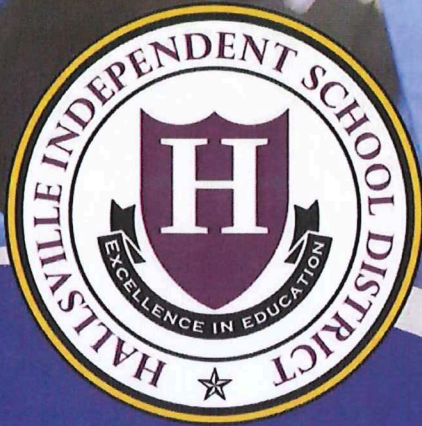
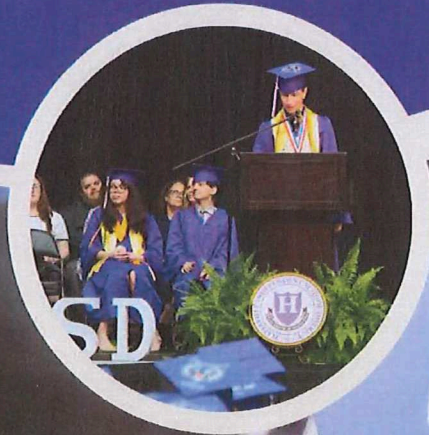


TVAH STUDENT HANDBOOK



2026-2027

**TEXAS VIRTUAL ACADEMY
AT HALLSVILLE**

POWERED BY K12

TRANSLATION OPTIONS

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

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

CONTACT

Stride K12, ATTN: Texas Virtual Academy at Hallsville
521 S. Loop 288
Suite 125
Denton, TX 76201
Phone: 972-420-1404
K12® Care: (866) 512-2273

Website: www.tvah.k12.com

Email: info@tvahallsville.org

CRISIS SUPPORT

NATIONAL SUICIDE PREVENTION LIFELINE & CRISIS TEXT LINE

If you, your student, or someone you know is experiencing a mental health crisis, please call 988 immediately.

Help is available 24 hours a day, 7 days a week, in multiple languages.

If you, your student, or someone you know is experiencing a medical emergency, please call 911 immediately.

MISSION

We will strengthen our Bobcat community by providing individualized learning and personalized support to inspire curiosity, cultivate growth, and enable future-ready leaders.

VISION

Education for everyONE!

MASCOT

The Bobcats

Dear TVAH Bobcats,

Welcome to Texas Virtual Academy at Hallsville (TVAH), a proud program of Hallsville Independent School District. TVAH serves students in grades 3–12 through a full-time, statewide, tuition-free online public school program designed for independent learners who are eager to grow and succeed. By combining the rigorous K12 curriculum – a trusted leader in online education – with experienced teachers and dedicated support staff, we are committed to providing an exceptional educational experience for every student.

At TVAH, we believe each child learns in their own unique way. Our personalized approach is designed to build on individual strengths while providing support in areas of growth. Students have opportunities to explore a well-rounded curriculum that includes core academic subjects, art, music, world languages, and a variety of electives. They can also begin preparing for the future through Career and Technical Education (CTE) courses that help them discover possible career pathways.

We are honored to partner with you in helping your student reach their fullest potential. I invite you to connect with us, explore our website, and discover all that TVAH has to offer. We look forward to a successful year together.

Rosalyn Petry

TVAH Executive Director

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

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This handbook may be adjusted if there are changes to the 2026-2027 District Student Handbook or if TEA provides any updates regarding virtual learning.

Board Approved Date:

2026-2027 School Calendar

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Grading Periods	
1st Nine Weeks	Aug 13 - Oct 12
2nd Nine Weeks	Oct 19 - Dec 17
3rd Nine Weeks	Jan 6 - Mar 12
4th Nine Weeks	Mar 22 - May 21

2026-2027 School Calendar
 Texas Virtual Academy at Hallsville
 521 S. Loop 288, Suite 125
 Denton, TX 76201
 972.420.1404
 (Fax) 888.506.6777

Jul 3	July 4th Break
Aug 3-12	Professional Development
Aug 13	First day of school
Sept 7	Labor Day Holiday
Oct 12	End of 1st Quarter
Oct 13-14	Professional Development
Oct 13-16	Fall Break
Oct 19	Beginning of 2nd Quarter
Nov 23-27	Thanksgiving Break
Dec 17	End of 2nd Quarter
Dec 18	Professional Development
Dec 18-Jan 5	Winter Break
Jan 4-5	Professional Development
Jan 6	First day of spring semester
Jan 18	Martin Luther King Jr. Day Holiday
Feb 15	Presidents' Day Holiday
Feb 19	Professional Development
Mar 12	End of 3rd Quarter
Mar 15-19	Spring Break
Mar 22	Beginning of 4th Quarter
Mar 26	Good Friday Holiday
May 14	Final Day for Seniors
May 21	Last Day of School, End of 4th Quarter
May 24	Professional Development
May 31	Memorial Day Holiday
Jun 5-6	Graduation

* Graduation Date Tentative

Test Dates	
EOC Re-tests	Dec 7-11
TELPAS	Feb 22-26
TELPAS	Mar 1-5
TELPAS Make Up	Mar 22-25
EOC and STAAR	Apr 5-30
EOC Re-tests	Jun 14-18

* Testing dates subject to change

Semester Summary	
81 Student Days	First Semester
89 Student Days	Second Semester
170 Total Days	
15 Professional Development Days	
75,600 Required minutes met	

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

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



Introduction

This Student Handbook sets forth general guidance for parents and students enrolled in the Texas Virtual Academy at Hallsville (TVAH) in partnership with Hallsville ISD and Stride K12 and is subject to the rules and regulations of the Texas Education Agency.

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

Appendix of Acronyms located at the end of this document.

Questions or Concerns?

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

STEP ONE	All concerns should first be directed to the teacher of the course via phone or email.
STEP TWO	If the concern is not resolved through phone or email communication with the course teacher, then the learning coach should escalate their concern to the student's homeroom teacher. Sometimes a virtual conference may be needed.
STEP THREE	If the learning coach continues to have concerns, they should address their concerns with the campus assistant principal.
STEP FOUR	If the concern continues to be unresolved, they should address their concerns with the campus principal. The learning coach or Principal may request a virtual conference to address the concern.
STEP FIVE	If the concern continues to be unresolved upon meeting with the principal, either the Principal or the Learning Coach may request an additional meeting with an Executive Director.

Emails can be found on the school website at <https://tvah.k12.com/>.

Admission & Attendance

Admission & Entrance Requirements

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

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

1. the student, on September 1 of the school year, is
 - a. younger than 21 years of age, or
 - b. younger than 26 years of age and entitled to the benefits of the FSP under TEC, 48.003;
2. the student has not graduated from high school;
3. and one of the following criteria:

- a. the student was enrolled in a TX public school in this state in the preceding school year; **or**
- b. the student is a dependent of a member of the United States military who has been deployed **or** transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding year; **or** the student has been placed in substitute care **or** the student:
 - i. Is a dependent of a member of the United States military;
 - ii. Was previously enrolled in high school in this state; and
 - iii. No longer resides in this state due to military deployment or transfer.

CHILDREN OF MILITARY FAMILIES

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

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

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

Additional information may be found, here:

[https://tea.texas.gov/About TEA/Other Services/Military Family Resources/](https://tea.texas.gov/About%20TEA/Other%20Services/Military%20Family%20Resources/)

OTHER REQUIREMENTS

- TXVSN Chapter 30 – Must have been enrolled in a Texas public school during the preceding school year. *(Military exceptions may apply.)*
- Must agree to take all required state assessments while enrolled in TVAH. *(Students that refuse to take required state assessments are at risk of losing eligibility during the subsequent school year.)*
- Proof of Texas residency. *(Admission to TVAH is available only to students who are domiciled within the geographical boundaries of the state of Texas. Students who do not maintain residency in Texas may not attend TVAH. Military exceptions may apply.)*

REQUIRED IMMUNIZATION

Students K-12th are required to be fully immunized against specific diseases and must provide the school with an up-to-date immunization record or submit a valid affidavit.

The required immunizations include:

- Diphtheria, Tetanus, and Pertussis (DTap/Tdap)
- Measles, Mumps, and Rubella (MMR)
- Polio
- Hepatitis A
- Hepatitis B
- Varicella (Chicken Pox)

Students entering grades 7-12th grades must also have documentation of the Tdap and Meningitis immunizations.

- Meningococcal: One dose of the quadrivalent meningococcal conjugate vaccine is required on or after the student's 11th birthday. If a student received the vaccine at 10 years of age, this would satisfy the requirement.
- Tetanus: One booster dose of Tdap/Td if at least 5 years have passed since the last tetanus-containing

Acceptable proof of immunization includes a personal immunization record from a physician or public health clinic that contains a signature or official stamp or a state issued exemption form.

For additional information regarding Texas Immunization requirements please visit the Texas Department of State Health Services Immunization Unit website:

<https://www.dshs.texas.gov/immunizations>

Exemptions

The law allows parents to obtain an exemption from immunization requirements for reasons of conscience including a religious belief. Conscientious exemptions are good for 2 years.

A medical exemption may also be granted with a written statement from a physician indicating that the required the vaccine(s) would be medically harmful to the child. Medical exemptions are valid for one year.

If you are requesting an exemption from the state

Please visit DSHS: https://www.dshs.texas.gov/sites/default/files/LIDS-Immunizations/pdf/pdf_stock/f11-11755.pdf

Print out the exemption form, complete it by checking the appropriate boxes, sign, date, have it notarized and mail the original form to the address below:

ATTN: Kelli Manning

PO Box 51169

Denton, TX 76206

HEARING/VISION/SPINAL SCREENINGS

The Vision, Hearing and Spinal Screening Program, [Chapter 36 and 25 of Texas Health and Safety Code and Administrative Code Chapter 37](#) require that all children who meet certain grade criteria (specified below), must be screened or have a professional examination for possible hearing/vision or spinal problems.

Vision/hearing screening is required for students enrolled in 3rd, 5th, and 7th grades.

Spinal screening is required for students as follows:

- girls age 10 or in 5th grade
- girls age 12 or in 7th grade
- boys age 13 or 14 or in 8th grade

Screenings are completed by your health care provider. All screening documents must be dated after June 1st of the new school year. Students should have these tests completed by their health care provider and results sent into the TVAH health screening email address, healthtvah@tvahallsville.org.

Families may also check with their local Department of Health agency to see if they provide these services.

Check the 2-1-1 website <http://www.211.org/> for facilities in their area that provide these services or this Texas charitable clinics website <http://txcharitableclinics.org/>.

More information can be found here:

- <https://www.dshs.texas.gov/vision-hearing-screening/spinal-screening-program/spinal-screening-program-guidelines>
- <https://www.dshs.texas.gov/sites/default/files/vhs/pdf/VHS%20requirements.pdf>

TVAH POLICY ON STUDENT ENROLLMENT WITH DISCIPLINE ISSUES

TVAH will conduct a thorough review of each student's individual records prior to granting full acceptance. Any student enrolling at TVAH with active disciplinary issues will be required to appear before a committee to determine if TVAH is

the appropriate fit based on their disciplinary history. TVAH reserves the right to remove any student whose behavior cannot be adequately supported in a virtual education environment. Student must have completed any mandatory JJAEP hours.

Attendance, Engagement, & Truancy Policy

Hallsville ISD's Board of Trustees has approved a calendar of one hundred seventy (170) days of instruction for the 26-27 academic year. Additionally, TVAH requires an average of 7.5 hours of instructional time per day.

TXVSN ATTENDANCE POLICY

Per TxVSN Policy 70.1015 (sections a.1 and a.3):

- (a) A student taking a course through the Texas Virtual School Network (TxVSN) statewide course catalog or a TxVSN Online School (OLS) is considered to:
 - (1) be enrolled in a TxVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TxVSN subject area or course;
 - (2) be, and must be reported as, withdrawn from the TxVSN when the student is no longer actively participating in the TxVSN course or program.

TXVSN ENGAGEMENT POLICY

TxVSN Student Engagement Policy (TAC 19 Chapter 70.1015):

<http://ritter.tea.state.tx.us/rules/tac/chapter070/ch070aa.html>

A student taking a course through the Texas Virtual School Network (TxVSN) statewide course catalog or a TxVSN Online School (OLS) program is considered to:

- (1) be enrolled in a TxVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TxVSN subject area or course;
- (2) have successfully completed a course if the student demonstrates academic proficiency and earns credit for the course, as determined by the TxVSN teacher; and
- (3) be, and must be reported as, withdrawn from the TxVSN when the student is no longer actively participating in the TxVSN course or program.

TVAH teachers and administrators will routinely monitor students' engagement and progress. Intervention plans will be put in place to support students who appear to be disengaged or not making course progress. Intervention may include, but are not limited to: mandatory sessions with teachers/interventionists, engagement specialists, counselors, or administrators; additional required class sessions; participation in the Academic Probation program. If interventions with the student are unsuccessful, Campus Administration may refer the student to the Executive Director for potential administrative withdrawal. Students who are withdrawn due to lack of engagement have been found to be in violation of TAC **70.1015**.

Please note that TVAH students may not take their computers outside of the United States. **If a Stride-issued computer is taken outside of the United States and the computer is used while out of the country, Stride reserves the right to remove computer access from the student.**

If a student is out of the country for longer than 2 weeks without approval from administration, the student may be eligible for withdrawal.

Please refer to the [FDA – Admissions: Interdistrict Transfers](#) for more details.

IMPORTANCE OF REGULAR ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build a solid academic foundation, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

COMPULSORY ATTENDANCE

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

Laptops or PCs should serve as the primary device for completing schoolwork. Tablets, smartphones, and Chromebooks should be avoided due to being incompatible with K12 platforms. Work completed on these alternate devices could result in missed attendance, which cannot be adjusted if the wrong device is used.

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

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

Additional attendance notes:

- Students are required to attend school on each instructional day as determined by the TVAH academic calendar. Students must go to school through the last day.
- Students may log instructional time any time during the day (until 10:59pm each school day) and on any day of the week between the first and the last day of school.
- Attendance will not be logged or modified after the last day of the academic year.
- Students may work ahead. However, students are still required to attend school each day. It is the student’s responsibility to make sure they have something to complete every day for attendance purposes if they complete work ahead of time.
- Online activity during weekends or holidays will not count toward overall attendance or replace missed days.
- Students that complete all coursework prior to the end of any semester may be assigned additional work by campus principal.
- Instructional time must directly relate to lesson objectives which are aligned with the standards outlined in the Texas Essential Knowledge and Skills (TEKS).
- Live attendance and participation in remediation is required and counts towards attendance.
- Students are expected to turn on their camera for all live class sessions, unless the student has a documented accommodation.

NOTE:

An automated attendance notice will be sent to all families whose students do not log in and complete an assignment by 10am each school day.

LIVE CLASS ATTENDANCE

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

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

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

Successful TVAH students make every attempt to attend live Class Connect Sessions (CCs).

- Teachers will hold live class sessions throughout the week in all courses.
- Students are expected to attend all REQUIRED live class sessions. These sessions are mandatory.
- Student assessment data and overall grades are considered when scheduling live class sessions.
- In order for teachers to be responsive to student progress data, students and learning coaches should be prepared to see changes to the live class schedule as needed throughout the year.
- Based on individual student needs, teachers may assign additional sessions.

EXCUSED ABSENCES

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

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

- Illness (up to 3 days)
- Religious holy days;
- Maternity/Paternity leave
- Bereavement (up to 5 calendar days)
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - Mental health or therapy appointments; or
 - Court-ordered family visitations or any other court-ordered activity provided it is not practicable to schedule the student’s participation in the activity outside of school hours.
- Children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty or is on leave from, or

immediately returned from certain deployments.

SECONDARY GRADE LEVELS

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

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

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

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

ABSENCES COMMUNICATION

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

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

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

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

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

TRUANCY

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

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

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

STUDENTS WITH DISABILITIES

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

DRIVER'S LICENSE ATTENDANCE VERIFICATION (SECONDARY GRADE LEVELS ONLY)

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

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

Please complete this DocuSign to request a VOE:

<https://na2.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=d7899428-e154-4c8b-93a7-68ff968c272f&env=na2&acct=19cf31b0-043a-49f2-878e-6b8e17540f09>

LOCKING CURRICULUM

A student's curriculum/account may be locked until the following situations/issues are resolved:

- Missing or incomplete required assessments (ex: interims, state testing, etc.)
- Not meeting the goals of the Engagement Reboot program
- Missing immunization records or other enrollment documentation
- Disciplinary consequence

Students should contact their campus administrator to unlock their curriculum.

Administrative Withdrawal from TVAH

Students may be removed from TVAH due to disciplinary action, lack of attendance, persistent disengagement, or failure to attend mandatory in-person state testing.

Students are provided all necessary due process rights before removal.

TVAH Administration will contact the Legal Guardian and provide an appeal form for the parent to document potential reasons or issues for student behavior or lack of active participation in the program. Legal Guardian may request a meeting with the campus principal at this time. The Legal Guardian has **24 hours** to respond to the appeal form. No response will result in immediate withdrawal from the program.

If appeal is granted and the student continues to display behavior unbecoming of the program (i.e.: lack of attendance, lack of engagement, unresponsive to intervention support), then the legal guardian will receive a withdrawal notice. The Legal Guardian has **24 hours** to appeal the withdrawal. No response will result in immediate withdrawal from the program.

Withdrawals

If a parent wants to withdraw their student from TVAH, they should contact their homeroom teacher to begin the

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

Students who withdraw more than 10 school days before the last day of the semester are at risk of losing academic credit for that semester's courses.

Optional Attendance at Outings

TVAH sponsors optional outings for students and families on a regular basis that enhance the K12 curriculum/learning activities. While attendance to outings is not mandatory, it is a wonderful opportunity to meet other school participants and share information about programs and successful practices. If a family chooses not to attend an outing, school attendance through the online school is still required.

For more information on our school outings, please see the *School Outings and Student Support Services* section of this Student Handbook.

Assessments

Mandatory Testing Information

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

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

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

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

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

STAAR results from grades 3–8 is used as one data point for promotion to the next grade level and are intended to provide schools with an assessment of student understanding to guide future instructional decisions for students during the following school year.

All students who do not participate in one or more STAAR/EOC assessments are subject to the following:

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

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

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

Readiness Assessments

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

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

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

Interim/Benchmark/STAAR/EOC Assessments

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

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

*Additional areas may be assessed based on identified need

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

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

*Additional areas may be assessed based on identified need

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

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

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

Other Standardized Assessments – Secondary Grade Levels

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

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

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

TSI (Texas Success Initiative) Assessment

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

Testing Requirements for Graduation

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

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

Discipline

Students enrolled in TVAH are expected to follow the TVAH Student Code of Conduct.

Additional resource: [Hallsville ISD Student Code of Conduct and Student Handbook](#)

Grading Policy & Graduation

Report Cards

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

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

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

Grade Appeal Process

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

Grade Structure

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

GRADING SCALE FOR GRADES 3-12

A = 90-100%

B = 80-89%

C = 70-79%

F = Failing (below 70%)

Multi-Tiered System of Support (MTSS)

TVAH offers a multi-tiered system of support (MTSS) for all students. Instruction, enrichment, and intervention are delivered along a continuum to meet the full spectrum of social, emotional, behavioral, and academic needs of all students. In a multi-tiered system of supports, tiers describe the intensity of support provided. Tiered support will be reevaluated regularly and students will be placed in/out of tiers based on updated data. Please refer to the [TEA MTSS Fact Sheet for Families](#) for more information ([TEA MTSS Fact Sheet for Families – en espanol](#)).

ACADEMIC SUPPORT

All students will be supported on Tier 1, with our asynchronous courses and live instruction teaching students grade level content. Student learning will be monitored through assignments and assessments within the course and related programs such as IXL.

Tier 2 and tier 3 support will be provided to students who qualify based on assessment data and progress from previous tiers. This support will include a specialized plan for asynchronous support as well as small group intervention.

SEL/BEHAVIORAL SUPPORT

All students will be supported on Tier 1, with the *Leader in Me* program for character development.

Tier 2 and 3 supports will be provided for behavior concerns and attendance concerns in conjunction with continued development from the *Leader in Me* program and targeted social/emotional skill development. Details on support for behavior concerns can be found in our Student Code of Conduct. Attendance support will include phone calls, emails, and meetings to increase awareness of attendance requirements and to form a plan to get the student back on track with missed coursework.

Academic Integrity Policy

All work submitted and/or marked complete in the online school is assumed to have been completed **only by students** from their student account. No one should participate in classes or complete assignments other than the student.

Students should not have access to the learning coach login credentials. Students are also responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. It is also expected that all work submitted will maintain appropriate content. Obscene materials, including illustrations, are prohibited. Profanity, including gestures, symbols, verbal, written, etc., is prohibited on all assignment submissions. Failure to abide by these standards will result in disciplinary action in accordance with the Student Code of Conduct.

PLAGIARISM

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

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

SOURCE CITATION

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

FIRST OFFENSE	The parent is informed, and the student may have the opportunity to redo the assignment at a full letter grade or 10% reduction. The teacher has the discretion of allowing a student to redo the assignment.
SECOND OFFENSE	Communication with teacher and administration about the situation. The student will receive a zero on the assignment with no opportunity to resubmit. Warning that they could lose credit if it happens again.

THIRD OFFENSE	The student will receive a zero on the assignment, and an evaluation will be done to determine if the student can gain credit for the class this semester. The student will be required to do a presentation on plagiarism at a mandatory meeting with the staff.
FOURTH OFFENSE	Students are required to attend a hearing with the principal and/or Executive Director and could face possible disciplinary action.

Artificial Intelligence (AI): Responsible and Ethical Use Guidelines

Artificial Intelligence (AI) is part of the current and future technology landscape. As such, it is important to understand how to use these tools responsibly and ethically. This is a guide to responsible and ethical use for students.

- **Respect for Privacy and Consent:**
 - Obtain permission: Seek permission before using AI technologies that involve data collection or sharing.
 - Protect personal information: Avoid sharing sensitive personal information while interacting with AI systems or platforms. This includes but is not limited to HIPAA, FERPA, IDEA, or any other identifiable information.
- **Avoid Discrimination and Bias:**
 - Recognize biases: Be aware that AI systems may carry biases based on the data they are trained on. Avoid using AI to perpetuate discriminatory behavior or stereotypes.
 - Challenge unfair outcomes: If you notice biased or unfair outcomes from AI systems, report them to your teacher or relevant authority for review and corrective action.
- **Critical Thinking and Validation:**
 - Verify information: Be skeptical of information generated by AI systems and validate it through multiple sources.
 - Question results: Analyze and question the results provided by AI systems to ensure their accuracy and reliability.
 - Exercise critical thinking: Use AI outputs as a starting point for investigation, analysis, and critical thinking rather than relying solely on their conclusions.
- **Responsible Use of AI Tools:**
 - Understand limitations: Recognize the limitations of AI systems and avoid relying solely on their recommendations or decisions.
 - Use AI as a tool: Utilize AI technologies as a tool to enhance your learning and problem-solving abilities, rather than replacing your own critical thinking and creativity.
 - Be accountable: Take responsibility for your actions and decisions made with the assistance of AI systems.
- **Online Etiquette and Cybersecurity:**
 - Be respectful: Treat AI systems and virtual agents with respect and use appropriate language and behavior when interacting with them.
 - Protect yourself and others: Avoid sharing harmful or misleading content generated by AI systems and report any abusive or inappropriate use of AI technologies.
- **Purpose of AI Tools;**
 - AI tools can be used to enhance learning, assist with research, and support creativity.
 - Students can use AI to generate ideas, get feedback, and improve their understanding for subjects.
- **Prohibited Uses:**
 - Directly copying and pasting AI-generated content into assignments without proper attribution.
 - Using AI to complete assignments or exams without teacher approval.
 - Submitting AI-generated work as their own without significant modifications and personal input.

- Guidelines for Ethical use:
 - Always review and critically assess AI-generated content before using it.
 - Use AI to brainstorm and develop ideas but ensure the final work reflects your own understanding and effort.
 - Cite AI tools appropriately if they significantly contribute to your work.
- Plagiarism and Academic Integrity:
 - Plagiarism includes using AI-generated content without proper attribution.
 - Students must adhere to the school’s academic integrity policy, which includes consequences for plagiarism.
- Teacher’s Role:
 - Teachers should provide guidance on how to use AI tools effectively and ethically.
 - Encourage students to discuss how they are using AI in their work.

Course Promotions

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

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

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

Course Credit (Secondary Grade Levels Only)

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

Credit by Exam (CBE) – If a Student has Taken the Course/Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

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

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

Credit by Exam (Including CBE) for Advancement – Student has not Taken Course

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

Grade Level Promotion

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

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

Acceleration Grades 3-5

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

Acceleration Grades 6-12

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

Graduation

INFORMATION

Information on graduation can be found in the [Course Catalog \(link\)](#).

Information regarding the schedule change policy can be found in the [Course Catalog \(link\)](#).

PERSONAL GRADUATION PLANS

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

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

CLASS RANK/HIGHEST RANKING STUDENT

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

The district guidelines will determine:

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

The TVAH valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in TVAH for his or her entire junior and senior year and be graduating after exactly eight semesters of enrollment in high school.

Beginning with students in the graduating class of 2028, the TVAH valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in TVAH for his or her entire final two years in high school.

To be eligible to participate in graduation ceremonies, any seniors who have not completed state testing requirements for graduation must have all graduation credits completed and must have attempted all assigned state testing in their senior year or have a doctor's note within 5 days of testing.

Communication

Parent/Student/Teacher Communication

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

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

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

Staff will aim to respond to student and parent emails within 24 business hours of receipt, not including after-hours, holidays, testing days, or weekends. Parents, students, and teachers are expected to adhere to professional norms in their written and spoken communication with each other. Everyone is expected to use appropriate language and netiquette when communicating with each other. Using excessive exclamation points or capitalization, foul language, or levying accusations against staff can be interpreted as harassment. Staff may not respond to emails with inappropriate content.

Below is an appropriate format to use when emailing staff:

Subject: Student ID, Topic of email

Greeting, Issue/Question.

-Learning Coach Name, phone number

Nonemergency Messaging (Phone and Text, if opted in)

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

Emergency Messaging

TVAHS will rely on contact information on file to communicate with parents in an emergency, including real-time or automated messages. Schedule adjustments or class cancellations may occur because of severe weather, another

emergency, or a security threat. *If a message from Hallsville ISD is received, please listen to the full message to understand if the notice applies to TVAH students.*

Parent Connections

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

Mailing Address

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

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

In the event your address changes and needs to be updated in our system, a new proof of residence is required. Please email your student's registrar , tvahinfo@tvahallsville.org with one of the documents listed below to show proof of residence or use the [Change of Information Form](#) to request the change.

An updated Proof of Residency must be attached to the COI form in order to be approved.

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

Please ensure the proof of residence is in the name of the parent/guardian.

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

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

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

Student Name Change

If you notice that your student's name is incorrect in the learning portal or your student has received a name change, please email your student's registrar, email tvahinfo@tvahallsville.org with an updated birth certificate or other legal document showing the name change or use the [Change of Information Form](#) to request the change. **The student's updated birth certificate or other legal document must be attached to the COI form in order to be approved.**

Updating Contact Information

If you need to update the phone number, email or other contact information on your student's profile, please email your student's registrar or tvahinfo@tvahallsville.org. Parents must also update their phone number and email information within the account setup on the Online School.

All changes must be submitted by the student's legal guardian on file or by a student over the age of 18.

Continued Engagement Plan

PLANNING FOR OCCASIONAL OUTAGES

The Online Learning School (OLS) or Online Middle/High Schools (OMHS) may be down for maintenance or unexpected outages from time to time. During these times, it is important not to panic and follow this plan! You will know that an emergency plan has been enacted because you will receive communication from your campus administrative team.

Be prepared in advance by doing the following things on the first day of school:

1. Download your course textbooks.
2. Save and print a copy of all your teacher's and counselor's phone numbers and contact information.
3. Open your email from the OLS and favorite the link so that you can go directly to your email.
4. Check your email regularly. This is how teachers will communicate assignments if we were to lose connectivity.

HOW TO DETERMINE WHEN SYSTEMS ARE BACK UP AND RUNNING

Check the following places for updates on all systems outages, and keep checking back to login about every 30 minutes to see if the affected system is back up and running again:

- Student/LC Email
- Customer Care: <http://help.k12.com>
- School Newsletter
- Stride Facebook: [Texas Virtual Academy at Hallsville | Denton TX | Facebook](#)
- TikTok: [TVAHallsville \(@tvahallsville\) | TikTok](#)
- Instagram: [TVAH \(@texasvirtualacademyhallsville\) • Instagram photos and videos](#)
- Learning Coach app: Don't have the K12 App? Download the K12 App on your iOS or Android device! Join us today at www.learningcoachlife.com!
- Learning Coach Community

When Service is Interrupted...

SCENARIO ONE: OLS

Access to the online school is temporarily interrupted. Students have regularly scheduled class, but students cannot access Class Connect sessions from their plan due to the system interruption.

- Teachers will not hold live class sessions.
- Students can reach their teachers via phone or email.
- All students are directed to access lessons and other activities during the intermittent outage. Students may also work on any teacher-graded assignments they may have already saved on their computer, such as research projects, essays, labs, or other projects.
- Students will have their physical and downloaded course textbooks to read during the intermittent outage.
- Students and families will be sent an external email warning of the outage and the information will be

posted on social media and in school newsletters. If the outage is prolonged, then an automated phone call will go out to families.

- When course access is restored, families will be notified via email, school newsletter, Stride Facebook, and the Learning Coach app.

SCENARIO TWO: OLS/OMHS

System access to the OLS experiences prolonged interruption.

- Principals will send newsletters with instructions regarding access to offline or alternative coursework.
- Teachers will provide asynchronous recordings and lessons, along with assignments and assessments for students to complete and demonstrate their progress.
- Students can reach their teacher by phone if they cannot use school email. Students are directed to save a hard copy of all teachers' phone numbers on the first day of school in case of an outage or emergency.
- Students are directed to work on offline work during the intermittent outage. This includes research papers, essays and other offline work that is due within the time frame of the occurrence.
- Students will have their downloaded course textbooks to read during the intermittent outage.
- Students and families will be sent an external email warning of the outage, the information will be posted on Stride Facebook/Instagram and an auto dialer will go out to families.
- When course access is restored, families will be notified via Stride Facebook, Learning Coach app, email, and an automated phone call.

SCENARIO THREE: ENGAGELI

Access to Engageli is temporarily down. There are no issues with the OLS. Students cannot access live class sessions from their plan due to the system interruption.

- Teachers will not hold live class sessions.
- Students can reach their teachers via phone or email.
- Students will continue to work on coursework in the OLS.
- Students and families will be sent an external email warning of the outage, the information will be posted on internal Stride Facebook groups. If the outage is prolonged, then an automated phone call will go out to families.
- When access is restored, families will be notified via email, Stride Facebook, Learning Coach app, and automated phone call.

SCENARIO FOUR: ENGAGELI

Access to Engageli is down for a prolonged amount of time. There is no access.

- Principals will send newsletters with instructions regarding access to offline or alternative coursework.
- Students can reach their teacher if they cannot use school email by phone or email.
- Students will continue to use the OLS for all coursework.
- Students and families will be sent an external email warning of the outage, the information will be posted on Stride Facebook and an auto-dialer will go out to families.
- When access is restored, families will be notified via email, Stride Facebook, Learning Coach app, and automated phone call.

SCENARIO FIVE: HURRICANE PREPAREDNESS

The Texas Gulf Coast is within the path of an approaching tropical storm or hurricane.

- Teachers directly in storm's path will not hold live class sessions.
- Impacted teachers will cancel live class sessions prior to landfall.
- Families and Students within storm's path are alerted to impending storm and encouraged to take necessary precautions.
- Students within storm's path are encouraged to continue working if it does not interfere with their safety.
- Students who need resources will be directed to the school counselors.
- Messaging will be sent via automated phone call, as well as email, Stride Facebook, and Learning Coach app.

SCENARIO SIX: NATURAL DISASTERS (POST-IMPACT)

Students are impacted due to natural disasters, including tornadoes, tropical storms, or hurricanes. Federal or State Government(s) declare a natural disaster for specific areas or the entire state.

- Executive Director will send **Safety Declaration Survey** via automated phone call and email to families listed within impacted area(s).
- Teachers who are impacted by natural disasters will have the support of K12 and TVAH within corporate and local policies. This may include accommodations or prolonged leave, pending corporate approvals.
- Teachers without Internet should contact their supervisor as soon as possible.
- Supervisors will accommodate individual situations within corporate policy/guidance.
- Students impacted may be excused from daily work and assessments, including all quizzes, discussions, and TGA's, for up to two weeks.
- Impacted students will be given additional support to complete critical assignments and assessments to ensure mastery of standards and course completion by end of semester.
- Students who need resources will be directed to the school counselors.
- TVAH Executive Director will contact Stride Portfolio Vice President to identify resources available within K12 for staff and students, such as obtaining replacement laptop for any damaged during the natural disaster.

Frequently Asked Questions

WHAT DO I DO IF MY INTERNET GOES OUT?

Internet is a requirement of TVAH. If your internet temporarily goes out, your student will still need to participate in school. We suggest going to a local library, a local business that provides WIFI, or a friend's house to use their internet, while you resolve your internet issues. If your outage is prolonged, please notify your homeroom teacher immediately.

HOW DO I CHANGE MY PASSWORD?

1. Log on to your computer.
2. Press the Ctrl, Alt, and Delete keys on the keyboard at the same time and then release them.
3. Select "Change Password" from the menu that appears on the screen.
4. Make sure the user name is correct.
5. Make sure the account in the second box is correct (whether it's a domain account or local computer account).

6. Type your old (current) password in the third box.
7. Type your new password in the fourth box.
8. Type your new password again in the fifth box.
9. Click “OK.”
10. Click “OK” to acknowledge the message that your password has been changed.
11. Press the Esc button, or click “Cancel” to return to the Windows desktop.

WHO CAN ANSWER QUESTIONS ABOUT MY K12-ISSUED COMPUTER?

Not every student qualifies for a K12 issued computer. If a K12 computer is issued, all issues regarding K12 computers can be directed to K12 technical support directly. Technical support is available at help.k12.com or **866-626-6413** between the hours of 7 am and 7 pm CST.

WHERE CAN I GO TO GET MORE HELP?

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

Parent Tips and Tricks

Below is a list of suggestions and advice compiled by TVAH families and staff members:

STARTING SCHOOL

- Give yourself time to get familiar with the material, and develop a daily schedule based on due dates and requirements of your student’s class schedule.
- Maintain open communication with teachers and make schooling your priority.
- Persevere as a family. Do not allow yourself or your family to become overwhelmed. Work cooperatively and patiently to troubleshoot challenges (i.e., computer or software problems, lifestyle change, etc.).
- Understand that some families need 6 months or more to become completely comfortable with the virtual public school model.
- Keep in mind that parents who have no experience attending public school at home may be surprised to discover that it is time consuming—particularly in the first two or three months as everyone acclimates to the new arrangement. Nevertheless, the reward of knowing that the nature of TVAH’s program leads to high-quality education far outweighs the challenges.
- Check email daily and thoroughly read the information sent. This is our main form of communication, and you will have correspondence from many departments.

ORGANIZATION

- Don’t be overwhelmed when your school materials arrive. Open the boxes, set aside what is for second semester and stick to the basics.
- Organize your workspace as early as possible.
- Establish a reward system based on daily attitude and activity.
- Daily schedules are imperative for your child’s online learning success. Establish a schedule and stick to it.
- Obtain a notebook and write down questions for discussion with the teacher. Leave space to record responses.

COACHING

- Strive to begin school each day at a specified time. Stay on top of your schedule. Catching up can be challenging.
- You might choose to post a motto in the classroom area of your house to motivate your student.

GENERAL

- Attend as many in-person outings and participate in as many virtual social experiences as possible. Meeting other families and students helps families create a sense of community and belonging and provides them with the opportunity to share experiences.
- Take advantage of every opportunity to meet your students' teachers.

School Outings and Student Support Services

School Outings

TVAH sponsors optional outings for students and families regularly that enhance the K12 curriculum/learning activities. While attendance is not mandatory, it is an opportunity to meet other school participants and share information about programs and successful practices. Outings are opportunities for both the students and parents to socialize.

- Parents/guardians/learning coaches are responsible for the cost of transportation and any entrance fees associated with optional outings.
- Parents/guardians/learning coaches are responsible for student access to medication and medical attention, if needed while attending an outing.
- Outings are scheduled in various locations, throughout the state, and where a majority of TVAH students reside.
- Due to the sheer size of the state and TVAH staffing, not all areas will have an outing scheduled.
- TVAH parents/guardians/learning coaches and students are expected to conduct themselves appropriately at all outings.
- Parents/guardians/learning coaches are responsible for supervision of their children at all times and must attend the outings with their student. Students 18 or older may attend outings on their own by filling out the waiver: [TVAH Student Driver Permission Form – Fill out form](#)
- Students are expected to dress appropriately and according to HISD Dress Code while attending all TVAH sponsored events, outings, including graduation and prom. Examples, of inappropriate dress include:
 - Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
 - Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
 - Any clothing that is excessively tight, is of transparent material, see-through material, or that is ripped or torn, or has suggestive signs or symbols.
 - Any clothing through which underwear or any type of undergarment may be seen.
 - Spandex, clothing that does not cover backs, clothing that permits viewing of cleavage, halter tops, tank tops with open sides, spaghetti strap tops, and muscle/tank shirts.
 - Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents.

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

Identification of Students in Need of Special Programs and Services

Texas Virtual Academy of Hallsville (TVAH) is a program of Hallsville Independent School District. Every eligible Hallsville ISD student with a disability is entitled to a free appropriate public education (FAPE). Each special

education student's Individualized Education Plan (IEP) is the centerpiece of the District's plan for providing special education and related services that are reasonably calculated to enable the student to make progress appropriate in light of the student's unique and individual circumstances.

Hallsville ISD has a continuum of services for students with disabilities. TVAH is just one program within Hallsville Independent School District's continuum of services.

Transferring in the Virtual School Setting

[FDA – Admissions: Interdistrict Transfers](#)

TVAH is exclusively a virtual program and does not provide in-person instruction. Students who need in-person support will not be admitted to TVAH. A student's participation in the TVAH program is dependent on each special education student's IEP team, and each student's 504 team, determining that the student can receive a FAPE through a virtual program, to include any necessary and appropriate individualized accommodations, modifications, aids, and/or special education and related services. If a student's IEP or 504 team determines that a student cannot receive a FAPE in a virtual setting, the student may be placed at the Hallsville ISD campus in which the student is a resident or, if the student is not a resident within Hallsville ISD, withdrawn and referred to his or her local district residence.

Legal Citations

Section 504 of the Rehabilitation Act of 1973 is a non-discrimination civil rights law that prohibits agencies that receive federal funding from discriminating against persons with disabilities based on disability. Section 504 provides: "No otherwise qualified individuals with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

The Individuals with Disabilities Act (IDEA) guarantees every eligible student a "free appropriate public education" (FAPE). The law states that all public schools must:

- Find and identify students who have a disability (Child Find)
- Involve parents in decision making
- Evaluate (test) students in a non-discriminatory way
- Develop an Individual Education Plan (IEP) for every student that will help him/her be involved in and progress in the general curriculum
- Decide what special instruction and related services the school will provide
- Provide services in the least restrictive environment (a placement that allows a student with disabilities to be educated to the maximum extent appropriate with students who do not have disabilities).

Child Find

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

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

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

For questions or concerns, please contact your homeroom teacher.

Special Education Services

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

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

WHAT TO EXPECT

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

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

Related Services

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

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

Gifted and Talented

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

For questions or concerns, please contact your homeroom teacher.

Advanced Learners

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

For questions or concerns, please contact your homeroom teacher.

Response to Intervention (Rti)

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

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

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

HOW TO REQUEST RTI ASSISTANCE AND WHAT TO EXPECT

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

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

For questions or concerns, please contact your homeroom teacher.

Section 504 Program

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

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

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

Dyslexia Services

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

For questions or concerns, please contact your homeroom teacher.

Emergent Bilingual Learners

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

An LEP (or EB) student means an individual:

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

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

Texas English Language Proficiency Assessment System (TELPAS)

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

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

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

Technology Usage and Support

Technology Usage

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

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

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

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

Internet/Power Outage

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

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

Health and Safety

Required Immunizations

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

The immunizations required are diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate Personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation may establish proof of immunization. Personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation may establish proof of immunization doses or an acceptable physician-validated history of illness required by DSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

Bacterial Meningitis

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

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

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

Food Allergies

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

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

Psychotropic Drugs

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

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

Substance Abuse Prevention and Intervention

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

Suicide Awareness

If you are concerned about your child, please access Texas Suicide Prevention or contact the principal for more information related to suicide prevention services available in your area.

Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students.

Parents and guardians have the primary right to make decisions regarding their child's upbringing and well-being, and the school seeks to partner with families by supporting both academic success and student wellness. School staff may check in with students about their well-being, encourage communication with parents, and help facilitate conversations when needed. Parents have the right to access their child's education and health records at any time and will be notified if more structured monitoring or support is recommended. The school also provides a variety of health-related and counseling services to support student success, emotional well-being, and school safety.

Key information for parents and guardians includes:

- Employees may ask about a student's well-being without prior consent and are required to report suspected abuse or neglect.
- Parents cannot opt out of legally required actions such as emergency responses, threat assessments, or investigations by law enforcement or child protective services.
- Under Texas law, students may independently consent to counseling related to suicide prevention, substance abuse, or abuse concerns.
- School counselors and staff may provide academic planning, emotional support, mental health prevention and intervention, grief and trauma support, suicide prevention services, and substance abuse prevention.
- Parents may opt out of eligible wellness and support services by completing the opt-out form provided by the school counselor, and consent remains active through the school year unless updated.
- Parents will be notified of proposed changes to services related to their child's well-being whenever possible, and consent is required before administering well-being questionnaires or health screening forms.

Child Sexual Abuse and Other Maltreatment of Children

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

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

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

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

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

Head Lice

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

Student Code of Conduct

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

Bullying

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

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

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

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

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

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

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

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

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

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

Gang-Free Zones

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

Tobacco Prohibited

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

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

Searches

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

Acceptable Use of Technology

The district is committed to ensuring that students use technology safely and will follow a federal and state requirements to protect students from excessive data collection or material that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials applications, including from unsolicited pop-ups, installations, and downloads, be transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain chi pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other the software excluded from the consent requirement by law [See Required Sta Assessments and Standardized Testing
- Require direct and informed parental consent for a student's use of software the conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students.

Misuse of Technology Resources and the Internet

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

Students shall not:

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course <https://txssc.txstate.edu/tools/courses/before-you-text/> a state-developed program that addresses the consequences of sexting. In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor. Any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

Netiquette on the Internet

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

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

The Bobcat Standard

Students are expected to follow the Student Code of Conduct in all aspects of the school day: in class sessions, completing work, and in use of our platform, email and camera systems. Below are the expectations of positive behavior – The Bobcat Standard. A standard is the way things are expected to be done. It’s what we all aim for and agree to follow, so everyone can succeed together. When expectations are not met, consequences are outlined in the TVAH Student Code of Conduct.

The Bobcat Standard	As Bobcats,	This means...
B	Be proactive	<i>I’m in charge of me. I choose my actions, attitudes, and moods.</i>

O	Own your goals	<i>Begin with the end in mind. Set goals and take responsibility for achieving them.</i>
B	Balance Priorities	<i>Put first things first. Focus on what matters most—school, family, and self-care.</i>
C	Collaborate to Win	<i>Think win-win. Build strong relationships through mutual respect and teamwork.</i>
A	Actively Listen	<i>Seek first to understand, then to be understood. Listen with empathy.</i>
T	Think Creatively	<i>Synergize. Combine strengths with others to create new ideas and better results.</i>
S	Seek Self-care	<i>Take time to renew. Take care of your body, mind, and spirit to be your best self.</i>

Law Enforcement Agencies

QUESTIONING OF STUDENTS

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

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

STUDENTS TAKEN INTO CUSTODY

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

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

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

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

NOTIFICATION OF LAW VIOLATIONS

The district is required by state law to notify:

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

Instructional Materials

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

Accessing Student Records

Student records are maintained at the TVAH office. Parents/legal guardians may contact the TVAH office (see page 1 for contact information) to obtain a copy of student records. A copying fee may be assessed. If parents change their address, telephone, or e-mail address, they are asked to follow the procedures listed in the Communications section of the Student Handbook.

Further information on Student Records and Accessibility may be found under "FERPA" below.

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

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

Authorized Inspection and Use of Student Records (FERPA)

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

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

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

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

The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue,

SW Washington, DC 20202-5901

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

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

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

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.
- "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with

disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it has designated as directory information, the release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate. If the parent or student chooses for their information to be excluded from a school directory, they must email tvahinfo@tvahallsville.org to request to opt out of the directory within 10 days of student start date.

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

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

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

The address of the TVAH office can be found on page 1.

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

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

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

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

TEXAS STUDENT PRIVACY ACT

(Tex. Educ. Code § 32.151(3))

Under the Texas Student Privacy Act, TVAH is responsible for protecting students' personal information from unauthorized use, access, or disclosure. These responsibilities include:

- TVAH will not use students' personal information to create an online profile for a particular student, unless this profile is strictly used for a school purpose, as defined under the law.
- TVAH will not use students' personal information for the purposes of targeted advertising.
- TVAH will follow security measures that are designed to protect students' personal information from unauthorized use, access, disclosure, modification, and deletion.
- TVAH will not sell or rent students' personal information, subject to certain exceptions. Such exceptions include instances where the sale or renting of personal information is in regards to post-secondary educational opportunities or scholarships, among others.

Conversely, under the Texas Student Privacy Act, TVAH is permitted to disclose personal information relating to students under the following circumstances:

- To protect against liability.
- To participate or respond to the judicial process.
- To ensure legal and regulatory compliance.
- To protect the safety and integrity of an online operator's website, application, or online service.
- To assist in a legitimate research purpose.
- To assist a student in pursuing post-educational opportunities.

Under the Texas Student Privacy Act, the categories of personal information that are covered under the provisions of the law include but are not limited to:

- Email addresses.
- Physical addresses.
- Educational records.
- First and last names.
- Telephone numbers.
- Health and medical records.
- Social security numbers.
- Political affiliations.
- Religious information.
- Biometric information.
- Discipline records.
- Grades and evaluations.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings unless parents have advised the district not to release

their child's information without prior written consent. Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English.

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

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

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

Participation in Third-Party Surveys

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

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

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

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

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

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

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

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

School Property

TVAH provides materials, computer (if applicable), printer (if applicable, ink not provided), books, and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the school year. If a piece of TVAH electronic equipment isn't working properly, **the parent should contact K12 Customer Care at 1-866-512-2273 or www.help.k12.com** and troubleshoot with the technical support team. Parents should not repair any of TVAH/K12's equipment. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement.

Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Admission of Homeless Children and Youth

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

THE MCKINNEY-VENTO DEFINITION OF HOMELESS

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

The term "homeless children and youths"--

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) includes—
 - a. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
 - b. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - c. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for this subtitle because the children are living in the circumstances described in clauses (i) through (iii).

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

Foster Care

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

new school or placement. The caseworker then has up to 30 days to provide all necessary enrollment paperwork to the new school. Follow up to ensure a student:

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

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

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

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

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

Parent Access to Staff Certifications

Parents may review certifications of Texas Virtual Academy at Hallsville teachers by visiting the following link: [SBEC Official Record of Educator Certificate \(state.tx.us\)](http://sbec.state.tx.us).

Complaint Response Procedure

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

In most cases, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). For information regarding the grievance process, visit <https://www.hisd.com/332568> 2.

Fees

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

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

- Fees for optional courses offered for credit that require the use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

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

Nondiscrimination Statement

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

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

- Title IX Coordinator, for concerns regarding discrimination by sex, including sexual harassment or gender-based harassment: Principal of Guidance, 521 S. Loop 288, Suite 125, Denton, TX 76201, (972)420- 1404
- ADA/Section 504 Coordinator, for concerns regarding discrimination by disability: Special Programs Director, 521 S. Loop 288, Suite 125, Denton, TX 76201, (972)420-1404

All other concerns regarding student discrimination: See the Executive Director 521 S. Loop 288, Suite 125, Denton, TX 76201, (972)420-1404.

Title IX & Section 504 Non-Discrimination Procedures & Reporting

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

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

In accordance with Title IX, TVAH does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment.

Inquiries about the application of the non-discrimination statement may be referred to anyone in the Title IX “who to contact” section above, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

For more information about non-discrimination required in public schools, visit: [Civil Rights Division | Nondiscrimination On The Basis Of Race, Color, National Origin, Sex, Religion, Or Age In Law Enforcement Programs, Services, And Activities Receiving Assistance From The United States Department Of Justice](#)

For information on Title IX and Sex Discrimination from the Office of Civil Rights, visit: [Title IX and Sex Discrimination \(ed.gov\)](#)

WHO TO CONTACT

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

requirements:

- Senior Director of Special Education, for concerns regarding discrimination on the basis of disability. Name and contact information are located on the school website.
- Contact Executive Director, for general concerns regarding discrimination. Name and contact information are located on the school website.

Discrimination	against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.
Prohibited Harassment	<p>Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on a student’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none"> • Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; • Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or • Otherwise adversely affects the student’s educational opportunities. <p>Prohibited harassment includes dating violence as defined by this policy. Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.</p>
Sexual Harassment by Employee	<p>Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:</p> <ul style="list-style-type: none"> • A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or • The conduct is so severe, persistent, or pervasive that it: • Affects the student’s ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student’s educational opportunities; or • Creates an intimidating, threatening, hostile, or abusive educational environment. <p>Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.</p>
By Others	<p>Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:</p> <ul style="list-style-type: none"> • Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

	<ul style="list-style-type: none"> • Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or • Otherwise adversely affects the student’s educational opportunities.
Examples	<p>Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.</p> <p>Necessary or permissible physical contact by an employee or other student such as assisting a child by taking the child’s hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.</p>
Gender-Based Harassment	<p>Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student’s gender, the student’s expression of characteristics perceived as stereotypical for the student’s gender, or the student’s failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender- based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none"> • Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; • Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or • Otherwise adversely affects the student’s educational opportunities. <p>Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include offensive jokes, name- calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.</p>
Dating Violence	<p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person who is in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ul style="list-style-type: none"> • Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; • Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or • Otherwise adversely affects the student’s educational opportunities.
Retaliation	<p>The district prohibits retaliation against a student who claims to have experienced discrimination or harassment, as defined in this policy, or another student who, in good faith, makes a report of discrimination or harassment experienced by another student, serves as a witness in any investigation under this policy, or otherwise participates in an investigation under this policy.</p>
False Claim	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment under this policy is subject to</p>

	appropriate discipline.
Prohibited Conduct	In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy even if the conduct does not rise to the level of “unlawful” conduct.

REPORTING PROCEDURES

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

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

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

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

For students who are having difficulty in the general education classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other intervention and support services that are available to all students, through the district or school’s multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include a response to intervention (RTI) process, can have a positive impact on the ability of districts and charter schools to meet the needs of all students.

If a student is experiencing learning difficulties, which could include academic or non-academic difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s MTSS. 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, when appropriate, to determine if the student needs specific aids, accommodations, or specialized services. A parent may request an evaluation for special education or Section 504 services at any time.

SPECIAL EDUCATION REFERRALS

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to an administrative employee of the school district or open enrollment charter school, such as a campus principal, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, a copy of the Notice of Procedural Safeguards, and a copy of the Overview of Special Education for Parents form created by the Texas Education Agency (TEA). If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need

to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard and form requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school conducts a special education evaluation for a student, it must complete the student's evaluation and evaluation report no later than 45 school days following the date 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 can be extended by the number of school days equal to the number of school days that the student is absent.

There is another exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the evaluation 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. If a district or charter school receives a parent's consent for the initial evaluation less than 35 school days before the last instructional day of the school year, the general timeline of 45 school days applies to the date the written report of the initial evaluation must be completed, with the same extension for three or more absences during the evaluation period.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report as soon as possible, but no later than five school days prior to the initial admission, review and determination (ARD) committee meeting, which will determine a student's initial eligibility or no later than June 30 if the parent consent was received at least 35 but less than 45 school days before the last instructional day of the school year. The copy of the evaluation must be provided to the parent at no cost.

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

CONTACT PERSON FOR MTSS

The designated team to contact regarding options for a student experiencing learning difficulties and the district or charter school's multi-tiered system of supports (MTSS) is the campus assistant principal:

Email Address:

- Elementary School: TVAHelementaryadmin@tvahallsville.org
- Middle School: TVAHmiddleschooladmin@tvahallsville.org
- 9th Grade: TVAH9thgradeadmin@tvahallsville.org
- 10th Grade: TVAH10thgradeadmin@tvahallsville.org
- 11th Grade: TVAH11thgradeadmin@tvahallsville.org
- 12th Grade: TVAH12thgradeadmin@tvahallsville.org

CONTACT PERSON FOR SPECIAL EDUCATION REFERRALS

The designated team to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Name: Victoria Garza

Phone Number: 956-825-1011

Email Address: vgarza@tvahallsville.org

SECTION 504 REFERRALS

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

CONTACT PERSON FOR SECTION 504 REFERRALS

The designated team to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Name: Kristy Decker-Baird

Phone Number: 945-356-1479

Email Address: Kdecker-baird@tvahallsville.org

ADDITIONAL INFORMATION

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

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

Notice of Intent to Provide Prevention Education for Student Safety

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

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

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

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

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

These lessons are implemented through classroom presentations by campus counselors.

If you wish to be excused from prevention education and complete alternative assignments, email the Principal of Counseling – contact information may be found on the TVAH website.

Handbook Acknowledgement

I Understand & Agree

The purpose of this section is to set expectations for both TVAH Learning Coaches (LCs) and TVAH Students. To be successful at TVAH, it is important that LCs and students understand and agree with the following:

- I have read this handbook and have had an opportunity to ask questions.
- I understand that I am required to show proof of residence, proof of prior Texas public school enrollment, and reside in Texas.
- I understand that my student is enrolled in a full-time Texas public-school campus within Hallsville Independent School District (HISD) and that my student is expected to meet all educational requirements set by the District and the State of Texas.
- I understand and agree that as a student enrolled at TVAH my student may not be enrolled in any other full-time or part-time schools. Students found to have duplicate enrollments will be immediately withdrawn.
- I understand and agree that my student is required to follow the TVAH Student Code of Conduct on the TVAH website: <https://tvah.k12.com/>
- I understand that the Learning Coach (LC) is typically a parent or Legal Guardian of the student, but that if a parent or Legal Guardian is not available, the Legal Guardian can select a family member, friend or trusted adult to be the Learning Coach.
- I understand and agree that it is my responsibility to secure an Internet service provider, and that my student is also strongly encouraged to have a working microphone and camera.
- I understand that Learning Coaches are to agree to attend the orientation program designated by the district that is designed to educate students and LCs on necessary tools to access the program.
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about accessing and navigating the platform. Any other work accomplished by the student is supplemental to, and not in place of, the K12 curriculum lessons.
- I understand and agree that student progress is an expected part of the TVAH program and that my student is expected to complete the work of one grade level in one academic year.
- I understand that my student should be completing all the listed assignments in the course calendars and/or Online School schedule each week in each subject.
- I understand and agree to supervise my student in using K12 curriculum. Supervision may include:

- checking email, phone calls, and texts from the school
- maintaining and creating a daily schedule
- monitoring course progress
- reviewing assignments
- checking grades
- troubleshooting technical difficulties
- proper use of AI, according to the AI guidelines above
- I understand and agree that for students to be successful at TVAH, they must:
 - Log-in and work each day
 - Check email twice daily
 - Regularly attend live Class Connect sessions
 - Engage in the online coursework in the OLS/OMS/OHS platforms, and complete all screeners, assessments and assignments by the due date without anyone else completing work for them
- I understand and agree that alongside certified teachers, the student's LC provides academic and technical support, spends time preparing for and engaging in each academic day, and motivates and guides the student during the full school year.
- I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the TVAH program with my student.
- I understand and agree that I am expected to regularly communicate with my student's teacher and that my student must submit assigned work as required and attend live required classes.
- I understand and agree to follow the attendance policies, and to communicate directly with teachers and staff, as needed.
- I understand that LCs are able to observe the student's participation in remote instruction, but I agree that LCs are not to interrupt remote instruction.
- I understand that it is the LC's responsibility to monitor student's AI usage in regards to schoolwork.
- I understand and agree that LCs are to address any concerns related to instruction with appropriate district personnel outside of instruction time.
- I understand and agree that it is the LC's responsibility to ensure student access to remote instruction and that repeated inability to access remote instruction may result in a transfer to an in person learning environment on a District campus, should the Student be a resident of the District, or withdrawn and referred to his or her district of residence in not a district resident.
- I understand that if my student receives special or related services, that those services are provided by TVAH through virtual platforms. However, the ARD committee will discuss the most appropriate setting for these services based on each individual student's data.
- For students receiving related services per the student's IEP, I understand that if I leave the state of Texas, I must notify the school and make arrangements for related services owed while out of state.
- Students who have poor attendance (insufficient hours recorded over time in the system) may be withdrawn due to lack of attendance and engagement or referred to the juvenile court's system as a truant student in need of supervision.
- I understand and agree that, as students in a public school, TVAH students are required to participate in all state testing, including but not limited to diagnostic testing, benchmark testing, interim testing, readiness testing, STAAR testing and EOC testing – some of which are in person.
- I understand and agree to attend in person STAAR/EOC testing as a requirement of enrollment in Texas public schools, and I understand that I am required to provide transportation to all testing sites regardless of distance.

- I understand and agree to attend in person TELPAS testing as a requirement of enrollment in Texas public schools, if my student has been identified as an Emergent Bilingual student. I understand that I am required to provide transportation to all testing sites regardless of distance.
- I understand and agree to attend any additional tests I sign up to take, such as AP in person or TSIA2/IBC virtually.
- I understand that TVAH students are considered transfer students to Hallsville ISD and I have read the [HISD Interdistrict Transfer Policy](#)
- TVAH does not encourage students to be left home alone or unsupervised during the school day.

Acknowledgment of this Document

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

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

[Click Here to Sign Electronically](#)

EQUAL OPPORTUNITY POLICY STATEMENT

No administrative officer or employee of the Hallsville Independent School District, acting in his/her official capacity, may discriminate on the basis of a person's sex, race, age, religion, color, national origin, or handicapping condition regarding: personnel practices, including as signing, hiring, promoting, compensating, and discharging employees; use of facilities; awarding contracts; and participation in programs.

No student shall, on the basis of sex, race, religion, national origin, or handicapping condition, be excluded from participation, be denied the benefit of, or be subjected to discrimination under any education program activity sponsored by this school district as specifically provided in the Section 504 Implementing Regulations.

Hallsville ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technology programs.

Inquiries regarding Section 504 should contact TVAH Director of Special Programs. See [TVAH website](#) for contact information.

Appendix

K12 Specific Terms

Abbreviation	Full term
LC	Learning Coach
OHS	Online High School (Grades 9-12)
OLS	Online Learning System (Grades 3-5)
OMS	Online Middle School (Grades 6-8)

General Terms

Abbreviation	Full term
AP	Advanced Placement
CBE	Credit by Examination (used for acceleration of grade-level or course/subject)
CTE	Career and Technical Education
EB	Emergent Bilingual student
EOC	End of Course Assessment
GPA	Grade Point Average
IBC	Industry Based Certification (industry-specific career readiness assessment)
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills (objectives for mastery based on subject and grade-level)
TSIA2	Texas Success Initiative Assessment 2 (TX college readiness assessment)
TxVSN	Texas Virtual School Network
WD	Withdrawal

Special Programs

Abbreviation	Full term
504	Section 504 (related to accommodations for students with disabilities)
ARD	Admission, Review, Dismissal (meeting used to determine special education and related services for students with disabilities)
BIP	Behavior Intervention Plan (a written improvement plan created for a student based on the outcome of the functional behavior assessment (FBA))
GT	Gifted and Talented
IEP	Individualized Educational Program (Document created in conjunction with ARD meeting, used to modify or implement curriculum and services for students with disabilities)
LPAC	Language Proficiency Assessment Committee
MTSS	Multi-Tiered System of Supports
RTI	Response to Intervention
SPED	Special Education
TELPAS	Texas English Language Proficiency Assessment System (assessments given to E students annually until exit criteria is met)