism is: copying or imitating the language, ideas, and thoughts of another writer and passing them off as your original work. Specific examples of plagiarism that are not tolerated include:

- Copying or rephrasing another student's work.

- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone else write an assignment or rephrase any part of an assignment (not just proofread it).
- Directly copying student aids (for example, Cliff Notes), critical sources, or reference materials in part or whole without acknowledgment.
- Indirect reproduction of student aids, such as Cliff Notes, Coles Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment.

Source Citation

Many courses require written work in which students need to cite sources. Any direct quotations from a textbook can be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a Web site, he/she must provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available, and date of access.

First Offense	The parent is informed, and the student may have the opportunity to redo the assignment at a full letter grade or 10% reduction. The teacher has the discretion of allowing a student to redo the assignment.
Second Offense	Communication with teacher and administration about the situation. The student will receive a zero on the assignment with no opportunity to resubmit. Warning that they could lose credit if it happens again.
Third Offense	The student will receive a zero on the assignment, and an evaluation will be done to determine if the student can gain credit for the class this semester. The student will be required to do a presentation on plagiarism at a mandatory meeting with the staff.
Fourth Offense	Students are required to attend a hearing with the principal and/or Executive Director and could face possible withdrawal.

Course Promotions

A student will be promoted by academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

TVAH encourages students to complete all lessons in a course since courses in the subsequent grade levels assume completion of lessons in the prior grade. A lesson is completed when the student has mastered the objectives as measured by the lesson assessment. It may not be necessary to teach every lesson if the student can demonstrate mastery of the objectives on the assessments.

TVAH requires parents to maintain samples of student work to help teachers decide to advance a student to the next course/grade level. Examples of materials/work to keep on file include handwriting samples, artwork, creative story samples, math worksheets, and spelling tests.

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged, and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, they must retake the semester they failed.

Credit by Internal Exam—If A Student Has Taken the Course/Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by

passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

Credit by Exam (Including CBE) for Advancement – Student Has Not Taken Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district is approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once. The student must score at least an 80 on the exam to receive credit for the course or subject.

Grade Level Promotion

- In grades 3 –8, promotion is based on demonstrated proficiency of the course content.
- If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.
- For a student to be promoted, based on standards previously established by the district, a committee can determine placement. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.
- For high school promotion, after ninth grade, students are classified according to the number of credits earned toward graduation, with consideration to their cohort year.
- Any student wishing to graduate early must meet the twenty-six (26) credit district requirement for graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18*	Grade 12 (Senior)

*Credits Toward Graduation

Acceleration Grades 3-5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each Credit By Exam (CBE) exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

Acceleration Grades 6-12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the CBE examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than once. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Graduation

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–2015 school year and after that will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “Endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Arts and Humanities; Multidisciplinary Studies; Public Services; and Business and Industry. Students need to complete at least one endorsement, including four credits in science and four credits in mathematics to include Algebra 1.

Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Aspire, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Course Area	Multidisciplinary Endorsement	Arts & Humanities Endorsement	STEM Endorsement		Business and Industry Endorsement			Public Services Endorsement
	Core Focus	Social Studies Focus	Math Focus	Science Focus	Finance Focus	Entrepreneurship Focus	Web Development Focus	Health Science Focus
English	4 credits	4 credits	4 credits	4 credits	4 credits	4 credits	4 credits	4 credits
Math	4 credits	4 credits	5 credits	4 credits	4 credits	4 credits	4 credits	4 credits
Science	4 credits	4 credits	4 credits	5 credits	4 credits	4 credits	4 credits	4 credits
Social Studies	4 credits	5 credits	3 credits	3 credits	3 credits	3 credits	3 credits	3 credits
Foreign Language	2 credits	2 credits	2 credits	2 credits	2 credits	2 credits	2 credits	2 credits
Fine Art	1 credit	1 credit	1 credit	1 credit	1 credit	1 credit	1 credit	1 credit
PE	1 credit	1 credit	1 credit	1 credit	1 credit	1 credit	1 credit	1 credit
Speech	0.5 credit	0.5 credit	0.5 credit	0.5 credit	0.5 credit	0.5 credit	0.5 credit	0.5 credit
Electives	5.5 credits	4.5 credits	5.5 credits	5.5 credits	6.5 credits	6.5 credits	6.5 credits	6.5 credits
Total	26 credits	26 credits	26 credits	26 credits	26 credits	26 credits	26 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic

admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

- Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or another campus committee, as applicable.
- Language other than English. Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.
- **A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.**

High School Advanced Courses

Dual Credit

Dual credit classes are provided online by Kilgore College and UT Permian Basin for free (paid for by TVAH) for students that are eligible to enroll. Students who are eligible to enroll and are new to dual credit may enroll in one class during their first semester as a dual credit student. Once they prove to be successful by passing their first dual credit class, TVAH will pay for the student to enroll in 2 classes for each subsequent semester. TVAH will not cover the costs of summer dual credit classes. Students must follow the dual credit enrollment process established by TVAH prior to enrolling in college classes to ensure that proper credit is awarded for the completed college coursework.

TVAH will pay for any of the following approved virtual dual credit courses during the fall and spring semesters of the school year only:

College Course	College Provider	College Course Name	College Credit Hours	High School Course Name	High School Course Credit	College Pre-Requisite Course
BIOL 1408	Kilgore College	Biology for Non-Science Majors I	3	Scientific Research & Design A	0.5	
BIOL 1409	Kilgore College	Biology for Non-Science Majors II	3	Scientific Research & Design B	0.5	BIOL 1408
ECON 2301	Kilgore College	Principles of Macroeconomics	3	Economics	0.5	
ENGL 1301	Kilgore College	Composition I	3	English 3A	0.5	
ENGL 2326	Kilgore College	American Literature	3	English 3B	0.5	ENGL 1301 & ENGL 1302
ENGL 1302	Kilgore College	Composition II	3	English 4A	0.5	ENGL 1301
ENGL 2322	Kilgore College	British Literature	3	English 4B	0.5	ENGL 1301 & ENGL 1302
MATH 1314	Kilgore College	College Algebra	3	Algebra 2	1	
HIST 1301	Kilgore College	US History to 1877	3	Special Topics in Social Studies	0.5	
HIST 1302	Kilgore College	US History since 1877	3	US History	1	
HIST 2321	Kilgore College	World Civilizations I	3	World History A	0.5	
HIST 2321	Kilgore College	World Civilizations II	3	World History B	0.5	
GOVT 2305	Kilgore College	Federal Government	3	Government	0.5	
MUSI 1306	Kilgore College	Music Appreciation	3	Music Appreciation	1	
PSYC 2301	Kilgore College	Intro to Psychology	3	Psychology	0.5	
SOCI 1301	Kilgore College	Intro to Sociology	3	Sociology	0.5	
SPCH 1315	Kilgore College	Public Speaking I	3	Public Speaking	0.5	
ARTS 1301	UT @ Permian Basin	Art Appreciation	3	Art 1	1	

If a student requests to drop from a dual credit class or does not pass a dual credit class, eligibility for enrollment in future dual credit courses will be determined on a case-by-case basis and will take into consideration college pre-requisite requirements as well as individual student situations.

Students who meet the following criteria will be eligible to enroll in a dual credit class.

- 3.00 GPA or better (strongly recommended but not required)
- No failing grades in core classes during the previous semester
- Passing TSI, SAT, ACT, PSAT and/or STAAR test scores (see chart below)

Test	Reading / ELA	Diagnostic ELA Score	Essay	Math	Diagnostic Math Score	Composite
TSI	945-990	---	5+	950-990	---	---
	Less than 945	5 or 6	5+	Less than 950	6	---
SAT	480+	---	---	530+	---	---
ACT (taken prior to Feb 15, 2023)	19+	---	---	19+	---	23+
ACT (taken after Feb 15, 2023)	40+ English & Reading Scores Combined		---	22	---	---
PSAT	460+	---	---	510+	---	---
STAAR – English 2 & Algebra 1	4000+	---	---	4000+	---	---

Advanced Placement

Advanced Placement courses or (AP) are instructional options for students at TVAHS. AP courses are meant for students who are interested and prepared for advanced coursework for college credit through successful passing of the AP assessment. The following AP courses are available for eligible students for enrollment through TVAHS. Students who enroll in AP courses should be expected to perform at college level academically and be prepared to invest more time in these courses for academic success and preparation for the AP Test.

Students who are not performing at academic passing rates after the first 3 weeks of coursework will be dropped and changed to the on level academic course.

AP English Language and Composition
 AP English Literature and Composition
 AP Biology
 AP Environmental Science
 AP Psychology
 AP US Government and Politics
 AP Macroeconomics
 AP Microeconomics

AP Calculus AB
 AP Statistics
 AP Chemistry
 AP Human Geography
 AP Spanish Language & Culture
 AP Computer Science A
 AP Computer Science Principles

Students who meet the following criteria are encouraged to select AP coursework. AP coursework is available to all students.

- Successfully scored at Meets/Masters on the content level EOC.
- And maintain a 3.0 GPA
- And score a 90 or better in previous content coursework.
- And are prepared to invest the time and effort needed for academic success in AP coursework.

Student grades and attendance will be evaluated at the 3-week mark. If a student has excessive absences and is failing the course, students will be placed in the comprehensive class.

Schedule Change Policy

High School

Students have 10 days from their start date to ask for a schedule change.

How to request a schedule change

To request a schedule change, students must email their school counselor. The counselor will review the student's records, and graduation plan to make sure that the drop is in the student's best interest. If the counselor approves the change, the student will be notified, and the schedule will be changed.

Dual Credit, Advanced Placement, and Honors Classes

Students can request a schedule change from an advanced course to a comprehensive course by the end of the first six weeks of the semester. Students will be placed in the comprehensive class unless one is not offered. Ex. AP English Language would drop and we would add to English 3.

Student grades and attendance will be evaluated at the 3-week mark. If a student has excessive absences and is failing the course, students will be placed in the comprehensive class.

Exceptions

There are a few exceptions to the drop deadlines:

- **Late Records:** When late records arrive, the counselor will verify the classes to ensure that students are on track to graduate and may need to adjust classes.
- **Duplicate Credit:** Students who are taking a class that they have already earned credit for will have their schedule adjusted.
- **Students with Disabilities:** Students with disabilities may be able to drop a class after the deadline based on their individual needs. The student's case manager would need to approve the schedule change.

Consequences of dropping a class

There are a few potential consequences of dropping a class:

- Students who drop too many classes may not be able to graduate on time.
- Students who drop a required class may need to take it again in order to graduate.

Important things to consider before dropping a class

Students should carefully consider the following factors before dropping a class:

- **Am I struggling in the class because I don't understand the material, or because I'm not putting in enough effort?** If the student is struggling because they're not understanding the material, they may be able to get help from their teacher, a tutor, or a study partner. If the student is struggling because they're not putting in enough effort, they should try to make changes to their study habits.

- **How will dropping this class affect my future plans?** Students should consider how dropping a class will affect their college applications and their future career goals as well as their current graduation plan.

If you are considering dropping a class, be sure to talk to your school counselor. They can help you weigh the pros and cons of dropping the class and make sure that you are making the best decision for your future.

Middle School

Guidelines for schedule changes for students Middle School are outlined here:

- Middle school students have 10 days from their start date to ask for a schedule change for elective classes. There must be seats available in the requested class.
- Middle school students can request to drop a class for high school credit until the end of the first six weeks of the semester.
- Classes offered in Middle School for high school credit will be monitored. Students who are unsuccessful as indicated by consistent failing grades and lack of participation by the end of the first six weeks in the course will be dropped from the class so that the failing grade does not negatively impact the high school transcript. Learning coaches will have an opportunity to appeal before the drop is finalized.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with a distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent may be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitate the transition from secondary to postsecondary education. The student's graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with parental permission, amend his or her graduation plan after the initial confirmation.

Class Rank/Highest Ranking Student

The school shall include in the calculation of class rank semester grades earned in grades 9-12 and any high school course taken prior to grade 9 for which a student earned a state graduation credit. The numeric semester average shall earn grade points according to the district's weighted grade point scale. For students enrolled in TVAH, all grades earned in high school courses, including those earned prior to grade 9 for high school credit, shall be included in the calculation of class rank.

The district guidelines will determine:

- The weighted grade system used in the school to calculate class rank [i.e., weighted numerical average or weighted grade point average (GPA)];
- Whether and when transferred grades will be weighted;
- When class rank will be calculated for purposes of determining local honors;
- Criteria a student must meet to be declared valedictorian, salutatorian, and any other local honor designations, including how the school will attempt to resolve ties in the positions;
- Whether the school will award the highest-ranking graduate scholarship provided by the state to the school-declared valedictorian or the true highest-ranking graduate;
- The list of courses that meet each category within the weighted grade system; and
- Any other information related to class rank.

COMMUNICATION

Parent/Student/Teacher Communication

Campus principals distribute regular newsletters about upcoming events, special announcements, and other helpful school information. It is paramount that parents take the time to review them. The newsletters contain essential information.

The teacher is responsible for validating student attendance, curricular progress, and educational growth. **The teacher is also the first point of contact for parents and students with issues regarding the school.** Resources provided by TVAH teachers include instructional and curricular support, organizational assistance, instruction, and tutoring.

Email is a primary form of communication between the TVAH teacher and the parents/students; therefore, parents and students are encouraged to check their email at least twice a day (morning and evening). Teachers are not expected to respond to messages after hours, on weekends, or holidays.

Parents and students are expected to inform their TVAH registrar of any changes to phone number or email information. Parents must also update their phone number and email information within the account setup on the Online School.

Nonemergency Messaging (Phone and Text, if opted in)

Your child's school will request that you provide contact information, such as your phone number and e-mail address, for the school to communicate items specific to your child or your child's school. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintaining timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the school contacts you, please contact your child's principal.

Emergency Messaging

TVAH will rely on contact information on file to communicate with parents in an emergency, including real-time or automated messages. Schedule adjustments or class cancellations may occur because of severe weather, another emergency, or a security threat. If a message from the district is received, please listen to the full message to understand if the notice applies to TVAH students.

Parent Connections

Parents are encouraged to become involved in their school community through participation in outings and clubs and arranging other "non-official" outings with TVAH parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered "official" outings unless a TVAH representative attends.

Mailing Address

To confirm the address on file with the school, please follow the steps below:

1. Log into the Online School with your username and password;
2. Click "My Account" at the top right of your screen;
3. Select "My Account" from the drop-down menu;
4. Your address will appear.

In the event your address changes and needs to be updated in our system, a new proof of residence is required. Please email your registrar or tvahinfo@tvahallsville.org with one of the documents listed below to show proof of residence.

- Mortgage Statement;
- Lease;
- Utility Bill (gas, water, or electric) – must show service address;
- Property Tax Statement;
- Internet/Phone/Cable Bill – must show address. If you have a bundled service, please submit your entire bill to ensure the proper information is received. **Cell phone bills will not be accepted.**

Please ensure the proof of residence is in the name of the parent/guardian. Otherwise, the documents will not be accepted.

If the proof of residence you are submitting are not in your name, you will need to fill out a residence affidavit and have it notarized (contact the school office or homeroom teacher for the form). You will send this notarized form along with the proof of residency from the person with whom you reside.

Once these documents have been submitted, our administrative office will be happy to update your new address.

Please email your homeroom teacher if you have questions about your address change. Your homeroom teacher can tell you the name of your appropriate grade-level registrar. You may also contact the TVAH Administrative Office at 972-420-1404, Monday-Friday from 8:00 am-4:30 pm, if you have additional questions.

SCHOOL OUTINGS & STUDENT SUPPORT SERVICES

School Outings & Student Activity Clubs

TVAH sponsors optional outings for students and families regularly that enhance the K12 curriculum/learning activities. While attendance is not mandatory, it is an opportunity to meet other school participants and share information about programs and successful practices. Outings are opportunities for both the students and parents to socialize. We hope that teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. Outings are scheduled in various locations throughout the state and where most TVAH students reside. Every effort is made to maximize outing locations throughout the year. However, due to the sheer size of the state and TVAH staffing, not all areas will have an outing scheduled. TVAH administration apologizes for this inconvenience.

TVAH expects students to dress appropriately when attending outings. Examples, of inappropriate dress, include:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- Any clothing that is excessively tight, is of transparent material, see-through material, or that is ripped or torn, or has suggestive signs or symbols.
- Any clothing through which underwear or any type of undergarment may be seen.
- Spandex, clothing that does not cover backs, clothing that permits viewing of cleavage, halter tops, tank tops with open sides, spaghetti strap tops, and muscle/tank shirts.
- Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents.

TVAH parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times.

Child Find

The Individuals with Disabilities Education Act includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities.

Parents are required to complete a Child Find questionnaire as part of enrollment. The form asks questions concerning a student's history and identified needs to ensure that all TVAH students are properly identified and served. Additionally, parents can list academic concerns with their students, and the Special Programs Team will follow up accordingly.

Parents who believe their student may have a disability can make a referral through their Homeroom Teacher for academic assistance provided through the Response to Intervention Program and consideration for accommodations provided under Section 504 or Special Education services.

For questions or concerns, please contact your homeroom teacher.

Special Education Services

TVAH is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). Documentation of the student's disability must be secured; including a previous Individualized Education Plan (IEP) and a Full and Individual Evaluation. Special Education professionals assist parents in accessing and coordinating services under a current Individualized Education Plan. TVAH offers a wide continuum of services which may include: adaptations, accommodations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

Please refer to the [local policy on Special Education Services](#) for more information.

What to expect:

- Every special education student will be assigned a special education Case Manager and their regular education teacher.
- The special education Case Manager will work with the learning coach and IEP committee on IEP goals; how to modify, accommodate and adapt to the learning environment; and curriculum paths for success.
- The special education teacher, if indicated in the IEP, will hold Class Connects online to assist students with their specific learning needs.
- The special education teacher and Case Manager are available to be used as a resource for instructional strategies and adaptations and modifications to the curriculum.
- ARD meetings will be held online or through a conference call line. Meeting notifications are sent via email to the legal guardian.
- The special education Case Manager will provide a progress report at the end of each grading period noting the progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers. The home environment, individualized instruction, and flexible schedule can help the students create a learning environment that meets their specific needs.

For questions or concerns, please contact your teacher or Special Education Case Manager.

Related Services

Related services, placement, and goals are determined by the ARD Committee. TVAH provides related services through contracts with service providers (speech pathologists, occupational therapists, etc.). It is important for students and parents to attend all related services appointments for the student to receive maximum benefit and achieve IEP goals.

Communication between General Education and Special Education Staff is extremely important. Any questions regarding Special Education services for a specific student should be directed to that student's Special Education Case Manager.

Gifted and Talented

Upon enrollment, all student records are reviewed to determine if the student qualifies for the Gifted and Talented Program. Additionally, you may refer your student during the annual Spring Referral window should you believe the student would benefit from a gifted and talented screening.

For questions or concerns, please contact your homeroom teacher.

Advanced Learners

Many TVAH students have participated in Gifted and Talented or Advanced Learner programs before enrolling in our program. If you feel that your student needs enrichment or more challenging work, please speak with your TVAH teacher, and he/she will assist you with finding a way to meet the needs of your child.

For questions or concerns, please contact your homeroom teacher.

Response to Intervention (RTI)

Response to Intervention (RTI) Services at TVAH are available for students who have been identified as academically "at-risk." A student can be determined as "at-risk" by looking at data we accumulate; this can include:

- Significantly below grade level on assessments,
- Struggling with the current curriculum
- At-risk identifiers on assessments
- Low performance on the STAAR exams
- Some other need found on the Child Find screening
- Other identified area of concern

RTI is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified personnel that are matched to the student's needs, and those needs are monitored on a frequently scheduled basis.

How to request RTI assistance and what to expect:

Students can be placed into the RTI program through a referral of a teacher, administrator, or learning coach. The learning coach can request through the teacher for RTI support.

The process for RTI requires the student to move through three tiers of intervention for an individualized amount of time. The process includes monitoring meetings and RTI sessions that are required for the student and Learning Coach.

For questions or concerns, please contact your homeroom teacher.

Section 504 Program

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (such as a public school like TVAH). Under this law, **individuals with disabilities** are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. Individuals are also covered if they have a history of or are regarded as having a physical or mental impairment that substantially limits one or more major life activities.

Major life activities include caring for oneself, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.

To determine if your student is eligible for Section 504 services, we will need to conduct an evaluation which may include gathering information from teachers, medical professionals, and you as the parent. If you would like to further investigate your student's eligibility under Section 504, please contact your homeroom teacher.

Dyslexia Services

Children learn to read in different ways. When conventional instruction is not working, we must intervene on behalf of the child. Students who show signs of dyslexia may need intervention to be successful in school. The TVAH Dyslexia Intervention Program is offered for those students who meet program specifications according to the State of Texas.

For questions or concerns, please contact your homeroom teacher.

Emergent Bilingual Learners

TVAH works closely with each family to identify students whose first or primary language is not English. Through the information obtained on a Home Language Survey completed during the initial registration process, students are assessed to determine if additional research-based instruction and support are warranted for English language instruction.

An LEP (or EB) student means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who was not born in the United States or whose native language is a language other than English;
 - a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - b. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - c. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - a. the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - b. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c. the opportunity to participate fully in society.

Students that meet the definition and qualify for English Language instruction will receive additional support from the Emergent Bilingual department (EB). Additionally, those students identified for services will receive the support through an Individualizing English Learning Plan. To ensure the student is making growth academically and with their English language skills, the students will take the Texas English Language Proficiency Assessment annually.

Texas English Language Proficiency Assessment System (TELPAS)

Title III, Part A of the Elementary and Secondary Act requires states to conduct annual statewide English language proficiency assessments for EB students in grades K–12 in the linguistic domains of listening, speaking, reading, and writing. TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language and to drive instruction for EB students. TELPAS reading, listening, speaking, and writing assessments enable teachers to holistically rate an LEP student's English language proficiency based on interactions and observations of the student during classroom instruction.

A student identified with an English language need will need to take the TELPAS annually or until the student no longer requires English language instruction and is exited from the EB program. Information about testing dates, locations and times will be sent to each family before the assessment date.

For questions or concerns, please contact your homeroom teacher or EB Case Manager.

TECHNOLOGY USAGE & SUPPORT

Technology Usage

If you qualify (based on family income) and receive any technology from K12 Stride, all issues regarding K12 computers can be directed to K12 technical support directly. Technical support is available at www.help.k12.com or 866-626-6413 between the hours of 8 am and 7 pm central time. Access to the Internet via equipment and resource networks (if applicable) provided to families as a result of their enrollment in TVAH are intended to serve and pursue educational goals and purposes. Also, parents are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process.

Communications and Internet access should be conducted responsibly and professionally, reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore, the following is prohibited:

- Any use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of TVAH Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to affect TVAH adversely.
- Violation of TVAH or K12's Terms of Use for any TVAH or K12 website

Please review the Student Code of Conduct section for consequences for misuse of technology.

Internet/Power Outage

The Internet is a requirement of TVAH. If your internet temporarily goes out, you will still need to participate in school. We suggest going to a local library, a local business that provides Wifi, or another location with public internet, while you resolve your internet issues.

K12 Customer Care is the first point of contact for parents and students who need computer help. Call 1-866-626- 6413 to speak with K12 Technical Support or visit the Customer Support website at www.help.k12.com.

HEALTH & SAFETY

Required Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at **Affidavit Request for Exemption from Immunization**. The form must be notarized and submitted to the principal or school nurse within 90 days (about 3 months) of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate Personal records from a licensed physician or public health clinic with a signature or rubber-stamp

validation may establish proof of immunization Personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation may establish proof of immunization doses or an acceptable physician-validated history of illness required by DSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor’s opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

<i>What is meningitis?</i>	Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
<i>What are the symptoms?</i>	<p>Someone with meningitis will become extremely ill. The illness may develop over one or two days, but it can also rapidly progress in hours. Not everyone with meningitis will have the same symptoms.</p> <p>Children (over two years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.</p> <p>The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.</p>
<i>How serious is bacterial meningitis?</i>	If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.
<i>How is bacterial meningitis spread?</i>	<p>Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as kissing, coughing, or sneezing).</p> <p>The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body’s immune system and cause meningitis or another serious illness.</p>
<i>How can bacterial meningitis be prevented?</i>	<p>There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.</p> <p>* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.</p>

<i>What should you do if you think you or a friend might have bacterial meningitis?</i>	You should seek prompt medical attention.
<i>Where can you get more information?</i>	Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, Centers for Disease Control and Prevention , and the Department of State Health Services, Department of State Health Services .
<i>NOTE: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period before enrolling in and taking courses at an institution of higher education.</i>	

Food Allergies

The school requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or life-threatening reactions, either by inhalation, ingestion, or skin contact with the food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.hisd.com.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood-or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend the use of psychotropic drugs. A registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student is evaluated by an appropriate medical practitioner, if appropriate.

Substance Abuse Prevention & Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the principal. The principal can provide you with a list of community resources that may be of assistance to you. The DSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Services for Children and Adolescents.

Suicide Awareness & Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access Texas Suicide Prevention or contact the principal for more information related to suicide prevention services available in your area.

Child Sexual Abuse & Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.hisd.com. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Reports of abuse or neglect may be made to: The CPS division of the DFPS (1-800-252-5400) or on the web at the Texas Abuse Hotline Website.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. More information on head lice can be obtained from the TDSHS website at Managing Head Lice.

STUDENT CODE OF CONDUCT

As a district partner with Hallsville ISD, TVAH will follow and implement the [Hallsville Code of Conduct](#), as defined and appropriate in a virtual setting.

Bullying

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Affects 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or disrupts the school's operation.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Anonymous reporting can be shared by completing this [survey](#). The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parents of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals and to any students identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited. Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom on the campus. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy and procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). Note that school board policies may be revised at any time.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Tobacco Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities.

Searches

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

Misuse of Technology Resources and the Internet

TVAH wants to take additional precautions to support student internet safety.

Students shall not:

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of

Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

Netiquette on The Internet

All users of Texas Virtual Academy at Hallsville public schools' computers, educational platforms, and networks are expected to abide by the accepted rules of network etiquette (netiquette). These rules of behavior include the following:

- Be Polite. Do not become abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Keep paragraphs and messages short and to the point. Focus on one subject per message. Always include a subject line in the email.
- Capitalize words only to highlight a crucial point or to distinguish a title or heading. "Asterisks" surrounding a word may also be used to make a stronger point.
- Remember that humor and satire can be misinterpreted. Be judicious in your choice of words.
- Minimize spelling errors and make sure your message is easy to understand; however, remember that many people all over the world use the Internet. Please do not criticize another person's use of grammar or spelling.
- Cite all quotes, references, and sources. Copyright applies to electronic information.
- Never send chain letters through the Internet.
- While on camera, appropriate language, attire, and backgrounds are required.

Consequences

Students are expected to follow the Student Code of Conduct in all aspects of the school day: in class sessions, completing work, and in use of our platform, email and camera systems. When expectations are not met, the following procedures will be implemented.

First Offense	In-class, live privileges will be removed from the student during the current session. Parents will be contacted with a reminder of the behavior expectations.
Second Offense	In-class, live privileges will be removed from the student for a time deemed by the principal based on behavior. Students could be moved to another classroom. Parents will be contacted with a reminder of session expectations and could be required to attend a conference. Staff will create documentation with details of the offense in the student record.
Third Offense	Campus administration will look at recurring behaviors and students may be required to attend a hearing. Pending administration determination, students can be removed from live sessions for the school year or potentially withdrawn. Recordings will be made available. Documentation of previous offenses must be provided. The Executive Director will work with the district on required disciplinary reporting and actions.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at a school event, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at the school event.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.

- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

STUDENT & PARENT RIGHTS

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests administered to your child.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion.

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records

- Test scores and grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law
- State assessment instruments that have been administered to your child
- Teaching materials and tests used in your child’s classroom

Authorized Inspection and Use of Student Records (FERPA)

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights concerning the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education.

The right to inspect and review student records within 45 days (about 1 and a half months) after the day the school receives a request for access.

The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.

The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. 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 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however,

if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.
- "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it has designated as directory information, the release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate. If the parent or student chooses for their information to be excluded from a school directory, they must email tvahinfo@tvahallsville.org to request to opt out of the directory within 10 days of student start date.

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

The address of the TVAH office is: 1825 Lakeway Drive, Suite 400 Lewisville, TX 75057.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended because of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

The district's policy regarding student records is available from the principal's or superintendent's office or on the district's website at www.hisd.com.

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings unless parents have advised the district not to release their child's information without prior written consent. Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English.

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere at the TVAH office as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—those concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships are privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- In District Handbook: Regarding Foster Care: Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for marketing, selling, or otherwise disclosing that information. Note: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

School Property

TVAH provides materials, computer (if applicable), printer (if applicable ink not provided), books, and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year. If a piece of TVAH electronic equipment isn’t working properly, **the parent should contact K12 Customer Care at 1-866-512-2273** and troubleshoot with the technical support team. Parents should not repair any of TVAH/K12’s equipment. All printed materials are copy righted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Admission of Homeless Children and Youth

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians.

The McKinney-Vento Definition of Homeless

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) includes—
 - a. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the

lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

- b. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- c. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for this subtitle because the children are living in the circumstances described in clauses (i) through (iii).

Additional information about supports are available by calling the school office at 972-420-1404 and request to speak with the McKinney Vento Liaison.

Foster Care

Under Texas law, students in foster care are entitled to immediate enrollment when arriving at a new school or district — regardless of whether they have the necessary documentation and paperwork. CPS caseworkers are required to enroll a child in school within three (3) school days of the child either: a) being placed in CPS custody; or b) moving to a new school or placement. The caseworker then has up to 30 days to provide all necessary enrollment paperwork to the new school. Follow up to ensure a student:

- Has his or her records requested and received;
- Is placed in the appropriate grade level and classes;
- Receives his or her books; and
- Receives special education services, if appropriate.

Who may enroll a student living in foster care in school? If a child is in a foster care placement, DFPS has the legal authority to enroll the child in school. DFPS may delegate that authority to another person, usually the person who will be responsible for day-to-day care of the child, such as the:

- Foster parent or designated caregiver;
- CPS caseworker or other staff;
- CASA or the student's guardian ad litem;
- Residential facility staff;
- Child Placing Agency staff, including case manager, or
- A biological parent, in some cases.

For additional information on the necessary items to enroll youth in foster care in public, Texas school, please refer to <http://tea.texas.gov/FosterCareStudentSuccess/>

Additional information about supports is available by calling the school office at 972-420-1404 and request to speak with the Foster Care Liaison.

Parent Access to Staff Certifications

Parents may review certifications of Texas Virtual Academy at Hallsville teachers by request.

Complaint Response Procedure

The Texas Virtual Academy at Hallsville is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people promptly. TVAH prohibits discrimination against students/families by disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), address in writing any concern or grievance to the Executive Director. The Executive Director responds within ten (10) working days.

If the concern or grievance is not resolved by the Executive Director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the Executive Director’s response, request in writing a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. He/she investigates and responds within ten (10) working days.

If the family’s concern is not resolved at the meeting with the Executive Director, the family may file a complaint through the Hallsville ISD grievance process.

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, TVAH, a district partner with Hallsville ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination by sex, including sexual harassment or gender-based harassment: Principal of Guidance, 1825 Lakeway Drive, Suite 400, Lewisville, TX 75057, (972)420- 1404
- ADA/Section 504 Coordinator, for concerns regarding discrimination by disability: Special Programs Director, 1825 Lakeway Drive, Suite 400, Lewisville, TX 75057, (972)420-1404

All other concerns regarding student discrimination: See the Executive Director 1825 Lakeway Drive, Suite 400, Lewisville, TX 75057, (972)420-1404.

Title IX & Section 504 Non-Discrimination Procedures & Reporting

The district prohibits discrimination, including harassment, against any student by race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The district prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the process set out in the policy is a violation of District policy.

Prohibited Harassment	<p>Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on a student’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none">• Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;• Has the purpose or effect of substantially or unreasonably interfering with the student’s academic• performance; or• Otherwise adversely affects the student’s educational opportunities. <p>Prohibited harassment includes dating violence as defined by this policy.</p>
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Sexual Harassment by Employee	<p>Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:</p> <ul style="list-style-type: none"> • 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 • 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. <p>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.</p>
By Others	<p>Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:</p> <ul style="list-style-type: none"> • Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; • Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or • Otherwise adversely affects the student's educational opportunities.
Examples	<p>Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.</p> <p>Necessary or permissible physical contact by an employee or other student such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.</p>
Gender-Based Harassment	<p>Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none"> • Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; • Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or • Otherwise adversely affects the student's educational opportunities.
Dating Violence	<p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person who is in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p>

	<p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none"> • Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; • Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or • Otherwise adversely affects the student’s educational opportunities.
Retaliation	The district prohibits retaliation against a student who claims to have experienced discrimination or harassment, as defined in this policy, or another student who, in good faith, makes a report of discrimination or harassment experienced by another student, serves as a witness in any investigation under this policy, or otherwise participates in an investigation under this policy.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment under this policy is subject to appropriate discipline.
Prohibited Conduct	In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy even if the conduct does not rise to the level of “unlawful” conduct.

Reporting Procedures

Student Report	Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District professional employee, or the appropriate District official listed in this policy.
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall promptly, but in any event within 90 calendar days, notify the appropriate District official listed in this policy and take any other steps required by this policy.
Definition of District Officials	For purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, the Superintendent, and the campus administrator.
Title IX Coordinator	Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students, Elizabeth Bailey.
ADA / Section 504 Coordinator	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students.
Executive Director	The Executive Director shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	No student is required to report prohibited conduct to the person alleged to have committed the conduct. Reports of alleged prohibited conduct, including reports against the Title IX or ADA/Section 504 coordinators, may be addressed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall act at a properly posted Board meeting that includes an agenda item related to a complaint against the Superintendent to appoint an appropriate person, who need not be a District employee, to conduct an investigation.
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the district’s ability to investigate and address the alleged prohibited conduct.

Notice to Parents	The district official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
Notice to Other Officials	If the alleged perpetrator is not a District employee or other adult over whom the district can exercise any jurisdiction, the district official shall also promptly notify appropriate law enforcement or Child Protective Services if the official has reason to believe that the child has been or may be neglected or abused.
Investigation of the Report	The district may request, but shall not require, a written complaint or report of alleged prohibited conduct. If a report is made orally, the district official shall prepare a written report from the oral information.
Initial Assessment	<p>Upon receipt or notice of a report, the district official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the district official shall promptly authorize or undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If no investigation is warranted under this policy, the district official shall make a determination under FFI, Freedom from Bullying, whether the alleged conduct would constitute bullying rather than discrimination, harassment, or retaliation. If so, the matter shall be referred to be handled under FFI.</p> <p>If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFI, the District official shall so notify the complainant/reporter in writing and dismiss the complaint.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the district official shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the district's investigation.
District Investigation	The investigation may be conducted by a District official or a designee, such as the campus principal, or by a third party designated by the district, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.
Criminal Investigation	If a law enforcement or regulatory agency notifies the district that a criminal or regulatory investigation has been initiated, the district shall confer with the agency to determine if the district investigation would impede the criminal or regulatory investigation. The district shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the district shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the district to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the district official overseeing the investigation.
Notification of Outcome	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action	In no circumstance shall the district be required to inform the complainant of the specific disciplinary or corrective action taken.

Prohibited Conduct	If the results of an investigation indicate that prohibited conduct occurred, the district shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Bullying	If the results of the investigation indicate bullying occurred, the official shall refer to FFI for appropriate notice to parents and District action and to FDB for applicable transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that was neither “prohibited conduct” nor “bullying,” the district may nonetheless take appropriate disciplinary action consistent with the Code of Student Code or other corrective action to address the conduct.
Confidentiality	To the extent possible, the district shall endeavor to protect the privacy of the complainant, persons against whom a complaint is filed, and witnesses. However, limited disclosures may be necessary to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level, and shall also have the right to file a complaint with the United States Department of Education Office for Civil Rights.
Records Retention	The district shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the district’s records retention schedules, but for no less than the minimum amount of time required by law.
Access to Policy	Information regarding this policy and any related procedures shall be distributed annually in the employee and student handbooks. The policy and procedures shall be posted on the district’s website; a copy may also be obtained at each campus and the district’s administrative offices.

Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard

requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the TVAH SPED Manager.

Additional Information

The following websites provide information and resources for students with disabilities and their families.

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

Notice of Intent to Provide Prevention Education for Student Safety

Under Texas Education Code Sections 33.004-.006, 37.0832, and 38.351, school districts are required to provide guidance and prevention education in elementary and secondary schools.

Beginning in the school year 2022-2024 the Hallsville Independent School District will provide programs in the following areas:

- Bullying/Cyberbullying Prevention, Intervention, and Postvention (TEC 37.0832)
- Responsible Decision-Making, Positive Relationships, and Problem-Solving Skills (TEC 38.351)
- School Engagement (TEC 33.006)
- Grief-Informed and Trauma-Informed Practices (TEC 38.351)
- High School and Post-Secondary Planning (TEC 33.005-006)

- Mental Health Promotion and Intervention (TEC 38.351)
- Safe, Supportive, and Positive School Climate (TEC 38.351)
- Substance Abuse Prevention and Intervention (TEC 38.351)

Under Texas Education Code Sections 37 and 38, the Hallsville ISD Independent School District encourages parental consent for the following topics:

- Anti-Victimization Education (TEC 38.004)
- Suicide Prevention, Intervention, and Postvention (TEC 38.351)
- Violence Prevention, Intervention, and Postvention (TEC 37.0831)

These lessons are implemented through classroom presentations by campus counselors.

If you wish to be excused from prevention education and complete alternative assignments, email lagoodwin@tvahallsville.org.

HANDBOOK ACKNOWLEDGEMENT

I Understand & Agree

The purpose of this “I Understand” section is to set expectations for TVAH parents. Student success is a primary goal of TVAH, and that can only be achieved if you, the parents, are successful. To be successful, it is important that parents of TVAH students understand and are in agreement with the following curricular and attendance requirements:

- I understand that my student is enrolled in a public school from home with attendance and in-person state assessment requirements that I am expected to meet. My student’s enrollment may be revoked if I do not meet attendance requirements to state testing.
- Students who have poor attendance (insufficient hours recorded over time in the system) may be withdrawn due to lack of attendance and engagement or referred to the juvenile court's system as a truant student in need of supervision.
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about accessing and navigating the platform. Any other work accomplished by the student is supplemental to, and not in place of, the K12 curriculum lessons.
- TVAH does not consider it acceptable to leave a student home alone or unsupervised to complete coursework.
- I understand and agree that student progress is an expected part of the TVAH program in addition to the hours logged and that my student is expected to complete the work of one grade level in one academic year.
- I understand that my student should be completing all the listed assignments in the course calendars and/or Online School schedule each week in each subject.
- I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the TVAH program with my student.
- I understand and agree that I am expected to regularly communicate with my student’s teacher and that my student must submit assigned work as required and attend live required classes.
- I understand and agree that, as students in a public school, TVAH students are required to participate in all state testing, including but not limited to diagnostic testing, benchmark testing, interim testing, readiness testing, STAAR testing and EOC testing – some of which are in person.
- I understand my child is expected to fully participate in the testing at his/her enrolled grade level and that I am required to provide transportation to all testing sites regardless of distance.
- I understand and agree that it is my responsibility to secure an Internet service. My student is also required to have a working microphone and camera.

- I understand and agree that TVAH is a full-time public-school program and that my student may not be enrolled in any other full-time or part-time school.
- I understand that TVAH is a Texas public school, and I am required to show proof of residence and reside in Texas.
- For students receiving related services per the student's IEP, I understand that if I leave the state of Texas, I must notify the school and make arrangements for related services owed while out of state.
- I understand that TVAH students are considered transfer students to Hallsville ISD and I have read the [HISD Interdistrict Transfer Policy](#)

Acknowledgment of This Document

You have just reviewed the Texas Virtual Academy at Hallsville Student Handbook. We have attempted to cover all the important rules, regulations, and procedures for which you are responsible during this school year.

For additional applicable policies, please see the [HISD Handbook](#) section on the district website - HISD Student Code of Conduct and HISD Student Handbook.

[Click Here to Sign Electronically](#)