Trinity Basin Preparatory



Student Handbook
2026-2027

July 27, 2026

Welcome to Trinity Basin Preparatory!

Trinity Basin Preparatory is a free public charter school with campuses in Dallas, Fort Worth, Mesquite, Grand Prairie, Arlington, and White Settlement. Since opening its first campus in 1999, Trinity Basin Preparatory has expanded to provide a safe, disciplined learning environment focusing on literacy and language acquisition skills for thousands of students, ages 3 years through 12th grade. This year we will have twelve campuses and serve approximately 7,000 students.

The mission of Trinity Basin Preparatory is to inspire every student to do more, expect more, and be more. To make this mission a reality, every student and employee of Trinity Basin Preparatory is expected to exemplify the following core values of a TITAN:

1. **T**ruthful: We seek and speak the truth. We operate with integrity and honesty.
2. **I**nnovative: We are creative and use resourcefulness in solving problems.
3. **T**enacious: We are unshakable, determined, and we possess true grit.
4. **A**ccountable: We are transparent in our actions and are accountable to each other.
5. **N**urturing: We build relationships and deeply care about all members of the TBP family.

The vision of Trinity Basin Preparatory is to provide meaningful educational choices to families across Texas. We do this by building and maintaining a system of charter schools that are academically successful and financially strong. Trinity Basin Preparatory will be a safe, sustainable, innovative, and successful charter district, empowering students and their families with educational opportunity.

The 2026-2027 school year brings exciting developments to our district. We have completed the construction of the upgraded additional space at our South campus, with additional classroom space, a state-of-the-art cafeteria, and a gymnasium. Our staff is eagerly awaiting our families and students at all Trinity Basin campuses.

Our growth and success are only possible because we have great people – staff, students, and families. We are glad you have chosen to be a part of the Trinity Basin Preparatory family.

PREFACE

The Trinity Basin Preparatory Student Handbook contains information students, parents, and staff will need to ensure a successful school year. Throughout the handbook, the term "parent" means natural parent, legal guardian, or other person standing in parental relation.

The Student Handbook is designed to be in accordance with Board policy and the Student Code of Conduct adopted by the Board of Directors. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Changes in policy that affect student handbook provisions will be communicated via memos and other means to students and parents. These changes will generally supersede the provisions found in this handbook that are contrary to the newly adopted policy.

In case of conflict between a Board policy or the Student Code of Conduct and provisions of the student handbook, provisions of policy or the Student Code of Conduct most recently adopted by the Board shall prevail.

Trinity Basin Preparatory will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational programs.

Campus Directory

Campus	Address	Phone	Grades	Office Hours	School Hours
Tyler Street	915 W. 9th St, Dallas 75208	(214) 296-9302	PreK–4th	7:05 – 4:10	PreK3: 7:55–11:55 am / 11:40–3:40 pm PreK4–1st: 7:55 am–3:40 pm 2nd–4th: 7:35 am–3:20 pm
Jefferson	855 E. Eighth St, Dallas 75203	(214) 941-4881	5th–8th	7:00 – 3:45	7:30 am–3:15 pm
Ledbetter	2524 W. Ledbetter Dallas 75033	(214) 442-2630	PreK–8th	7:15 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–8th: 7:45 am–3:30 pm
Mesquite	2901 E. Meadows Blvd Mesquite 75150	(214) 433-6770	PreK–8th	7:15 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–8th: 7:45 am–3:30 pm
Grand Prairie	3116 S. Carrier Pkwy Grand Prairie 75052	(972) 893-3442	PreK–8th	7:15 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–8th: 7:45 am–3:30 pm
Pafford	101 E. Pafford Fort Worth 76110	(817) 840-7501	PreK–4th	7:15 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–4th: 7:45 am–3:30 pm
Bolt	412 W. Bolt St Fort Worth 76110	(817) 539-6444	5th–8th	7:00 – 3:45	7:30 am–3:15 pm
Panola	4400 Panola Ave Fort Worth 76103	(817) 458-4222	PreK–8th	7:00 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–5th: 7:45 am–3:30 pm 6th–8th: 7:30 am–3:15 pm
Arlington	6301 S. Collins Arlington 76018	(972) 372-0797	PreK–7th	7:15 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–7th: 7:45 am–3:30 pm
South	7421 Crowley Rd Fort Worth 76134	(817) 600-6269	PreK–8th	7:15 – 4:00	PreK3: 7:45–11:45 am / 11:30–3:30 pm PreK4–8th: 7:45 am–3:30 pm
West	8300 West Freeway White Settlement 76108	(817) 600-1735	PreK4–5th	7:15 – 4:00	7:45 am–3:30 pm
Titan Academy	1256 Jim Wright Fwy White Settlement 76108	(817) 601-7667	6th–12th	7:00 – 3:45	7:30 am–3:15 pm

TABLE OF CONTENTS

PAGE

SECTION 1: STUDENT CONDUCT 8
- Student Code of Conduct 8
- Discipline 8
- Parent-Student-Teacher Compact 8
- Disruptions 9
- Dress Code Policy 9
- Dress Code 11
- Bullying 14
- Prohibited Items 14
- Drug-Free School Zone 14
- Concerns/Complaints by Students/Parents 14
- Interrogations and Searches 15
- Non-CPS Law Enforcement Agencies 15
- Vandalism 16
- School Behavioral Threat Assessment 16
- Admission Application 16

SECTION 2: ATTENDANCE/TRUANCY 17
- Compulsory School Attendance Laws 17
- Absence Documentation 18
- Truancy Prevention Measures 19
- Truancy 20
- Compulsory Attendance Exemptions 21
- Attendance for Credit 21
- Tardy Policy 22
- Early Dismissal 23
- Participation in After-School Activities 23
- Driver License Attendance Verification 23

SECTION 3: ACADEMICS 24
- Grading 24
- Formative and Summative Assessments and Weighting 24
- Pre-K and Kindergarten standards-based Grading Scale 24
- 1st-12th Grade Grading 25
- Reteach and Reassessment 26
- Academic Dishonesty 26
- Make-Up Work 27
- Homework 27
- Missing Work 28
- Skyward Q Modifiers 28
- Accelerated Instruction: HB 1416 29
- Special Populations 29
- Student Extracurricular Eligibility 29
- Award of Credit 29
- Promotion 30

Semester Exams for High School Credit Courses…….. 30
High School Specific Guidelines……..... 31
Course Catalog……... 31
Student Classification……... 31
Calculation of High School Student's GPA…….. 31
Clarification of Grade Scales for GPA Calculation……. 32
Local Graduation Honors…….. 32
Valedictorian and Salutatorian…….. 32
Breaking Ties…… 32
Highest Ranking Graduate…… 33
General Grading Guidelines and Procedures for Teachers Pre-K-12th Grades……. 33
Grading Guidelines and Procedures for Teachers Specific to 1st – 12th Grades…… 33
Grading Regulations…….. 33
Accountability Standards……... 34
Testing…… 34
Tutoring…….. 34
Textbooks…… 34
Parent Conferences……. 35
Extracurricular Activities…… 35
SECTION 4: CAMPUS PROCEDURES_____ 36
Student Arrival and Dismissal……... 36
Bad Weather/Emergency School Closing…….. 37
Change of Contact Information……. 37
Cafeteria Services…….. 37
Socioeconomic Information Form……. 38
Closed Campus…….. 38
Clubs and Organizations…… 39
Technology Resources……... 39
COPPA Notice……... 40
AI (Artificial Intelligence)……. 41
Device Use Handbook……... 41
Chromebook Keeper Program……... 45
Counseling Services…….. 45
Outside Therapists on Campus…….. 46
Department of Family and Protective Services: Child Protective Services Workers…… 46
Distribution of Materials/Documents…… 46
Fees…… 46
Fundraising……. 47
Lost and Found…….. 47
Electronic/Entertainment Devices……. 47
Telephone/Messages…….. 48
Visitors……... 48
Volunteers…….. 48
PTO…… 48
Birthday Celebrations…… 49
Asbestos-Related Activity/Notification……. 49

SECTION 5: STUDENT HEALTH_____ 50
Bacterial Meningitis…… 50
Clinic Procedures…… 51
Communicable Diseases…… 51
Fever…… 51
Emergency Medical Treatment…… 51
Head Lice…… 52
Immunizations…… 52
Medicine at School…… 52
Health Screenings…… 53
Extreme Weather Accommodations…… 53
Allergies…… 53
Physicals…… 54
Individual Health Plans…… 54
Medical Devices/Supplies on Campus…… 54
SECTION 6: NOTICES_____ 54
Notice of Non-Discrimination…… 55
Career and Technical Education Public Notice of Non-Discrimination…… 55
Teacher Qualifications…… 56
Student Records…… 56
Notice of Parent and Student Rights…… 56
Aiding Students who have Learning Difficulties or who need Special Education or Section 504 Services…… 57
Special Education…… 58
Child Find…… 58
Special Education Referrals…… 58
Contact Person for Special Education Referrals…… 58
Additional Resources…… 58
Section 504 of the Rehabilitation Act of 1973…… 58
Section 504 Referrals…… 59
Contact Person for Section 504 Referrals…… 59
Section 504 Compliance…… 59
Homeless Students…… 59
Students in Foster Care…… 59
Protection of Student Rights…… 59
Child Abuse…… 60
Sexual Abuse (Child)…… 60
Sexual Harassment…… 61
SECTION 7: PARENT INVOLVEMENT POLICY_____.

Appendix 1: Student Code of Conduct
Appendix 2: Anti-Bullying Policy

SECTION 1: STUDENT CONDUCT

STUDENT CODE OF CONDUCT

Trinity Basin Preparatory has disciplinary authority over a student as outlined in the Student Code of Conduct. A copy of the Student Code of Conduct is attached as Appendix A. Parents may request a printed copy from the school office.

DISCIPLINE

Trinity Basin Preparatory believes discipline should support student growth, preserve instructional time, and maintain safe learning environments. Whenever appropriate, interventions and restorative practices will be implemented before exclusionary discipline consequences are assigned. Student behaviors may result in:

- Teacher managed interventions
- Restorative conversations
- Parent conferences
- Behavior improvement plans
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion (when required by law or serious misconduct occurs)

Students who violate the Student Code of Conduct shall be subject to disciplinary action. Disciplinary measures are applied depending on the nature of the offense. The Principal can provide more information about the Student Code of Conduct, which is attached.

PARENT-STUDENT-TEACHER COMPACT

At the beginning of each school year, parents, students and teachers are expected to review and sign the Parent-Student-Teacher Compact. The compact is (1) a commitment to sharing responsibility for student learning and (2) an action plan for a family-school-community partnership to help children get a high-quality education.

Students are responsible for coming to school ready to do their best, to learn each day, and to always try to "Do More, Expect More, and Be More." Students agree to:

- Have a positive attitude and try their best.
- Come to school on time each day unless they are sick.
- Come to school in complete uniform.
- Come to school well-rested.
- Pay attention in class and follow directions.
- Bring necessary supplies and completed homework to school.
- Tell their parents and teachers when they don't understand something, are sick or hurt, or need help for any reason.
- Take care of their classroom and school.
- Keep their hands, feet, and objects to themselves.
- Behave in a responsible manner so that they will not disrupt other students' learning.
- Follow all school policies and procedures, including the Student Code of Conduct.

Parents are responsible for working in partnership with the administration and teachers to ensure that their child will "Do More, Expect More, and Be More." They should discuss with their child the responsibilities of a student to ensure that they understand what is expected from them as a student. Parents agree to:

- Have their child rested, prepared, and on time to school each day unless they are ill.
- Ensure that their child is always dressed according to the school's dress code policy.
- Ensure that they are prompt in dropping off and picking up their child from school each day.

- Support the school in its effort to maintain discipline.
- Be a positive role model and maintain a positive attitude for their child.
- Provide a home environment that encourages their child to develop and maintain good study habits.
- Communicate with their child's teacher if they have questions or concerns.
- Work in partnership with the school to ensure that their child is academically successful by volunteering, attending parent/teacher conferences, attending PTO meetings and campus events, helping with homework, and checking backpacks or folders for notes from the teacher on a daily basis.
- Have read the Student Code of Conduct and agree to adhere to all its' guidelines.

Teachers are responsible for working in partnership with families to help each student "Do More, Expect More, and Be More." Teachers agree to:

- Come to class prepared to teach.
- Provide a safe environment conducive to learning.
- Respect students and their families.
- Communicate with students and parents regarding the student's academic progress and/or concerns.
- Differentiate instruction to meet the varied needs of all learners.
- Be a positive role model.
- Maintain professionalism at all times.
- Help students to resolve conflict in positive ways.
- Participate in on-going professional learning.
- Expect all students to achieve.

DISRUPTIONS

In order to maintain a safe environment for our students and sustain an educational program free from disruption, state law permits the school to take action against any person—student or non-student—who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a school building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a school building.
- Uses force, violence, or threats for any reason, including in an attempt to prevent participation or to cause disruption in an authorized school assembly.
- Uses force, violence or threats for any reason, including in an attempt to prevent people from entering or leaving school property without authorization from an administrator.
- Disrupts classes while on school property or on public property that is within 500 feet of school property. Class disruption includes, but is not limited to, making loud noises, trying to entice a student away from, or to prevent a student from attending a required class or activity, entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
- Interferes with the transportation of students in school vehicles.

DRESS CODE POLICY

It is the philosophy of Trinity Basin Preparatory that the school is responsible for the total development of each student enrolled within its school. This total development includes the training of students in social and moral standards, ethical conduct, good manners, and good grooming as well as the teaching of academic subjects. With this philosophy in mind, the Board has approved the following Student Dress Code.

The Student Dress Code applies to all students enrolled in Trinity Basin Preparatory. Sponsors of extra/co-curricular activities may, at their discretion, establish grooming guidelines for students involved in such activities that are more stringent than the Student Dress Code.

A higher standard of dress encourages great respect for individual students and others. It will result in a higher standard of behavior. Our Student Dress Code clearly indicates appropriate attire for normal school days and designated spirit days. All students are expected to follow the Student Dress Code at all times while on campus. The administration of Trinity Basin Preparatory reserves the right to interpret the Student Dress Code during the school year.

Campus decisions regarding a student's compliance with the Student Dress Code are administrative decisions and may be appealed to the Chief Academic Officer. The decision of the Chief Academic Officer is final.

A parent may request in writing an exception to the mandatory Student Dress Code based on religious or cultural reasons, or due to a verified medical condition. Parents should direct such requests to the campus Principal.

When students are out of dress code, parents will be called to bring an appropriate school uniform to the student. Parents will have one hour to bring the appropriate uniform items to the campus to correct the issue. If dress code problems persist, appropriate disciplinary consequences will be applied.

Each campus office has information on where school uniforms may be purchased.

Trinity Basin Preparatory
Student Dress Code
2026 – 2027

Trinity Basin Preparatory believes that professional school uniforms create a positive school culture, allow students to focus on learning without distractions, have a positive impact on student attendance and discipline, and create a culture of unity and belonging. Trinity Bains Preparatory uniforms are an important part of the Trinity Basin Preparatory culture and mission *to inspire every student to do more, expect more, and be more.*

All school uniforms must be obtained through approved vendors. Each campus has information on approved vendors where school uniforms may be purchased.

School uniform requirements apply to all students Monday through Thursday each week. Fridays are designated as Spirit or College Days with a separate dress code. Each campus may designate any additional school day(s) free from the school uniform requirement. On days when uniforms are not required, students are expected to follow all other dress code requirements.[1]

All clothing must fit appropriately, be clean and appropriate for school wear, must be safe and not create a hazard, and must allow students to participate safely and without disruptions in school activities. Any violation of this Student Dress Code is deemed a violation of the District Student Code of Conduct.

DRESS CODE FOR GIRLS (MONDAY - THURSDAY)

Uniform - Skirt/Shorts/Pants/Socks/Shoes:

- Blue plaid skirt – at least 2 inches above the knee
- Jumpers and skorts are permissible for Pre-K3 – 4th grade students
- Neutral[2] colored shorts must be worn under skirts
- Charcoal or navy-blue straight leg pants or shorts at least 2 inches above the knee (French Toast, Dickies with no tag, US Polo Association, or Lee); no Cargo or Carpenter pants; no Cargo or Carpenter shorts
- Black *dress* belt with standard prong must be worn with pants or shorts (except for PK)
- Navy-blue, black, or grey knee socks or navy-blue tights
- Plain white or grey socks may be worn with tennis shoes
- Black dress shoes with a black sole and heels no more than one inch high or all black tennis shoes

Uniform - Shirt/Tie – 2 options:

Option 1: Blue blouse with round collar **or** blue oxford button-down dress shirt.

- A white, short-sleeved undershirt must be worn under the uniform shirt. Shirts should be long enough to remain tucked in when sitting or bending over and should always remain tucked in at all times except during P.E. and recess.
- The blouse or dress shirt may contain an embroidered Trinity Basin Preparatory logo
- Blue plaid crisscross tie must be worn with blue blouse or oxford dress shirt

Option 2: Navy or light blue polo shirt from a vendor and/or a brand approved by Trinity Basin Preparatory

- Polo shirt must be long enough to remain tucked in
- Polo shirt must contain an embroidered Trinity Basin Preparatory logo

Other Dress Code Requirements:

- Hair bows or accessories should be plaid, navy blue, white or yellow
- Hair beads and threads may be worn by students in 4th grade and below

[1] An exemption from the dress code may be requested by submitting a written request to the Superintendent setting forth a bona fide religious, cultural, or other basis protected by law.

[2] Neutral color is defined as white, black, brown, tan, navy, and grey.

DRESS CODE FOR BOYS (MONDAY – THURSDAY)

Uniform - Pants/Shorts/Socks/Shoes:

- Charcoal or navy-blue straight leg pants or shorts at least 2 inches above the knee (French Toast, Dickies with **no tag**, US Polo Association, or Lee); no Cargo or Carpenter pants; no Cargo or Carpenter shorts
- Black *dress* belt with standard prong must be worn with pants or shorts (except for PK)
- Black or navy-blue crew length dress socks
- Plain white or grey socks may be worn with tennis shoes
- Black dress shoes with a black rubber sole or all black tennis shoes

Uniform Shirt/Tie – 2 options:

Option 1: Blue oxford dress shirt with button down collar.

- A white, short-sleeved undershirt must be worn under the uniform shirt. Shirt should be long enough to remain tucked in when sitting or bending over and should always remain tucked in at all times except during P.E. and recess
- The dress shirt may contain an embroidered Trinity Basin Preparatory logo
- Blue plaid 4-in-hand tie must be worn when wearing oxford dress shirt

Option 2: Navy or light blue polo shirt from a vendor and/or a brand approved by Trinity Basin Preparatory.

- Polo shirt must be long enough to remain tucked in
- Polo shirt must contain an embroidered Trinity Basin Preparatory logo

Other Dress Code Requirements:

- Facial hair, if present, must be neat and well-groomed

OPTIONAL DRESS CODE ITEMS (Permitted at Principal's Discretion Only)

- Solid navy-blue zip or button cardigan sweater or sweater vest
- Navy or grey fleece zip jacket with Trinity Basin Preparatory logo
- Solid navy-blue blazer or sport jacket
- Solid navy-blue sweatshirts without a hood or sweatshirts with a Trinity Basin Preparatory logo may be worn over school uniform

SPIRIT or COLLEGE DRESS CODE DAYS (FRIDAY)

For spirit or college days, students may choose from one of the following three options.[3]

Option 1: Students may follow the regular dress code

Option 2: Students may wear blue jeans with a Titans t-shirt, college t-shirt or sweatshirt, or uniform dress shirt or blouse.

- Blue jeans must be solid, dark blue, and may not be baggy. Blue jeans must not have embellishments, embroidery, or rips/holes. Blue jeans must touch the top of the shoes.
- Students must wear a solid black belt with jeans (except for PK students).
- All shirts must be tucked in to jeans.
- Only solid navy-blue, black or white socks may be worn; socks may be crew or ankle.

Option 3: Students may wear a Titans t-shirt, college t-shirt or sweatshirt tucked into the uniform skirt, pants or shorts.

- Students must wear uniform socks and shoes.
- Students must wear a black belt with uniform pants or shorts (except for PK students).
- Students are not required to wear a tie.

[3] Clothing must fit appropriately and allow students to participate safely in school activities.

ADDITIONAL DRESS CODE REQUIREMENTS

The following requirements apply to all attire, including on free dress days, after school classes, sports, and other school events.

• All skirts and dresses should be no more than three inches above the knees • The straps of a student's top should be at least three flat fingers across in width • Closed toed and closed heel shoes • No strapless, halter, tank, tube top, or bare midriff style tops or dresses • No sagging or low-rise pants; undergarments should not be visible • No sweatshirts with hoods • No bandanas or anything worn across the forehead; any type of hat	• No oversized shorts/pants worn low on hips • No pajamas, house shoes, or slippers • No shirts with inappropriate advertising, language, or pictures • Leggings may only be worn under a skirt or with a shirt that comes to mid-thigh • No hats • No large belt buckles • No boots, chukkas, boat shoes, or crocs • No visible tattoos or designs in eyebrows • No visible tattoos or body piercing

A limited number of free dress days will be allowed each year with approval by the Chief Academic Officer and/or the Chief Development Officer.

BULLYING

Bullying will not be tolerated at Trinity Basin Preparatory. All complaints of bullying will be investigated and responded to in accordance with Trinity Basin Preparatory's board approved Anti-Bullying Policy and all applicable state and federal laws. The Anti-Bullying Policy is attached to this handbook as Appendix B and is posted on the school's website.

Trinity Basin Preparatory's website allows for the anonymous submission of bullying reports.

PROHIBITED ITEMS

Trinity Basin Preparatory reserves the right, at its discretion, to use contraband detecting canines. Personal belongings of students taken into the classroom shall be subject to inspections. Ammunition, any type of knives, tobacco products, chemical dispensing devices (even a small chemical dispenser sold commercially for personal protection), alcohol and illegal narcotic substances confiscated will not be returned to the parent. Possession of firearms on school property is an expellable offense by state law. Prohibited items may be turned over to law enforcement officials. A complete list of prohibited items can be found in the Student Code of Conduct.

DRUG-FREE SCHOOL ZONE

Texas Health and Safety Code §481.134 provides that certain drug-related crimes are subject to more severe criminal penalties if they occur in, on, or within 1,000 feet of premises owned, rented, or leased by a private or public elementary or secondary school including on a school bus. The school will consider drug-related violations to be school-related misconduct and may discipline the student for the misconduct in accordance with the provisions of the Student Handbook and the Student Code of Conduct and refer a student who commits a drug-related crime for criminal prosecution.

CONCERNS/COMPLAINTS BY STUDENTS/PARENTS

Usually, student or parent concerns can be addressed simply by a phone call or a conference with the teacher

Students and parents should request a conference with the student's teacher as the first step to resolve any potential issue.

For those concerns that are not resolved after a parent/teacher conference, a parent or student should then discuss the complaint with a campus administrator, such as the Principal or Vice Principal. Parents should call the campus office to schedule a meeting with a campus administrator.

Step	Contact	How
1	Classroom Teacher	Phone call or conference request through the school office.
2	Campus Administrator	Call campus office to schedule meeting with Vice Principal or Principal.
3	Central Administration	Only after steps 1 and 2 are complete. Complaints brought prior to campus resolution will be referred back to the campus.

INTERROGATIONS AND SEARCHES

Trinity Basin Preparatory reserves the right to use contraband-detecting canines to maintain a safe school environment. Searches conducted by school officials will be reasonable in scope and based on concerns related to student safety, prohibited items, or violations of school rules or law. All desks and lockers are the property of Trinity Basin Preparatory and are subject to search by Trinity Basin Preparatory at any time, whether or not the student is present. Students' personal property brought on campus shall be subject to search at any time and without prior notice. Trinity Basin Preparatory also may conduct searches of a student's person (including outer clothing, pockets, and shoes) with reasonable suspicion of the presence of an item violating the Student Code of Conduct, or criminal laws, and that the search could reasonably be expected to produce evidence of that violation.

Reasonable suspicion for search exists if there is a circumstance that would lead a reasonable person to suspect that the student is currently possessing, ingesting, or under the influence of alcohol or other controlled substances. Reasonable suspicion may include, but is not limited to the following examples:

1. Smell of alcohol on breath
2. Present inability to communicate
3. Dilated pupils
4. Odor of marijuana
5. Habitually sleeping in class
6. Bloodshot eyes
7. Canine alert on one's locker, books, backpacks, bags, etc.
8. Information from any person, including students and school employees

Campus and district administrators have the authority to question students regarding their conduct or the conduct of others. Trinity Basin Preparatory will attempt to preserve student dignity and privacy during all investigations and searches.

NON-CPS
LAW ENFORCEMENT AGENCIES

Questioning Students

When law enforcement officers request to question or interview a student at school:

1. 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 school.
2. The Principal will ask law enforcement for a warrant to question or interview the student.
3. If law enforcement provides a copy of a warrant, the Principal will send a copy of the warrant to the Chief Legal Officer for review and advice regarding the validity of the warrant.
4. If law enforcement does not provide a warrant, the Principal will ask law enforcement to obtain a valid warrant and to execute the warrant outside of Trinity Basin Preparatory.
5. If the Chief Legal Officer confirms that the warrant is valid for questioning of the student, the Principal will make reasonable efforts to notify the parents, except if the questioning is with respect to a child abuse investigation. The law enforcement officer will not be permitted to question the student without the parent present or without written consent from the student's parent or guardian, except if the questioning is with respect to a child abuse investigation.

It is the responsibility of a law enforcement officer, who wishes to question or interview a student at school, to contact that student's parent or guardian in order to obtain advanced consent. For this purpose, school personnel will provide, when permitted, the telephone number of a student's parent or guardian to a requesting law enforcement officer.

Production Of Documents

Production of student records, including, without limitation disciplinary records, statements, video footage, and other similar items are generally protected from disclosure in the absence of parent authorization, a subpoena, or a valid court order. When law enforcement officers request Trinity Basin Preparatory to produce documentary evidence pertaining to a student:

1. The Principal will verify and record the identity of the officer and ask for an explanation of the need to

obtain documentary evidence.
2. The Principal will ask law enforcement for a subpoena for production of documentary evidence.
3. If law enforcement provides a copy of a subpoena, the Principal will send a copy of the subpoena to the Chief Legal Officer for review and advice regarding the validity of the subpoena.
4. If law enforcement does not provide a subpoena, the Principal will ask law enforcement to obtain a valid subpoena.
5. If the Chief Legal Officer confirms that the subpoena is valid for production of documentary evidence, the Principal produces to the officer the documents that are listed in the subpoena only.

Students Taken into Custody
State law requires the school to permit a student to be taken into legal custody by a law enforcement officer:

1. To comply with an order of a juvenile court.
2. To comply with the laws of arrest.
3. By a law enforcement or probation officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision (i.e. conduct that happened at school).
4. To comply with a valid court order or warrant to take a student into custody.

Before a student is released to a law enforcement officer, 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. Because the Principal does not have the authority to prevent or delay a custody action, parent notification will most likely be after the fact.

VANDALISM

Pursuant to Texas law, a parent or other person who has the duty of control and reasonable discipline of a child is liable for any property damage caused by:

1. the negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent or other person to exercise that duty; or
2. the willful and malicious conduct of a child who is at least 10 years of age but under 18 years of age.

Students and their parents will be held financially responsible for willful destruction or damage to school property. Financial reimbursement to the school does not exempt the student from punishment or criminal prosecution.

SCHOOL BEHAVIORAL THREAT ASSESSMENT

Since 2019, Texas law has required schools to have access to Safe and Supportive School Teams (SSSTs) to conduct school behavioral threat assessments (SBTA) and provide support to campuses. Each district campus has a SSST comprised of campus administrators, counselors, clinic staff, security staff, and teachers. Each SSST member has completed extensive training provided by the Texas School Safety Center.

The SSST will use the Texas School Safety Center's Behavioral Threat Assessment and Management toolkit to implement a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.

ADMISSION APPLICATION

All students are required to submit a completed application form in order to be considered for admission at Trinity Basin. All information on the application form must be filled out truthfully. Falsification or misrepresentation of any information on the application form is prohibited. If information that was falsified or misrepresented on the application form would have disqualified a student from enrollment at Trinity Basin Preparatory, then such student may be expelled from Trinity Basin Preparatory at any time following enrollment.

SECTION 2: ATTENDANCE / TRUANCY

COMPULSORY SCHOOL ATTENDANCE LAWS

To All Parents/Guardians of Trinity Basin Preparatory:

School districts are required to provide parents with information regarding compulsory school attendance laws. This information also serves as the official required WARNING NOTICE for parents and/or students as a result of non-compliance with compulsory school attendance laws.

Trinity Basin Preparatory believes regular attendance is essential to student success. The district is committed to partnering with families to remove barriers to attendance and provide support systems that help students attend school consistently and on time. In Texas, students who are at least six years of age by September 1, or who are younger than six and have previously been enrolled in first grade and have not yet reached their nineteenth birthday are required to attend school unless otherwise exempted by law. In addition, any Pre-K or Kindergarten students enrolled in school are subject to the same attendance laws as all other students.

Students are required to attend each school day for the entire period the program of instruction is provided.

Students who have an IEP or Section 504 plan are also subject to compulsory attendance laws. If a student with a disability experiences attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modification to the student's individualized education program or Section 504 plan, as appropriate.

If a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent or legal guardian is subject to prosecution under Texas Education Code § 25.093 and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a). Trinity Basin Preparatory will notify the student's parent if the student has been absent from school, without excuse, on three days or parts of days within a four-week period.

Trinity Basin Preparatory reserves the right to refer any student who misses ten or more days or parts of days within a six-month period to a truancy court. Trinity Basin Preparatory may also file a complaint against the student's parent in a county, justice, or municipal court for an offense under Education Code §25.093 if Trinity Basin Preparatory provides evidence of the parent's criminal negligence.

A parent must sign a student out at the office when leaving the campus prior to dismissal, and a parent must sign a student in when arriving at the campus after classes have begun.

Students who are absent from school for any reason will not be allowed to participate in school-related activities on that day or evening without approval from the Principal.

Students who are absent from school or from any class without permission will be considered truant and will be subject to disciplinary action.

A student absent from school for five (5) consecutive school days, without a confirmed family- related emergency or documented health issue, may be administratively withdrawn from school. Before an administrative withdrawal occurs, the district will make multiple documented attempts to contact the parent/guardian or an emergency contact using the information provided in Skyward. It is important that parents/guardians maintain accurate contact information in Skyward, including emergency contacts. The parent will have two days to contact the in an attempt to prevent the withdrawal. A parent conference will be required upon return; at this conference an Attendance Behavior Plan will be put in place.

Attendance Thresholds	Campus Action
3 unexcused absences (4-week period)	Warning Letter/Parent Contact
5 unexcused absences (6-week period)	Warning Letter/Parent Conference/Attendance Agreement
5 consecutive unexcused absences	Administrative Withdrawal
7 unexcused absences (6-month period)	Warning Letter Truancy Hearing Attendance Behavior Plan (45 Days)
10 unexcused absences (6-month period)	Truancy Notice Truancy Hearing Review Attendance Behavior Plan Truancy Referral

ABSENCE DOCUMENTATION

When returning to school after an absence, parents must submit a note to the office regarding the absence within **3 days** of return to school. Parents are highly encouraged to email their campus attendance staff either a copy of a medical note excusing an absence or an explanation of their child's absence that will serve as a parent note. Attendance emails should include the student's name in the subject line of the email and be sent to the appropriate attendance email address according to the campus their child attends. Attendance email addresses are as follows:

- attendanceTyler@trinitybasin.net
- attendanceJefferson@trinitybasin.net
- attendanceLedbetter@trinitybasin.net
- attendanceMesquite@trinitybasin.net
- attendancePafford@trinitybasin.net
- attendanceBolt@trinitybasin.net
- attendancePanola@trinitybasin.net
- attendanceGrandPrairie@trinitybasin.net
- attendanceArlington@trintybasin.net
- attendanceSouth@trinitybasin.net
- attendanceWest@trinitybasin.net
- attendanceTitanAcademy@trinitybasin.net

Parents may also reply to notifications of absences in Parent Square or enter absence documentation in Parent Square detailing the reason for the absence and such replies will be considered a parent note to excuse absences.

Sending absence documentation to the campus office via the campus attendance email or Parent Square will ensure that such documentation is not lost or misplaced and is properly recorded.

Notes from a doctor, medical provider, or court documentation, along with a limited number of parent notes allowed under district guidelines, are required for an absence to be considered excused for truancy purposes. Parent notes submitted for absences that do not qualify under these guidelines will not change the absence from unexcused to excused for truancy purposes; however, submitting a parent note is still mandatory. Parents should always provide documentation for every absence, even when the absence may not qualify as excused, as this is a critical form of communication confirming the parent is aware of and acknowledging the student's absence from school.

CODE	ABSENCE IS…	EXPLANATION
W or A	Unexcused	Student is absent; no written notes are provided to explain the absence.
E	Excused	A **doctor's note** was received to justify the absence or student is sent home by the nurse/clinic aide pursuant to clinic policy and procedure
X	Excused	A **parent note** was received to justify the absence for illness or family emergency – **Note: Limited to **six <u>days</u>** per semester. Additional parent notes will be coded as a "U"
U	Unexcused	After six days of excused absences each semester are used, all further parent notes are unexcused. Subsequent written notes from a parent to explain absences will be unexcused; any parent notes for reasons other than illness or family emergencies will also be coded as a "U".
L	Unexcused	Tardy; student arrived after 9:00 am; counted as absent per Texas Education Agency guidelines.
M	Present	Student attends a medical appointment and school on the same day. Requires a note from a medical provider; An absence will only be changed to an "M" after a note from a medical provider has been received.

The school may verify the authenticity of all notes from doctors or other medical providers. If the attendance documentation is proven to be invalid or not authentic, the absence will remain unexcused.

The following codes are used by the school to document absences:

Students who become ill during the school day will be referred to the school nurse, clinic aide, or building administrator's office for evaluation. Partial-day absences will be considered excused when the parent/guardian is contacted by the school nurse or building administrator so that the student must be picked up for the remainder of the school day. Should the parent/guardian decide to check the student out of school without being sent home by the school nurse or building administrator, this may not automatically qualify for an excused partial day. The parent or guardian must provide a doctor's note, handwritten, signed note for the partial-day absence to be considered excused.

A written note signed by the parent or guardian is still required to document the absence and verify parent awareness. Notes signed by the student, even with the parent's permission, will be considered forged and the student will be disciplined.

Students who have to be absent from school for a doctor's appointment must have documentation of the appointment.

TRUANCY PREVENTION MEASURES

Truancy occurs when a school-age child or adolescent frequently misses school without an adequate excuse.

Before referring a student or parent to truancy court, Trinity Basin Preparatory is required by Texas Education Code § 25.0915 to institute Truancy Prevention Measures. Truancy Prevention Measures are meaningful interventions aimed at addressing the root cause of a student's unexcused absences to ensure that chronic absenteeism does not undermine a student's performance and success.

Truancy Prevention Measures may include any or all of the following:

- Parent/student conference with attendance clerk, campus administration, counselor, and/or teachers
- Counseling
- Mentoring

- Student Attendance Behavior Improvement Plan
- Attendance at a Truancy Tribunal
- Signing in at the front office every morning and completing Daily Monitoring Sheets

As part of Trinity Basin Preparatory's Truancy Prevention Measures, the following steps will be taken to help families avoid prosecution:

1. Daily Contact– Parents receive a phone call and Parent Square notification via text/email each day of an unexcused absence.. This prevention measure gives the parent ample opportunity to:
    - Provide written documentation to the school attendance office to excuse the absence.
    - Address an absence recorded in error.
    - Inquire with the student regarding the nature of the absence if truant behavior is reported or suspected.

2. Notification Letters – Truancy warning letters will be emailed to the primary address listed in Skyward and/or sent home with the student upon reaching the **3rd, 7th,** and **10th** day of recorded unexcused absences. This prevention measure intends to:
    - Notify parents of the specific days their child incurred an unexcused absence.
    - Remind parents of their responsibility regarding attendance for school-aged children.
    - Warn parents of the potential for legal prosecution.

3. Parent Conferences – After the **5th** and **7th** unexcused absence, the campus will request a parent conference and/or schedule a Truancy Hearing with the district's Attendance and Retention Coordinator. These conferences aim to:
    - Encourage regular school attendance.
    - Identify and address any barriers that negatively affect school attendance.
    - Collaborate with parents to develop a plan that fosters a supportive and positive environment that results in improved school attendance.

When chronic absenteeism is being caused by stress factors at the school in the student's immediate learning environment or in the student's life outside the school, parents are encouraged to contact the school as soon as possible for assistance. Campus administration and/or the school counselor are available to work with students and parents in coming up with supports and interventions to alleviate the stress factors in the student's life, which in turn should increase student attendance.

If the student's absences are caused by a chronic illness, the Principal or Attendance Coordinator may require a statement from a doctor or health care professional verifying the illness or condition that causes the consistent days missed.

TRUANCY

Notice to Legal Guardians: If a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent or legal guardian is subject to prosecution under Texas Education Code §25.093 and the student is subject to referral to a truancy court for truant conduct under Texas Family Code §65.003(a). Trinity Basin Preparatory will notify the student's parents if the student has been absent from school, without excuse, on three days or parts of days within a four-week period.

Students who accrue 10 or more days of unexcused absences within a six-month period in a school year are deemed truant and are eligible for prosecution by a court of law.

Unsuccessful attempts to reach the parent or continued unexcused absences after Truancy Prevention Measures have been employed will prompt Trinity Basin Preparatory to refer students to truancy court and/or parents for prosecution.

In most cases, the district will file (i) a complaint against the parent if the student is under the age of 12 at the time

of the referral, (ii) a complaint against the student if the student is 12 to 18 years of age at the time of the referral, and (iii) a complaint will be filed against the parent of a 12 to 18 year old student if the district finds that the student's truancy is due to the parent's actions, decisions, or negligence.

The truancy court judge may impose fines and penalties against the student and/or parent for not attending school.

After a student who is 19 years of age or older incurs a third unexcused absence, the district is required to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

COMPULSORY ATTENDANCE EXEMPTIONS

Pursuant to Texas Education Code Section 25.087, state law requires exemptions to the compulsory attendance requirements for certain activities and events as long as the student makes up all work from the days missed. The most common activities are summarized below.

Absences will be exempt for students in All Grade Levels as follows:

- To observe religious holy days. The exemption includes one day of travel to and from the site where the student will observe the holy days.
- To attend required court appearances.
- To participate in court-ordered family visitations that cannot occur outside of school hours.
- To participate in activities related to obtaining U.S. citizenship.
- To attend a U.S. Naturalization Oath Ceremony.
- To receive services associated with a diagnosis of autism spectrum disorder.
- To receive health care services for serious or life-threatening illness and/or the related treatment plans that make student attendance unfeasible. Documentation of the health condition and/or treatment plan from a physician is required.
- If student in conservatorship of DFPS and misses school to (1) to participate in activity ordered by court or (2) to attend an activity under a service plan
- If they are students of military families whose parent, stepparent, or legal guardian is going to duty, on leave from duty, or returning from certain deployments.

Absences will be exempt for students in Secondary Grade Levels as follows:

- Students who are 15 years of age or older may be absent for one day to obtain a learner's license and/or a driver's license.
- Juniors and seniors may be absent for up to two days per school year to visit a college or university.
- Juniors and seniors may be absent for up to two days per school year to investigate a career by visiting a professional at their place of employment to determine the student's interest in pursuing a career in that profession.
- Students who are 17 years of age or older may be absent for up to four days to pursue enlistment in the U.S. Armed Services or Texas National Guard.
- Secondary students may be absent for up to two days per school year to serve as an early voting clerk.
- Students in grades 6-12 may be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Written documentation must be provided by a parent and approved by the district for these attendance exemptions to be applied to an absence.

ATTENDANCE FOR CREDIT

In order to receive credit in a class, students must be in attendance for at least 90 percent of the number of days the class is offered. All absences, including excused absences, unexcused absences, and suspensions, will be counted

when determining if a student has been in attendance for 90 percent of the class. Students who are in attendance for fewer than 90 percent of the days the class is offered shall not be given credit for the class unless an attendance committee finds that the absence(s) are the result of extenuating circumstances. It is the responsibility of the student and parent to make an appeal to the attendance committee for the awarding of credit or promotion.

Regular and on-time attendance is important to ensure the 90% attendance rule is met. A student who has 17 or more absences in a school year is at risk of having to repeat the grade level.

Middle and high school students will have attendance taken in each class period. Students must attend each class at least 90% of the days the class is offered to pass the class. Middle and high school students may have to repeat a class, even if they received a passing grade, if they did not attend that class at least 90% of the days the class is offered. Full-day attendance ensures eligibility for advancement.

Students taking high school courses must attend each class for 90% of the days the class is offered to receive credit for the class. If a student misses more than 10% of the days in a single class, they will lose credit for that class. This rule applies to each class, each semester the class is taken.

Students attending at least 75%, but fewer than 90%, of the days a class is offered may still receive credit by completing an attendance committee approved plan designed to fulfill the class's instructional requirements or for promotion from one elementary or middle school grade level to the next. The attendance committee's plan may include attendance at Saturday school, summer school, after school tutoring, or other times outside the normal school day.

If a student fails to complete the approved plan or if attendance drops below 75%, the parent and student must submit a written request to the campus attendance committee for credit consideration. Requests for credit must be submitted prior to the last day the course is offered.

It is the responsibility of the student and/or parent to track a student's attendance in the district's attendance tracking system – Skyward.

The attendance committee may consider the following extenuating circumstances for the purpose of granting credit for a class:

1. An absence based on personal sickness, sickness or death in the family, doctor's visit, weather or road conditions making travel dangerous, or any other unusual cause accepted by the CEO.
2. Days of suspension.
3. A migrant student's late enrollment or early withdrawal.

TARDY POLICY

An integral part of school attendance is promptness. Regular and timely attendance will assure that each student's education will be uninterrupted and will help to ensure they have a successful and positive academic experience. Any student not in their classroom at the beginning of the school day will be required to be signed in at the office by their parent to be admitted to class. **Parents must come inside the building and sign the student in with front office personnel for each tardy.**

Middle and High school students who arrive late to class throughout the instructional day without an official pass, will be counted as tardy.

The following progressive consequences will occur when students are tardy.

Tardies	School Action
1-2	Verbal warning from Front Office
3	Written 1st warning notification

4	Written 2nd warning notification
5	Parent/Administrator Conference
6	Afterschool Detention w/parent (1 hour)
7	Saturday Detention w/parent (3 hours)
8+	Attendance Committee issues consequence

Important Note
Tardies will "reset" each nine weeks. However, consequences may be accelerated for chronic, repeat offenders. For example, if a student reaches 3 or more tardies in a nine-week period a parent/campus administrator conference will occur in addition to disciplinary actions determined by the attendance committee.

If a tardy is due to a medical appointment, it is important to provide a doctor's note to the campus receptionist so that the tardy can be documented as an "M" and will not count against the student's tardies or unexcused absences (if the student arrives after 9am).

EARLY DISMISSAL

Early dismissals also affect student performance and achievement. Therefore, early dismissals will also be counted with tardies when administering the progressive tardy consequences listed above for each nine weeks. Students with excessive early dismissals will be referred to the attendance committee to determine appropriate actions to ensure student success.

If an early dismissal is due to a medical appointment, it is important to provide a doctor's note to the campus receptionist so that the early dismissal can be documented as an "M" and will not count against the student's attendance record.

PARTICIPATION IN AFTER-SCHOOL ACTIVITIES

Any student absent from school will not participate in any after-school activities, including performances, rehearsals, practices, games or other activities on that day without documentation of a medical appointment or other approved absence.

Any student signing in to school after 9:00 a.m. without documentation of a medical appointment or an approved out-of-school activity will be considered absent for that day and may not participate in after-school activities.

Time missed for an out-of-school performance should be limited to the duration of the performance plus reasonable travel time. Students absent for an approved performance must return to school before the end of the school day in order to be eligible to participate in after-school activities.

DRIVER LICENSE ATTENDANCE VERIFICATION

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety VOE form, signed by the parent, to the campus office at least 5 days before it is needed. The school will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: https://www.tdlr.texas.gov/driver/forms/VOE.pdf.

SECTION 3: ACADEMICS

GRADING

At Trinity Basin Preparatory, we believe grades are an important part of the learning journey. They provide a clear picture of a student's progress, growth, and mastery of academic standards while helping students, families, and teachers work together toward success.

Our grading practices are designed to reflect what students know, understand, and are able to do. More than just a report of performance, grades serve as meaningful feedback that encourages goal setting, celebrates achievement, and identifies opportunities for continued growth.

We are committed to fostering a culture of high expectations, continuous improvement, and student ownership of learning. Through ongoing communication about academic progress, families can remain active partners in supporting their child's educational success.

To ensure every student receives meaningful feedback, Trinity Basin Preparatory uses a variety of assessment tools aligned to the Texas Essential Knowledge and Skills (TEKS). These assessments help teachers monitor learning, guide instruction, and measure student mastery of grade-level expectations.

Both formative assessments (ongoing checks for understanding) and summative assessments (evaluations of learning) play an important role in the educational process. Together, they provide valuable information that supports student growth and helps ensure every learner is prepared for future success.

FORMATIVE AND SUMMATIVE ASSESSMENTS AND WEIGHTING

Formative assessment (Assessment FOR Learning) occurs during the state of learning in which students are "forming" their understanding of the concepts being taught. These grades should be a balanced representation of the types of work completed during the course of the nine-week grading period. Examples of formative assessment include, but are not limited to, class discussion, class work, independent practice, homework, teacher observation, and checkpoints. Homework may not be counted for more than 10% of the formative grade.

- **PreK-Kindergarten:** Formative assessments will occur daily for progress monitoring
- **1st-8th Grade:** Formative assessments will be weighted as 60% of each nine-week grade
- **9th-12th Grade:** Formative assessments will be weighted as 40% of each nine-week grade

Summative assessment (Assessment OF Learning) occurs at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept, and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Examples of summative assessment include, but are not limited to, quizzes and/or cumulative tests, projects, presentations, and reports.

- **PreK-Kindergarten:** Summative assessments will be 100% of each nine-week grade in regard to the standards expected at each grade level.
- **1st-8th Grade:** Summative assessments will be weighted as 40% of each nine-week grade.
- **9th-12th Grade:** Summative assessments will be weighted as 60% of each nine-week grade

PREK AND KINDERGARTEN STANDARDS-BASED GRADING SCALE

Instead of the traditional numeric and letter grades, in PreK and Kindergarten students receive marks that show how well they have mastered a set of age-appropriate skills and where they need to improve.

More specifically it:

- Reflects on how students are learning; Provides a guide for teachers, students and parents regarding expectations for the grade level
- Allows for continuity across the district regarding expectations for students
- Provides a clear way to communicate learning expectations with parents
- Focuses on student knowledge of standards and measures behavior, work habits and attitude separately

Students are marked on a scale ranging from E through N for each item on the report card to reflect the state standards/guidelines for the grade.

E = Exceeds the expectations of the state standard.
D = Developed; consistently demonstrates an understanding of the state standard.
P = Progressing; making progress towards the state standard.
N = Needs improvement in working toward the state standard, area of concern.

Some inventory items will reflect a numeric response to indicate students' current level of academic performance.

1ST – 12th GRADE GRADING

For students in 1st through 12th grades, numeric grades will be assigned for each formative and summative assessment. Grades will be weighted as indicated above. Grading designations are as follows:

A	100-90	Excellent Progress
B	89-80	Above Average Progress
C	79-70	Average Progress
F	69-0	Unsatisfactory Progress (Failing)
I		Incomplete

The assigning of a grade in a particular content area should reflect a student's mastery of the skills and content of the course. Nine-week grades shall be assigned according to the following criteria:

Reading Language Arts and Writing (RLA)

At least twelve (12) grades shall be recorded each nine weeks. Of these grades, at least three (3) shall be summative in nature. The RLA total grade shall be derived from grades from all areas of Reading and Language Arts including, but not limited to phonics, comprehension, vocabulary, fluency, composition, grammar, and spelling.

Math

At least twelve (12) grades shall be recorded each nine weeks. Of these grades, at least three (3) shall be summative in nature.

Science

Grades 1-4: At least twelve (12) grades shall be recorded in this content area each nine weeks. Teachers are permitted to give authentic grades using one assignment for multiple purposes.

Grades 5-12: At least twelve (12) grades shall be recorded each nine weeks. Of these grades, at least three (3) shall be summative in nature.

Social Studies

Grades 1-4: At least twelve (12) grades shall be recorded in this content area each nine weeks. Teachers are permitted to give authentic grades using one assignment for multiple purposes.

Grades 5-12: At least twelve (12) grades shall be recorded each nine weeks. Of these grades, at least three (3) shall be summative in nature.

Physical Education/Fine Arts/CTE/Electives

Grades 1-8: A minimum of nine (9) grades shall be recorded each nine weeks.

High School Credit Courses: At least twelve (12) grades shall be recorded each nine weeks. Of these grades, at least three (3) shall be summative in nature.

RETEACH AND REASSESSMENT

Reteaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include:

- During direct teaching as a teacher checks for understanding
- During guided practice as a teacher monitors
- During independent practice as students work individually or in cooperative learning groups
- As a teacher works with small groups during class time while other students work independently
- In a tutorial
- In an acceleration class/block

Reteaching is not simply going over the correct answers of the assignment, and it is not reteaching the material in the same way it was previously presented. Instead, the teacher must present the material in a new way, using different materials if possible and/or utilizing a different learning style.

Students in PreK-Kindergarten

For students in Prekindergarten and Kindergarten, the opportunity to reteach and reassess is required; however, it is at the teacher's discretion to determine the length of time needed for re- teach/re-assess.

Students in 1st- 12th Grades

A teacher shall reteach and reassess a targeted group of students when 40% or more of that class has failed an assessment. When less than 40% of a class has failed an assessment, a teacher shall reteach and reassess individual students who have failed the assessment.

Students who score below 70% on an assessment (excluding a Common Based Assessment, Benchmark test, or semester exams) shall be provided with a minimum of one (1) reteach opportunity in addition to the original lesson for a total of 2 learning opportunities. Reassessment follows documented reteach and may target only standards not mastered. Students may then receive one (1) reassessment opportunity after completing the reteach session.

To reassess in a timely manner, the goal is to reteach/reassess within one (1) week after the student has received feedback relevant to understand the need for reteach. It is strongly encouraged that the reteach opportunity and the reassess opportunity be differentiated from the original lesson/assessment according to the needs of the student.

Students are encouraged to put forth their best effort on all assessments and not to use the opportunity for reassessment as a means to put forth their best effort.

- The maximum grade assigned after any reassessment (formative or summative) is 70%. For example, if a student makes a 60 on the first assessment and a 95 on the reassessment, then a 70% would be recorded in the gradebook.

ACADEMIC DISHONESTY

Students who engage in academic dishonesty shall be subject to disciplinary consequences and shall still be required to do the work and/or demonstrate mastery of the content. Academic dishonesty includes cheating or copying the work of another student, possessing or sharing answers in any form (paper or digital), plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking

into consideration written materials, observation, or information from students. Parents and administrators must be notified anytime grades will be impacted by academic dishonesty. Students shall be required to reassess to determine relative mastery of the content.

- 1st offense: Student's grade on any reassessment is 70%.
- 2nd or subsequent offense: Student's grade on reassessment will be capped at 50%.

MAKE-UP WORK

Students shall be allowed to make-up work when they are absent from class. For absences, students shall have a time equal to the number of days absent from class to complete all missed assignments. Under extenuating circumstances such as long-term illness or family emergencies, the principal may choose to give students more than one day for each day missed make-up assignments. Teachers should consult their principal if they believe a student has a special situation. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion. ork not completed within the established time frame will result in a zero in the teacher's gradebook.

HOMEWORK

Homework is an important part of the learning process. It gives students opportunities to practice skills, strengthen understanding, build responsibility, and develop positive study habits. Families and teachers are encouraged to work together to help students complete assignments on time and with their best efforts as communicated within our Student/Teacher/Parent Compact.

Homework helps students:

- Practice and review skills taught in class.
- Build independence, responsibility, and time-management habits.
- Apply learning in meaningful and engaging ways.
- Explore topics more deeply through projects and extended learning.
- Share what they are learning with their families.

Homework Expectations

Homework may be assigned on a daily or weekly basis. Students are expected to complete assignments and submit them by the assigned due date. Students may also be asked to complete unfinished classwork at home when additional time is needed.

Late Assignments

We understand that students may occasionally need additional support with completing assignments. When work is late, teachers will work with students and families to help the student get back on track. The following grading guidelines apply to late assignments:

Late Assignment Days	Maximum Grade
1 day late	85%
2 days late	70%
3+ days late	50%

Family Support at Home

Families play an important role in helping students develop strong homework routines. Helpful strategies include:

- Set a consistent time and place for homework.
- Create a quiet, well-lit area with limited distractions.
- Encourage your child to complete work independently while offering support as needed.
- Break homework time into manageable portions, such as 20-minute work periods with short breaks.
- Provide encouragement and celebrate effort, growth, and persistence.
- Review due dates and help your child return completed work on time.
- Contact your child's teacher when questions or concerns arise.

Working Together
If a student has ongoing difficulty completing homework, the teacher will communicate with the family to identify challenges and create a support plan. A cparent conference with the teacher and/or campus staff may be scheduled to discuss strategies that will help the student be successful.

Our goal is to partner with families to support student learning, responsibility, and academic growth. Families are encouraged to contact their child's teacher with any questions about homework expectations or specific assignments.

MISSING WORK

Missing work will not be treated as an opt-out from learning. Teachers will document missing assignments in Skyward, notify students and parents, and provide structured opportunities for completion**.** Teachers shall develop procedures for ensuring that students complete assessments/assignments. Teachers may allow exceptions to the above conditions for extenuating circumstances following consultation with the principal. The student's failure to comply with agreed upon deadlines may result in a discipline referral to the office. Possible consequences could be:

1. The student may stay after school the following day, after parents have been notified, until the assignment is complete.
2. The parents could be required to have a conference with the campus administrator and a timeline for completion will be set by the campus administrator.
3. After school or Saturday detention may be assigned. Parents will be required to attend the detention with the student.

Intervention opportunities, tutorials, and structured completion sessions will be offered before disciplinary consequences are assigned.

Special education and 504 students ARD/IEP accommodations/modifications shall be followed as related to failing and/or missing grades/assignments. Emergent Bilingual (EB)/Multilingual (ML) students with linguistic accommodations shall be provided with those accommodations and documented.

SKYWARD Q MODIFIERS

When a student has not completed a formative or summative assessment due to absence or other extenuating circumstances, the following modifiers will be entered in Skyward.

M = Missing; calculates as a 0 in the grade average until replaced. There should not be any "M"s in the grade book at the five week- and nine-week marking period when grade books are locked down for progress reports and report cards. Students are expected to make up all assessments in a timely manner and grades will be assigned as outlined above, depending on the circumstance.

I = Incomplete; does not calculate in grade average; given only when a student has been absent and has not had sufficient time to make up the work, which is one day for each day of absence. It assumes the student will complete and submit for credit prior to the end of current grading period. Principals should be aware of any Incompletes that are given within grading periods when grade books are locked down for progress reports and report cards. Under extenuating circumstances, a teacher may allow more time to complete the work, but that must be documented when the grade change is submitted and approved by the principal.

X = Excused; student was exempt from assignment; assumes assignment will not be made up or submitted for credit; does not get calculated in grade average. The teacher must have the principal's approval to excuse any formative or summative assessments.

ACCELERATED INSTRUCTION: HB 1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or End-of-Course assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 from the 87th legislature and updated with the passage of House Bill 1416 in the 88th legislature provide that qualifying students must be:

- Assigned a TIA designated teacher for the subsequent school year in the applicable subject area;

OR

- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
    - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year. Requirements are as follows:
        - Student scored low Did Not Meet - 30 hours per subject failed;
        - Student scored high Did Not Meet - 15 hours per subject failed;
        - 3rd-grade student scored any level of Did Not Meet - 30 hours per subject failed;
        - Student scored Did Not Meet at any level for two years in a row - 30 hours per subject failed;

    o **Limited to two subjects per year**, prioritizing Math and RLA;
    o Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes effective instructional materials designed for supplemental instruction;
    o Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

The school will use student data to plan targeted educational supports to ensure students requiring accelerated instruction receive appropriate supplemental instruction.

SPECIAL POPULATIONS

The grading of special education students follows the student's IEP in conjunction with the district grading policy. When a Special Education student is failing, the teacher will notify the case manager, and a staffing or ARD meeting may be called.

The grading of Emergent Bilingual/Multilingual learners should reflect their linguistic accommodations as determined by the student's Language Proficiency Assessment Committee (LPAC). Emergent Bilingual/Multilingual learners should not have failing grades based only on their inability to speak English. If a student is failing, the teacher will review the current linguistic accommodations to determine if additional supports are needed.

STUDENT EXTRACURRICULAR ELIGIBILITY

Student eligibility for participation in extracurricular activities is affected by grade averages. Students who are failing a class at the end of the nine-week grading period are ineligible to participate in extracurricular activities. At the progress report time, a student may regain eligibility if they are passing all classes. Extracurricular activities are those activities in which practice/rehearsal and participation occur outside of the school day and are generally voluntary in participation.

AWARD OF CREDIT

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services.

Attendance for Credit

In order to receive credit in a class, students must be in attendance for at least 90% of the number of days the class is offered. All absences, including excused absences, unexcused absences, and suspensions, will be counted when determining if a student has been in attendance for 90% of the class. Students who are in attendance for fewer than

90% of the days the class is offered shall not be given credit for the class unless an attendance committee finds that the absence(s) are the result of extenuating circumstances. It is the responsibility of the student and parent to make an appeal to the attendance committee for the awarding of credit or promotion.

High School Credit Courses
Students who take a high school course will receive full credit for the course if their final grade is 70 or above.

For two-semester courses where a failing grade was earned one semester, a student will receive one full credit if the final grade is 70 or above. If the final grade is 69 or below, a student may receive 0.5 credits if they earned a passing grade for one of the two semesters.

Dual Credit Courses
Dual credit courses are college level courses taught by instructors certified by an institution of higher education in partnership with Trinity Basin Preparatory that also meet the requirements for high school credit. These courses will be aligned to the calendar, schedule, grading policy, and procedures outlined by the partnered institution of higher education. Some dual credit courses are subject to eligibility requirements such as TSIA/SAT/ACT assessment scores or credit earned in specific prerequisite courses. Please reach out to the campus principal for additional information on dual credit courses.

PROMOTION

PreK-Kindergarten
Promotion of PreK and Kindergarten students will be based on the summative mastery of the state standards in conjunction with feedback from teachers, parents, and administration.

1st-12th Grades
Mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70% or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70% of the objectives shall be required.

Promotion to the next grade level shall be based on an overall average of 70% on a scale of 100% based on course-level, grade-level standards (essential knowledge and skills) for all subject areas. The Grade Placement Committee will meet with parents if retention is considered.

Special education students will be evaluated for success according to the achievement of the Individual Education Plan (IEP) goals and mastery expectations.

SEMESTER EXAMS FOR HIGH SCHOOL CREDIT COURSES

Each high school credit course will have a semester exam during the last week of the fall and spring semester.

Semester grading calculation will be as follows:
Combined average of each Nine Weeks **90%,** Semester Exam **10%**

Semester Exam Exemption: Juniors and Seniors have the opportunity to be exempt from taking semester exams. These exemptions are determined by individual course and students must meet all of the criteria below:

a. 3 or less absences (excused or unexcused) for the semester for the course.
b. A combined semester average of 80 for the 2 nine weeks within the semester.
c. No days of ISS/OSS for the semester.
d. No outstanding fines or fees.

If a student is exempt from taking a semester exam, the combined average of each nine weeks in the semester will be used as the final semester grade.

HIGH SCHOOL SPECIFIC GUIDELINES

Course Catalog

Information about the high school graduation plan and course options can be found in the Titan Academy Course Catalog.

Student Classification

The classification of high school students is determined on the basis of state credits earned.

- By state law, each student entering high school shall have a four-year graduation plan developed in conjunction with his/her parents and counselor. This plan is to appropriately pace the student's academic career to graduate on time.

- Grade 9 students are to be enrolled in the Foundation High School Graduation Program with an endorsement which requires 26 credits (22 required credits and four credits of an endorsement for 26 total credits). A student cannot graduate under the 22 credit Foundation High School Plan without an endorsement unless:
    - A meeting is held with the parent, student, counselor, and principal; and
    - The appropriate paperwork is completed to change the graduation plan.

  Entering freshman and out-of-district transfer students will be assigned a grade level based on the following credit classification. Only courses counting toward state graduation credits are included; local credit courses do not count. Reclassification occurs before the beginning of each school year and in some special cases at other times for state testing purposes or early graduation requirements.

TBP Grade Classification with endorsement all require 26 credits for Graduation	
Grade Level Classification	**Required State Course Credits Earned**
Foundation with an endorsement	9th Grade − Freshman 0 credits
	10th Grade − Sophomore 6 credits (3 must be core)
	11th Grade − Junior 12 credits (6 must be core)
	12th Grade − Senior 18 credits (9 must be core)

Calculation of High School Student's GPA

In order to compute a student's Grade Point Average (GPA), semester grades are given numerical weights.

Regular courses will be weighted on a 4-point scale.
Honors courses will be weighted on a 4.5-point scale.
Dual Credit courses will receive weight based on a 5-point scale.

Grade	**Dual Credit**	**Honors**	**Regular/On-level**
97 & above	5.0	4.5	4.0
94-96	4.8	4.3	3.8
91-93	4.6	4.1	3.6
87-90	4.4	3.9	3.4
84-86	4.2	3.7	3.2
81-83	4.0	3.5	3.0
77-80	3.8	3.3	2.8
74-76	3.6	3.1	2.6
71-73	3.4	2.9	2.4

70	3.0	2.5	2.0
69 or below	0	0	0

Clarification of Grade Scales for GPA calculation

Coursework on 5-point scale	• Dual Credit college coursework approved and offered at TBP • Dual Credit college coursework transferred from another accredited high school • Advanced Placement coursework transferred from another accredited high school • International Baccalaureate coursework transferred from another accredited high school
Coursework on 4.5-point scale	• TBP coursework designated as honors level • High school core content coursework taken in the 8th grade • Transfer coursework that is officially designated as honors or Pre AP by an accredited high school
Coursework on 4-point scale	• All regular high school coursework taken at TBP • All regular coursework taken at an accredited high school and transferred to TBP • All correspondence coursework from accredited organizations • Any credits earned through credit by exam

Students are welcome and encouraged to pursue additional college coursework that is not a part of the TBP dual enrollment program. Such coursework is a benefit for college acceptance but will not be added to the high school transcript or be added to the TBP GPA calculation.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, TBP shall calculate class rank when grades (including dual enrollment) are completed at the end of the second semester/term.

For the purpose of applications to institutions of higher education, TBP shall also calculate class ranking as required by state law. TBP 's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class ranking for the purpose of automatic admission under state law.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be eligible students with the highest and second highest ranking, respectively. GPA will be calculated at the end of the 5th Six Weeks. To be eligible for such recognition, a student must:

- Have completed the Recommended Program/Distinguished Achievement Program, or the Foundation Program with Endorsements and Distinguished Level of Achievement for graduation
- Have completed 18 state credits before the first day of the school year in which graduation requirements are completed; and
- Have been continuously enrolled in TBP for two years immediately preceding graduation.

Breaking Ties

In case of a tie in either the weighted GPAs or the weighted numerical grade averages, after calculation to the thousandths place, TBP shall recognize all students involved in the tie as sharing the honor and title.

Highest Ranking Graduate

The local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest ranking graduate for purposes of receiving the scholarship certificate from the State of Texas. The highest ranking graduate will be calculated after the end of the last grading term.

GENERAL GRADING GUIDELINES AND PROCEDURES FOR TEACHERS PRE K – 12th GRADES

- Every teacher must keep a grade book. Teachers are required to use the online electronic grading system in SkywardQ. The accuracy of all report cards and progress reports lies with the teacher.
- Principals and Assistant Principals automatically have access to all grades.
- All grades are standards-based and aligned with the Texas Essential Knowledge and Skills (TEKS). Grades are not to be given for effort or for things such as discipline rewards, returning signed documents, dressing up for Halloween, or good attendance. Grades are for academics.
- A student's grade may not be penalized when they are tardy to class, fail to put their name on the paper, use pencil instead of pen, etc. None of these behaviors is related to the mastery of the TEKS or the Pre-K Guidelines. Refer to the student code of conduct for student behavior. A student's grade may not be penalized when they do not participate in an activity or performance outside the school day.
- PreK3 and PreK4 students will only have report cards at the end of the 2nd, and 4th, nine week grading periods. All other grade levels (K-12th) will have report cards after each grading period.
- Grading for special education students should follow guidelines outlined in the student's IEP. The teacher should have a copy of the student's modification plan in the classroom.

GRADING GUIDELINES AND PROCEDURES FOR TEACHERS SPECIFIC TO 1ST- 12th GRADES

- All assignments and tests must be graded in a timely manner. The work has little value for students unless they receive immediate feedback.
- Teachers should use a standard naming convention for assignments to allow for ease in identification.
- Grades must be posted weekly by classroom teachers. A minimum of one formative assessment per week should be posted. Parents have access to their child's grades with the expectation that grades are posted in a timely manner.
- Grades for assignments given during one nine-weeks may not be held over for the next nine weeks. Complex or lengthy projects, however, may overlap nine weeks if the overlap is a planned one, not just a failure to get one's grades done. Teachers must communicate to students in advance how the grades will be counted.
- Teachers may drop grades as long as the minimum number of grades per nine weeks is met. For any nine weeks, a teacher may exceed the minimum grades per subject.
- Teachers will enter in SkywardQ the actual grade received on an assignment or test. Progress report, nine-week and semester grades will be calculated as outlined in the policy and will be posted on the progress report or report card as calculated. Teachers should encourage students to take advantage of the opportunities for reteach and reassessment to ensure mastery of the TEKS and passing grades.
- Grading periods are defined according to the official school district calendar.
- Progress reports for every student will be posted in Family Access at the end of the first four weeks of each nine-week grading cycle, excluding the first four weeks of the school year.
- When a student has been in attendance less than four weeks of a nine-week period, the TBP average grade and previous school's average grade should be averaged together. (These grades may be "weighted" according to the number of days for which each average grade was taken.) If grades have been received from another school, the average can be entered multiple times to average it with the current assignment grades.
- The same assessment may not be counted more than twice in the grading system.
- Grades should be spread throughout the nine week grading period.

GRADING REGULATIONS

- I or Incomplete is to be given only when a student has been absent and has not had sufficient time to make up the work, ordinarily one day for each day of absence. Under extenuating circumstances, and with principal

approval, a teacher may allow more time but that must be documented with reasons when the grade is changed.

- No grades may be changed unless the teacher made an error in computing or recording a grade, or unless an incomplete grade is being removed, and/or transfer grade is being entered.
- Principal will require an explanation for any grade change, and none may be made except with principal approval. All reasons for grade changes must be documented in Skyward.
- Teachers are responsible for the complete accuracy of their grade reports.

ACCOUNTABILITY STANDARDS

- District guidelines must be observed by all teachers and will override any campus-based management decision.
- Gradebooks must reflect the documentation to support evidence of mastery and/or the grading period grade in each subject.
- Teachers must complete grade entries by the assigned due date and time for each grading period.
- Campus administrators shall monitor gradebooks to ensure grades are entered timely, minimum grade requirements are met, missing & incomplete grades are addressed, and students with failing averages have documented parent contact and intervention plans.

TESTING

The Texas Education Agency requires that the State of Texas Assessments of Academic Readiness (STAAR) test be administered to all eligible students in third through eighth grades. The test is designed to assess mastery of the state curriculum.

Students are also required to pass five STAAR End-of-Course assessments in order to graduate from a Texas public high school. These tests include English I, English II, Algebra I, Biology, and U.S. History.

Parents will be notified of all STAAR and important district test dates as they approach. Examples of additional assessments given to students annually are: NWEA-MAP, Imagine Learning, literacy screenings, Fitnessgram, Texas English Language Proficiency Assessment System (TELPAS), TEA interim assessments, and district TEKS-based assessments.

TUTORING

Teachers may provide tutoring in core subject areas before or after school on a regular schedule. Students who are invited to tutoring will receive information regarding dates and times and must return a signed parental permission slip before tutoring begins. Any student who has not been invited to tutoring or who has not returned a permission slip will not be permitted to stay on campus later than the regular scheduled pick-up time.

The school will notify parents of students who are invited to tutoring of the specific days and times that tutoring will occur.

Parents should pick up their children promptly at the conclusion of tutoring. If a parent is more than 10 minutes late picking up their child, the teacher will begin calling all phone numbers on file for that parent including home, cell, work, and emergency contact numbers. If the parent or any other contact cannot be reached within 20 minutes, the school will contact law enforcement authorities. If the parent has an emergency that causes them to be late to pick up their child, they must contact the school as soon as possible regarding the emergency.

Parents who are more than 10 minutes late two times in one semester will be required to have a conference with the Principal, or their designee, in order for their child to remain in tutoring.

TEXTBOOKS

Textbooks are issued by the school. Students are expected to take care of textbooks so that they are always kept clean and in good condition. If a textbook is lost or damaged, the student will be charged a fee to replace the book. Individual campuses or teachers may have additional guidelines for care of textbooks.

PARENT CONFERENCES

Parents are required to attend two mandatory conferences per year. Additional conferences may be required:

1. If the student is not maintaining passing grades or achieving the expected level of performance;
2. If the student presents any other problem to the teacher;
3. In any other case the teacher considers it necessary; or
4. If the student is missing assignments.

The administration encourages a student or parent who wants information or wants to raise a question or concern to confer with the appropriate teacher or Principal. **A parent who wishes to confer with a teacher should contact the teacher directly or may call the office and leave a message for the teacher.** Teachers will return phone calls during their conference period or at the end of the day and will schedule the conference at a mutually convenient time.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are those activities in which practice/rehearsal and participation occur outside of the school day and are generally voluntary in nature.

Students shall be permitted to participate in extracurricular activities, subject to the following restrictions:

1. A student participating in an extracurricular activity will be suspended from participation after a grading period in which the student receives a grade lower than a 70 on a scale of 100 in any academic class. This suspension continues for four weeks. The grades will be subsequently reviewed at the end of each four-week period. The suspension will be removed if the student's grade in <u>every</u> class is equal to or greater than 70 at the end of the next four-week period.
2. Students shall be limited to no more than ten activity-related absences per year per class in order to participate in school-related or school-sanctioned activities on or off campus.
3. An ineligible student may practice or rehearse at the discretion of the principal.
4. A student who misses a class because of participation in an activity that has not been approved will be considered absent.
5. Participation in extracurricular activities may be suspended by the campus administrator for violations of the school's Student Code of Conduct.
6. Students must participate in required tutoring sessions even when they conflict with extracurricular activities.

Students who participate in school related athletics must have a physical prior to beginning practice with the team.

Sponsors of student clubs and performing groups may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization.

SECTION 4: CAMPUS PROCEDURES

STUDENT ARRIVAL AND DISMISSAL

We are committed to maintaining a safe environment for our students. Therefore, we need cooperation from all involved in the arrival and dismissal process. Parents, friends and relatives are expected to act courteously and respectfully when on school property. Each campus has specific procedures in place for student arrival and dismissal, and each student and parent is expected to be familiar with them and abide by them at all times. Below are general guidelines that apply to all campuses.[1]

- If a parent is picking up a student to walk them home, they must go to the designated area.
- Only designated areas are to be used to pick up and drop off students. Students should not be dropped off in the street in order to avoid traffic in designated drop-off areas as this jeopardizes student safety.
- Parents and students must obey all traffic ordinances and codes as they relate to vehicles and pedestrians.
- To ensure safety, all students, staff, and visitors are to follow the designated traffic flow patterns and speed. Drivers should pay close attention to staff members directing traffic and refrain from using their cell phone when in the carpool line. Parents should remain in their vehicle when dropping off or picking up their children; staff will closely monitor students until they are safely in their vehicle. Students are not permitted to cross in front of traffic without adult supervision.
- If it is necessary for a parent to meet with a teacher, they must park in a designated spot. Parking in the fire lane near the building or in designated handicapped spots without an official permit is never permissible.
- **Early Release:** If a student must be picked up from school early, they must be picked up at least 30 minutes before the end of the school day. Students will not be released to parents, guardians, or anyone else authorized to pick up the student during the last 30 minutes of the school day.
- **Late Pick Up:** **All** students remaining on campus 20 minutes after the campus's dismissal time will be escorted to the office in order to contact their parents. If a student is waiting in the office, the parent will need to park, come to the office, and present a government issued photo ID to sign out their child(ren). At this time, they must also provide a reason for their late arrival to pick up the student. Parents who consistently pick their children up late will be subject to consequences assigned by the campus administrator, including but not limited to detention or a parent conference with a campus administrator.
- No student may remain at school unsupervised waiting for a sibling to participate in tutoring or any extracurricular activity.
- Students in 5th grade and above may leave campus alone as walkers. Students in 4th grade and below may only leave as a walker when picked up by someone with permission to pick up the student. Students in 4th grade and below may walk home with an older sibling. Campus administration may alter this to best meet the needs of individual students and to ensure the safety of all students.
- Anyone picking up a student must be at least 16 years of age and on file as having permission to pick up the student. Parents and guardians must enter a request in Skyward Family Access to grant permission for additional people to pick up their child. It is the responsibility of parents to ensure that this list is accurate and updated.

[1] Trinity Basin Preparatory is not responsible for any accidents or property damage in the pick-up lane, drop-off lane, or in the parking lot area.

- Anyone that is picking up a student from the office, either for early release or at the end of the regular dismissal time, must have a government issued photo ID to present to the front office staff or have the school issued dismissal card to sign the student out.

- Smoking and vaping is not permitted when on Trinity Basin Preparatory property including in the pick-up lane, drop off lane, or in the parking lot area.

BAD WEATHER/EMERGENCY SCHOOL CLOSING

In the event of bad weather or other events requiring school closure, school closings will be announced on all major TV channels in the DFW area including ABC (Channel 8), CBS (Channel 11), Fox (Channel 4), NBC (Channel 5), and Telemundo (Channel 39). The school will also use the automated notification system (email, text, and phone), the school's website, and social media channels to notify parents of school closings.

CHANGE OF CONTACT INFORMATION

For the safety of our students, it is important that the school always has accurate contact information for each student's parents and other adults who are designated as emergency contacts and have permission to pick up the student from school. As soon as a student's, parent's or emergency contact's address and/or phone number has changed, parents should provide updated information to the school. Parents will be required to update their address in Skyward Family Access in order for this information to be updated. These forms are always available in the school's office.

CAFETERIA SERVICES

All Trinity Basin Preparatory campuses participate in the U.S. Department of Agriculture's (USDA) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the district establish nutrition guidelines for foods and beverages sold to students during the school day on each campus that promote student health and reduce childhood obesity.

In exchange for receiving cash subsidies and USDA foods for each reimbursable meal served to students, Trinity Basin Preparatory must serve meals that meet federal meal pattern requirements as well as follow other guidelines set forth by the US and Texas Departments of Agriculture.

Breakfast will be served in the classroom for elementary students and from a breakfast cart for middle and high school students. All students will eat breakfast in their classroom before beginning instruction.

The cafeteria includes a hot lunch line. Menus are posted each month on the school's website. The school cafeteria is operated for the convenience and health of the students. Our menus meet the recommended dietary guidelines of the National School Lunch and Breakfast Program and are designed to reflect the students' diverse tastes. Students are encouraged to try all food on their plate but will not be required to eat it all. If a student has a food allergy, the parent should notify the district nurse or campus clinic aide and the school's Vice Principal.

Trinity Basin Preparatory operates the lunch program under Community Eligibility Provision (CEP). Therefore, meal applications are not collected by the Food and Child Nutrition Program. In order for lunch to be free, it must be considered a reimbursable meal per USDA guidelines. A reimbursable meal must include an item in at least 3 of the following categories, one of which must be a fruit or vegetable: grain, milk, fruit, vegetable, meat/meat alternative.

If a student does not select a reimbursable meal, they will be charged for each item selected. For instance, a student who just takes milk will be charged for the milk as it is not part of a reimbursable meal. In addition, if a student adds an additional item to a reimbursable meal they will be charged for the additional item. For instance, if a student gets a complete reimbursable meal with a milk and then chooses an extra milk they will be charged for the additional milk.

All students are required to be in the cafeteria or designated area during lunch time whether they eat a school lunch or bring their lunch. If a parent/guardian desires to prepare his or her student's meals at home, please note that glass containers and knives are prohibited for safety reasons. The microwave is not allowed to be used for student lunches

or by parents.

All food received in the cafeteria must be consumed in the cafeteria. Per USDA guidelines, food from the cafeteria may not be taken out of the cafeteria to be eaten at a later time.

Parents may eat lunch with the child only on days designated by the campus. Parents may not eat off their child's plate. Parents may either purchase a meal at the school or bring an outside meal to eat. No one other than the student who received the meal may eat the cafeteria meal. Parents may only bring lunch for their own child.

If a student forgets their lunch at home, parents must drop off the lunch at the school's office before 10 am. Excessive lunch drop offs for a student will result in a conference with the principal.

The school encourages students to adopt healthy eating behaviors. To support that goal, parents should not bring fast food meals for their child's lunch.

All school rules are to be followed in the cafeteria. Failure to follow school rules will result in disciplinary action.

- Stay in line and wait your turn.
- Cooperate with staff on duty.
- Speak quietly. A quiet voice shows consideration for others.
- Before you leave:
  - Clean your table
  - Leave the floor clean
  - Put cartons and napkins in the trash can

The cafeteria is not only a place to enjoy the company of friends, but to practice good table manners, and to engage in quiet talking and good behavior. All students must remain in the cafeteria for the duration of their lunch period unless given express permission to leave the cafeteria by an authorized school employee. In keeping with the safe school campus, students throwing any food or other items in the cafeteria will be subject to disciplinary action.

Trinity Basin Preparatory uses RevTrak for payments of for a la carte charges.

Questions regarding any aspect of the meal program should be directed to Juan Lopez, Child Nutrition Coordinator, at 214-946-9100.

SOCIOECONOMIC INFORMATION FORM

Trinity Basin Preparatory is required to collect the socioeconomic status of each student as a performance indicator for student achievement (TEC § 39 for Texas state requirements and ESSA §§1111 and 1116 for U.S. Department of Education requirements) and for use in disbursement of federal funds (ESSA §1113).

Trinity Basin Preparatory requests that families complete this form in order for the District to receive Title I and State Compensatory Education funding, which will directly benefit each campus. Title I and State Compensatory Education funding can be used to hire personnel, provide tutoring services, order technology, and provide professional development for teachers.

CLOSED CAMPUS

Students attending Trinity Basin Preparatory shall not leave campus during lunch or at any other time during the regular school day. The Principal shall consider special circumstances on an individual basis and only after having received prior written communication from a student's parent(s). Students leaving campus without administrative approval shall be subject to disciplinary action.

CLUBS AND ORGANIZATIONS

Student clubs and organizations may establish rules of conduct and consequences for misbehavior that are stricter than those for students in general. A club violation is also a violation of school rules and the consequences specified by the school shall apply in addition to any consequences specified by the organization. In addition, participation in student clubs and organizations may be suspended by the campus administrator for violations of the Student Code of Conduct. Regarding matters of disciplinary action, the administration reserves the right to make the final decision.

TECHNOLOGY RESOURCES

Computer Resources and Network Services Acceptable Use Guidelines

Access to technology resources is available to students at Trinity Basin Preparatory. These services are a vital asset for accessing vast, diverse, and unique resources. Our goal in providing these resources is to promote educational excellence at Trinity Basin Preparatory.

Students must abide by the following guidelines when using school technology resources.

A. General Use

- The use of school technology must be in support of education and research and be consistent with the educational objectives of Trinity Basin Preparatory.
- Student credentials may not be given to any other individual and students may not attempt to use anyone else's account.
- Students are prohibited from changing any computer settings and/or configurations.
- Students may not install any software, including, but not limited to, commercial software, shareware, freeware, original software, and/or utilities onto school computers or networks.
- Students may not upload any material to any Trinity Basin Preparatory technology device.
- Students are not allowed to open computer cases or make modifications to computers.
- Students are prohibited from using any resource for personal use.
- Students are prohibited from using any resource for illegal use, including hacking or cyberbullying.
- Students may not make audio or video recordings at school or school-sponsored events or on school-devices unless authorized by a staff member for educational purposes.

B. Internet/Electronic Communications Use

- Students are expected to understand that electronic communications are not private. Network administrators may review all activity to or from the Trinity Basin Preparatory network to verify appropriate use.
- Students must use network etiquette by communicating politely with appropriate language. Abusive messages to others, swearing, and use of vulgarities and other inappropriate language are not permitted.
- Students may not reveal personal information, except with a teacher's permission or to request college information.
- Students may not reveal names, personal addresses, and/or phone numbers of others.
- If a student identifies or has knowledge of a security problem on the network, the student must notify the teacher immediately. The security problem should not be shown or demonstrated to other students.
- Students are to visit only district approved internet sites that are appropriate for students and support school learning objectives.
- Students are to notify their teacher immediately if they should encounter any material or electronic communication that is inappropriate, including obscene material, child pornography, pornographic material, material that is harmful to minors or bomb threats. The inappropriate material should not be shown to other students.

- Students must not respond to any electronic messages that are inappropriate and should notify their teacher immediately upon receipt.
- Students are prohibited from impersonating other individuals by any means, including but not limited to, falsifying email, electronic accounts such as on a social networking site, and logging in as another user.
- Students are prohibited from transmitting and/or displaying obscene messages or pictures (pornography).
- Students may not download or install any programs.

C. Computer Ethics

- Students are expected to observe copyright law in their use of electronic media.
- Transmission of any material in violation of any U.S. or state law is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret. Illegal activities are strictly prohibited.
- Use of school technology for commercial activities is not acceptable.
- Use of school technology for product advertisements or political lobbying is also prohibited.
- Students may not use the network in such a way that would disrupt the use of the network by other users (e.g. uploading and/or downloading huge files during peak usage times; sending frivolous mass e-mails, such as chain letters; annoying other users electronically).
- Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy equipment, data of another user, the Trinity Basin Preparatory network, or other networks that are connected to the Trinity Basin Preparatory services. This includes, but is not limited to, the uploading or creation of computer viruses.

D. Consequences

Violation of the Computer Resources and Network Services Acceptable Use Guidelines may result in disciplinary action, up to and including:

- Loss of computer privileges for any length of time, up to the remainder of the school year, as determined by the campus administrator.
- Detention
- Suspension
- Expulsion
- Financial responsibility for all costs associated with system restoration including labor, hardware or software repair/replacement, and restoring the integrity of data.
- Criminal charges

The district's Internet Safety policy is posted on the district website.

COPPA NOTICE

The Children's Online Privacy Protection Act (COPPA) is a federal law governing the online collection of personal information from children under 13 years of age. The rules spell out what a website operator must include in a privacy policy, when and how to seek verifiable consent from a parent and what responsibilities an operator has to protect children's privacy and safety online. Trinity Basin Preparatory utilizes several educational software applications and web-based services that are operated by third parties. These outside parties are under the District's direct control with respect to the use and maintenance of student data. Parents wishing to deny access to these educational tools must do so in writing to the campus principal indicating their child should be denied access to these tools. Examples of these tools are *Google Workspace for Education*, online presentation sites, and other digital resources. More information regarding COPPA is available on the Federal Trade Commission website at www.ftc.gov.

AI (Artificial Intelligence)

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think and learn. It can perform tasks that typically require human intelligence, such as understanding language, recognizing patterns, solving problems, and making decisions. In the education context, AI can support personalized learning, automate administrative tasks, and provide interactive and engaging learning experiences. As AI technologies evolve, it's imperative to establish clear guidelines to leverage these tools effectively and ethically within our schools.

This policy outlines the principles and rules governing the use of Artificial Intelligence (AI) tools by students within the K-12 educational environment. The aim is to ensure that students engage with AI technologies responsibly, ethically, and effectively to enhance their learning experiences while safeguarding their privacy and well-being.

This policy applies to all AI technologies and platforms accessed or used by students within the school premises, for school-related tasks, or through school-provided devices and networks.

Responsible AI Use

Students must use AI tools solely for educational purposes as directed by teachers or school authorities. Using AI for non-educational activities or submitting AI work as original student work within the school context is prohibited.

Ethical Conduct

Students are expected to use AI technologies ethically, respecting copyright laws, privacy norms, and the intellectual property rights of others. AI should not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work. AI work must not be submitted in the place of student work.

Privacy and Data Protection

Students must be cautious when interacting with AI tools that require personal information. Sharing sensitive or personal data without proper authorization or oversight is prohibited. Students should understand the risks and implications of data sharing and seek guidance from teachers when necessary.

Respectful Interaction

Any form of communication with or through AI tools, including chatbots or virtual assistants, must adhere to the same standards of respect and decency expected in human interactions. Abusive, harmful, or disrespectful conduct through AI platforms is unacceptable.

Safety and Security

Students must not use AI to access or disseminate harmful or inappropriate content. They should immediately report any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use to school authorities.

Resource Responsibility

AI resources such as software, chatbots, or assistants should be used responsibly and not abused for the ease of use in creating original content. Students should ensure that AI tools are used responsibly, without unnecessary ethical implications.

Monitoring and Compliance

The school will monitor the use of AI technologies to ensure compliance with this policy. Monitoring will be conducted in an ethical manner, respecting the privacy and rights of students.

Violations of this policy may result in disciplinary action, including but not limited to, restriction of access to AI resources, educational interventions, or other disciplinary measures as deemed appropriate by the school administration.

DEVICE USE HANDBOOK

Students at Trinity Basin Preparatory may be issued a device (Chromebook, iPad, or lab computer) for use in school and/or at home. This document provides students and their parents/guardians with information about taking care of

the equipment, using it to complete assignments, and being a good digital citizen.

Students and their parents/guardians are reminded that use of technology is a privilege and not a right and that everything done on any device, network, or electronic communication device may be monitored by school authorities. Inappropriate use of the technology can result in limited or banned computer use, disciplinary consequences, removal from courses, loss of credit, receiving a failing grade, and/or legal action. Students and their parents/guardians are responsible for reviewing the Device Use Agreement.

Ownership of the Device

Trinity Basin Preparatory retains sole right of possession of the device. The devices are loaned to the students for educational purposes for the academic year. Moreover, Trinity Basin Preparatory administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access and to alter, add, or delete installed software or hardware.

Responsibility for the Device

Students and parents are solely responsible for the device issued to them and must adhere to the following. Students:

- must comply with the Device Use Handbook, the Student Device Agreement, the Student Handbook, and all policies of the school district when using their device.
- must treat their device with care and never leave it in an unsecured location.
- must keep their device in a protective case when traveling.
- must promptly report any problems with their device to their homeroom teacher.
- may NOT remove or interfere with the serial number, asset tag, or other identification.
- may not attempt to remove or change the physical structure of the device, including the keys, screen cover or plastic casing.
- may not attempt to install or run any operating system on the device other than the operating system supported by the school.
- must not clean the screen with anything other than approved computer screen cleaners.
- must not attempt to install or run any applications, extensions, or 3rd party software other than the programs supported by the school.

Taking Care of Your Device

Students are responsible for the general care of the device which they have been issued by the school. Devices that are broken or fail to work properly must be reported to a teacher or campus computer support. If a loaner device is warranted, one will be issued to the student until their device can be repaired or replaced.

General Precautions

- No food or drink is allowed next to your device while it is in use.
- Cords, cables, and removable storage devices must be inserted or removed carefully.
- Students should never carry their device while the screen is open unless directed to do so by a teacher.
- Devices should be shut down when not in use to conserve battery life.
- Do not expose your device to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the device.
- Always bring your device to room temperature prior to turning it on.

Carrying the Device

The protective shell or case of the device will only provide basic protection from everyday use. It is not designed to prevent damage from drops or abusive handling. The device must be carried inside the District provided padded messenger bag that comes with each Chromebook or the District approved case that comes with each iPad. While the device is in the messenger bag or case it should still be handled with care. For example, you shouldn't toss the bag or drop the bag if your device is inside.

Screen Care

The device screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage

from excessive pressure on the screen.

- Do not lean on top of the device.
- Do not place anything near or on the device that could put pressure on the screen.
- Do not place anything in a backpack that will press against the screen.
- Do not poke the screen on a Chromebook.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the device. You can also purchase individually packaged pre-moistened eyeglass lens cleaning tissues to clean the screen. These are very convenient and relatively inexpensive.

Accessing the Internet at Home and Elsewhere

Students are allowed to connect to wireless networks when their device is at home or in other venues where connectivity is offered (library, etc.).

When connecting from home, students and parents should be aware that a District account is still being used, so website monitoring and filtering is still being done. No matter the location, students are always using their account assigned by the District.

Printing

Chromebooks will not support a physical printer connection. If printing is required at school, a teacher will be required to print a document.

Managing Your Files and Saving Your Work

Students may save documents to their Google Drive or Microsoft OneDrive. Saving to Google Drive or Microsoft OneDrive will make the file accessible from any computer with internet access. Students using Google Drive or Microsoft OneDrive to work on their documents will not need to save their work, as the Drive will save each keystroke as the work is being completed.

Personalizing the Chromebook

Chromebooks must remain free of any decorative writing, drawing, stickers, paint, tape, or labels that are not the property of Trinity Basin Preparatory. Spot checks for compliance will be done by administration or District technology staff at any time.

Software on Chromebooks

Originally Installed Software: Chromebook software is delivered via the Chrome Web Store. These are web-based applications that do not require installation space on a hard drive. .All Chromebooks are supplied with a Google Chrome Operating System (OS) version that is current and compatible with required district applications and services. The Chrome OS will automatically install available updates when the computer is shut down and restarted. From time to time the school may add software applications for use in a particular course. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school as well.

Virus Protection

Virus protection is unnecessary on the Chromebook due to the unique nature of its design.

Additional Software

Students are unable to install additional software on their Chromebook other than what has been approved by Trinity Basin Preparatory.

Inspection

Students may be selected at random to provide their Chromebook for inspection. The purpose for inspection will be to check for proper care and maintenance as well as inappropriate material being carried into the school.

Monitoring of Use

In compliance with state and federal regulations, the district utilizes CIPA (Children's Internet Protection Act) compliant filtering. The district also uses third-party solutions to monitor content for threats, violence, and illegal activity. Notifications come to campus administration regarding suspicious activity and, when concerns are identified, disciplinary action and/or parent contact may occur. Students should be aware that there should be no expectation of privacy when using the district network or equipment.

Device Identification

Devices will be labeled in the manner specified by the school. Devices can be identified in the following ways:

- Record of serial number and Trinity Basin Preparatory asset tag
- Individual's Google Account username

*Under no circumstances are students to modify, remove, or destroy identification labels.

Device Undergoing Repair

- A loaner device may be issued to students when they leave their device at the school for repair.
- If repair is needed due to malicious damage or any other misuse, the school may refuse to provide a loaner device.
- Repaired devices will end up with the original factory image as first received. It is important that students keep their school data synced to cloud drives so documents and class projects will not be lost.
- Students and parents may be charged for device damage that is a result of misuse or abusive handling.

Responsibility for Electronic Data

Users of school technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the device, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

Copyright and File Sharing

Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

Damage and Repair

The school will repair or replace damaged equipment resulting from normal use. Minor inconsequential damage resulting from normal wear and tear, defined as the gradual deterioration of the device due to normal use, is expected and will not result in disciplinary consequences or charges to the parent or student. All other breakages will be the responsibility of the student to pay for. The school will make its best attempt to purchase replacement parts at the best possible price. Loss or theft of the device is also the student's responsibility and will result in the student being charged the full $200.00 replacement cost to purchase a new device. Trinity Basin Preparatory uses RevTrak for payments of equipment repair fees.

Parents' Guide to Safe and Responsible Student Internet Use

Trinity Basin Preparatory recognizes that with new technologies come new challenges to both teachers and parents. Below is a series of suggestions drawn from a wide variety of professional sources that may aid you, the parent, in effectively guiding your student's use of the device.

- Take extra steps to protect your child. Encourage your child to use and store the device in an open area of your home, such as the kitchen or family room, so you can monitor what your child is doing online. Use the internet with your child to help develop safe surfing habits. Children often model adult behavior.
- Go where your child goes online. Monitor the places that your child visits. Let your child know that you're there and help teach them how to act as they work and socialize online.
- Review your child's friends list. You may want to limit your child's online "friends" to people your child actually knows and is working with in real life.
- Understand sites' privacy policies. Internet sites should spell out your rights to review and delete your child's

information.

- Limit the time your child is on the device. While the device can be very engaging, it is a schoolwork device. Care and constant monitoring will reduce your child's excessive use of the device.
- Report unwelcome or malicious online threats. Report immediately to your child's homeroom teacher any online interactions that can be considered threatening.
- Help your child develop a routine. Many parents have found success by helping create a routine for their child's computer use. Define a routine as to how the device is cared for and when and where its use is appropriate.
- Take a look at the apps or programs on the device. It is to the advantage of the students, parents, and school that the parents have a working understanding of the programs and student work found on the device.
- Read and share with your child the Device Use Handbook and Device Agreement. By reading and discussing the care and use policies, you can create a clear set of expectations and limitations for your child.

General Tips for Parents for Internet Safety

- Talk with your child about online behavior, safety, and security early on and continually. Set rules for the internet just as you do on use of all media sources such as television, phones, movies, and music.
- Monitor your child's computer use. Know their passwords, profiles, and blogs. When the device is taken home by the student, it is strongly recommended that it will always be used in a common family location.
- Let children show you what they can do online and visit their favorite sites.
- Set limits and clear expectations for computer use.
- Look into safeguarding programs or options your online service provider may offer for non-Trinity Basin Preparatory devices; these may include filtering capabilities.

CHROMEBOOK KEEPER PROGRAM

Students who are promoted out of 8th grade (at all campuses except Titan Academy) or graduate from 12th grade (Titan Academy students), will be allowed to keep their TBP Chromebook ("device") if the following are true:

- The student has been enrolled at TBP since 5th grade (for students promoted out of 8th grade) or 9th grade (for 12th grade graduates) and still have the same device they were given when enrolled in these grades; and
- If it is not the same device, but a like-model replacement, this must be due to unintentional damage as determined by TBP's technology department or campus administration.

If original device incurs any damage that is presumed to be intentional or a violation of TBP's device usage policy, including but not limited vandalism, repeat damage, removal of cases or asset tags, misuse of the device or district security policies, the student is not eligible for this program.

The device must be accepted by the parent by signing a permission slip that acknowledges the following:

- The device is the same device they were given when enrolled in the program (5th or 9th grades).
- The device will no longer be property of TBP.
- The device will no longer be supported by TBP or TBP technology department.
- Internet activity on the device will no longer be monitored or filtered by TBP.
- Student must sign into the device with a personal Google account and not with their TBP account.

COUNSELING SERVICES

The primary goal of Trinity Basin Preparatory is to help all students reach their highest potential academically. This is best achieved when students are socially and emotionally balanced. To this end, the district employs the most qualified teachers and staff, including district school counselors to focus on curriculum and programs to aid in the healthy development of each student.

The school counselor is prepared to help students reach these goals in several ways. Age-appropriate classroom guidance lessons are held with whole classes on a variety of topics, such as:

- Bullying
- Drugs and alcohol
- Character education (responsibility, trustworthiness, respect, etc.)

At times, groups are formed to focus on specific interpersonal skills. These might include:

- cultivating methods to deal with emotions such as anger;
- learning and developing social skills;
- controlling impulses; and
- resolving conflict in positive ways.

Often, the development of these skills and the discussion of these topics can help children achieve a balance in their lives, thereby becoming better students. The school counselor may offer individual, group, or class sessions to help students achieve success. If the school counselor believes that a student would benefit from repeated sessions, they will notify the student's parent or guardian and get written permission to have these sessions. Students may be referred to counselors and/or programs outside of the school for additional support. Such referrals will occur when students need specific and individualized help to deal with ongoing or crisis situations.

Parents who have questions or concerns about the school's counseling services or would like their child to meet with the school counselor should contact the school.

OUTSIDE THERAPISTS ON CAMPUS

Outside agencies engaged by a parent or guardian to perform therapy or counseling are not permitted to service students on campus during the school day except in limited circumstances. Parents should contact campus administration or the campus school counselor to make a request for such services to be provided on campus.

DEPARTMENT OF FAMILY AND PROTECTIVE SERVICES: CHILD PROTECTIVE SERVICES WORKERS

When workers from the Department of Family and Protective Services (also known as "CPS") wish to talk to a student, campus administration will cooperate fully as provided by law. The Principal will verify and record the CPS worker's identity and then make all accommodations requested by the CPS worker, including a private location to interview the student. Pursuant to Texas Family Code §261.302, a CPS worker may transport a child off campus for purposes relating to an interview or an investigation, but shall attempt to notify the parent or other person having custody of the child of the transport.

DISTRIBUTION OF MATERIALS/DOCUMENTS

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher, the Principal, the Chief Academic Officer and/or CEO.

Any material over which the administration does not exercise editorial control, including but not limited to written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the Principal in accordance with campus regulations.

All such material shall be submitted to the Principal for review and approval. If the material is not approved within 24 hours of the time that it was submitted, it should be considered denied. Denials may be appealed by submitting the material to the Chief Academic Officer. Material not approved by the Chief Academic Officer within three days is also considered denied.

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies and may be required to pay certain fees or deposits, including:

1. Club dues.

2. Security deposits.
3. The materials for a class project the student will keep.
4. Personal physical education apparel.
5. Voluntary purchases of pictures, publications, etc.
6. Student accident insurance.
7. Instrument rental.
8. To replace or repair lost or damaged school-owned equipment, including technology devices.
9. To replace or repair lost or damaged library books.
10. Dual credit courses.
11. Advanced art courses.
12. Extra-curricular programs and activities such as dance competition, choir, theater performance, athletic team fees, cheerleading, and on-campus parking.

Trinity Basin Preparatory uses RevTrak for payments of the dees and deposits.

FUNDRAISING

Fundraising activities for school-sponsored projects may be allowed, with prior administrative approval and under supervision of the project sponsor. All fundraising projects that are held on school property, including PTO fundraisers, must be approved by the Chief Development Officer. The project sponsor must submit the Fundraising Approval Form at least two weeks before the proposed fundraiser begins. Student participation in approved fundraising activities shall not interfere with the regular instructional program. Trinity Basin Preparatory uses RevTrak for payments of fundraising activities.

LOST AND FOUND

A lost and found is maintained in the office. Students losing personal property may inquire there. **Lost items not claimed by January and the end of the school year will be donated to a charitable organization.**

ELECTRONIC/ENTERTAINMENT DEVICES

Pursuant to Texas Education Code section 37.082, the school prohibits students from using a personal telecommunication device while on school property during the school day. Students may bring a personal communication device to school; however, all personal communication devices must be powered off, remain unused, and will either, depending on the individual campus policy, be collected by the campus administration for the duration of the school day or be stored in the student's backpack. Students are prohibited from powering on or using their personal communication devices during the school day, and should not have a device in their hands at any time during the school day. In accordance with the law, personal communication devices means a telephone; a cell phone such as a smartphone or flip phone; a tablet; a smartwatch; a radio device; a paging device; or any other electronic device capable of telecommunication or digital communication. Telecommunication devices that are confiscated will be returned to the student's parent or legal guardian. Devices confiscated a second time will be returned to the student's parent or legal guardian after a parent conference. If a device is confiscated a third or subsequent time the offense will be considered repetitive behavior and the student will face disciplinary consequences for the return of the device and suspension.

Campus administration will permit students, on a case-by-case basis, to use personal communication devices on campus in limited circumstances in accordance with the applicable law, such as may be necessary to (i) implement an individualized special education program, a 504 plan, or a similar program, (ii) comply with a documented need based on a directive from a qualified physician, or (iii) comply with health or safety requirements imposed by law.

Personal communication devices that are confiscated will be returned to the student's parent or legal guardian. If a device is confiscated a third or subsequent time the offense will be considered repetitive behavior and the student will face disciplinary consequences. The campus may dispose of a confiscated personal communication device after having provided the student's parent or legal guardian 90 days prior written notice of the campus' intent to dispose of that device.

TELEPHONE/MESSAGES

Students are not to use the school phone except with permission, and then only in cases of a legitimate need. Students are not to receive calls at the school. No messages will be taken for students unless it is from a parent or legal guardian. Classes will not be interrupted except in case of emergency.

VISITORS

Parents and other visitors are welcome to visit the school. All visitors must first report to the school's office, show a government-issued ID, and sign in. The government-issued ID will be scanned by the Verkada System which will then electronically check the sex offender database and locally developed custom alerts. If no match is found, a badge will be printed for the visitor to wear while on campus. If a match is found, a campus administrator will meet with the visitor before allowing them on campus.

While on campus, a visitor must prominently display their visitor badge and must be accompanied, at all times while on campus. Visitors may not move around the campus unescorted. Before leaving the campus, visitors are required to check out at the office and return their badge.

Visitors of school age are not permitted to visit school during school hours or visit with students during school hours unless accompanied by an adult.

Visits to individual classrooms during instructional time shall be permitted only with the Principal's approval and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

The Principal is authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any authorized person(s) engaging in unacceptable conduct to leave the school grounds.

While on campus, visitors are expected to comply with all emergency procedures, including Hold, Secure, Lockdown, Evacuate, and Shelter actions of the Standard Response Protocol, as directed by school staff or first responders. Visitors are also expected to report any suspicious activity to any campus employee.

VOLUNTEERS

Parents/guardians are encouraged to participate in school-related activities, including assisting with on-campus activities or serving as a chaperone on field trips. In addition, parents/guardians are encouraged to contribute their time and talents to organize extra-curricular activities and community outreach projects.

All volunteers must complete a Volunteer Application in Raptor. Upon completion of the application, a criminal background check will be run on the volunteer. The background check is valid until June 30 of the current school year. All volunteer applications must be submitted before the event or field trip for which the parent is volunteering.

Individuals who are checking into a campus to volunteer will be given a badge that identifies them as a volunteer. Volunteers may move around the campus unescorted in order to complete their volunteer activities.

Volunteers must follow all policies and procedures defined by the administration, which reserves the right to relieve any volunteer of their responsibilities.

PTO (Parent-Teacher Organization)

The PTO is an organization separate and distinct from Trinity Basin Preparatory. The PTO is organized by the parents of students currently and/or previously enrolled at Trinity Basin Preparatory who are committed to enriching their children's educational experience and building a vibrant community at the school. It is an active, inclusive organization designed to help meet needs at the school through volunteer opportunities, fundraising, and a variety of programs and activities.

PTO's mission is to help parents and other school supporters stay connected, foster community spirit, and help fund special activities for students and teachers.

Members of the PTO work collaboratively with school administration and teachers to ensure that all PTO activities are aligned with the district's mission, vision, and policies.

PTO meetings will be advertised in correspondence from the school and/or through the automated telephone notification system.

BIRTHDAY CELEBRATIONS

Student birthdays will not be celebrated in the classroom during the instructional day. Parents will be allowed to bring store-bought snacks or cupcakes and these may be given to students at dismissal. Neither parents nor students may bring gift bags, balloons, ice cream, or any other items for the birthday celebration.

ASBESTOS-RELATED ACTIVITY/NOTIFICATION

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available for review during normal business hours at each district location, as well as the district's central administration office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, Troy Chambers, at (214) 946-9100, fax (214) 946-9194 or by email at tchambers@trinitybasin.net.

BACTERIAL MENINGITIS

As required by TEC §38.0025, Trinity Basin Preparatory is providing notice to parents/guardians regarding bacterial meningitis:

What is meningitis?
Meningitis is an inflammation of the covering of the brain and spinal cord---also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

There are two common types of bacteria that cause meningitis:
(1) *Strep pneumoniae* causes pneumococcal meningitis; there are over 80 subtypes that cause illness
(2) *Neisseria meningitidis*—meningococcal meningitis; there are 5 subtypes that cause serious illness—A, B, C, Y, W-135

What are the symptoms?
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms, but any of the following are possible. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness, joint pains, drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.

What is the risk of getting bacterial meningitis?
The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is children 2 to 18 years old.

How serious is bacterial meningitis?
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, such as deafness, blindness, amputations or brain damage (resulting in mental retardation or paralysis) even with prompt treatment.

How is bacterial meningitis spread?
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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as kissing; sharing drinking containers, or utensils, or cigarettes). The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. Being a carrier helps to stimulate the body's natural defense system. The bacteria rarely overcomes the body's immune system and causes meningitis or another serious illness.

How can bacterial meningitis be prevented?
Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

What should you do if you think you or a friend might have bacterial meningitis?
Seek prompt medical attention.

How is bacterial meningitis diagnosed?
The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

For more information
Your school nurse or clinic aide, 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 Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention (www.cdc.gov) and the Texas Department of Health (www.tdh.state.tx.us).

CLINIC PROCEDURES

A student who becomes ill during school hours is to report to the teacher who will send the student to the school nurse or clinic aide. No student is allowed to go home without the parent or emergency contact being notified. Students are not permitted to call parents asking to go home; such calls are to be made by the school nurse, clinic aide or other school personnel. Students are not permitted to go to the school nurse or clinic aide without a pass issued by their teacher.

If a student is ill and needs to go home, the expectation is that a parent or other emergency contact will be able to pick the student up from school within 30 minutes of the initial phone call. Therefore, it is important that the school always have accurate contact information for each student's parents and other adults who are designated as emergency contacts and have permission to pick up the student from school.

COMMUNICABLE DISEASES

Parents of students with a communicable or contagious disease are asked to telephone the school so that other students who have been exposed to the disease can be alerted. Students with certain diseases will be excluded from school if the disease is contagious. These include: fever of 100.4 degrees or greater, Common Cold with fever, Viral Gastroenteritis (vomiting), COVID-19, Pink Eye, Strep Throat, Chickenpox, Diphtheria, Type A Viral Hepatitis, Impetigo, Influenza, Measles, German Measles (Rubella), Bacterial Meningitis, Viral Meningitis, Mumps, Polio, Ringworm of the scalp, Salmonellosis, Scabies, Shigellosis, Scarlet Fever, Tuberculosis, and Whooping Cough. The guidelines adopted by the Commissioner of Health should be used to determine the appropriate time for exclusion or re-entry into school. Students with AIDS/HIV infection shall be excluded when a medical advisor determines that open sores or skin eruptions, behavior, or lack of toilet training pose a risk to others, or cases of measles, rubella, or chickenpox are occurring in the school.

At a minimum, students must be symptom-free without medication for 24 hours before returning to school.

FEVER

Students with a fever will be excluded from school. Trinity Basin Preparatory considers a temperature of 100.4 degrees or greater while not on medication to be a fever. If a school nurse or clinic aide measures a fever in a student, his or her parents will be called to pick up their child. The student must be fever free for 24 hours without fever-reducing medication before returning to school. The clinic aide will provide the attendance clerk with documentation to excuse the student's absence for 24 hours after the student left school. However, if the fever persists and the student will be absent for additional days, parents are required to send a note explaining the continued absence. Parent notes for these additional days will be documented as excused or unexcused depending upon the number of days of parent notes that have already been excused for the semester.

EMERGENCY MEDICAL TREATMENT

Parents shall complete an Emergency Contact Information form each year that includes a place for parental consent for school officials to request medical treatment for the student, as provided by law. Parents should notify clinic staff

of any medical conditions their child has that could result in emergency care being needed or any other information that could be required in case of an emergency. Parents should update this information as often as necessary to remain current.

HEAD LICE

Students who are found to have live lice will be sent home and will be allowed to return to school after medicated treatment has been administered or upon receipt of a note from a physician saying the student has been cleared to return to school. Students will be readmitted to the classroom when no signs of live lice are present. If chronic lice issues persist, Trinity Basin Preparatory reserves the right to require the student to seek medical treatment and be nit-free before they may return to school.

If a child has lice, the school nurse or clinic aide will notify the parent of the child with lice as soon as practicable but not later than 48 hours after the nurse becomes aware of the lice. Further, the nurse will notify the parent of each child assigned to the same classroom as the child with lice no later than the fifth school day after the nurse becomes aware that a child in the class had lice.

Entire classroom, grade level, or campus screenings will not be routine. However, they may be used in certain circumstances as determined by the campus administrator.

For additional information regarding lice and how to rid them from your child's hair and your home, please contact the campus clinic aide.

IMMUNIZATIONS

A student must be fully immunized against certain diseases or must present an official, state-issued Immunization Exemption Affidavit or documentation from a physician noting that the student cannot receive vaccinations. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of Health, Immunization Division, can be honored by the school.

The immunizations required are: diphtheria, rubeola (measles), rubella, mumps, tetanus, Haemophilus influenzae type B, poliomyelitis, hepatitis A, hepatitis B, varicella (chicken pox), pneumococcal, and meningococcal. The school nurse or clinic aide can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

A student who is not fully immunized and has not begun the required immunization may not attend school. However, a student may be admitted provisionally if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible.

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

A homeless student or foster child may be admitted for 30 days pending initiation of vaccinations or receipt of vaccination documentation. A student who is a military dependent or any student transferring from another Texas school district may be enrolled for 30 days pending transfer of immunization records.

MEDICINE AT SCHOOL

Authorized school employees may administer prescription and nonprescription medication in accordance with legal requirements. No medication or treatment shall be administered by the school nurse, clinic aide or any other employee of the school without specific written authorization by that student's parent and their primary care provider, nor shall the school nurse, clinic aide or any school employee monitor a student's use of a prescription or non-prescription drug without specific written authorization. All prescription and nonprescription medication must

be in its original, properly labeled container kept in the office, nurse or clinic aide's station.

All asthma and anaphylaxis medication will be kept in an unlocked area that is easily accessible both during and outside of school hours.

A student may possess and self-administer asthma or anaphylaxis medicine on school property or at a school related event if:

1. the prescription medicine has been prescribed for that student as indicated by the prescription label on the medicine;
2. the student has demonstrated to the student's physician or other licensed health care provider the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication;
3. the self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider;
4. the student's parent completes the school's written authorization for the student to self-administer the prescription medicine; and
5. the student's physician or licensed health care provider provides to the school a written statement that the student has asthma or anaphylaxis and is capable of self-administering the prescription medicine, the name and purpose of the medicine, the prescribed dosage for the medicine, the circumstances under which the medicine may be available, and the period for which the medicine is prescribed.

The student's physician statement must be kept on file in the nurse or clinic aide's office of the campus the student attends. This statement will also be uploaded into the student's Skyward profile.

HEALTH SCREENINGS

The school nurse or clinic aide conducts annual screenings that may include vision, hearing, acanthosis nigricans, and scoliosis. Parents will be made aware of any problems found during these examinations. The school will comply with all state requirements.

EXTREME WEATHER ACCOMMODATIONS

When the heat index or temperature reaches 100 degrees or higher, students will remain inside for recess and physical education. Athletic teams may continue to practice outdoors, but guidelines will be adjusted for temperatures above 95 degrees, including more frequent hydration breaks and limits on the amount of time they may be outside.

Campuses will also monitor ozone levels and modify outdoor activities for orange, red, or purple ozone action days or for students with a history of asthma.

When the air temperature or windchill is 32 degrees or lower, students will remain inside for recess and physical education. Athletic teams may continue to practice outdoors with modifications as long as the windchill and temperature is 25 degrees or higher and there is no precipitation.

ALLERGIES

Parents should notify the school's clinic staff when a student has been diagnosed with an allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching a particular food or other allergen. It is important to disclose this allergen as well as the nature of the allergic reaction. Please contact the school nurse or clinic aide or campus vice principal if your child has a known allergy or as soon as possible after any diagnosis of an allergy.

When the district receives information that a student has an allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment.

PHYSICALS

Students who participate in school related athletics must have a physical prior to beginning practice with the team. Physicals should be turned in to and reviewed by the student's coach.

INDIVIDUAL HEALTH PLANS

If a student has a medical condition that may impact their ability to function at school, including but not limited to allergies, a chronic medical diagnosis, asthma, seizures, or dietary restrictions, the parent must provide documentation from a health care professional. This will determine if an individual health plan or other services are needed.

MEDICAL DEVICES/SUPPLIES ON CAMPUS

All Trinity Basin Preparatory campuses have the following medical kits/supplies:

- Narcan, pursuant to SB 629 (88th legislative session) requiring access to opioid-reversal drugs
- Stop the Bleed Kit, pursuant to HB 496 (86th legislative session)
- LifeVac anti-choking device
- Automated external defibrillator (AED)

SECTION 6: NOTICES

NOTICE OF NON-DISCRIMINATION

Trinity Basin Preparatory does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Trinity Basin Preparatory faculty, staff, and students do not retaliate against individuals who report such incidents, participate in investigations, or otherwise assert their rights under these laws. Disciplinary actions, including possible suspension or expulsion, will be enforced against those found in violation of this policy.

Trinity Basin Preparatory has designated the following individual as the Title IX Coordinator:

Randy Shaffer, CEO
2730 N. State Hwy 360
Grand Prairie, Texas 75050
(214) 946-9100
rshaffer@trinitybasin.net

For all other requirements, Trinity Basin Preparatory has designated its CEO to coordinate compliance.

Randy Shaffer, CEO
2730 N. State Hwy 360
Grand Prairie, Texas 75050
(214) 946-9100

CAREER AND TECHNICAL EDUCATION PUBLIC NOTIFICATION OF NON-DISCRIMINATION

Trinity Basin Preparatory offers career and technical education programs such as General Employability; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Health Science; Human Services; Information Technology; Marketing; and Science, Technology, Engineering & Mathematics. Admission to these programs is based on student choice.

It is the policy of Trinity Basin Preparatory not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Trinity Basin Preparatory not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Trinity Basin Preparatory will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Randy Shaffer.

TEACHER QUALIFICATIONS

We are very proud of our teachers and educational aides. We strive to hire teachers and educational aides who hold a Texas certification and are "highly qualified" as defined by applicable federal law. Teachers who do not hold a Texas certification are required to (1) have a bachelor's degree from an accredited college or university and (2) be enrolled in an alternative certification program and working towards obtaining their Texas teaching certification.

As a parent/guardian, you have the right to request information about your child's teacher(s). You may ask about their education and professional certification. Your child may also have an educational aide in his/her classroom. You also have the right to ask about their qualifications and training. Please contact your Principal if you have questions about this.

STUDENT RECORDS

A student's education records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the school until the student withdraws or graduates.

Regarding student records, the federal Family Educational Rights and Privacy Act and state law require that "directory information" on students be released by the school to anyone who requests it unless the parent or guardian objects in writing to the release of any or all of this information. To be in compliance with the No Child Left Behind Act of 2001, the school will release to military recruiters and institutions of higher education, upon request, the name, address, and telephone listing of students, unless the parent or guardian directs the school not to release this information without prior written consent.

NOTICE OF PARENT AND STUDENT RIGHTS

Family Educational Rights and Privacy Act, 20 U.S.C. Sec.1232g

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The 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 educational records. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court, 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.

- School officials who have what federal law refers to as a "legitimate educational interest" in a student's records.

- "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; or investigating or evaluating programs. Such persons would include school officials (such as board members, the superintendent, administrators, and principals); school staff members (such as teachers, counselors, diagnosticians, and support staff); a person or company with whom the district has contracted to provide a particular service (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties.

- Various governmental agencies.

- Individuals granted access in response to a subpoena or court order.

- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

Releases 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.

The General Counsel is the custodian of records.

Records may be reviewed during regular school hours. If circumstances effectively prevent a parent or eligible student from inspecting the records, the district shall either provide a copy of the requested records or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the General Counsel. 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 as a result 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 is handled through a general complaint process.

The school may charge ten cents per page, payable in advance, for copies of student records. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

Parents or eligible students have the right to file a complaint with the U. S. Department of Education if they believe the district is not in compliance with the law regarding student records.

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

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

If a student is experiencing learning difficulties, their 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

Child Find

All students with disabilities who are enrolled in the school, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. This is for the purpose of determining and providing any necessary special education services or related support.

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, the school must respond no later than 15 school days after receiving the request. At that time, the 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 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. The school 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 school to respond within the 15-school-day timeline.

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

There is an exception to the 45-school-day timeline. If the 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 school must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus principal.

Additional Resources

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

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability. **To be considered protected under Section 504, a student must be disabled and must have a substantial limitation that impacts a major life function.**

No qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any program or activity.

Section 504 Referrals
Trinity Basin Preparatory has standards and procedures in place for the evaluation and placement of students in the school's Section 504 program. The school also implements 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.

Contact Person for Section 504 Referrals
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the campus principal.

Section 504 Compliance
The Chief Legal Officer will coordinate compliance with the non-discrimination requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973. The office of the Chief Legal Officer is located at 2730 N. State Hwy 360, Grand Prairie, Texas 75050, (214) 946-9100.

HOMELESS STUDENTS

As required by the McKinney-Vento Homeless Education Assistance Improvements Act, the school shall serve the educational needs of homeless children according to their best interests. Any parent or student who desires more information regarding services for homeless students may contact the school counselor or the district Homeless Liaison, Monica Trevino, at (972) 372-0797.

STUDENTS IN FOSTER CARE

As required by the Fostering Connections to Success and Increasing Adoptions Act of 2008 and the Every Student Succeeds Act (ESSA) of December 2015, the school shall serve the educational needs of students in foster care according to their best interests. Any parent or student who desires more information regarding services for students in foster care may contact the school counselor or the district Foster Care Liaison, Monica Trevino, at (972) 372-0797.

PROTECTON OF STUDENT RIGHTS

Parents have the right to inspect any instructional material used as part of the educational curriculum.

Further, parents have the right to inspect a survey as part of a federally funded program. Notice will be sent home before such a survey is administered or distributed and parent consent will be requested if information regarding the following is part of the survey:

1. Political affiliation.
2. Mental and psychological problems potentially embarrassing to the student or family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom the student or the student's family has close family relationships.
6. Legally recognized, privileged or analogous relationships, such as lawyers, physicians, and ministers.
7. Income, other than as required by law, to determine eligibility for participation in a program for receiving financial assistance under such program.

CHILD ABUSE

According to Chapter 261 of the Texas Family Code, any person who has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect must make a report within 24 hours to the Child Protective Services division of the Texas Department of Family and Protective Services via phone (1-800-252-5400) or online at the Texas Abuse Hotline Website (www.txabusehotline.org) or any local or state law enforcement agency.

SEXUAL ABUSE (CHILD)

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. 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. 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 to Child Protective Services (CPS).

A child who has experienced any physical or sexual abuse 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 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, the district counselor or Principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services also manages early intervention counseling programs. To find out what services may be available in your county, see

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following web sites might help you become more aware of child sexual abuse:

Texas Association Against Sexual Assault - www.taasa.org
Children's Advocacy Centers of Texas – cactx.org

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services 1-800-252-5400 or on the Web at http://www.txabusehotline.org.

SEXUAL HARASSMENT

The school believes that every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex and sexual harassment.

All students are expected to treat one another courteously with respect of the other person's feelings, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct including requests for sexual favors that the other student regards as offensive or provocative.

Allegations of sexual harassment are governed by Trinity Basin Preparatory's Title IX Grievance Process which may be found on the district website. Any student who believes that he or she has experienced sex-based discrimination or harassment or another student has experienced sex-based discrimination or harassment should immediately make a report to a teacher, school counselor, other school employee, or the Title IX Coordinator.

The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent, within 10 days, may appeal the resolution by following the procedures set out in the board adopted Title IX Grievance Process. If the resolution by the Title IX Coordinator is not satisfactory, there is no further appeal.

Trinity Basin Preparatory's Title IX Coordinator is authorized to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment. Trinity Basin Preparatory's Title IX Coordinator is Randy Shaffer. The Title IX Coordinator can be reached by email at rshaffer@trinitybasin.net, by phone at (214) 946-9100, or in person or by mail at 2730 N. Hwy 360, Grand Prairie, TX 75050.

SECTION 7: PARENT INVOLVEMENT POLICY

ESSA §1116 [20 U.S.C. 6318]

Statement of Purpose
Trinity Basin Preparatory is dedicated to providing quality education for every student in our school. To accomplish this objective, we will develop and maintain partnerships with parents and community members for the benefit of students. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders.

Our school recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students through the Title I program and various other educational services offered through the school.

Trinity Basin Preparatory intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home-school partnership.

Parent Involvement in Developing Policy
Trinity Basin Preparatory's Parent Involvement Committee (PIC/TAAC) is comprised of parents, community members, administrators, teachers, and other staff members. This committee will meet annually to discuss the design and implementation of the Parent Involvement Policy.

Trinity Basin Preparatory will actively recruit volunteers for the PIC through various avenues of publicity. Committee selections will produce a diverse group of stakeholders that represent an array of student populations served by the district.

Meetings will be planned at convenient times and locations for all concerned parties. If an interpreter is needed, the district will arrange for one to be present.

Parent Involvement Activities to Improve Student Academic Achievement and School Performance
One of the primary functions of the PIC will be to identify ways that Trinity Basin Preparatory can provide assistance and to create effective parent involvement.

The administration will assist all staff in understanding the requirements of Title I, Part A and in planning for effective programs to help parents in improving academic achievement.

Assistance may also include the distribution of informational handouts which explain state academic standards, assessments, and curriculum.

Trinity Basin Preparatory will also promote and encourage staff development for employees on establishing effective relationships with parents as a means to increase academic achievement.

Building the School's and Parents' Capacity for Strong Parent Involvement
Trinity Basin Preparatory will involve the PIC in identifying barriers to parent involvement and to provide parent involvement strategies. The school will support a variety of parent involvement strategies as it strives to develop and maintain an optimum learning environment for all students.

Annual Title I Parent Meeting: Trinity Basin Preparatory will hold an annual meeting to review Title I guidelines and services offered through the district. Copies of the district's current Parent Involvement Policy and the Trinity Basin Preparatory Home-School Compact will be distributed at the meeting. Parents will be encouraged to become involved in revising and updating the policy as necessary, and parent volunteers will be recruited for the PIC.

The meeting will be held at a convenient time and location; notice of the meeting will be provided through written invitations to parents and through notices such as the automated telephone notification system.

An interpreter will be available to help non-English speaking parents.

Parent-Student-Teacher Compact: In accordance with Title I regulations, each campus will develop, annually update and distribute a parent-student-teacher compact. This compact will explain how students, parents, and staff will share responsibility for student performance and success, and will enable them to do so. Members of the PIC will be given the opportunity to provide input to the compact. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals. Students and parents are encouraged to discuss the contents of the compact. They are also expected to sign that they are in agreement with the compact and promptly return the compact to the school.

Staff/Parent Communication: Parents will be informed of school activities through various avenues of communication throughout the school year.

Parents will be expected to attend two conferences per school year with their child's teacher.

Newsletters, conferences, personal contacts, written notices, and an automated telephone notification system will be utilized to establish and maintain an open line of communication. Staff development will include strategies to promote effective parent involvement activities.

Cross-Program Coordination of Parent Involvement Activities
Parent Involvement strategies will be incorporated into Trinity Basin Preparatory's curriculum and programs through the District Improvement Plan.

Parent Involvement will be a top priority and will be aligned with the entire educational program.

Trinity Basin Preparatory will coordinate Title I Parent Involvement activities with other programs within the district to meet special needs.

Annual Evaluation
The Campus Needs Assessment team will annually review and evaluate all aspects of the parent involvement program by distributing surveys and collecting data at all Title I campuses. Parent surveys including questions about the effectiveness of the program will be distributed and the results analyzed. Teacher surveys, teacher contact logs, and sign-in sheets from campus activities will be used to help monitor and evaluate the effectiveness of interactions between the school and parents. The Chief Academic Officer and the Principals will revise the District Parent Involvement Policy and Parent-Student-Teacher Compact based on the results of this annual review.

Involving Parents in Activities of Title I Campuses
Trinity Basin Preparatory will use Title I funds to provide school-wide services to all students at Title I campuses. Parents will be involved in a variety of strategies as the district strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs, as well as by creating a supportive home atmosphere. The community may participate through an array of activities that promote student success.

Appendix A
Student Code of Conduct

Trinity Basin Preparatory
2026-2027 Student Code of Conduct

Purpose

The Student Code of Conduct is the school's response to the requirements of Chapter 37 of the Texas Education Code. This Code provides methods and options for managing students in the classroom and on school grounds, for teaching students proper conduct, and for preventing and intervening in student discipline problems.

Texas law requires a school to define misconduct that may – or must – result in a range of specific disciplinary consequences, including removal from a regular classroom, suspension, or expulsion from school. In accordance with state law, the Trinity Basin Preparatory Student Code of Conduct will be posted at the school campus and will be available for review at the office of the campus principal. A copy will also be posted on the school's website. Students new to TBP who attend new student orientation will receive additional guidance on the disciplinary expectations of the district. Parents will be notified of any conduct violation that may result in a student being suspended or expelled.

Campus Authority and Jurisdiction

The school has disciplinary authority over a student:

1. during the school day and while on any school transportation (field trips, etc.).
2. while the student attends any school-related activity, regardless of time or location.
3. for any school-related misconduct, regardless of time or location.
4. when retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
5. when criminal mischief is committed on or off school property or at a school related event.
6. for certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.
7. when the student commits a felony, as provided by Texas Education Code §§37.006 or 37.0081.
8. for certain offenses committed off of school property that result in a true threat of a material and substantial disruption of school, or even a reasonable forecast of such.

Standards for Student Conduct

All students at Trinity Basin Preparatory are expected to:

1. demonstrate courtesy, even when others do not.
2. behave in a responsible manner, always exercising self-discipline.
3. attend all classes, regularly and on time, and be physically and mentally ready to learn.
4. prepare for each class by taking appropriate materials, necessary supplies to aid in learning such as prescription glasses, and all assignments to class.
5. obey campus and classroom rules.
6. respect the rights and privileges of students, teachers, and other staff and volunteers.
7. respect the property of others, including campus property and facilities.
8. cooperate with and assist the school staff in maintaining safety, order, and discipline.
9. adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The school prohibits the following:

1. Disregard for Authority
   - Failing to comply with directives given by school personnel (insubordination).
   - Leaving or attempting to leave school grounds or school-sponsored events without permission.
   - Disobeying rules for conduct on school transportation.
   - Refusing to accept discipline management techniques assigned by a teacher or principal.

2. Mistreatment of Others

- Using profanity or vulgar language or making obscene gestures, verbally or in writing.
- Fighting or scuffling, including hitting, kicking, slapping, scratching, pushing or shoving, wrestling, pulling hair, or any other form of inappropriate physical contact, regardless of who started or initiated the fight or scuffle.
- Threatening another student or school employee on or off school property.
- Engaging in bullying, harassment, or making hit lists.
- Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture or any other action, including requests for sexual favors directed toward another student or school employee.
- Engaging in inappropriate or indecent exposure of private body parts.
- Hazing and name calling.
- Causing an individual to act through the use of or threat of force (coercion).
- Committing or threatening to commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engaging in inappropriate verbal, physical, or sexual conduct directed toward another student, school employee, or one's self.
- False accusations or defamation of character levied against students and/or staff in person, writing, or electronically.

3. Property Offenses

- Damaging or vandalizing property owned by others.
- Defacing or damaging school property – including walls, doors, textbooks, computers, iPads, furniture and other equipment – with graffiti or by other means.
- Stealing from students, staff, or the school.
  Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code.

4. Prohibited Items

Possessing, using, or selling:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury on another person;
- a weapon or "look-alike" weapon;
- an air gun or BB gun;
- ammunition;
- a stun gun;
- any knife;
- mace or pepper spray;
- pornographic material;
- matches or a lighter;
- a laser pointer; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

5. Possession and Use of Tobacco and Nicotine Products

Students are prohibited from possessing, using, distributing, or selling tobacco or nicotine products while on school property or while attending an off-campus school-related activity. Tobacco and nicotine products include, but are not limited to, cigarettes, cigarillos, cigars, electronic cigarettes (e-cigarettes), vape pens, vaporizers, hookahs, smokeless tobacco, chewing tobacco, snuff, nicotine pouches, and any other device or substance designed to deliver nicotine or simulate smoking. This prohibition also includes any components, parts, or paraphernalia associated with these devices.

If a student is found in possession of or using tobacco or nicotine products in violation of this policy, the item(s) will be confiscated and turned into the front office or appropriate school personnel. Tobacco and nicotine products will not be returned to students. All confiscations of tobacco and nicotine products will be documented. Confiscated items will not be returned to students and may be disposed of in accordance with school procedures and applicable law

Violations of tobacco and nicotine product policies may result in immediate disciplinary action, including suspension, expulsion, and/or referral to law enforcement. Trinity Basin Preparatory provides prevention and intervention programs to support students with substance education. These initiatives include curriculum from programs like the ASPIRE Tobacco Prevention Program and K-12 Health Curriculum - Everfi. Additionally, families can access the following resource to help their student quit vaping: https://teen.smokefree.gov/quit-vaping/how-to-quit-vaping.

For disciplinary purposes, Trinity Basin Preparatory distinguishes between:

Nicotine-only or CBD vapes (non-THC): Treated as tobacco-related violations. Consequences are outlined in the Student Code of Conduct.

THC or controlled substance vapes: Treated as drug-related violations and may result in mandatory expulsion as required by Texas Education Code §37.007

Escalation Process – Possession or Use of Nicotine-only or CBD vapes (non-THC)

- First Offense: Confiscation of item(s) and parent notification; student conference and disciplinary consequence.
- Second Offense: Confiscation of item(s), parent conference, and assignment of disciplinary consequence (may include ISS).
- Third Offense: Confiscation of item(s), parent conference, and more serious disciplinary action (may include OSS or expulsion).

6. Possession and Use of Communication Devices

Students are prohibited from using a personal communication devices while on campus, which includes in classrooms, restrooms, the cafeteria, on field trips, at all school related activities, all class periods, passing periods, lunch, any time under the supervision of school staff, locker rooms, private areas, and otherwise during the school day. Personal communication devices include telephones, cell phones such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication. All personal communication devices should be turned off and stored in the student's backpack during the school day while a student is on campus.

Campus administration will permit students, on a case-by-case basis, to use personal communication devices on campus in limited circumstances in accordance with the applicable law, such as may be necessary to (i) implement an individualized special education program, a 504 plan, or a similar program, (ii) comply with a documented need based on a directive from a qualified physician, or (iii) comply with health or safety requirements imposed by law.

If a communication device is used in violation of this policy, the device will be confiscated and turned into the front office. Communication devices will not be returned to students during the school day.

Escalation Process - Possession:

- First Offense: Device pick-up by parent from front office.
- Second Offense: Device pick-up by parent from front office and conference with the parent.
- Third Offense: Device pick-up by parent from front office and disciplinary consequence.

Students are prohibited from using communication devices to:

- Disrupt instruction or school environment;
- Record or photograph others without express permission by school staff;
- Access or distribute inappropriate content; or
- Engage in bullying, harassment, threats, or other inappropriate behavior.

The use of communication devices, on or off-campus, and any use of media or digital platforms, may result in disciplinary action if such use:

- Disrupt instruction or school environment;
- Threatens the safety or well-being of students or staff; or
- Violates policies relating to bullying, harassment, threats, or other inappropriate conduct.

Violations of communication device use requirements may result in immediate disciplinary action, including suspension, expulsion, and referral to law enforcement, in accordance with state law.

All confiscations of communication devices will be documented. The school is not responsible for lost, stolen, or damaged communication devices. The school may dispose of confiscated personal communication devices after having provided the student's parent or legal guardian 90 days prior written notice of the campus' intent to dispose of that device.

7. Drugs and Alcohol

Students are prohibited from possessing, using, distributing, or being under the influence of drugs or alcohol on school property, at school-related events, or in any circumstance that substantially disrupts the school environment.
Prohibited conduct includes, but is not limited to:

- Actual or attempted possession, use, transmission, distribution, or sale of illegal drugs, alcohol, controlled substances, or narcotics;
- Actual or attempted possession, use, transmission, distribution, or sale of drug paraphernalia;
- Actual or attempted possession, use, transmission, distribution, or sale of look-alike substances intended to mimic drugs;
- Actual or attempted misuse of prescription or over-the-counter medication, including sharing medication.
- Being under the influence of drug(s) or alcohol, as evidenced by observable indicators such as impaired coordination, slurred speech, altered behavior, or odor of substances; or
- Abuse of inhalants or chemical substances.

Violations may result in immediate disciplinary action, including suspension, expulsion, and referral to law enforcement, in accordance with state law. All behaviors outlined apply whether the conduct occurs on school property, at school-sponsored or school-related activities, or off-campus if the conduct disrupts the educational environment.

8. Misuse of Computers and the Internet

- Violating the Computer Resources and Network Services Acceptable Use Guidelines or the Device Use Handbook found in the Trinity Basin Preparatory Student Handbook; the District's Internet Safety policy; or any rules or agreements signed by the student and/or the student's parent.
- Using the Internet or other electronic communications, including electronic or social media sites, to threaten students or employees or with behavior that interrupts instruction or prevents others from learning.
- Using electronic communication, including electronic or social media, that disrupts school environment, threatens the safety of students or staff, or interferes with the rights or wellbeing of others, is subject to disciplinary action regardless of where or when the communication originated.
- Searching for, sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Using e-mail, internet sites or electronic or social media to encourage illegal behavior or threaten school safety regardless of where or when the use originated.
- Using or attempting to use a proxy server.
- Students may be held financially responsible for damage resulting from negligence, misuse, or intentional acts. Repeated incidents may result in loss of device privileges. Minor inconsequential damage resulting from normal wear and tear, defined as the gradual deterioration of the device due to normal use, is expected and will not result in disciplinary consequences.

9. Safety Transgressions

- Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engaging in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Threatening use of or possession of prohibited item.
- Terroristic threat.
- Making false accusations or perpetrating hoaxes regarding school safety.
- Making false 911 calls.
- Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school environment or incite violence.

- Throwing objects that can cause bodily injury or property damage.
- Discharging a fire extinguisher or fire alarm without valid cause.

10. Miscellaneous Offenses

- Violating dress and grooming standards as communicated in the Student Dress Code.
- Attending class without materials needed to successfully learn such as prescription glasses.
- Academic dishonesty.
- Inappropriate physical contact (hugging, kissing, or any other conduct of a sexual or intimate nature).
- Falsifying records, passes, or other school-related documents.
- Engaging in actions or demonstrations that substantially disrupt or materially interfere with the classroom or school activities.
- Repeatedly violating specific rules or procedures of campus or classroom standards of conduct.
- Using headphones with phones, smart watches, personal stereos, CD players, or MP3 players during the school day.
- Unauthorized food, candy, gum, etc.
- Littering.
- Violation of classroom or campus rules.
- Gambling.
- Physical conduct that could result in injury (e.g. wrestling, play fighting).
- Disrupting class.
- Throwing food in cafeteria.
- Unacceptable language verbally or in writing, including profanity, slurs, sexually explicit language, threats.
- Attendance/tardy violations.
- Violating a Last Chance Letter agreement.

*The school may impose campus or classroom rules in addition to those found in the Code of Conduct. Disregarding these rules will be considered a violation of the Student Code of Conduct and will be dealt with accordingly.

Progressive Discipline

At Trinity Basin Preparatory, discipline is defined as the systematic teaching and learning of appropriate, responsible behaviors. Our progressive discipline system is designed to protect the learning environment and to improve student conduct. The severity of the discipline will be determined by one or more factors, including, the nature of the offense, student intent, student's disciplinary history, student's age and grade level, circumstantial aggravating and mitigating factors, the impact on the safety and learning environment, and applicable law. Depending on the nature of the behavior in violation of Student Code of Conduct, student misbehavior may be addressed through a range of corrective interventions focused on teaching appropriate behaviors and supporting student growth. Teachers and administrators will use professional judgment while maintaining consistency, fairness, and a commitment to restoring a positive learning environment. Corrective interventions will vary based on the specific behavior and will be informed by the frequency and documented patterns of behavior.

While all disciplinary matters are addressed on a case-by-case basis in conformity with the Progressive Discipline system outlined above, most behaviors are classified into four types: the most minor infractions being Type A through the most egregious being Type D. Corrective interventions will be individualized for each student based on the type of offense as well as the circumstances surrounding the specific offense. The Progressive Discipline System – Student Behavior and Corrective Interventions chart on page 6 provides an overview of the most common behavior infractions from Type A through Type D and possible corrective interventions for each.

Corrective Interventions

The following corrective interventions and restorative practices may be used – alone or in combination – for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- verbal (oral or written) correction
- cooling-off time or "time-out"

- seating changes within the classroom
- confiscation of items that disrupt the educational process
- rewards or demerits
- behavioral contracts
- counseling by teachers or administrative personnel
- parent-teacher conferences
- restorative conversations
- mediation
- reflective assignments
- re-teaching expectations
- fee charged to replace or repair lost or damaged school-owned equipment, including technology devices
- for persistent or extensive damage to school-owned device, limited or loss of use of device
- Practice Academies – practicing a desired behavior so that the student can learn to implement a desired procedure or skill that the student has failed to use
- detentions
- removal of student from classroom setting
- withdrawal of privileges, such as participation in activities or school clubs
- school-assessed and school-administered probation
- in-school suspension
- out-of-school suspension, as specified in the Student Code of Conduct
- last chance letter
- expulsion, as specified in the Student Code of Conduct
- referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- behavior tracking and progress monitoring shared with families
- check in/check out systems with a staff member
- on-going parent communication
- other strategies and consequences as determined by the school officials

The school prohibits physical activity from being used as a form of punishment.

Progressive Discipline System – Student Behavior and Corrective Interventions

*This chart represents examples of behaviors and corresponding corrective intervention and consequences for explanation purposes and is not an exclusive list of behaviors or corresponding corrective measures. All behavioral incidents and interventions will be documented in the district's student information system. **While progressive discipline is preferred, certain behaviors may result in immediate administrative action, including suspension or expulsion.

Type A Behaviors	**Corrective Interventions/Consequences**
Violations of classroom or campus rules; unauthorized food, gum, etc.; littering; disrespect to students, faculty, facility; running/noise in hallways; talking at inappropriate times; possession of banned electronic items or communication devices; possession of inappropriate items (toy gun not resembling or mistaken for a real weapon, etc.); attendance violations (tardies or absences); homework not completed or turned in on time; dress code violations that can be corrected in class; rough play.	Corrective intervention is assigned by the teacher, and may include parent notification, conferences, practice academy, additional or makeup work, in-school suspension and other intervention and disciplinary measures.
Type B Behaviors	**Corrective Interventions/Consequences**

Repetition of Type A behaviors; lying/ cheating; possession of another student's property; persistent disruption of classroom environment; disruptions in bathrooms or hallways; throwing food in cafeteria; inappropriate language; persistently unprepared for class or refusal to participate; profanity or inappropriate gestures toward a student; inappropriate physical contact.	Corrective intervention is assigned by teacher(s) and may include parent notification, conferences, practice academy, additional or makeup work, in-school suspension and other intervention and disciplinary measures. Instances of serious or repetitive Type B behaviors may be referred directly to the campus administrator and assigned consequences including parent conference, detention, in-school or out-of-school suspension.
Type C Behaviors	**Corrective Interventions/Consequences**
Persistent repetition of Type A or B behaviors; dress code violations that cannot be corrected in class; cause or threaten to cause injury; gang or gang-like activity including the display of gang or drug writing, symbols, etc.; racketeering; possession of dangerous item; possession of tobacco; damage to school property; bullying; profanity or inappropriate gestures; overt disrespect/defiance; extortion/threats/ intimidation; lewd, indecent, or offensive conduct; sexual harassment; racial slurs or offensive or derogatory remarks based on a person's nationality, race, ethnicity, gender, gender identity or expression, disability, religion, sexual orientation, or any other characteristic protected under Title IX; theft/possession of stolen property; possession of a prohibited item.	The student is sent immediately to the campus administrator for corrective intervention at the administrative level. Administrative interventions may include parent conference, detention, in-school or out-of-school suspension, Last Chance Letter, or expulsion. Severe or illegal behaviors will be reported to the appropriate law enforcement authority.
Type D Behaviors	**Corrective Interventions/Consequences**
Persistent repetition of Type A, B or C behaviors; violence; fighting; possession of drugs or alcohol; possession of weapon/use of item as a weapon/possession of item resembling or mistaken for a real weapon; terroristic threat.	The student is escorted immediately to the campus administrator for corrective interventions and may be suspended immediately pending an expulsion meeting, depending on the severity and intent of the infraction. Severe or illegal behaviors will be reported to the appropriate law enforcement authority.

Bullying

Bullying will not be tolerated at Trinity Basin Preparatory. The district has a local policy that prohibits bullying. Violation of Trinity Basin Preparatory Anti-Bullying Policy can result in corrective interventions for students, up to and including expulsion.

Type A and B Behaviors

Since appropriate social behavior involves a series of learned skills, it is logical that the "first line" of discipline is in the classroom. For most Type A and B behaviors, teachers will employ corrective interventions within the classroom setting.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, student misbehavior may result in removal from the regular educational setting in the form of a discipline referral.

A teacher or administrator may remove a student from the class in order to protect the educational environment in the classroom. A teacher may also initiate a removal from class if:

a. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his/her class; or
b. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Students engaging in Type A and/or B behaviors may be referred to the campus administrator if the behavior has been determined to be repetitive and the attitude of the student defiant.

When a teacher or staff member observes any instance of Type C or D behavior, the offending student may be escorted to a campus administrator immediately.

The campus administrator will first discuss the behavior or incident with the student and then proceed with further corrective interventions including, but not limited to, counselor referral, behavior contract, detention, suspension, and/or expulsion.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Texas Education Code requires or permits the student to be suspended or expelled. When removing for those reasons, the procedures in the subsequent sections on suspension or expulsion will be followed.

Subsequently the parent/guardian will be informed of the details contributing to the referral and of any disciplinary or corrective interventions prescribed.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or the principal. Consequences will not be deferred pending the outcome of a grievance.

Suspension

Students generally learn most effectively in a classroom, at school. Therefore, students will be removed from the regular educational setting via suspension only when multiple, appropriate corrective interventions have been attempted, or such a removal is necessary, in the judgment of a school administrator, for the safety and stability of the larger school community. Students may be suspended for any behavior listed in the Student Code of Conduct as a general conduct violation. In deciding whether to order suspension, the appropriate administrator will take into consideration:

1. the nature of the conduct violation;
2. the student's intent at the time the student engaged in the conduct;
3. the student's disciplinary history;
4. the student's age and grade level;
5. the frequency of the student's behavior;
6. the student's attitude and conduct during the investigation and referral; and
7. the effect of the misconduct on the school environment.

Before being suspended, a student will have a conference with the appropriate administrator who shall inform the student of the conduct of which he/she is accused. The student will be given the opportunity to explain his/her version of the incident before the administrator's decision is made. State law allows a student to have out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

If a student who receives special education or Section 504 services violates the Student Code of Conduct and consequences for the violation may cause the student to receive their 10th day out of placement for the school year, a Manifestation Determination meeting must occur.

Expulsion

A non-exclusive list of behaviors for which a student may be expelled include:

- conduct that contains the element of assault, or threat of assault, against a student, school employee, or volunteer;

- criminal mischief;
- aggravated assault;
- sexual assault;
- sexual harassment;
- criminal attempt to commit murder or capital murder;
- murder or capital murder;
- aggravated robbery;
- conduct relating to a false alarm or report (including a bomb threat), or a terroristic threat involving a public school;
- selling, distributing, possessing, using, or being under the influence of any controlled substance, including alcohol;
- conduct that contains the elements of an offense relating to abusable volatile chemicals;
- arson;
- indecency with a child;
- kidnapping;
- use, exhibition, or possession of a firearm;
- use, exhibition, or possession of a knife, hand instrument designed to cut or stab another by being thrown, dagger, sword, spear, etc.;
- use, exhibition, or possession of a club such as an instrument specifically designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk;
- possession of any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade;
- possession of a prohibited item;
- significant property damage;
- any other offense listed in Section 37.007 of the Texas Education Code; or persistent repetition of any other behavior listed in the Student Code of Conduct; or
- violating Last Chance Letter agreement.

If a student is believed to have committed an expellable offense, the campus administrator will suspend the student immediately pending the expulsion meeting. The expulsion meeting will be scheduled within three school days of the formal referral. The student's parent will be invited in writing to attend the meeting.

In deciding whether to order expulsion, the school will take into consideration:

1. the nature of the behavior;
2. the student's intent at the time the student engaged in the conduct;
3. the student's disciplinary history;
4. the student's age and grade level;
5. the frequency of the student's behavior;
6. the student's attitude and conduct during the investigation and referral; and
7. the effect of the misconduct on the school environment.

Expulsion Meeting

A student facing expulsion will be given an audience with the Executive Director of School Leadership (EDSL) and campus administration, absent extenuating circumstances. At the expulsion meeting, the student is entitled to:

1. representation by the student's parent or legal guardian.
2. the opportunity to testify and to present evidence and witnesses in the student's defense.
3. the opportunity to question school employees.

After providing notice to the student and parent of the expulsion meeting, the school may hold the meeting and determine the results of the expulsion regardless of attendance of the student or parent. If the parent and student do not attend the expulsion meeting, the EDSL will make a decision regarding expulsion based upon the information contained in the discipline referral and any other information that the administrator deems appropriate, as well as the factors stated above.

The EDSL's decision as to whether the student will be expelled will be made at the conclusion of the expulsion meeting. If the student is expelled, the parent will be given a copy of the completed discipline referral. The completed discipline referral will serve as the expulsion order.

An expulsion order may recommend or suggest that the expelled student participate in certain learning and/or behavioral activities or programs in an effort to be eligible for readmission to Trinity Basin Preparatory. In making this decision, the EDSL will consider the campus administrator's recommendation, the expulsion factors above, as well as the student's attitude, emotional and/or mental status, and willingness to participate in any of the recommended programs or activities. If the expelled student and their family agree to participate as requested, the campus administrator will work with the student and provide written progress reports to the Superintendent. Any cost associated with the activities or programs recommended by the school will be the responsibility of the student. When appropriate, as determined by the Superintendent, the school may encourage the expelled student to reapply at Trinity Basin Preparatory. Such application will be subject to all eligibility and or admission requirements outlined in Trinity Basin Preparatory Admission and Enrollment Policy; however, the expelled student's participation and completion of any such programs or activities will be considered by the Superintendent when evaluating the student's eligibility for readmission.

Special Education and Section 504 Expulsions

If a student who receives special education or Section 504 services violates the Student Code of Conduct in a manner that makes expulsion a possibility, the expulsion process for general education students must be followed exactly with a few additional steps as outlined below.

If the offense is considered expellable pursuant to this Student Code of Conduct , a Manifestation Determination Review (MDR) meeting must occur. The MDR meeting must be attended by the student's ARD Committee or 504 Committee (Committee). If the parent agrees to waive the 5 day notice for the MDR meeting, the MDR meeting may be held sooner subject to availability of the Committee. Pending the MDR meeting, the student may serve a combination of out-of-school suspension and/or in-school suspension with no more than 3 days of out-of-school suspension for a single offense.

During the MDR meeting, the Committee will review the incident using the information available at the time. The only questions before the Committee are as listed below and the purpose of MDR meeting is not to decide whether the student actually committed the behavior or whether disciplinary action is appropriate. The committee will review the situation based on information available and will assume that the reported facts are accurate. The only questions before the Committee are:

1. Was the conduct caused by, or did it have a direct and substantial relationship to, the child's disability?
2. Was the conduct in question the direct result of the school's failure to implement the IEP or Section 504 Service Plan?

If the answer to either question is "yes," then the expulsion must be voided. If the answer to the first question is "yes" for special education students, then a Functional Behavioral Analysis must be conducted in order to create or update a Behavior Intervention Plan.

It is important to note that the expulsion meeting and the MDR meeting are distinct and separate meetings. However, they may be held on the same day, back-to-back. In the expulsion meeting, the EDSL has the final, sole authority to determine if the offense was expellable or not, as outlined in the school's Student Code of Conduct.

Appeal of Expulsion

Any parent/guardian who is not satisfied with the decision of the EDSL may appeal that decision to the Chief Academic Officer (CAO) within three school days of the expulsion meeting.

The CAO will review all relevant documents. If necessary, the CAO may also talk to campus administration, witnesses, the student, and/or the student's parent.

Any parent who is unsatisfied with the decision of the CAO may further appeal that decision to the Superintendent within three school days of the CAO's decision. If necessary, the Superintendent may also talk to campus administration, witnesses, the student, and/or the student's parent.

Any parent who is unsatisfied with the decision of the Superintendent may further appeal that decision to the Board of Directors within three school days of the Superintendent's decision. The decision of the Board of Directors is final and is not subject to further review. The Board of Directors will review all relevant documents in a closed meeting, unless the parent requests in writing that the

matter be held in an open meeting. The Board of Directors may also hear a statement from the student or parent and from the designated administrator. The statement from the student and any other persons on behalf of the student will be limited to 15 minutes total.

The Board of Directors will base its decision on evidence reflected in the record and on any statements made by the parties at the meeting. The Board of Directors will make and communicate orally its decision at the conclusion of the expulsion review.

Any consequences assigned the student will not be deferred pending the outcome of the expulsion review.

Restrictions during Expulsion

Expelled students may be prohibited from being on school grounds or attending school-sponsored or school-related activities. No academic credit will be earned for work missed due to the expulsion.

Appendix B
Anti-Bullying Policy

Sec. 1. BULLYING PROHIBITED

Trinity Basin Preparatory prohibits bullying, including cyberbullying, as defined by the Texas Education Code.

"Bullying" means 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 satisfies the applicability requirements in Section 2 below, and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or Trinity Basin Preparatory; or
4. Infringes on the rights of the victim at school.

Bullying also includes "cyberbullying," which means bullying 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.

Education Code 37.0832(a)(1)-(2).

Sec. 2. APPLICABILITY OF POLICY

This policy applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. 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
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
   a. Interferes with a student's educational opportunities or
   b. Substantially disrupts the orderly operation of a classroom, Trinity Basin Preparatory, or a school-sponsored or school-related activity.

Education Code 37.0832(a-1).

Bullying can occur by physical contact or through electronic means and may include, by way of example, teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, leaving someone out on purpose, spreading rumors, embarrassing someone in public, hitting, kicking, tripping, destruction of property, taking someone's property, or making mean or rude hand gestures.

Sec. 3. PREVENTING AND MEDIATING BULLYING INCIDENTS

Trinity Basin Preparatory shall implement protocols and procedures concerning bullying that prevent and mediate bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832(c)(2).

Sec. 4. MINIMUM STANDARDS FOR BULLYING PREVENTION

a) *Curriculum and Instruction*

To assist with the reduction and prevention of bullying incidents, Trinity Basin Preparatory is integrating age-appropriate instruction and curriculum in the following manner:

Student in early primary grades will receive:

- Explicit instruction designed so students can recognize bullying, including cyberbullying, behaviors and how to report them;
- Age-appropriate classroom culture building discussion that encourage peers to intervene when they observe bullying behaviors; and
- Explicit instruction that characterizes bullying as a behavior that result from the student's need to acquire more mature social coping skills

Students in secondary grades will receive:

- Explicit direct instruction on the brain's neuroplasticity so the student recognizes bullying, including cyberbullying, can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an immutable trait;

- Classroom-culture building discussions that portray bullying as an undesirable behavior and means for attaining or maintaining social status in school, and to dissuade students from using bullying as a tool for reputation management; and
- Explicit direct instruction designed so students can recognize the role reporting plays in promoting a safe school community.

b) ***Bullying Compliance Committee***

Each Trinity Basin Preparatory campus shall establish a committee, which must include parents and secondary level students if secondary grades are served at the campus, to address bullying by focusing on prevention efforts and health and wellness initiatives. The <<Campus Principal>> shall designate members of the bullying committee.

c) ***Bullying Survey***

In order to define how positive school culture and building healthy relationships between students and staff will be measured in alignment with the school's mission, vision, and values, Trinity Basin Preparatory will use an age-appropriate survey that includes relevant questions on bullying, including cyberbullying, that includes appropriate privacy controls in compliance with the Family Educational Rights and Privacy Act ("FERPA").

Trinity Basin Preparatory will define who is responsible to develop and oversee the implementation of action plans based on the results that address student concerns regarding bullying, including cyberbullying.

Sec. 5. RETALIATION

Trinity Basin Preparatory prohibits retaliation against any person, including a victim, witness, or another person who, in good faith, provides information concerning an incident of bullying. *Education Code 37.0832(c)(3)*.

Examples of retaliation include threats, rumor spreading, ostracism, assault, destruction of property, or unwarranted grade reductions / unjustified punishment by staff members.

Sec. 6. REPORTING PROCEDURES

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. Reports should generally be made to the Principal or to a student's teacher. Failure to immediately report may impair Trinity Basin Preparatory's ability to investigate and address the prohibited conduct.

Each Campus Principal may designate one or more staff members to receive bullying reports. However, students are encouraged to report incidents of bullying to any trusted staff member. Any staff member who receives a report of potential bullying must relay the report to the appropriate designated staff member(s).

A report may be made orally or in writing. The Principal or Principal's designee shall reduce any oral reports to written form. The Superintendent or designee shall develop a written form on which incidents of suspected bullying may be reported. The form shall allow for the anonymous submission of reports of suspected bullying.

Once a report of bullying, including cyberbullying is made, Trinity Basin Preparatory will track the progress of the report and investigation of the reported incident(s) and shall monitor the reported counts of bullying incidents to assist Trinity Basin Preparatory with bullying prevention efforts and determination of Trinity Basin Preparatory's response to the incident.

a) *False Claim*

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Trinity Basin Preparatory investigation regarding bullying and/or cyberbullying shall be subject to appropriate disciplinary action.

b) *Notice to Parent or Guardian*

The Principal or Principal's designee shall provide notice of an incident of bullying to:

1. A parent or guardian of the alleged victim on or before the third school day after the date the incident is reported; and
2. A parent or guardian of the alleged bully, within a reasonable amount of time after the incident.

Education Code 37.0832(c)(4).

Sec. 7. INVESTIGATION OF REPORT

a) *Investigations in General*

The Principal or Principal's designee shall determine whether the allegations in the report, if proven, would constitute prohibited discrimination and/or harassment, and if so proceed under Board Policy PG-3.102 (Prohibited Discrimination, Harassment, and Retaliation) instead.

The Principal or Principal's designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of the investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten Trinity Basin Preparatory business days from the date of the initial report. However, the Principal or Principal's designee shall take additional time if necessary to complete a thorough investigation.

Following completion of the investigation, the Principal or Principal's designee will prepare a written decision regarding the complaint. If the results of an investigation indicate that bullying and/or cyberbullying occurred, Trinity Basin Preparatory shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. Trinity Basin Preparatory may take action based on the results of an investigation, even if Trinity Basin Preparatory concludes that the conduct did not rise to the level of bullying and/or cyberbullying as defined in this policy.

Trinity Basin Preparatory may not impose disciplinary measures on a student who, after an investigation, is found to be a victim of bullying on the basis of that student's use of reasonable self-defense in response to the bullying.

Discipline for bullying of a student with disabilities must comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act.

b) ***Response to Bullying***

Trinity Basin Preparatory will provide support for research-based interventions taken both for students who engage in bullying behaviors and students who were targeted by bullying behaviors.

Trinity Basin Preparatory will also utilize a rubric or checklist to assess incidents of bullying and to determine the school's response to incidents of bullying.

c) ***Confidentiality***

To the greatest extent possible, Trinity Basin Preparatory shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

d) ***Appeal***

A parent or student who is dissatisfied with the outcome of the investigation may appeal to the Chief Academic Officer, the Superintendent, and then the Board of Directors, in that order.

Sec. 8. ASSISTANCE FROM PRINCIPAL

Any student who feels that he or she may be the victim of bullying should contact the Principal or Principal's designee to obtain assistance and intervention in response to the potential bullying.

The Principal or Principal's designee shall notify the victim, the student who engaged in bullying, and any student(s) who witnessed the bullying of available counseling options.

Sec. 9. ACCESS TO POLICY

Information regarding this policy shall be distributed annually to Trinity Basin Preparatory employees and included in the Student Handbook. Copies of the policy shall be readily available at each campus and the Trinity Basin Preparatory administrative offices.

Sec. 10. REPORT TO LOCAL LAW ENFORCEMENT

A Principal or the Principal's designee may make a report to local law enforcement officials if, after an investigation is completed, the Principal or Principal's designee has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment) of the Texas Penal Code.

A Principal's designee may include any employee under the supervision of the Principal, other than a school counselor.

A report to local law enforcement officials may include the name and address of each student the Principal or Principal's designee believes may have participated in the conduct.

Education Code 37.0151.

Sec. 11. COMPLIANCE WITH LAW

All actions taken by Trinity Basin Preparatory in response to bullying, including cyberbullying, must comply with state and federal law regarding students with disabilities.