

# **Manor Alternative Program (MAP) Student Handbook**



**Anastasia Mirelez  
Principal**

**2023-2024**

**“Making Alternative Pathways Towards Success”**

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# General Information

## Contact Information

Address: 600 E. Parsons St. Manor, TX 78653

Phone: (512) 278-4866

## Administration

Principal.....Ms. Anastasia Mirelez  
Counselor.....Mr. Roberto Santoyo  
Senior Administrative Associate..... Mrs. Shannan Hargrove

## Teachers

Math.....Mr. Felix Diano  
Math.....Mr. Michael Engel  
English Language Arts.....Ms. Madison Turner  
English .....Mrs. Annette Castro  
Science.....Mr. Dayante McClellan  
Social Studies..... Mr. Gheevargees Poulouse  
  
Special Education Inclusion Teacher.....Mr. Michael Snell

## Staff

General Education Aide.....Ms. Karina Lopez  
MISD Social Worker.....Ms. Jessica Lassard  
Head Custodian..... Mrs. Norma Mendoza

## Mission Statement

We exist to collaborate with students and families to build capacity for personal growth within a positive, restorative, and structured environment. We model respect, responsibility, and genuine concern for the well being of our students, families, and community. We nurture intercampus relationships for the betterment of overall outcomes.

## Vision Statement

The Manor Alternative Program is a transformative discipline alternative education program focused on innovative behavior reform, best practice personalized and blended instructional models, and collaborative social and emotional interventions for the students and families we serve. We provide professional development, coaching, and support throughout the Manor ISD Community.

# **Our Values in Action**

## **Respect, Student Success, Integrity, Responsibility, Accountability, and Support**

### **Respect**

- Students will not use verbally abusive or aggressive language when addressing peers or staff
- Students will demonstrate compliant behaviors (School setting- appropriate)
- Students will not engage in aggressive behaviors with peers, staff, guests (Verbally or physically)
- Students will earn points
- Students will transition into the routine quickly

### **Student Success**

- Students demonstrate success in performing replacement behaviors / no longer performing actions or similar actions directly related to their placement
- Students will engage in all compliant behavior in relation to coursework and classroom expectations

### **Integrity**

- Students will not bring any contraband **items** to MAP campus
- Students will not remove MAP property from the campus
- Students will not urinate on, or otherwise damage or destroy MAP property
- Students will comply with MAP directives and instructions
- Students should behave consistently with each teacher

### **Responsibility**

- Students will check Edgenuity for unfinished assignments
- Students will email teachers for work and clarification as needed
- Students will follow the objectives on their point card; especially their replacement behaviors
- Students will keep up with their own academic (grades and assignments) and behavioral performance data (points and early release days)
- Students will make choices and take actions which lead them toward their educational goals
- Students will advocate for themselves by repairing and restoring negative interactions
- Students will gain extra points by exceeding the daily MAP student expectations
- Students will take ownership of their actions and words

### **Accountability**

- Students will take responsibility for completing set tasks, learning to become an independent learner and passing state-required tests
- Students will be held accountable for complying with MAP expectations covered in the orientation meeting

## **About the Manor Alternative Program (MAP)**

Manor Alternative Program offers students a place to re-evaluate their commitment to the MISD code of conduct and refocus their goals. All students placed in the MAP will receive academic instruction in the four state-required content areas and lessons for some of the following skills:

- Problem Solving Skills
- Character Education
- Conflict Resolution Skills
- Social Skills
- Self-Discipline and Esteem
- Anxiety and Stress Management
- Communication Skills

### **Manor Alternative Program (MAP) Point System**

The MAP has implemented a level system based on points, which the student must earn in order to complete his/her assigned time. Students must earn their points each day by adhering to the rules.

**Students must earn 45 points to successfully receive credit for each day they are in attendance.**

Less than 45 points earned in a day means the student did not comply with our campus policies. The student may “repair harm” during the day and may recover points lost (explained on Point Card at orientation). Any tasks or requests that were not completed, must be completed to receive points after a repair. Students earning between 40 and 44 points will store their points until they average out. Below 39 points will equal a 0 for the day resulting in the day not counting towards ending the placement. A zero will be recorded for the day, thus no points stored.

### **Early Release Eligibility**

There are daily activities students can do to earn 15 extra points each day. These points are awarded at the end of the day, but only after confirmation that the initial 45 points have been obtained. Earning a total of 60 points in one day designates an Early Release Day. If students earn enough Early Release Days, they may reduce their placement by 33%. Parent Engagement is crucial for student success. If parents participate in certain prescribed activities, an additional 17% of the placement can be reduced.

## General Expectations

Students are expected to abide by all rules and regulations as specified in the MISD and MAP Student Code of Conduct. Any violation of the following will result in days not earned, days added to placement, suspensions, expulsion, or other appropriate consequences.

### Arrival (Students)

- MAP school hours are 9:00 a.m. to 4:15 p.m. on Monday – Friday
- Students can arrive at campus between 8:30 a.m. and 9:00 a.m.

We will begin student check-in at 8:45 am and conclude at 9:00 am. Early arrivals will wait in the check-in room, or picnic table (as weather permits) under the supervision of an assigned teacher until check-in begins.

You may **NOT** drop your child off before the early arrival time slot, and leave the student unsupervised. You may **NOT** pick them up later than 4:30 p.m. Students left unsupervised in the afternoon by a parent/guardian may be transported home by campus leadership, MISD Student & Family Support Services, Child Protective Services, or Local Law Enforcement.

### Attendance

Students must arrive at the designated times and in dress code. Unexcused tardies result in loss of points. The only excused tardy is due to bus transportation. When absences exceed three days, we report the student to our Attendance Team. This could lead to truancy filing in Travis County Court.

- If your child will be absent from school, call MAP (512) 278-4866.
- If your child will be absent from the bus, call MISD Transportation Department (512) 278-4085 (if using MISD bus transportation) before 7:00 a.m. the day of the absence.

Provide written documentation if a student is absent or misses only part of the school day (doctor's note, court papers, etc.)

### Classroom Expectations, Rules, and Procedures are data-driven and determined . . .

Students must complete all daily assignments as deemed acceptable by the instructor by the end of each class period. Textbooks, workbooks and other classroom materials may not leave the classrooms.

### Classroom Rules

1. Enter the classroom quietly and begin warm-up or bell ringer activity
2. Sit properly in the assigned seat
3. Follow all staff instructions and meet all expectations set
4. Refer to class social contract to determine proper ways to communicate and move through the classroom environment. Ask your teacher to clarify if you have questions about classroom movement or communication
5. Use appropriate social skills and replacement behaviors
6. Model campus values: Respect, Responsibility, Integrity, Accountability, Support, and Student Success
7. Stay on task; Complete all assigned task

## **Classroom Procedures**

1. Student work area must be clean and neat, with the student in the chair prior to departure
2. One pencil/pen will be issued daily and should be turned in at the end of the day
3. Ask for help/Ask questions
4. The teacher dismisses the class
5. Computer usage is for directed academic purposes only (unauthorized use will be suspended); shut down computers after each use

## **Electronic Devices**

No electronic devices are allowed at any time during a student's placement in the MAP. If a student brings an electronic device, it will be confiscated and held by the campus administrator until a parent can pick it up. This includes, but is not limited to, laptops, iPads, mp3 players and games. *Cell phones may be brought to MAP campus, but must be turned in at check-in. They will be returned, daily, at dismissal by teacher.*

## **Meals**

Students will be provided a light breakfast and a hot lunch. Breakfast and lunch are free. Food, drinks or utensils may not be brought to the MAP.

## **Campus Provided Snacks**

Staff at MAP **MAY** provide snacks for students, when resources are available, to serve as student motivation, and for celebratory purposes. These items will not be sold or used to conflict with the federal school lunch program. Food items may be purchased, used from leftover lunch or breakfast items, received through partner agencies, or donated. Snack/food distribution will be monitored by MAP Principal to prevent classroom distractions.

## **Music & Media Usage**

The classroom teacher may decide to play music from the MAP Radio Station softly in the background. Movies, Music Videos, Games, Social Media, Google Hangouts, are **NOT** allowed at any time.

## **Parents/Guardians**

Parent/Guardian support and assistance is very important in a student's placement. Please use this list as a quick reference sheet while your child is attending the MAP.

- Attend orientation, transition meeting, scheduled parent conferences, and participate in related trainings
- We will work to schedule and communicate required meetings in advance
- Adhere to all of the guidelines and rules in this handbook
- Set up an Edgenuity Account
- Review and sign your student's Point Card and/or check your student's Edgenuity Account to monitor behavior and participation at the MAP



### **Parents/Guardians (continued)**

Parents/Guardians, the MAP is a closed and secure campus. For any visitation needs, simply call and communicate the need with the time of visit so access can be granted. All parents/guardians must sign in at the MAP office. If picking up a student, the parent/guardian must wait in the MAP office for their student. Any adult other than the student's parent/guardian must show identification and be on the student's contact list in Skyward to pick up or bring the student. No visitors are allowed on the MAP campus. Parents/guardians bringing students must wait for their child to be cleared for check-in before leaving campus.

### **Possessions**

Students may NOT bring ANYTHING on the bus, on MISD transportation, or to the MAP except a SINGLE house key and cell phone (which will be turned in at check-in). All possessions, including money, will be held until the end of the placement. Items not picked up by the end of the MAP placement will be donated.

We will provide the students with any supplies needed to work on assignments. The MAP teachers will provide students with computers to be used for instructional purposes at the teacher's discretion.

### **Student Searches**

All students will submit to daily visual and electronic security checks upon entering the MAP campus and throughout the day as needed. Students will be checked for items prohibited by MISD and the MAP Campus Student Code of Conduct.

School officials may search a student or a student's property without student consent if there is reasonable suspicion of contraband or illegal activity. **Vehicles on school property are also subject to search. Following such a search, individuals found to be in violation of the District's conduct rules are subject to disciplinary action.**

### **Transportation**

Complete Transportation Form (part of orientation packet) and review transportation policy. **Students must arrive with a parent/guardian or by MISD transportation between 8:45 am and 9:00 ONLY.** Students arriving by any other means will not be allowed to remain on campus. Bus service will be available to students within three days of placement. Until that time, only a student's parent or an adult designated by a parent will be allowed to deliver or pick up students at the scheduled times. Any adult designated by the parents must be 21 years of age, provide a photo ID, and must sign in and out at the MAP office when dropping off or picking up a student. If the parent needs to pick up their child, they must contact the MAP office. Students that are not picked up before dismissal will be sent home on the bus. Students MUST be picked up by 4:30 PM. Bus transportation policies as specified in the MISD Transportation Department Regulations will apply, as well as the MAP Rules and Regulations. **Students are not allowed to drive vehicles or walk to the MAP.** Transportation Department:  
512-278-4085

## **MAP Placement Processes**

### **After the Discipline Hearing**

At the hearing, when the decision is made for the student to attend the MAP, the parent will receive the MAP Student Handbook. The administrator will then review the handbook with the family. Afterward, the parent/guardian and student will sign the signature page to be sent with the placement order to the MAP. The family will then be scheduled to attend the MAP Orientation.

### **Orientation**

The Orientation will last about two hours. It will either be on a Tuesday or Thursday.

During the orientation, the parent/guardian and student will learn about the services provided, the class schedule, the Point Cards, discuss the behavior of concern, and identify any opportunities to support the family.

### **Transition Meeting**

Before a student returns to his/her home campus, we will determine:

1. If the student has met the requirements for the number of days assigned
2. The best possible release date and transition meeting date in order to ease the transition from the MAP to the home campus

The Transition Meeting will consist of the student, parent, home campus administrator, home campus counselor, MAP principal (or designee), MAP counselor (if available), case managers, and other service providers connected to the family.

Transition meetings are scheduled to last about 60 to 90 minutes, depending on the student and family needs. The meeting will review the student's academic and behavioral progress and communicate the recommended plan for success at the home campus. This campus practices restorative justice, so the meeting format will resemble a restorative circle.

### **Appeal**

It is **MANDATORY** that referred students and the student's parent(s) or guardian attend the MAP orientation session. Students must enroll in the MAP while awaiting the results of any appeals. If students do not attend MAP while they are awaiting the results of their appeal, the MAP will report their unexcused absences for truancy to the district attendance team. If a student misses too many days of school for any unexcused reason, a truancy order for excessive absences will be filed against the student and the parents. Absences do not count towards the student's completing DAEP Placement.

## **Student Expectations**

The MAP school day starts at 9:00 a.m and ends at 4:15 p.m. every day.  
Students must arrive between 8:45-9:00 a.m. and be picked up no later than 4:30 p.m.

Students **MUST**:

1. Arrive on campus in dress code.
2. Follow dress code requirements at all times while on MAP school grounds.
3. Students must comply with a non-invasive search before going to class and when needed.
4. Follow campus and classroom expectations
5. Respect the directives of administrators, counselors, teachers, and staff

Students may **NOT**:

1. Use profanity or disrupt the learning environment.
2. Sleep or put head down anytime during class. If a student is not feeling well, they can report to the office for evaluation.
3. Write or draw on assignment folders, textbooks, library books, or any other school property.
4. (Bring) or Have (have) outside gum, food or drink on campus.
5. Take MAP books home without permission.
6. Bring any prohibited items to MAP.
7. Draw, write or display anything that could cause others to believe that the student is affiliated with a gang.
8. Damage or destroy MAP property. The student and his/her parents/guardians may be held financially responsible for damaged or destroyed property.

### **School Dress Code**

Students must follow the MAP dress code.

- Coats, jackets, and sweaters may be worn to school and will be searched. Such Items will be surrendered at check-in, and returned by the student's teacher at dismissal.
  - Only plain crew neck sweatshirts without hoods or pockets may be worn in class during cold seasons. One t-shirt will be allowed underneath
  - Unclaimed coats, jackets, and sweaters will be donated.
- Shoes with an athletic sole only - such as Nike, Vans, Converse, Skechers, Sperrys, etc.
  - If your shoes have laces, the laces can only be black or white.
  - Socks may not have any references to drugs, alcohol, or gang affiliations.
- Underwear must not be visible.
- No jewelry is permitted, including watches, grills, rings, earrings, necklaces, bracelets, toe rings, facial, or body piercings.

- All jewelry will be confiscated and returned at the end of the placement.
- Hair, face, and hands will be groomed in a manner that will not disrupt the learning environment or cause a safety concern.
  - Long hair must remain in a ponytail for the entire day, with a black or white ponytail holder.
  - Hair designs, such as a cut in designs, beads, glitter, etc, are not allowed.
  - No makeup or nail polish is permitted. Nails must be no longer than the end of the fingertip.
- All tattoos or writing on arms must be covered by clothing.

Students who are not in compliance with the MAP dress code upon arrival to campus will be sent home and will lose a full day's time in placement. Students will be placed in the Sr. Administrative Associate's office until parents bring proper clothing or pick the student up. Students must remain in dress code while on the MAP campus, MISD Property (School Bus), and field trips.

Students are required to wear:

- Classic cut, full length, plain khaki, blue or black slacks; or plain khaki or black jeans with pockets and belt loops. Blue jeans are **NOT** allowed.
  - Pant waist size must match the student's actual waist size. Pants must remain above waist level.
  - Pants must be clean and in good condition. No tears, holes, (or) frays are allowed on the pants. No embroidery, embellishment, cargo pockets, or designer faded pants allowed.
  - Jeggings, Dickies, Skinny Jeans, tights, yoga pants, joggers, and sweatpants are **NOT** allowed.
  - Pants cannot be cuffed.
  - Shorts are not permitted under the student's jeans. No basketball, spandex, tights, or other types of shorts may be worn underneath the jeans.
  - Baggy, saggy, oversized pants are not permitted and are a violation of the dress code. Students will not be permitted on the school bus or on campus who do not adhere to dress code.
- Belts are required.
  - A plain solid black or brown belt must be worn within the loops of the waistband with a simple belt buckle (no decorations, logos, adornments, buckle designs or emblems)
  - Plain Polo Style Shirt (not the designer) may be worn in the following colors: Black, Gray, Purple, or White
  - No colored t-shirts underneath (white or black only).
  - The bottom of the shirt must be tucked into the jeans at all times.
  - In some cases, a small logo may be allowed at the Principal's discretion.
  - Socks may not have any references to drugs, alcohol, or gang affiliations.

## Embedded Interventions

“Making Alternative Pathways Towards Success”

# Embedded Interventions

MANOR ALTERNATIVE PROGRAM  
DISTRICT ALTERNATIVE EDUCATION PROGRAM



# Social & Academic Interventions



- Step 1 - Gather Data
  - Skyward Attendance, Discipline, Grades
  - Eduphoria - BOY/MOY/EOY, Screeners, CBA/CFA, STAAR/EOC
- Step 2a - Create Targeted Academic Intervention
  - Review placement and identify TEKS to target during placement
    - 15 Day Placement - 2 TEKS/Core Subject - 10 Days Minimum;
    - 30 Day Placement - 3 TEKS/Core Subject - 20 Days Minimum;
    - 45 Day Placement - 4 TEKS/Core Subject - 30 Days Minimum;
    - 60+ Day Placement - 5+ TEKS/Core Subject - 40 Days Minimum;



# Social & Academic Interventions



- Step 2b - Plan and Deliver Social Skill Interventions
  - Specific Pre-packaged Lessons will be taught to students:
    - Self-Image and Improvement, **Making Decisions**, Smoking I, **Smoking II**, Alcohol, **Marijuana**, Advertising, **Violence and the Media**, Coping with Anxiety, **Coping with Anger**, Communication Skills, **Social Skills A**, Social Skills B, **Assertiveness**, and Resolving Conflicts
  - Students will need to attend:
    - 15 Day Placement - 6 Lessons Minimum;
    - 30 Day Placement - 12 Lessons Minimum;
    - 45 Day Placement - 12 Lessons Minimum + Counseling/Mentoring
    - 60+ Day Placement - 12 Lessons Minimum + Counseling/Mentoring +



# Academic Interventions



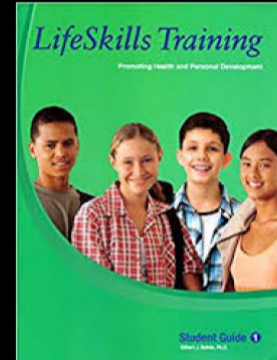
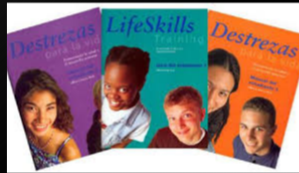
- Time Span - Minimum 75 Minutes Tuesday/Thursday
- Determine Delivery of Instruction
  - Small Group
  - Computer-Aided Assistance
    - myON
    - Edgenuity
    - Compass Learning
  - Mini-Lessons + Stations
  - Individualized Instruction



# Social Skills Interventions



- Time Span - Minimum 75 Minutes Monday/Wednesday
- Delivery of Instruction
  - Small Group
  - Dr. Gilbert Botvin Curriculum (Green Binder)
  - Worksheets



# Career Exploration - MAPS



- Time Span - Minimum 120 Minutes Friday
- Delivery of Instruction
  - Small Group - Skill Building
  - Access to technology to work on Xello or CCMR Activities (as needed)
  - College, Career, & Military Speakers
  - Teacher Created Enrichment Activities
  - PBIS Reward Day
  - Service Learning Project
  - External Service Providers



# Restorative Justice

## What is Restorative Justice?

Restorative Justice (RJ) is an approach to problem-solving centered around three basic concepts:

1. That when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships
2. When harm has been done, it creates obligations and liabilities
3. The way forward involves wrongdoers, victims and the community in efforts to heal the harm and put things right (adapted from Zehr and Mika, 1997)

There is a range of Restorative Justice programs across fields as diverse as justice (policing, corrections, juvenile justice), schools, workplaces, organizations, faith groups, family and community. **RJ programs are characterized by four key values:**

1. **Encounter:** create opportunities for victims, offenders (wrongdoers), their families and community members who want to do so to meet to discuss the crime (incident) and its impact on them
2. **Amends:** expecting wrongdoers to take steps to repair the harm they have caused
3. **Reintegration:** seek to restore victims and offenders to wholeness, to become contributing members of society
4. **Inclusion:** providing opportunities for parties with a stake in a specific crime or incident to participate in its resolution (adapted from RJ Online)

There are several models of Restorative Justice that are practiced across the range of programs. The following list is by no means complete:

- Victim-offender mediation
- Conferencing (pre and, pre-release)
- Family Group Conferencing (FGC)
- Family Group Decision Making (FGDM)
- Circles
- Restorative Cautioning (Police)
- Restorative dialogue, classroom conferencing, formal conferences (schools)

We urge newcomers to these concepts to explore the wide range of models and practice – we believe strongly that each model has value and can contribute to our knowledge and best practice in whichever field we work.

## What does the term Restorative Practice mean?

As the Restorative Justice movement is making inroads into a range of fields outside of the criminal justice system, new terms have been developed to reflect these innovations. Restorative Practices (RP) is what practitioners do when they use the principles, values, and practices of the philosophy of restorative justice. Schools in the southern hemisphere, for example, tend to prefer the word “practice” in the educational setting to distinguish it from criminal justice (in some places, the term restorative “approaches” is preferred, and there are others). For the purposes of RP, we use the term practice as a collective to encompass all fields where these notions of justice are practiced – policing, corrections, courts, juvenile justice, schools, families, organizations, and workplaces. RP continues to believe that we



have an enormous amount to learn from each other as we practise in these varying fields, and as we hone that practice to be the best it can be.

**When students struggle with compliance, the MAP may:**

1. Conference with the student to repair the harm.
2. Conference with the student and parent/guardian; then repair the harm
3. Harm Repair Circle
4. Have a parent spend the entire day in classes with the student.
5. Parent and student taking required prevention classes assigned by MAP administration. If a class is assigned and parent/student does not attend, additional placement days will be assigned to the student.
6. Suspend the student from school
7. Subtract Early Release Day points
8. Any other consequences as determined by the administration of the MAP Campus.
9. Recommendation for an expulsion hearing to JJAEP

Arrive within one hour of notification, if student suspension or expulsion is assigned. Should a parent be unable to pick their student up immediately, the student will be placed in a re-focus area and sent home at the end of the day on their regular bus with proper suspension/expulsion paperwork.

MAP has the authority to use their discretion in enforcing the rules and regulations should a situation arise that is not specified by these rules, regulations, and expectations; This handbook is subject to change without written notice to students and parents. However, due process will be offered to students with regard to any changes. Students must comply with the new reforms.

# FORMS

## DAEP Placement Order

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian(s): \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (w) \_\_\_\_\_ (c) \_\_\_\_\_

**Home Campus:**

- BME  BTE  DES  LES  MES  OME  PCE  PME  SGE  
 DMS  MMS  MNTMS  MEA  MHS  MSHS  MNTHS

Counselor: \_\_\_\_\_ Reason for Placement (Code): \_\_\_\_\_

Notification Date: \_\_\_\_\_ Hearing Date: \_\_\_\_\_ Orientation Date: \_\_\_\_\_

Length of Placement \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Please check all the items applicable to the student's placement.

A student cannot arrive to the MAP Campus until the completion of all processes and the MAP Staff have receipt of all relevant information and documentation.

\*\*\*\* All Home Campuses shall send work for their students via Google Classroom, Edgenuity, or ECHO\*\*\*\*

Special Education: \_\_\_ Yes \_\_\_ No (if Yes, attach all documentation needed, IEP, BIP, etc.)

\_\_\_ 504 \_\_\_ ESL \_\_\_ STAAR/EOC \_\_\_ At-Risk \_\_\_ Mr. Marcum/Dr. Moger Approval

\_\_\_ Free Lunch \_\_\_ Reduced Lunch \_\_\_ MAP Bus\* \_\_\_ Parent Pick-Up/Drop-Off

(\* allow 3 days for bus transportation to start)

**MAP Orientation - Tuesday and Thursdays each Week**

**Call 512-278-4866 to schedule a MAP Orientation - 48 Hour Notice Required**

**(No Campus arrivals after 9:30 w/o Appointment - Late Arrivals will need to reschedule)**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Attach these items to this form:**

<input type="checkbox"/> Referral incident number	<input type="checkbox"/> MAP DAEP hearing decision letter
<input type="checkbox"/> All SPED documents needed for student	<input type="checkbox"/> IEP <input type="checkbox"/> BIP

## Manor Alternative Program (MAP) Student Information Sheet

Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Student Lives with (name(s)) \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

Contact Person #1: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

Employer: \_\_\_\_\_ Work Phone: ( ) \_\_\_\_\_

Work Hours: \_\_\_\_\_ Cell Phone: ( ) \_\_\_\_\_

Email Address: \_\_\_\_\_

Contact Person #2: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

Employer: \_\_\_\_\_ Work Phone: ( ) \_\_\_\_\_

Work Hours: \_\_\_\_\_ Cell Phone: ( ) \_\_\_\_\_

Email Address: \_\_\_\_\_

### School Information

Home Campus: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_

Administrator: \_\_\_\_\_ Counselor: \_\_\_\_\_

### Check All That Apply

- Regular Education    504    Dyslexia    ESL    G/T    Special Education  
 Free Lunch    Reduced Lunch    Full Price Lunch

Health Concerns: \_\_\_\_\_

Medications: \_\_\_\_\_

# Manor Alternative Program (MAP) Transportation Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Campus: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_  
City, State \_\_\_\_\_ Phone #: ( ) \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Phone #: ( ) \_\_\_\_\_

Start Date: \_\_\_\_\_ Exit Date: \_\_\_\_\_

Placement Days: \_\_\_\_\_

Violation: \_\_\_\_\_

### Signature

*I understand that my student will be under the "Bus Rider's Safety" guidelines as stated in the Student Code of Conduct. I understand my student I must follow MAP Guidelines for Campus Arrival and Dismissal. I also understand that it may take up to three (3) business days to process the transportation request and for services to begin.*

Print Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Office Use Only**  
*Faxed to Transportation*

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Initials: \_\_\_\_\_

# **Manor Alternative Program (MAP) Criminal Trespass Notification**

## **Criminal Trespass Warning**

Criminal Trespass Sec.30.05. Texas Penal Code: A person commits an offense if he/she enters or remains on property or in a building without effective consent and he/she: (1) Received notice that entry was forbidden (2) Received notice to depart, but failed to do so. "Notice" means an oral or written communication by the MAP Principal or staff. "Property" is defined as public school campuses or grounds upon which the school is located, and any grounds used by the school for assemblies or other school-sponsored activities.

Students serving a MAP placement shall stay off all other Manor Independent School District campuses. If observed on any Manor ISD campus other than the MAP Campus, located at 10516 Old Hwy 20, Manor, Texas, 78653, at any time within the placement period, the result will be Criminal Trespass charges filed with the local police department.

Criminal Trespass results in charges filed on a student found away from the assigned location on the MAP campus during the school day.

### **SIGNATURES**

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*Please sign below indicating that you have read and understand the Criminal Trespass Warning*

**Student Print Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Print Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# MAP/DAEP Manor Alternative Program Student/Parent Placement Agreement

## General Information

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Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
Parent/Guardian Name \_\_\_\_\_ Home Campus \_\_\_\_\_  
Current Address \_\_\_\_\_  
Parent/Guardian Phone 1 \_\_\_\_\_ Phone 2 \_\_\_\_\_  
Parent/Guardian Email \_\_\_\_\_

## Student Agreement

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*Students, please confirm that each statement below is true by initialing on the line provided.*

1. I read and understand the strict expectations in the MAP Student/Parent Handbook. \_\_\_\_\_
2. I understand the strict dress code at the MAP and understand that it is strictly enforced. \_\_\_\_\_
3. I understand my behavior, language, academics, and attendance at the MAP will affect the length of my placement and at the discretion of the MAP Principal, my placement can be adjusted. \_\_\_\_\_
4. I understand that no electronic devices are allowed on campus or my person during my placement at MAP. MAP collects a return fee of \$15 for confiscated technology/phones. Parent/Guardian pick up only. \_\_\_\_\_

## Parent Agreement

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*Parents, please confirm that each statement below is true by initialing on the line provided.*

1. I read and understand the Manor Alternative Program Student/Parent Handbook \_\_\_\_\_
2. I have completed and signed all of the necessary MAP/DAEP paperwork \_\_\_\_\_
3. I understand and signed the necessary transportation forms \_\_\_\_\_
4. I have read and signed the Criminal Trespass Notification form. \_\_\_\_\_
5. I understand that academic and behavior interventions (i.e. tutoring, counseling, restorative practices, mentoring) are required for every student based on need. \_\_\_\_\_
6. I understand Truancy for three or more days will be reported to Truancy Court \_\_\_\_\_
7. I understand that MAP will provide my student will a daily point card to communicate with me concerning my student's behavior. \_\_\_\_\_
8. I understand if I can't be reached, for discipline or other emergencies, a message will be left and my child may be transported home. \_\_\_\_\_
9. I understand my student's behavior, language, academics, and attendance at the MAP will affect the length of their placement and at the discretion of the MAP Principal, their placement can be adjusted. \_\_\_\_\_
10. I understand that no electronic devices are allowed on campus or on my student during their placement at the MAP. The MAP collects a return fee of \$15 for confiscated technology/phones. Parent/Guardian pick up only. \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_