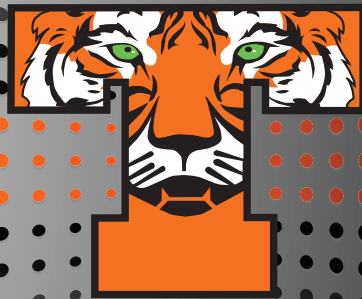


2011 - 2012

Student Handbook and Code of Conduct



Texarkana
Independent School District

ACADEMIC ALTERNATIVE HIGH SCHOOL **OPTIONS**



Texarkana

Independent School District

OPTIONS

Academic Learning Center

Student Handbook and Student Code of Conduct
2011-2012

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Handbook Purpose and Organization

The purpose of this student handbook is to give Texarkana Independent School District students and their parents an understanding of the general rules and guidelines for attending and receiving an education in TISD schools.

The handbook is organized in the following sections:

| | |
|------------|--|
| Section A: | Campus Information and Requirements |
| Section B: | District General Information and Requirements |
| Section C: | District Academic Information and Requirements |
| Section D: | Student Code of Conduct |

When the handbook uses the term “parents,” it means the parents, the legal guardian, or the person who has accepted responsibility for the student, at least in regard to school matters.

Both parents and students should become familiar with the Texarkana ISD *Student Code of Conduct*, which is a document adopted by the board and is intended to promote school safety and an atmosphere for learning. That document can be found as an attachment to this handbook. The Student Handbook is designed to be in harmony with board policy and the *Student Code of Conduct*. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. This student handbook is not a contract between the school and parents or students. It may be amended at any time at the discretion of the District. If the District makes changes to the student handbook during a school year, the administration of the District and the campus will communicate those changes in ways that are designed to inform parents and students of the new or revised information.

The rules and standards set forth in this handbook apply to conduct on school premises, to conduct on school buses, to conduct off school premises that directly affects other students of the school, to conduct at school functions of any kind, and to conduct involving school property. This school handbook does not define all types and aspects of student behavior; however, the Board of Trustees has the responsibility to set forth policies, rules and regulations to help all students conduct themselves in a proper manner as good citizens of the school community.

Texarkana Independent School District

Board of Trustees

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President

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Secretary

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*Assistant Superintendent
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*Assistant Superintendent
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4241 Summerhill Road
Texarkana, Texas 75503
Phone: 903-794-3651
Fax: 903-792-2632
<http://www.txkisd.net>

Texarkana Independent School District

Mission Statement

Texarkana Independent School District will provide an exceptional education for all learners in a quality environment which nurtures the intellectual, social, cultural and physical development of each student's overall well-being.

Five-Year Vision Statement

July 1, 2015:

After a district-wide tour of the Texarkana Independent School District, the U.S. Secretary of Education announced: "TISD, a district of considerable cultural and socio-economic diversity, serves as a model for successful urban education." Serving a student population of 8,000, the district is focused on purposeful, continuous school improvement, doing whatever it takes to ensure student success.

With an attitude that all students can succeed – no exceptions -TISD challenges and prepares all students through a myriad of curricular and extracurricular opportunities that are focused on the individual talents and interests of each child. By engaging students in real-world experiences to promote real-world success, the district optimizes learning experiences for every child. All students in Texarkana ISD are engaged in personal goal setting and monitoring as they develop a vision for their future.

This individualized experience is accomplished through the safe, secure, and nurturing environment of the Tiger Family. While respecting the traditions of the past and of the community, the district also looks to the future and integrates a global perspective of education. To do this, TISD employs the highest compensated staff in the region, providing them with the training, technology, and resources to teach effectively in state-of-the-art facilities. Strong fiscal management focused on maintaining financial stability and an aggressive approach to maximizing sources of income are key to sustaining high quality programs.

The result is a district with strong student and community confidence in the quality of our schools and with national recognition for our success.

Belief Statements

- *We believe that our strength lies in the cultural and socio-economic diversity of our students.*
- *We believe in a personalized education that maximizes the potential for each student.*
- *We believe that a guaranteed and viable curriculum is the most effective strategy to impact student achievement.*
- *We believe that a competent, committed, and caring staff is essential to a quality education for all children.*
- *We believe that community trust and support are critical to the success of our district.*

*Texarkana ISD is proud to be a Kids at Hope District.
We believe that all children of Texarkana ISD are capable of success, NO EXCEPTIONS.
We are committed to surrounding our students by caring adults
who have high academic and behavioral expectations for our students
and who provide them with opportunities to be successful.*

OPTIONS

Administration

Marsha Burris
Principal

Purpose

OPTIONS Academic Alternative High School provides students a diverse 21st century learning environment with the opportunity to earn a State of Texas accredited high school diploma.

Goals

To provide direction and opportunities for students to become competent in developing academic proficiency while completing a high school diploma.

To provide opportunities for students to develop positive character and to become leaders in the school and the community.

Mission Statement

To provide a learning environment that both supports and encourages high expectations, a sound academic foundation, and a strong belief in the abilities of the non-traditional student to achieve success

3201 Lincoln Avenue
Texarkana, Texas 75503
Phone: 903-793-5632
Fax: 903-798-2131
<http://www.txkisd.net>

Campus Information and Requirements

OPTIONS

Schedules and Calendars

School Opening/Closing Information: The building will be open at 7:30 a.m. Students are not permitted in the building before this time unless they have permission from a teacher or administrator. Students must leave campus immediately after their session has ended.

Office Hours: The office hours for OPTIONS are 7:30 a.m. to 4:30 p.m.

School Day Schedule: OPTIONS offers two daily sessions. The first session begins at 8:30 a.m. and ends at 12:45 p.m.; the second session begins at 11:00 a.m. and ends at 3:15 p.m. Sessions are conducted Monday through Friday. All students are expected to be on time for each session.

Admission and Attendance

Documents Required for Admission:

- An official city, county or state birth certificate
- An up-to-date immunization record signed by a physician or by public health personnel
- Social Security card
- The most recent student transcript (*Note: This preliminary transcript will be used for placement purposes only. An official transcript with the sending school's seal must be sent directly from the sending school to Texas High School.*)
- Proof of TISD residence

General Admission Requirements:

In District Students

- A TISD student in grades 9-12 who wishes to enroll in OPTIONS must supply the documents listed above, must complete an application, and must complete an on-site writing sample. Completion of the application and the required essay does not guarantee enrollment.
- Application reviews and acceptance determinations will be conducted each Tuesday. To determine acceptance at Options, the Options principal will review the following:
 - Application
 - Writing sample (essay)
 - Student transcript
 - Student's academic needs
 - TAKS scores
 - Discipline record
 - Attendance record
- Students who meet the initial requirements for enrollment must schedule the first in a series of intake meetings and assessments (if applicable).
 - Initial academic planning meeting with the principal
 - Benchmark testing (may be required for acceptance of 9th grade students and out of state students)
 - Meeting with the counselor/academic advisor for graduation plan and for post-secondary and career planning
 - Final meeting with the principal, counselor/academic advisor, and parent
 - Note: It is important to be on time for each appointment and to bring any required paperwork. Students who are late to appointment may be asked to reschedule.

Out of District Students

- Students who reside out of district will be considered for admission if the district in which they reside has entered into an interlocal agreement for these services.
- Students should contact the OPTIONS campus to enroll. The OPTIONS academic advisor will meet with the student to determine the academic schedule and to assign the appropriate session.
- Students transferring into the District will be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school as listed above. If no official transcript is available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman-level classes pending receipt of the official transcript.

Attendance Requirements: Regular attendance in OPTIONS is critical to timely course completion. Students cannot meet graduation requirements if they are not in attendance. The following requirements will be in effect for the program:

Admission and Attendance (continued)

- 1) Students are required to attend their assigned session for a minimum of five days per week/four hours per day. Failure to do so will place the student on probationary status. Parents/guardians will be called when a student is absent. After three absences within five school days, the truant officer will be notified. Students who are seventeen years old or older can be charged personally with truancy.
- 2) Attendance is taken each hour by the classroom instructor.
- 3) Students will be assigned to either the first or to the second session. Once students are assigned to their session, they must attend during that time period. Students may not attend the other daily session unless the principal has given prior permission.
- 4) Students will be allowed to change sessions only with the permission of the campus principal **at the beginning of each semester**. A request must be submitted by the parent directly to the principal.

Driver License Attendance Verification: For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

Absences: Students are required to attend all assigned sessions. If a student misses a session, those hours must be made up.

Make-Up Hours Due to Absences: Students have one week to make up missed hours. For example, if a student is absent on Monday of one week, he/she has until the following Monday to make up the absence. The student must complete the make up hours in addition to the normal hours of instruction required from the student. Failure to make up the additional hours will result in truancy filing with a Bowie County Judge. If student has engaged in truant conduct, his/her driver's license can be revoked by the municipal judge. Family Code. Section 54.021.

Truancy: Truancy, the absence from school without the knowledge and consent of the student's parent or guardian, is prohibited. Truancy includes an unexcused absence for one or more periods of the school day. Major changes to the truancy law were made by the 77th Legislature, and the District is required to notify all parents at the beginning of school concerning the new truancy law as defined by Senate Bill 1432. Requirements regarding truancy are as follows:

1. If a student is absent from school 10 or more days, **OR**
2. If a student is absent 10 or more partial days in a 6 month period in the same school year, **OR**
3. If a student is absent from school 3 or more days or 3 or more partial days in a 4-week period, **THEN**
4. The student's parents or person standing in parental relation to a student are subject to prosecution for the offense of *Parent Contributing to Truancy* (formerly *Thwarting Compulsory Attendance Law*), and the child is also subject to prosecution or referral to the Juvenile Court for the offense of *Failure to Attend School*.

In OPTIONS, parents will be called when a student is absent. After 3 absences within 5 school days, the Truant Officer will be notified.

For truancy offenses, disciplinary action will be taken in accordance with District policy. Previous offenses will be considered in the determination of consequences. Further acts of truancy will continue to be classified as discipline violations and may result in assignment to the Alternative Education Program or may result in more severe disciplinary measures.

Admission and Attendance (continued)

If any parent or person standing in parental relation to a student fails to require the child to attend school, that person will be warned in writing by the District that attendance is immediately required. If, after this warning, a parent or person standing in parental relation intentionally, knowingly, or with criminal negligence fails to comply, that person will be subject to punishment as provided by law unless inability to compel the child to attend school can be established. In that case, the student will be subject to action by the juvenile court.

Family Code, Section 54.021, states that a justice of the municipal court may suspend a student's driver's license if the student has engaged in truant conduct.

Tardies: Students are expected to be on time and ready for instruction at the beginning of each session. Students who are tardy to the first session will be required to remain in the session for an extra class period. Students who are tardy to the second session will be required to remain in the session from 3:15 to 4:00.

Completion of OPTIONS

Transferring from Options to Texas High School

BEFORE Completion of the Four-Year Plan:

- 1) Transfers from OPTIONS to Texas High School may take place only at the beginning of the school year (fall semester).
- 2) In order to be eligible for transfer,
 - A student must have completed a minimum of six credits.
 - A student must have completed both the first and second semesters of grade level courses.

Student Resources, Fees, and Services

Student Supplies: Students are required to bring paper, pencils, pens, and other items as required by teachers for specific subjects. A list of required supplies will be provided during the first week of admission.

Textbooks: Textbooks are the property of the State of Texas and are issued to students at no charge for use while enrolled in the District. Each book is issued to the Texarkana Independent School District by the State at the new or original price, regardless of the age of the book. Textbooks must be paid for in full if they are lost or damaged extensively (Board Policy FNCR-L). At the time books are issued, each student must fill out a book card and make detailed notes regarding the condition of each book. At the close of each semester, books will be checked and fines assessed according to an established schedule for damage other than routine wear. Students are responsible for the return or replacement of all instructional materials and textbooks issued.

Textbooks must be covered at all times and must be maintained in the same condition as issued. Replacement cost will be charged for lost or defaced textbooks or instructional materials. Fines are assessed for damage to textbooks or instructional materials. Textbooks and instructional materials should not be loaned or shared.

Students failing to return or pay for a book will lose the privilege of being issued textbooks. A textbook will be provided for classroom use only.

Textbooks are issued by serial number and TISD number. Returned textbooks and instructional materials must reflect the serial number and/or TISD number issued to the student.

Free and Reduced-Price Food Program: TISD schools participate in the federal Child Nutrition Programs, which provide free and reduced price breakfast and lunch programs to students based on family income levels. Households that have difficulty in paying for school meals should contact the TISD Foodservice Department and apply for free or reduced price meals. The District maintains strict confidentiality as to whether students participate in the program. Parents who would like more information about the program or an application should contact Beth Carson, Director of Child Nutrition, at 1600 Waterall, 903-792-2231.

Guidance and Counseling: An academic advisor located on the Options campus will serve as a resource for educational planning. Four-year degree plans will be developed for each student and will guide the OPTIONS staff in assigning students to courses.

Student Conduct

Student Expectations and Responsibilities: In order for any school to be successful, the environment must be one conducive to learning. Successful schools have clearly defined rules of operation, consistent application of those rules, and a conscientious attitude on the part of their students, staff, and community in complying with those rules. As is the case in any community, “abiding by the law” must come from the individual. The atmosphere sought in TISD schools is one in which respect from one person to another is readily observed and in which a proper balance exists between each person’s right to be an individual and his responsibilities to function as a member of a larger community. Each individual must recognize that his/her personal rights do not extend beyond other’s rights, and compliance with reasonable rules of behavior takes priority over self-interest. **For a more detailed description concerning discipline, please refer to the Student Code of Conduct.**

Student responsibilities for achieving a positive learning environment at school and at school-sponsored activities include:

- Attending all classes, daily and on time
- Being prepared for each class with appropriate materials and assignments
- Being properly attired in order that the appearance does not cause a disruption or create a health or safety hazard
- Exhibiting an attitude of respect toward others
- Conducting oneself in a responsible manner
- Seeking changes in school policies and regulations in an orderly and responsible manner through appropriate channels
- Obeying all school rules

Students in OPTIONS are expected to abide by the following general rules of conduct:

- 1) OPTIONS participants are expected to maintain a high level of respect for faculty, staff, and other students. This includes students’ possessions and their right to learn without disruption.
- 2) Student behavior during sessions will be positive and productive. Excessive talking, off-task behavior, or sleeping will not be tolerated. Students will be given one warning to return to work. Students who choose to remain unproductive will be sent home or will be removed from their area, and no credit will be issued for that session. Make-up hours will be issued.
- 3) OPTIONS is a closed campus during the scheduled shifts, and students must remain in the OPTIONS area only at all times. Certain areas of the campus are classified as off limits to the OPTIONS students. Students should not return to their cars during a session without receiving permission from the front office.
- 4) Students enrolled at OPTIONS may not visit any other TISD school campus or facility during regular school hours. OPTIONS students will follow the same regulations and procedures as the general public when attending any TISD event or function held after school hours. Failure to follow these rules will result in a disciplinary action.

Educational Technology and Acceptable Use Practices: The following is a summary of acceptable practices regarding the use of technology resources provided by the Texarkana Independent School District. By using the technology resources provided by the district, individuals implicitly agree to follow these guidelines.

Definition of Technology Resources: The terminology “technology resource(s)” refers to any configuration of software and hardware provided by the district. Hardware includes, but is not limited to: desktop computers, laptops, network connectivity devices, wireless connectivity devices, printers, phones, network servers, and network storage devices. Software includes, but is not limited to: internet access, electronic mail, operating system software, application software, local and external databases, and data files. The Superintendent, or designee, is authorized to monitor the activity of the district’s technology

Student Conduct (continued)

resources as well as any technology resource present on district property. This monitoring can take place without notice, whether written or verbal, to the technology user.

System Access: Students will be granted access to technology resources for class assignments and research. Employees will be granted access for teaching, administrative functions, and as job duties dictate. Individuals will be issued one or more username(s) and password(s) to gain access to technology resources. This information is not to be shared with other employees or students without prior written approval from the Superintendent or designee. Technology users are responsible for keeping this information in a safe place where it cannot be accessed by other technology users. The technology user will be held responsible for the proper use of his or her username(s) and password(s).

Student Login: Students will be given a district username and password upon enrollment in the district. Within two weeks after initial enrollment and subsequently at the beginning of the school year, the parent/guardian of the student must sign and return the appropriate Student Handbook form in order for the student to retain internet access. If internet access is removed from the student's login for this reason, it will be reinstated upon receipt of the Student Handbook form.

Personal Web System: The district-provided personal Web system shall be considered an extension of the classroom and is to be used for educational purposes only. All content will be monitored. All rules and regulations which apply to electronic communication and the classroom will apply.

Acceptable Use: Technology resources are for learning, teaching, and administrative use at school and for school-related purposes. Commercial use is strictly prohibited. Individuals are expected to use the technology resources in a responsible, ethical, and polite manner.

The uses of technology resources that are classified as unacceptable under district policy and this AUP user agreement are listed in the General Conduct Violations of the *Student Code of Conduct*. Individuals found using resources in an unacceptable manner may be denied access to technology resources and may face further disciplinary action.

Internet Safety Policy: In accordance with the Children's Internet Protection Act (CIPA), the district will install the appropriate technology resources to protect students and employees from inappropriate Internet content. This system will restrict access to electronic systems which contain information pertaining to pornography, hacking, unauthorized chat rooms, and any other content considered harmful to minors. This system will also restrict access to sites which seek to solicit personally identifiable information. Students and employees who wish to appeal restricted access to certain sites must submit this request to their instructor or supervisor. If the instructor or supervisor determines the restricted content is appropriate for school use, he or she must submit a formal request to the Information Technology department for further inspection.

Classification of Inappropriate Material: The categories of material considered inappropriate and to which access will be blocked will include, but will not be limited to the following: pornography, images or descriptions of sexual acts, promotion of violence, illegal use of weapons, drug use, discrimination, participation in hate groups, instructions for performing criminal acts and on-line gambling. The Director of Information Technology reserves the right to block use of additional sites which can unduly burden the District's computer, network, or staff resources. Also included in this category is content determined to be harmful to minors as prescribed by legal policy.

Termination or Revocation of Access: The District may suspend or revoke a technology user's access to the District's system upon violation of the District's acceptable use policy. Termination of a

Student Conduct (continued)

student's access will be effective on the date the Director of Technology Services receives notice of student withdrawal or of revocation of system privileges or on a future date if so specified in the notice.

Enforcement: Misuse of the educational technology system will be classified in two levels: Level 1-- General Misuse and Level 2-- Damaging or Destructive Misuse." Actions in Level 2 may be viewed not only as violations of administrative regulations and district policy, but also as criminal activity under applicable state and federal laws (Texas Penal Code, Computer Crimes, Chapter 33). These actions also may require restitution for costs associated with system restoration, hardware, or software costs.

Types of general misuse include but are not limited to the following:

- using inappropriate or inflammatory language
- viewing non-educational content without prior written permission
- attaching unauthorized devices to district technology resources

Types of damaging or destructive misuse include but are not limited to the following:

- use of proxies or encryption
- endangering the network by manipulating software or hardware
- knowingly placing a computer virus or any other destructive computer code on a computer or the network
- bypassing district security monitoring
- using another user's login
- accessing secure and/or confidential information without authorization
- divulging passwords
- causing system malfunction
- developing programs that harass other users
- attempting to infiltrate a computer or computing system
- harming or destroying district equipment, materials, or data
- attempting to degrade or disrupt system performance

Disclaimer: The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by the system or that the information or software contained on the system will meet the system user's requirements. The District does not warrant that the system will be uninterrupted or error free or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

Academic Dishonesty/Cheating: Students found to have engaged in academic dishonesty will be subject to disciplinary penalties. Broadly defined, academic dishonesty/cheating occurs any time that a student knowingly submits work under his/her own name that was obtained through the efforts of someone else. Common examples would include, but are not limited to, the following:

- Copying from another student's paper
- Using unauthorized information while taking a test (cheat sheet)
- Paraphrasing someone else's homework
- Giving information to another student to complete assignments

Student Conduct (continued)

- Obtaining or giving answers during a test
- Securing a copy of a test to study and/or using the information on a test
- Talking during a test
- Knowingly checking another student's work incorrectly during routine class procedures
- Copying book jacket summaries for book reports (plagiarism)
- Submitting work completed by someone else (parents, other adults, other students)
- Using information obtained through the Internet or other resources without appropriate documentation

Bullying: Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct against another student and the behavior:

- Results in harm to the student or the student's property,
- Places a student in fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

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, counselor, principal, or another district employee as soon as possible. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Personal Items and Materials at School: Students are responsible for all their personal possessions while at school or while at any school-sponsored or school-related event. Parents are strongly urged to discourage their children from wearing or from bringing to school expensive or irreplaceable electronics, jewelry, watches, sunglasses, toys or personal clothing (other than items such as coats or jackets) that may be removed during the day. The District is not responsible for any personal items that are lost, damaged, or stolen at school or at a school-related activity. The following regulations are in effect concerning other personal belongings or materials.

Money at School: When it is necessary to send money to school, it should be placed in an envelope with the child's name, teacher's name, amount of money, and purpose. If the money is lost, it is easier to return to the owner if the information is available. Students should not bring large sums of money to school.

Food, Candy, and Drinks: Food, candy and drinks are not permitted in school buildings. Food and drinks must be consumed only in the cafeteria and designated area during the scheduled student lunch. Careless disposal of gum and food in drinking fountains, on furniture, or on floors presents sanitation and cleaning problems and requires costly repairs. Students who disregard rules concerning food, candy and drinks will receive disciplinary action.

Portable (Cellular) Telephones: The District prohibits students from displaying, turning on, or using a paging device, including a cellular phone, a pager, or other telecommunication device, on school property during the school day. The District recognizes the desire of many parents to provide their students with the security of a cellular telephone while attending after hours events; however, students must recognize the type of event they are attending and use good judgment in utilization of such a device. For example, the use of a cellular telephone at a softball game may not be disruptive when used with

Student Conduct (continued)

courtesy; however, using a cellular telephone during a theatrical performance would be totally inappropriate. During state testing, cellular telephones or other electronic devices are prohibited on campus.

Cell phones displayed, turned on, or used during the school day will be taken up and given to an administrator. The first time a telecommunications device is confiscated, the student's parent/guardian will have to come to the school and pick it up. If the device is confiscated a second time, it will be held by the campus administrator until the end of the school year. At that time, the parent may pick up the device.

Students who violate this policy will be subject to established disciplinary measures.

Electronic Devices (other than cell phones): Electronic devices are not to be brought into the classroom, unless they are required for classroom instruction.

Distribution of Non-School Materials: Students are not permitted to distribute non-school publications or materials in the classroom or hallways. Before non-school materials or publications are made available to students in the designated area, they must be submitted to the principal or designee for review and approval. The principal or designee will make a decision as to whether or not the material is approved within 24 hours of the time the materials are submitted. Failure to act within that time is interpreted as disapproval. If the materials are disapproved, students may appeal to the Superintendent, who will decide within three days. The Superintendent's failure to respond is interpreted as disapproval. Students may appeal to the Board by making a written request for the Board to consider the Superintendent's decision at the next regular Board meeting.

Care of School Property: The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to disciplinary consequences in accordance with the Student Code of Conduct.

Dress and Grooming: Cleanliness, neatness, appropriateness, modesty, and effect on the learning environment are the criteria that should dictate the student's choice of school dress and grooming on any given day. A student is not appropriately dressed if he/she is a disturbing influence in class or school because of his/her mode of dress.

No attempt will be made to dictate fashion styles as long as they are in keeping with school District guidelines and/or policies. Students and their parents/guardians are charged with the responsibility of ensuring that modesty, appropriateness, and neatness of dress are maintained.

If a student comes to school wearing clothes that violate the dress code or in any other way violate the dress and grooming standards, the student may be placed in in-school suspension until he/she is in compliance. The school will make efforts to notify the parent as soon as possible of this assignment. If the student comes into compliance with the dress and grooming standards, he/she will return to regular classes immediately.

Examples of unsuitable school dress and grooming include but are not limited to the following:

| | |
|------------------------------|--|
| Tattoos and Piercings | <ul style="list-style-type: none"> ▪ Jewelry requiring body piercing except in the ears ▪ Exposed obscene tattoos or body drawings |
| Hairstyles | <ul style="list-style-type: none"> ▪ Any hairstyle that is not neat, clean, and well-groomed ▪ Any hairstyle that is distracting ▪ Hair combs or hair picks |

(continued on next page)

Student Conduct (continued)

| | |
|---------------------------|--|
| Hats | <ul style="list-style-type: none"> ▪ Headgear of any kind at any time in the buildings or hallways |
| Shoes | <ul style="list-style-type: none"> ▪ Lack of shoes ▪ House slippers ▪ Shoe skates |
| Shirts | <ul style="list-style-type: none"> ▪ Spaghetti straps, tank/tube tops, halters, and midriff tops |
| Shorts/Pants | <ul style="list-style-type: none"> ▪ Sagging pants of any kind ▪ Spandex or body fitting shorts or pants ▪ Pajama Pants ▪ Athletic shorts ▪ Short-shorts (must be fingertip length or longer) ▪ Cut-offs |
| Dresses/Skirts | <ul style="list-style-type: none"> ▪ Dresses or skirts shorter than approximately fingertip length |
| All Clothing Items | <ul style="list-style-type: none"> ▪ Sunglasses ▪ Clothing with slits, tears, or holes ▪ Tight or revealing clothing ▪ See-through clothing ▪ Visible undergarments ▪ Dressing without appropriate undergarments ▪ Dance clothes or tights ▪ Any clothing that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school ▪ Any clothing that is lewd, offensive, vulgar, or obscene ▪ Any clothing or grooming that depicts crime, violence, or gang association ▪ Any clothing that inappropriately exposes the body ▪ Any other clothing deemed inappropriate by the campus principal |

Discipline Management

Campus and District rules and procedures have been established to ensure student safety and to promote student learning. In general, discipline is designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. The Student Code of Conduct provides information to parents regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

Teachers and principals may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not also constitute violations of the Student Code of Conduct. Parents will not necessarily be informed of classroom infractions, but they will be informed of any Code of Conduct violation.

The Student Code of Conduct contains standards for student conduct, general misconduct violations, and procedures for removal from the regular educational setting. TISD alternatives to the regular educational setting include In-School Suspension (I.S.S), Disciplinary Alternative Education Program (DAEP), suspension, and expulsion.

Student Management Plan: The following Student Management Plan will be used by OPTIONS for students in all grade levels who violate classroom, campus, or district rules of behavior.

- *First Offense:* Conference with student and instructor; phone call to parent by instructor
- *Second Offense:* Conference with student, instructor, and OPTIONS principal; phone call to parent by instructor; written documentation mailed home by principal
- *Third Offense:* Placement in ISS for five days (8:30 a.m. – 3:15 p.m.)
- *Fourth Offense:* Placement in ISS for ten days (8:30 a.m. – 3:15 p.m.)
- *Fifth Offense:* Placement in DAEP for 20 days
- *Sixth Offense:* Placement in DAEP for 45 days

Students who are assigned to DAEP from OPTIONS will not be allowed to return to OPTIONS until completing a semester without discipline referrals at Texas High School. OPTIONS students who have severe conduct violations, attendance violations, or appearances before the truancy court will not be eligible to return to OPTIONS the following school year.

Severe Clause: It is the policy of OPTIONS to avoid unwarranted termination; however, it is necessary to enforce program rules and regulations. The following major discipline violations are grounds for immediate removal/expulsion from OPTIONS:

- Fighting
- Academic dishonesty
- Being disrespectful to staff members and/or other students
- Falsifying the sign-in sheet
- Possession or use of drugs or alcohol
- Damage to school property
- Any behavior that harms the reputation of OPTIONS

Discipline Management (continued)

Video/Audio Monitoring: Video/audio equipment shall be used for safety purposes to monitor student behavior on buses and in common areas on District campuses. Students and parents shall be notified regarding the use of video cameras on school buses and on campuses. Signs stating that students may be videotaped shall be posted in District buildings and on buses. Students shall not be notified when the equipment is turned on.

Tapes shall be reviewed on a routine basis by the principal, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline. Tapes shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a videotape in response to disciplinary action taken against the student may request such access under the procedures set out by law.

The following shall apply to viewing Bowie County Schools Transportation Department videotapes of activities of students and drivers. The videos may be viewed only by the following persons:

1. Bowie County Schools Transportation department personnel who have a legitimate health, safety, or educational reason for viewing;
2. School officials of the district in which the students are enrolled, who have legitimate educational interests;
3. State and local officials to whom such viewing is specifically allowed, including persons involved in the juvenile justice system who, prior to adjudication of a student, require information that affects their ability to effectively serve the student whose records are released. Officials and authorities to whom such information is disclosed shall certify in writing to Bowie County Schools Transportation Department that the information shall not be disclosed to any other party except as provided by law;
4. Parents of a student who is a dependent for tax purposes or a student who is 18 years old. Parents of students under 18 who are depicted on a video and all students over 18 who are depicted on a video shall provide a signed and dated written consent allowing disclosure and viewing of the video;
5. Appropriate persons who, in an emergency, must have information provided by the video in order to protect the health or safety of a student or other persons;
6. A court of competent jurisdiction with a proper subpoena.

No persons shall have access to the videos unless specifically set forth above.

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 school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

District General Information and Requirements

Emergency Information

Emergency School Closing Information: Notice of changes in regular school days and regular school hours brought about by emergency situations such as severe weather will be released from the Office of the Superintendent at the earliest possible time to the local newspaper, radio, and television stations. Because it is important that school telephone lines remain open during emergency situations, the District strongly encourages parents to refer to these media announcements rather than to telephone the campus.

Emergency Procedures: In case of an emergency, it is essential for all persons to obey promptly and to follow the prescribed procedures as quickly as possible. Teachers will give students instructions and will supervise the students during the drill or emergency. Students are to cooperate and to follow instructions given by school officials.

Fire Drills:

- 3 bells and/or announcement ["This is a fire drill."]: Students are to march out of the building in a quiet, orderly manner and report to their designated location with their assigned teacher.
- 2 bells and/or announcement ["All clear. You may now return to your classroom."]: Students are to return to the building.
- 1 bell: Students are to stop and to stand at attention.
- *During the drill, students are to stay in straight lines and to remain quiet so that instructions can be heard.*

Tornado Drills: A weather alert system is in operation on every campus. School officials will advise students and staff of storm warnings. In the event of a tornado watch or warning, students and staff should follow the procedures listed below:

- Remain calm and do nothing to excite or create panic;
- Move from classrooms to designated areas; and
- Remain inside the building until an all-clear bell is signaled.

Secure our School (SOS) Drills: In the unlikely event that the campus must be secured from an intruder or possibility of intrusion, an "SOS" or Secure our School will be implemented. The campus administrator will direct students that they are in a Secure our School or "SOS" emergency. Students will be directed to their designated safe spots and should remain absolutely silent during this time.

Shelter-In-Place: If public health or safety officials announce that a dangerous chemical leak has occurred in the community and that it poses a threat to students during the school day, the District would do the following:

- All students and staff members, including those in portables, would be moved indoors,
- All heating, ventilation, and air conditioning systems would be shut down;
- All doors and windows would be closed and secured.

Rights and Responsibilities of Students

Student Rights: Each student is expected to respect the rights and privileges of other students, teachers, and the District staff. All administrators and other District personnel are expected to respect the rights and privileges of students. The District's rules of conduct and discipline are established to achieve and maintain order in the schools and to prepare and instruct students for life in a society in which rules of discipline and conduct abound.

Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to disciplinary action designed to correct their own misconduct and to promote adherence by them and by other students to the responsibilities of citizens in the school community.

Student Rights as Citizens: All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. District schools shall foster a climate of mutual respect for the rights of others.

Prayer and Meditation: Each student has a right to individually, voluntarily, and silently pray or meditate in school or at any school activity in a manner that does not disrupt or interfere with the delivery of instruction or other activities in the school. No school employee can or will require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Pledges of Allegiance, Minute of Silence, and Declaration of Independence: Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas State flag every day. A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity, so long as the silent activity does not interfere with or distract others. Texas law also requires that students in social studies classes in grades 3-12 recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week each year.

Student Responsibility to Teachers and All District Personnel: Fundamental to the process of education is the expectation that students will obey District personnel. This basic relationship between students and District personnel exists not only in the classroom but also in any school-related contact on or off the campus. The responsibility of District personnel is to provide supervision and direction; the responsibility of students is to respond in a cooperative manner. Students are expected to identify themselves promptly in any situation when asked to do so. Refusal or reluctance to give proper identification (Student ID Card) and showing improper identification are serious conduct violations.

Student Responsibility to Substitutes: Students are to accord the same respect to substitute teachers as to regular teachers. Any student failing to maintain a proper relationship with a substitute teacher will be dealt with according to the Student Code of Conduct. The student is responsible for treating a substitute with the respect and courtesy that is due all persons on the campus.

Rights of Parents

Academic Programs: Parents may request a schedule change for their child from the principal. The principal is not required to make the reassignment and will not do so ordinarily if the change would affect the assignment or reassignment of another student.

Parents may request that the Board of Trustees add a specific academic course to the schedule and offerings. If the administration and the Board determine that the course is among those included in the State Board of Education approved curriculum and there is sufficient interest in the class to make it economically practical to offer the class, the request will not be unreasonably denied.

Permission for a student to attend a class for credit above his/her grade level may be requested. If the counselor/academic advisor and child's current and prospective teacher expect the child can perform satisfactorily in the class, the request will not be unreasonably denied.

Teacher Qualifications: Parents may request information regarding the professional qualifications of their child's teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. Parents also have the right to request information about the qualifications of any paraprofessional who may provide services to their child.

Teaching Materials: Parents may review all teaching materials, textbooks, and other teaching aids used in their child's classroom and may review all tests administered to the child, after the test is given. To review these materials during regular school hours, the parents should contact the principal for access.

Requesting Classroom Assignment for Multiple Birth Siblings: As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See FDB(LLEGAL).]

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education: If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

The following Web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

Rights of Parents (continued)

- Texas Project First, at <http://www.texasprojectfirst.org/>
- Partners Resource Network, at <http://www.partnerstx.org/howPRNhelps.html>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Shawn Davis, 2020 College Drive, 903-793-7561, extension 1307.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus.

Section 504 Child Find Notice: Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to any questions about identification, evaluation and placement into Section 504 programs, parents should contact Heather Tipton, Section 504 Coordinator, at 2020 College Drive, 903-793-7561, extension 1305.

Records and Other Information: Parents have an access right to all written educational records the District maintains concerning their child. Parents also may receive full information about any and all school activities in which their child is involved. However, as explained in the section on “Questioning Students at School,” the District must comply with a request or directive from a Child Protective Services investigator regarding contact with or information to parents about an investigation.

Video and Audio Recording: The District will obtain written consent from parents before any school employee makes an audio or video recording of their child. Prior consent of the parents is not required for a recording that will be used only for the following:

- safety purposes, including maintaining order and discipline in common areas of the school or on school buses;
- a purpose related to a co-curricular or extracurricular activity;
- a purpose related to regular classroom instruction;
- media coverage of the school.

Surveys: Parents may inspect a survey created by a third party before the survey is administered or distributed to their child. Students 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—that concerns the following:

- 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 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.

Parents 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 Surveys and Activities: Parents have a right to receive notice and opt their child out of participating in the following:

- Any survey concerning the private information listed above, regardless of funding;
- School activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information;
- Student participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas State flag. The request must be in writing. State law

Rights of Parents (continued)

- does not allow a child to be excused from participation in the required minute of silence or silent activity that follows.
- Student participation in the recitation of a portion of the Declaration of Independence during Celebrate Freedom Week. State law requires student participation in this activity unless
 - Parents provide a written statement requesting that their child be excused;
 - The District determines that the student has a conscientious objection to the recitation; or
 - One of the parents is a representative of a foreign government to whom the United States government extends diplomatic immunity.
- Any non-emergency 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.
- Any display of your child's artwork, special projects, photographs taken by your child, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

Psychological Examinations: The District will obtain written consent from parents before conducting any psychological examination, test, or treatment of their child, unless the examination is part of an investigation by Child Protective Services in response to a report of known or suspected child abuse or neglect.

Exemption from Instruction: Parents may temporarily remove their child from a class or other school activity which conflicts with their religious or moral beliefs. The parents must provide to the child's teacher a written statement authorizing the removal; however, the parents are not entitled to remove their child from class or activity to avoid taking a test or to prevent the child from taking a subject for an entire semester. The child will be required to satisfy grade level or graduation requirements, regardless of any periods of temporary removal based on religious or moral beliefs.

Non-custodial Parents: Non-custodial parents have the right to request a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. The parent may request that the information be provided for the remainder of the school year. The parent request must be made in writing.

School Safety Transfers: Under Title I, Part A of the Elementary and Secondary Education Act, a district must allow a student to attend a safe public elementary or secondary school with the district if the student:

1. Attends school at a campus identified by the Texas Education Agency as persistently dangerous; or
2. Was a victim of a violent criminal offense while in school or on the grounds of the school the student attends.

A provided in district policy, a student or parent may make a request to the Superintendent or designee for a transfer on this basis within 30 calendar days after:

1. Notice is provided that the student's assigned campus has been identified as persistently dangerous; or
2. The student becomes a victim at school of one of the following offenses as defined by the Penal Code:
 - a. Attempted murder;
 - b. Indecency with a child;
 - c. Aggravated kidnapping;
 - d. Assault resulting in bodily injury or aggravated assault; or
 - e. Sexual assault or aggravated sexual assault.

The District shall respond to the transfer request within ten school days. A transfer shall be approved and renewed under this policy so long as:

1. In the case of a transfer from a persistently dangerous campus, the campus from which the student transfers meets the criteria for that designation; or

Rights of Parents (continued)

2. In the case of a transfer for a victim of a violent criminal offense, the threat to the student exists at the campus to which the student would typically be assigned.

The District shall provide transportation for any student for whom a transfer is approved under this policy.

The Superintendent or designee shall ensure that the District complies with TEA guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property; and
2. Victims of certain violent criminal offenses at school.

Parents also have the right to request the transfer of their child to another classroom or campus if their child has been determined by the board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the Superintendent or designee for information.

Accommodations for 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.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district.

Student/Family/School Success Agreement

Success comes from an atmosphere of mutual respect and cooperation. The following plan is designed for all parties involved to review, discuss and agree upon so that students can learn, teachers can teach, parents can parent, and success can be achieved by all. At the beginning of the school year, this agreement will be distributed and signatures will be obtained.

Student: I will work and achieve to the best of my ability. Therefore, I agree to do the following:

- * Attend school regularly and be on time to class
- * Share notes, assignments, and other school information with my family
- * Complete homework on time
- * Show respect for my school, other people, and myself
- * Obey the code of conduct and other rules and follow procedures while on school grounds, on the bus, and at all school-sponsored activities
- * Do my best in my work and in my behavior
- * Work cooperatively with my classmates to have a positive and safe school
- * Make reading a daily habit
- * Dress appropriately

School: We want all our students to achieve academically and socially. Therefore, we agree to do the following:

- * Communicate regularly with students and families regarding attendance and student performance
- * Treat each student with respect and help each student to reach his/her fullest potential
- * Provide appropriate and effective instruction in a positive and safe learning environment
- * Be a positive role model
- * Seek ways to involve families in the school's activities
- * Encourage reading activities for the family
- * Enforce appropriate dress

Family: We want our child to be successful, achieve academically and behave appropriately at school. Therefore, we agree to encourage him/her by doing the following:

- * Assure that my child attends school regularly, is on time, and has the necessary supplies
- * Communicate regularly with my child's teachers and school staff
- * Check daily for notes, assignments, homework or other school information and monitor for completion
- * Know and support all district/school policies and rules
- * Support the school in its efforts to provide a safe and positive learning environment
- * Encourage good study habits at home
- * Volunteer time and/or support activities at my child's school
- * Read with my child and let him/her see me read
- * Promote and ensure appropriate dress

Problem-Solving Processes

When parents see a problem developing, they should assist the school in dealing with it before it reaches a critical stage. The District urges parents to contact the appropriate teacher, sponsor, coach, counselor, or administrator at the earliest possible time. These early contacts set a cooperative mood and can prevent serious problems.

Solutions to Eliminate Problem Situations (STEPS): The District's general problem solving process is referred to as "Solutions to Eliminate Problem Situations," or STEPS. The procedures listed below should be followed sequentially.

1. Contact the appropriate staff member (usually a teacher or counselor) immediately. The most direct route to resolving a concern is to confer directly with the person involved.
2. If not satisfied, contact the appropriate administrator (usually an associate/assistant principal or principal) in charge of the campus and responsible for concerns that may arise from the school's operation. Explanations of policies and procedures, various clarifications and all types of campus information are available in the Principal's Office.
3. Contact the appropriate central office administrator within a week. This may be a director, assistant superintendent or the Superintendent. This step should be taken only when steps one and two have not resolved the concern.
4. If the issue has still not been resolved, request *in writing* to the Superintendent to be on the agenda of the next meeting of the Board of Trustees. The Board of Trustees serves as the final appeal body in resolving disputes.

Family Educational Rights and Privacy Act

Educational Records: The District creates and keeps general educational records for all students enrolled in the District. Those records are confidential and generally are available only to parents, to school personnel, or to people who are acting on behalf of the District. The term “parents” pertains to both biological parents—whether married, divorced, or separated (unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights) and/or any other person who is acting as a parent in the absence of the child’s parent or legal guardian.

Parents control the access to their child’s educational records until the child becomes an adult at age 18. When the child reaches age 18, he/she controls the access to his/her records and is the one who can consent to the release of the records to other persons. However, parents continue to have a right to see and copy their child’s educational records as long as the child is a dependent for federal income tax purposes, even if the child does not consent.

If parents want to see or copy their child’s education records, they should contact the principal of the child’s school, if the child is currently enrolled. If the child has withdrawn or graduated, parents should contact the superintendent or designee for access to records. Parents may review their child’s records in administrative offices during regular office hours. Someone will be available to answer questions about the records.

Original records may not be removed from the principal’s or superintendent’s office. Copies will be provided to parents within a reasonable time after parents have made a written request for copies, usually not more than two to three days. Parents will be charged the District’s usual copying fees for copies; however, if the student is eligible for free or reduced lunches and the parents cannot come to school to review the records, the school will provide one copy of the requested records at no charge.

If parents disagree with information in their child’s records or believe that some information is inaccurate, the parents may ask for a correction. If the principal does not make the correction, parents may ask for a hearing with the superintendent or designee to explain why they believe the record is wrong or misleading. If the superintendent or designee does not direct an amendment to be made, parents have 30 days to place a comment in the student’s record about the information. Under no circumstances may students or parents use this process to challenge a grade recorded for a student.

Because parents generally control access to their children’s educational records, the District ordinarily will not permit access to or copies of educational records without at least one parent’s written authorization to release the records. However, under some circumstances, the District may and will provide access to or copies of educational records without parent authorization. The most common circumstances are as follows:

- The District will forward educational records on request to a public or private school or institution of higher education in which the student seeks or intends to enroll.
- The District will comply with a lawful subpoena for student educational records, but will make reasonable efforts to notify the parents before complying, unless the subpoena indicates that parents should not be notified.
- The District will release educational records to a juvenile justice agency in accordance with an agreement between the District and the agency. The information will be released before the student is adjudicated and will be provided so that the juvenile agency can appropriately serve the student.
- The District will release educational records to school officials and/or TISD law enforcement personnel with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with who the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Family Educational Rights and Privacy Act (continued)

Directory Information: The District will release directory information about students to any person who submits a written request for the information.

“Directory information” means information that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student’s name, address, telephone number, e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended.

If parents do not want the school to release directory information about their child, they must notify the principal in writing of the category or categories of information not to be released. Parents have 10 school days after the first day of their child’s attendance to notify the principal in writing designating the information parents do not want released.

Audio and video recordings of extracurricular and cocurricular performances, such as band, orchestra, and choir concerts; marching band performances; and performances of plays, musicals, or skits are treated as directory information.

Video recordings of students made by security cameras on school buses or in common areas of a campus are treated as directory information unless they are used to impose discipline. In that case, the tapes become an educational record of the student or students who are disciplined and are subject to the same restrictions on access and disclosure as any other student education record.

The District must 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.

If parents want to review the District’s entire policy regarding student records, they should contact the campus principal, who will provide a copy and will answer questions about the policy or this notice. Board policy also may be accessed online at <http://www.txkisd.net>. If parents believe the District is not following the law regarding student records, they have the right to file a complaint with the United States Department of Education.

THE INFORMATION IN THIS NOTICE, UPON REQUEST, WILL BE TRANSLATED FOR OR EXPLAINED TO THE PARENTS OF STUDENTS WHOSE PRIMARY OR HOME LANGUAGE IS NOT ENGLISH.

Family and Visitor Information

Communication to Parents: Campuses and the District may use the following vehicles for communication to parents: press releases to local media, campus newsletters, student planners, marquee announcements, notes and letters to home, the CableOne TEACH Channel 22, and the TISD website at www.txkisd.net. Specific campus information is located through the District website.

Partners In Education/Parent Organizations/Volunteer Opportunities: Each campus in the District participates in the TISD Partners In Education program and has active parent organizations. Partners In Education enables a business or community organization to become a partner with a specific campus or District program. Possible projects include rewarding students for academic achievement, donating equipment, displaying student work, honoring outstanding teachers, supplying volunteers or funding special programs.

Each campus in the District has an active parent organization (Volunteers In Public Schools). The District encourages all parents to actively participate in VIPS and to volunteer in TISD schools. All volunteers, including Band Boosters, Athletic Booster Clubs, and other booster organizations, must complete an application form. The District will obtain a Criminal History Report on all applicants for volunteer programs. Approved volunteers will participate in a training and orientation program before they are permitted to assist in school programs and activities.

Those interested in becoming a Partner In Education or in volunteering on a campus should contact Jo Ann Rice, Assistant Superintendent, at 903-794-3651, extension 1011.

Parents and Visitors on Campuses: The district promotes parent participation and involvement on campuses and encourages parents or guardians to visit their child's campus or classroom. In order to protect the security of district students and staff, the learning environment, and students' privacy rights, all visitors, including parents or guardians, shall be required to conform to the following:

All visitors shall:

- 1) First report to the main office, present a valid driver license or other acceptable identification, sign in and state the reason for the campus visit, and obtain a visitor's name badge.
- 2) Wear the visitor's name badge so that it is visible during the entire visit to the campus.
- 3) When planning to visit a classroom, make arrangements in advance with the principal and the teacher. A parent or guardian may suggest a date and time for a classroom visit. Unless the visit is prohibited as provided below, the teacher or principal may either agree to the suggested date and time or offer an alternative date and time.

Classroom visits shall not be permitted if:

- a. the visitor has been disruptive to the normal school or learning environment;
 - b. the duration or frequency of the visits interferes with the delivery of instruction or disrupts the normal school environment;
 - c. the requested visit involves a third party, other than a school official, parent or guardian, observing a classroom occupied by student; or
 - d. the requested visit would occur during an assessment or during another classroom or campus activity that would infringe upon the privacy of students.
- 4) Proceed directly to the approved visit location. Visitors shall not be permitted to go to any other portion of the campus without prior approval. To ensure the safety of all students, no visitors will be allowed on school playgrounds.
 - 5) Obtain prior approval from the Superintendent or designee before being permitted to disseminate information to students or staff while on district property. Visitors shall not be permitted to solicit, proselytize, or recruit for fund-raising activities, religious groups, youth groups, or political causes while on school property.
 - 6) Wear appropriate attire when visiting district schools. Such attire shall generally conform to the dress code outlined in district policy and administrative regulation for students and staff.
 - 7) Avoid inappropriate physical contact with students.
 - 8) Consent to a criminal history background check if regular visits to schools or direct interaction with students is anticipated or requested.

Communication and Deliveries during the School Day

In order to ensure that classroom instruction is not disrupted and that students have the opportunity to concentrate on coursework, interruptions of the school day will be kept to a minimum. The arrangement of meals, personal schedules, after-school activities, and student transportation should be made before the student arrives on the campus. Deliveries or distribution of items such as flowers, balloons, or candy at school is prohibited.

Communication from Students at School: Office telephones are for school business and may be used by students only in cases of emergency or illness.

Communication with Students at School: Critical messages and deliveries from home during the school day will be held in the office until the principal or designated staff member determines an appropriate time to contact students. Students will be called out of class only for emergencies.

Delivering Lunches to Students on Campuses: Parents are encouraged to join their student for lunch in the cafeteria. According to state guidelines, parents are only allowed to provide lunch for their own child. After parents report to the front office for a visitor's pass, parents should then deliver the lunch according to campus procedures.

For the safety and welfare of all students, parents will be permitted to take only their child off campus for lunch. The student must be signed out by the parent in the office. Parents should make sure that the student is returned to school at the end of the thirty minute lunch period so that he or she will not miss any instructional time.

Distribution of Published Materials or Documents

Nonschool Materials from Students: Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

A student may appeal a principal's decision in accordance with policy FNG(LOCAL). Any student who posts nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

Nonschool Materials from Others: Written or printed materials, handbills, photographs, pictures, films, tapes or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent or designee for prior review. The superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours;
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL);
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Health Information

Health Services on Campuses: TISD nurses or health aides are either on campuses or on call at all times during the school day.

Tiger Clinic: Immunizations for TISD students and their siblings are available at Tiger Clinic, located on the Texas Middle School campus, 2100 College Drive. The administration fee of an immunization is \$5.00. Parents may call for an appointment at 903-792-6594.

Illness or Injury at School: A student who becomes ill during the day may leave class with permission from the teacher after obtaining a hall pass. Any student who needs to go home because of health reasons should check out in the nurse's office or on the alternative campuses with the principal. The school will promptly attempt to notify the parent or the parent's designated contact if the school has knowledge that the student has been injured at school or has become ill at school. School nurses/licensed vocational nurses/trained aides are available, and a secluded area is provided where the student can stay if he/she is injured or becomes ill.

At the beginning of each school year, parents are asked to complete a form authorizing designated school employees to consent to medical treatment in case their child is injured at school or at a school-related activity and requires emergency treatment. The school will attempt to notify parents in such a situation and also will call for emergency medical assistance. Unless a student injury arises from a District employee's operation or use of a motor vehicle, the District does not bear responsibility for any injury or for the cost of medical treatment or services provided after an injury.

Insurance Coverage: The District cooperates in a program to offer low-cost accident insurance for students. At the beginning of the school year, parents will have an opportunity to purchase student accident insurance with an option for insurance coverage for the student while at school and with an option for 24-hour coverage. Parents should carefully review the insurance application forms and decide whether or not to purchase this insurance coverage. If parents decide to purchase this insurance, the transaction and the contract of insurance will be between parents and the insurance company and will not involve the District. TISD receives no money from the purchase of insurance coverage. As permitted by law, the District purchases accident insurance only for injuries sustained by students while training for or while engaging in UIL competition.

By declining the insurance offer or by failing to respond to it, parents accept full responsibility for costs associated with any student injury. In the event parents do not receive the insurance application forms and wish to purchase this insurance, they should contact the campus administration or the District administration.

Medications: The District does not provide medication for students, unless the medication is provided on an emergency basis consistent with protocols of the District's medical advisor or through parental consent given on the emergency treatment form. For non-emergency situations, only medication provided by and requested by a parent/guardian will be dispensed.

Only authorized employees shall be allowed to give any student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements of any type.

Students may self-administer medication only if the District has received written permission from the student's parent or guardian and a written physician's note stating the critical need for self-medication. The student must self-administer the medication in the presence of appropriately authorized District employees.

Health Information (continued)

Prescription Medication: Often, students have to take prescription medication for a certain period of time as treatment for a medical condition. If at all possible, parents should schedule the timing of the doses so that the child takes the medicine at home. Medication given three times a day can be scheduled to be given before school, after school, and at bedtime. If children have to take medicine at school, the parent must make a written request for administration of medication and provide only the doses to be administered at school in the original prescription bottle as State law requires. Only the nurse or other authorized school employees are permitted to administer prescription medicines at school. A written request from a physician is required if the medication is to be administered for more than ten days. A separate request form is to be completed for each medication. Students are not permitted to carry their own medications.

A student with asthma who has written authorization from his or her parent and physician or other licensed health care provider may be permitted, at the student's discretion, to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.

Nonprescription Medication: Only the nurse or other authorized school employees are permitted to administer nonprescription medicines at school. Nonprescription medications may be administered upon a parent's written request, when properly labeled and in the original container, for a maximum of 15 school days. Nonprescription medication may be administered for more than 15 school days only when accompanied by a physician's written note stating the need for long-term use of nonprescription medication.

Steroids: State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body-building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. Students participating in UIL athletic competition will be subject to random steroid testing.

Mandated by Senate Bill 8, passed by the 80th Texas Legislature, the UIL Anabolic Steroid Testing Program will affect student athletes in grades 9-12, regardless of sport, gender, or participation level. The UIL has been directed to test a statistically significant number of student-athletes in grades 9-12 at approximately 30% of UIL member high schools. The selection process of schools and student-athletes will be random, and approximately 40,000-50,000 student athletes state-wide will be tested for anabolic steroids by the end of the school year. All testing dates will be unannounced, in keeping with the nature of the random steroid testing process. More information may be found at www.uil.utexas.edu.

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 use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

Food Allergies: The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular 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 school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

Immunizations: A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical 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 Health, Immunization Division, can be honored by the District. **The immunizations required are: diphtheria, rubeola**

Health Information (continued)

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

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

Communicable Diseases: Although student attendance is extremely important, a student should not attend school if he/she has a communicable disease or is running a fever of 100° or more. Under State and local Health Department regulations, if a student has certain medical conditions, he/she must be excluded from school for a period of time. These diseases include, but are not limited to, the following: chicken pox, common cold with fever, viral gastroenteritis, head lice, hepatitis, impetigo, influenza, measles, meningitis, mumps, pink eye, polio, ringworm of the scalp, salmonellosis, scabies, shigellosis, strep throat, tuberculosis, and whooping cough. The principal or nurse can provide a complete list of these and other conditions and periods of exclusion.

Bacterial Meningitis

What is Meningitis? 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 most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but it requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms? Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is Bacterial Meningitis? If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal, or a person may be left with a permanent disability.

How does Bacterial Meningitis spread? Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as kissing; sharing drinking containers, utensils, or cigarettes).

The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

How can Bacterial Meningitis be prevented? People should not share food, drinks, utensils, toothbrushes, or cigarettes and should limit the number of persons they kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These vaccines are used when there is a disease outbreak in a community or when people travel to a country where there is a high risk of getting the disease. Also, some groups recommend a

Health Information (continued)

vaccine for college students, particularly freshmen living in dorms or residence halls. It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

A person should seek prompt medical attention if there is reason to believe that he/she has Bacterial Meningitis or that a friend might have the disease.

Physical Activity for Students in Elementary and Middle School: The district will ensure that students in full day prekindergarten through grade five engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. Students in middle or junior high school shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

Physical Fitness Assessment: Annually, the district will conduct a physical fitness assessment (FitnessGram) of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, the results of a student's physical fitness assessment will be given to the parents. Questions regarding physical fitness assessments and reports should be directed to Denise Skinner, Coordinator of Elementary STEM, 903-793-7561.

Human Sexuality Instruction: As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

The district's curriculum is in accordance with state law as noted above.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You also may choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

School Health Advisory Council: During the preceding year, the district's School Health Advisory Council held two meetings. Additional information regarding the district's School Health Advisory Council is available from Sonia Sandford, Coordinator of Health, Physical Education, and Employee Wellness, 903-793-7561.

Vending Machines: The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines, contact the TISD Food Services Department.

Tobacco Prohibited: The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the **Student Code of Conduct** and policies at FNCD and GKA.]

Transportation

Buses: The District provides transportation on school buses to and from school for those children who live more than two miles away from the school they attend. Transportation is not provided to transfer students attending a school outside of their attendance zone.

Student Conduct on Buses: Students are required to comply with rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate the Code of Conduct while on the bus will be disciplined according to the Code of Conduct and may be suspended from the bus for a period of time.

The rules of conduct for bus passengers are in place for everyone's safety. Offenses will carry the same punishment as similar offenses at school and may result in loss of transportation privileges.

Bus Rules: Any person who intentionally disrupts, prevents, or interferes with the lawful transportation of students to and from school or school-sponsored activities on a vehicle owned and/or operated by a county or independent school district shall be guilty of a misdemeanor and upon conviction may be subject to receive a citation from the TISD Police Department and/or be suspended from riding the bus. The following rules will be implemented to ensure the safety of all bus riders.

1. Instructions and directions given by the bus driver must be followed at all times.
2. When students are waiting for their bus after school, they must stay in the appointed area until the bus arrives.
3. Students must sit in the seat facing forward with feet on the floor.
4. Students should talk quietly.
5. Eating is not allowed on the bus.
6. Students will not be allowed to get off of the bus at a stop that is other than the assigned stop unless the student has a note from the parent. Students also must have the campus principal sign the note. The bus driver will keep the note.
7. Students must not place any part of their bodies or any object outside of the bus.
8. The following items are contraband on the bus: food or drink (outside of the back pack or lunch box), weapons of any kind, matches, lighters, explosives of any kind, drugs, alcohol, tobacco, animals, radios, stereos or CD players.
9. Profanities, obscenities, sexual language, gestures, and racial slurs of any type will not be tolerated.

Bus Regulations: In addition to the rules listed above, the following regulations will be in place:

1. An adult must meet all pre-kindergarten and kindergarten riders.
2. All middle school and high school riders will be required to have a bus pass. Students must present this pass every time they board a route bus.
3. Any damages caused by the student to the bus will be billed to the student.

Severe Clause: Any student who brings a weapon on a school bus or is involved in a fight on a school bus is subject to immediate suspension from the bus regardless of the previous number of write-ups. This suspension will last a minimum of six weeks and could last as long as a year.

Transportation (continued)

Procedures Regarding Bus Rules Violations:

1. Upon the first offense, the driver will issue a verbal warning that will be documented using the driver documentation system.
2. The bus driver will complete Form A: *Bus Conduct Report*. A copy of this form will be sent to the principal of the campus where the student is assigned. Copies will be filed in the TISD Transportation Coordinator's office and the bus driver's folder.
3. The principal will notify the parent/guardian that the child has been warned of this first offense and will be removed for a minimum of five school days upon the next infraction.
4. Upon the second offense the driver will complete Form A: *Bus Conduct Report* and send it to the campus principal.
5. The principal will conference with the student and notify him/her of the five-day suspension. The principal also will notify the parent of the suspended student either by phone call or by written notification, which will be delivered by the student.
6. Copies of Form A for the second offense will be filed in the Transportation Director's office and the bus driver's folder.
7. Upon the third offense, the bus driver will complete Form A: *Bus Conduct Report* and send it to the campus principal.
8. The principal will conference with the student and notify him/her that riding privileges have been suspended for the remainder of the semester. The principal will notify the parents either by phone call or by written notification using Form E, which will be mailed.
9. Should the third offense occur during the last six weeks of the semester, the suspension will extend through the following semester.
10. Copies of all suspension forms will be filed in the Transportation Director's office and the bus driver's folder.
11. Discipline steps may be circumvented due to severity of incident or action.

Video/Audio Monitoring on Buses

For information concerning the use of video or audio devices to monitor student safety and conduct on buses, see "Discipline Management" in section A of this handbook.

Vehicles and Parking

Bicycles and Motor-Driven Vehicles: Bicycles, scooters, skate boards, roller blades, roller shoes, and motor-driven vehicles are to be parked upon arrival at school and not used until the end of the school day unless the office gives permission. Items should be locked with chains outside in designated areas. The school does not assume responsibility for theft.

Vehicle Registration and Parking Permits: All students, staff, and faculty members School who park motor vehicles within the controlled area of the campus must register their vehicles on or before the date that a vehicle is to be operated or parked on the campus. Any changes affecting the registration information for which a parking permit was issued must be reported promptly. Failure to report such changes may result in the same consequences as other violations.

The parking permits are made to hang on the rear view mirror of the vehicle. If that mirror is not available, the permit must be placed on the dash of the vehicle so that it may easily be seen. Operators of motorcycles must affix the permit to a location that will easily be seen.

Students are not allowed to drive their vehicles and park while they are assigned to DAEP. All students assigned to DAEP will be transported by the DAEP bus or by parents.

Texas High Vehicle Registration Procedures:

- 1) Obtain the TISD Registration Form from the front desk.
- 2) Complete the application and provide a secondary contact person in case of emergency.
- 3) Present the application, along with a valid driver's license with picture ID, proof of insurance, and vehicle registration information to the THS bookkeeper in the main office.

Transportation (continued)

Any change in vehicles must be reported to the bookkeeper. The first vocational and student parking permits will be issued at no charge. Any replacement parking permit will cost \$5.00.

Vehicles and Parking Lots: Vehicles parked on school property are under the jurisdiction of the school. Students have full responsibility for the security of their vehicle and must make certain they are locked and that the keys are not given to others. The school reserves the right to search any vehicle if reasonable cause exists to do so with or without the presence of the student. Students will be held responsible for any prohibited objects or substances such as alcohol, drugs, or weapons that are found in their cars and will be subject to disciplinary action by the District, as well as referral for criminal prosecution. (See “*Law Enforcement Issues – Searches of Students, Lockers, and Property*” for additional information.)

Procedures for Parking Lots: All drivers are expected to abide by the following rules pertaining to the parking areas on campus.

- Each student is responsible for safe and courteous driving around the campus.
- Students are responsible for parking appropriately in the assigned STUDENT PARKING LOT.
- Student parking in any other areas of the campus is prohibited.
- Drivers must not exceed a 10-MPH speed limit when operating a vehicle on campus.
- Students leaving campus during the school day and all work or early-release students must at all times have a school identification card and an authorized pass with them before leaving the campus. This card **MUST** always be carried by the student. All students are required to come to a complete stop and show their card to the parking attendant on the Texas High campus.

Below is a list of additional parking lot violations that can result in disciplinary action:

- Driving recklessly
- Disobeying traffic signs
- Parking in any unauthorized areas
- Taking up more than one parking space
- Failing to stop at the gate and show proper I.D. (Texas High)

Due to the nature of their job, and the necessity for immediate access to the buildings of the campus, it is necessary to exempt the TISD Maintenance and Police Departments from these regulations.

Enforcement of Parking Lot Regulations: Violation of any parking lot regulation will result in parking privileges being revoked for an extended period of time, and may result in any or all of the penalties listed below. Violations of these regulations may be enforced by TISD Police Officers, TISD Security Officers, and any TISD Administrator. Violations of the Texas Transportation Code may be enforced by the TISD Police Officer through a Justice or Municipal Court, in conjunction with, or separate from, school discipline.

- A TISD Citation which results in an enforcement and administrative fee: The fee (fine) will be assessed at \$10.00. If a student receives a citation for no parking permit, and it is his/her first offense, then the fine may be waived in lieu of vehicle registration and a parking permit. If a fine is not paid within ten school days, the fine is increased to, but does not exceed \$15.00. If the fines are not paid, then consideration will be given to holding the student’s grades, transcript and schedule, and limiting their participation in extra-curricular activities. The Principal or his designee has the option to substitute days of detention, ISS, or other suitable discipline for the fine, especially if the student can document a significant financial need.
- **Vehicle immobilization “boot”:** A “boot” is a locking device that attaches to one of the wheels of a vehicle so as to disable the vehicle from being removed unless authorized to do so. If a “boot” is placed on a vehicle, then a notice is also placed on the vehicle. This notice will have a phone number the violator can call to get the vehicle released. During school hours, a violator should contact an officer through the school office. An officer will then meet the violator and release the vehicle after identifying information is obtained. A vehicle will only be released to students if they are with their parent or guardian. Vehicles that are still immobilized at 5:00 p.m. are subject to being towed to a storage facility at the expense of the owner/violator.

Transportation (continued)

- **Towing of the vehicle:** Vehicles that are parked in such a manner as to hinder the flow of traffic, vehicles parked in an unauthorized space, or vehicles which have received excessive violations or violations that the TISD Police may deem as hazardous may be towed and impounded at the expense of the owner/violator. School disciplinary measures may not be substituted for expenses resulting in the towing of a violator's vehicle.
- **School Discipline such as Detention, ISS, etc.**

Visitor Parking: A visitor is defined as a person who is neither a student nor an employee of the District. Certain areas of the campuses have been reserved for visitor parking and are identified by signs. Visitors to the campus should park in the designated visitor parking only. Under no circumstances are students or employees to park in the visitor parking areas. When groups of visitors are involved, arrangements must be made with the principal or the Chief of Police.

Law Enforcement Issues

Police Intervention: Certain situations/violations are likely to result in the police being called. When this occurs, parents will be informed as soon as possible. The following situations/violations are likely to result in police intervention:

- Theft (dollar value usually determines seriousness)
- Physical assaults
- Fire, explosives, and weapons violations
- Criminal mischief or vandalism
- Drug and alcohol violations
- Disorderly conduct (i.e. offensive language, fighting, etc.)
- Other appropriate investigations

Disruptions: In order to ensure student safety and sustain an educational program free from disruption, state law permits the District to take action against any person--student or non-student--who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
- Interferes with the transportation of students in District vehicles.

Alcohol, Drugs, Tobacco, and Weapons: Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on District property is also prohibited. A more detailed description concerning discipline may be found in the Student Code of Conduct.

Questioning Students at School: School officials have the right to question a student about his or her own conduct at school and, in the investigation of alleged misconduct by other students, to question him or her about the conduct of others. The school expects students to cooperate in this process, and the refusal to cooperate will be treated as a serious conduct violation. The school will not ordinarily contact the parent before questioning a student about his or her own conduct or about the conduct of other students, but school personnel will contact the parent promptly if the investigation shows that the student has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and an explanation of when a parent will be contacted. The investigation of possible violations of the Code of Conduct is not a criminal proceeding. The option of “taking the Fifth” (or a student’s right not to incriminate himself or herself) does not apply in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services (CPS) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, the District is required by state law to permit the investigator to talk to the child at school. The District also will make every effort to cooperate with law enforcement officials conducting an investigation that requires talking to students.

Law Enforcement Issues (continued)

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;
- To comply with a properly issued directive to take a student into custody;
- 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.

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 custody action, notification will most likely be after the fact.

Notification of Law Violations: The District also is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

Searches of Students, Lockers, Desks, and Other Property:

- Students will be searched and certain items seized when a reasonable suspicion exists that a student is in possession of certain items that might be in violation of the laws of the State of Texas and/or harmful to the well-being to persons at the school (drugs and weapons). The principal or other school administrator may search a student's outer clothing, pockets, or property if he/she has a reasonable basis to suspect that the search will reveal evidence that the student has violated a school rule. The scope of the search will be related to the suspected violation.
- Lockers and student desks are the property of the school, and when sufficient cause exists, they will be searched. Students are fully responsible for the contents of the assigned lockers and desks. Students must be certain that the locker is locked and that the combination is not available to others.
- Classrooms and other common areas may be inspected with the use of trained dogs any time students are not present.
- Vehicles parked on school property also are subject to search by the principal or other school administrators if the administrator has a reasonable basis to suspect that there may be contraband of any kind, such as weapons, alcohol, drugs, or any other prohibited substance, in the car.
- The school will periodically inspect vehicles parked on school property or within 300 feet of school property with the use of trained dogs. If the trained dog alerts to a vehicle, that alert provides a reasonable basis to search the car. School officials always will ask the student for permission to search when a dog alerts or when a reasonable basis exists, such as a reliable tip, to search the vehicle. If the student does not consent, the school will contact a parent and local law enforcement and turn the matter over to the police. Students are responsible for any contraband that is found in a vehicle they have parked on school property and will be subject to disciplinary action by the District as well as referral for criminal prosecution.

Law Enforcement Issues (continued)

- Students are subject to metal detector searches that may occur periodically during the school year. School officials, including principals, teachers, or security officers, may conduct searches using hand-held metal detectors or walk-through metal detectors on any property under the control of the District. Metal detectors will be used at extra-curricular events.
- Students also may be subjected to a breathalyzer test to determine if alcohol has been used. These tests are used when reasonable cause exists.

Use of Oleoresin Capsicum Spray:

The Texarkana ISD Police Department intends to provide district personnel the necessary tools to perform their job responsibilities in a productive, effective, and safe manner, and to protect students, themselves, and others.

Administrators and designated staff members may be issued Oleoresin Capsicum (OC) spray approved by the TISD police chief. Sprays that mix with CS, CN, or other chemical agents will not be approved.

The use of OC spray is classified as a use of force and will be governed by this regulation. OC should be used only when the staff member reasonably believes the force is necessary to maintain discipline and to successfully defend themselves and others from combative or violent individuals while reducing the risk of inflicting or receiving injury.

OC spray routinely may be carried by trained staff members within the performance of their duties. OC may be used when the staff member reasonably believes the force is necessary to maintain discipline and to successfully defend himself/herself and others from combative or violent individuals while reducing the risk of inflicting or receiving injury, when verbal direction is ineffective or inappropriate for crowd control, and when the staff member's use of open handed control techniques would increase the risk of injury to the individual or to the staff member.

Nondiscrimination

In its efforts to promote nondiscrimination, Texarkana ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The following district staff members have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator:

Autumn Thomas
4241 Summerhill Road
Texarkana, TX 75503
903-794-3651

Section 504 Coordinator:

Heather Tipton
3413 Summerhill Road
Texarkana, TX 75503
903-793-7561

Nondiscrimination in Career and Technology Education (Vocational) Programs

The district offers Career and Technical Education programs in sixteen career cluster areas. Admission to these programs is based on age and/or grade level as put forth by the Texas Education Agency. The district will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

It is the policy of Texarkana Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its employment practices or in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; by Title IX of the Education Amendments of 1972; by the Age Discrimination Act of 1975, as amended; and by Section 504 of the Rehabilitation Act of 1973, as amended.

Texarkana Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about rights or grievance procedures, contact Autumn Thomas, Assistant Superintendent and Title IX Coordinator, 4241 Summerhill Road, Texarkana, Texas, 903-794-3651, extension 1012, and/or Heather Tipton, Section 504 Coordinator, 3413 Summerhill Road, Texarkana, Texas, 903-793-7561.

Sexual Harassment/Sexual Abuse

Sexual harassment or abuse may occur through student to student, student to adult, or adult to student interaction. Sexual harassment of a student by another student includes unwanted and unwelcome verbal or physical conduct of sexual nature, whether by word, gesture, or any other sexual conduct, including requests for sexual favors.

Sexual harassment of a student by an employee includes any welcome or unwelcome sexual advances, requests for sexual favors, and other verbal (oral or written), physical, or visual conduct of a sexual nature. It also includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning a student at home or elsewhere to solicit inappropriate social relationships, physical contact that would be reasonably construed as sexual in nature, and enticing or threatening a student to engage in sexual behavior in exchange for grades or other school-related benefit.

Sexual abuse is defined as “illegal sex acts performed against a minor.” It may include but is not limited to fondling, sexual assault, or sexual intercourse. Sexual abuse is a form of child abuse that must be reported to appropriate law enforcement authorities.

Students shall not engage in unwanted or unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors as directed.

Any District employee who receives information about sexual harassment or sexual abuse of a student that may reasonably be characterized as known or suspected child abuse or neglect shall make the reports to appropriate authorities, as required by law. The District shall notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor. The District shall notify parents of all incidents of sexual harassment or sexual abuse by a District employee. All reports of sexual harassment that are not minor shall be referred to the Title IX coordinator. Oral complaints shall be reduced to writing to assist in the District's investigation. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation. The District shall not retaliate against a student who in good faith reports perceived sexual harassment or sexual abuse.

Sexual harassment or abuse of students by District employees may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds). Students and/or parents are encouraged to discuss requests or concerns with the principal or Autumn Thomas, Director of Human Resources, who serves as the District Title IX Coordinator for students.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or with the District Title IX Coordinator. A person of the same gender as the student ordinarily will hold the first conference with the student. The conference will be conducted within five (5) days of the request. The principal or Title IX Coordinator will coordinate an appropriate investigation, which ordinarily will be completed within ten (10) days. The student and/or parent will be informed if extenuating circumstances delay completion of the investigation. **The student will not be required to register a complaint to a person who is the subject of the complaint.**

If the resolution of the first complaint is not satisfactory to the student or parent, the student or parent within seven (7) days may request a conference with the superintendent or designee who shall schedule and hold a conference.

Prior to the conference, the student or parent should submit a written statement that includes a description of the complaint, any evidence in its support, the resolution sought, the student's and/or parent's signature, and the date of the first conference with the principal or Title IX Coordinator.

Sexual Harassment/Sexual Abuse (continued)

If the resolution of the second complaint is not to the student's or parent's satisfaction, the student or parent may present the complaint to the Board of Trustees at the next regular meeting. The complaint shall be included as an item on the agenda posted with notice of the meeting. Lack of official action by the Board of Trustees upholds the administrative decision at the second complaint. Announcing a decision in the student's or parent's presence constitutes communication of the decision.

The Board of Trustees shall hear complaints alleging sexual harassment or abuse in a closed meeting, unless otherwise required by the Open Meetings Act.

After exhausting District remedies, a complaint also may be filed separately with the Office of Civil Rights, Region VI, 1200 Main Tower Building, Dallas, Texas 75202.

For further information, students or parents should contact Autumn Thomas, Assistant Superintendent and Title IX Coordinator, 4241 Summerhill Road, Texarkana, Texas, 903-794-3651, extension 1012.

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 through the campus counselor. 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. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. the Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

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

Suspected Child Abuse

Each staff member having cause to believe that a child has been abused or neglected shall immediately make a report to Department of Family and Protective Services, 800-252-5400, and Texarkana ISD Police 903-792-4658. The report should assert the belief that one or more of the following acts has occurred:

- a child has been or will be abused or neglected
 - a child has died of abuse or neglect
 - a child has violated the compulsory school attendance laws on three or more occasions
 - a child, on three or more occasions, has been voluntarily absent from the home without the consent of his parent or guardian for a substantial length of time or without the intent to return.
1. In addition to making the report, the staff member suspecting abuse shall contact the school principal and the counselor or nurse. Contacting the principal, nurse or counselor does not relieve the staff member of the obligation to report to Bowie County CPS or the Police.
 2. The staff member making the initial report shall be given feedback on action taken by the school administration.
 3. The staff member shall cooperate with Bowie County CPS or Police in their investigation.
 4. Staff members shall tell no one other than those listed above that a referral was made or the nature of that referral.

Principal's Responsibilities:

1. The principal, nurse, and/or counselor shall consult with Children's Protective Services (CPS) or the Police for instruction regarding appropriate and immediate action.
2. Upon presentation and verification of identification, authorized officials of Bowie County CPS shall be given access to the child while at school for interviews related to the investigation of reported child abuse.
3. Staff members shall leave investigation and contact with the parents to Bowie County CPS.
4. The principal will review the management guidelines for child abuse with the staff periodically. The confidential nature of the fact that a report has been made and any content of the report shall be reviewed.

Reporting Procedures:

1. If there is imminent danger to a child as a result of abuse or neglect, the situation shall be reported to the Texarkana ISD Police 903-792-4658 who will notify the Superintendent's Office.
2. Reports shall also be made by telephone to Bowie County CPS (800) 252-5400 within 48 hours.
3. A written report shall follow the phone report within five days.
4. A copy of the written report and all supporting documentation shall be sent to the Special Services office for central filing.
5. Reports shall also be filed with the Texarkana ISD Police when there is an incident of sexual contact or intercourse by students. Sexual contact means any touching of the anus, breast, or any part of the genitals of another person.

Record Keeping:

1. No copies of referrals for abuse or neglect to Bowie County CPS shall be kept in the schools.
2. No photographs of injuries shall be taken.
3. The student records shall only be accessible to administrators and CPS workers. The files may be helpful when reaching decisions on child abuse referral.

Building Maintenance and Management

Asbestos Management Plan: The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Ken Reese, 903-793-7561.

Pest Management Plan: The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the TISD Maintenance Office, 11th and Della Street, Texarkana, Texas 75503, 903-794-7191.

District Academic Information and Requirements

Grading Information

Pre-Kindergarten Grading Information

A developmental report shall be used to indicate progress at prekindergarten levels. The reports reflect the Texas Essential Knowledge and Skills (TEKS) for these grade levels. Documentation of observable skills shall be kept in the grade book.

Prekindergarten parents shall receive a progress report each six weeks, either in the form of a parent conference or as a written report card. Parent conferences shall be scheduled for parents of prekindergarten students at the end of the first and fourth six weeks grading periods. Written report cards shall be issued at the end of the second, third, fourth, fifth, and sixth six weeks grading periods. The following marking system shall be used:

| Subject | Marking System Pre-Kindergarten |
|---|--|
| Early Literacy Mathematics Science Social Studies | M = Mastery D = Developing L = Lacking |
| Fine Arts Physical Education Social Development/Work Habits | E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory |

Promotion Standards

- Teachers shall make recommendations for promotion based on the following criteria:
- Mastery of objectives in the Texas Essential Knowledge and Skills (TEKS)
- Social development and work habits

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the students' return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Education Program (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success, it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate an IEP meeting.

Kindergarten Grading Information

In kindergarten, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of one to two grades per week per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

In fine arts, teachers shall evaluate at least one performance and/or product during each six weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theatre arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectation of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card.

Language arts include written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

Kindergarten parents shall receive a progress report each six weeks, either in the form of a parent conference or as a written report card. Parent conferences shall be scheduled for parents of kindergarten students at the end of the first and fourth six weeks grading periods. Written report cards shall be issued at the end of the second, third, fourth, fifth, and sixth six weeks grading periods.

Six Weeks Averages and Report Card

In order to meet the state requirements of numerical recording for promotion standards, numerical grades shall be recorded in the grade book. From the numerical grades in the grade book, the following corresponding marking system shall be used on both the students' work and on the report cards:

| Subject | Marking System |
|---|---|
| Reading Language Arts Mathematics Science/Health Social Studies | 90-100 = E (Excellent) 80-89 = S (Satisfactory) 70-79 = N (Needs Improvement) 0-69 = U (Unsatisfactory) |
| Fine Arts Physical Education | E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory |
| Social Development/Work Habits | E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>* These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i> |

In addition to the six-week report card, parents of students with disabilities will receive a report detailing the following:

- the student's progress toward annual goals specified in the Individualized Education Program;
- the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Kindergarten Grading Information (continued)

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages

Semester and yearly averages shall be computed in the areas of reading, language arts, mathematics, science/health, and social studies. The averages shall be computed as follows:

| Grading Period | Portion of Yearly Average |
|------------------------|--|
| First Six Weeks | 1/3 of first semester average |
| Second Six Weeks | 1/3 of first semester average |
| Third Six Weeks | 1/3 of first semester average |
| First Semester | 1/2 of yearly average |
| Fourth Six Weeks | 1/3 of second semester average |
| Fifth Six Weeks | 1/3 of second semester average |
| Sixth Six Weeks | 1/3 of second semester average |
| Second Semester | 1/2 of yearly average |
| YEARLY AVERAGE | 1 st and 2 nd semester grades averaged |

Promotion Standards

In order to be promoted to the next grade, students must demonstrate the proficiencies listed below:

- 1) Grade Requirements:
 - An overall average of “N” or above, computed by averaging yearly grades for reading, language arts, mathematics, science/health, and social studies
 - A yearly average of “N” or above in mathematics
 - A yearly average of “N” or above in reading
 - A yearly average of “N” or above in language arts
- 2) Testing Requirements:
 - Successful completion of an assessment in reading and math

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the students' return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Education Program (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success (as documented by an average of N or above), it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate an IEP meeting.

Resource Materials

In the event that TISD is unable to provide appropriate resources (i.e. textbooks, graphing calculators), the student shall not suffer an academic penalty.

Grades I-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of one to two grades per week per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

In fine arts, teachers shall evaluate at least one performance and/or product during each six weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theatre arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectation of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card.

Language arts include written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

In the areas of reading, language arts, mathematics, science, and social studies, a written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the six weeks period.

Six Weeks Averages and Report Cards

Students shall receive numerical scores in reading, language arts, mathematics, science/health, and social studies. Letter grades shall be used in fine arts and physical education. The following marking system shall be used on the students' work, in the grade book, and on the report card:

| Subject | Marking System |
|---|---|
| Reading Language Arts Mathematics Science/Health Social Studies | 90-100 = A 80-89 = B 70-79 = C 0-69 = Failure |
| Fine Arts Physical Education | E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory |
| Social Development/ Work Habits | E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>* These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i> |

Grades I-5 Grading Information (continued)

In addition to the six-week report card, parents of students with disabilities will receive a report detailing the following:

- the student's progress toward annual goals specified in the Individualized Education Program
- the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages

Yearly averages shall be computed in the areas of reading, language arts, mathematics, science/health, and social studies. The yearly average shall be computed as follows:

| Grading Period | Portion of Yearly Average |
|------------------------|--|
| First Six Weeks | 1/3 of first semester average |
| Second Six Weeks | 1/3 of first semester average |
| Third Six Weeks | 1/3 of first semester average |
| First Semester | 1/2 of yearly average |
| Fourth Six Weeks | 1/3 of second semester average |
| Fifth Six Weeks | 1/3 of second semester average |
| Sixth Six Weeks | 1/3 of second semester average |
| Second Semester | 1/2 of yearly average |
| YEARLY AVERAGE | 1 st and 2 nd semester grades averaged |

Promotion Standards

In order to be promoted to the next grade, students must demonstrate the proficiencies listed below:

- 1) Grade Requirements:
 - An overall average of "70" or above, computed by averaging yearly grades for reading, language arts, mathematics, science/health, and social studies
 - A yearly average of "70" or above in mathematics
 - A yearly average of "70" or above in reading
 - A yearly average of "70" or above in language arts
- 2) Testing Requirements:
 - Grade 1: Successful completion of assessments in reading and math
 - Grade 2: Successful completion of assessments in reading and math
 - Grade 3: Successful completion of either the state or local assessments in reading and math
 - Grade 4: Successful completion of either the state or local assessments in reading, writing, and math
 - Grade 5: Successful completion of the state assessments in reading and math; successful completion of either the state or local assessment in science

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the students' return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Grades 1-5 Grading Information (continued)

Classwork/Homework for Students in the Gifted/Talented Academy

Students shall not be required to complete every classwork or homework assignment for the homebase classroom. Instead, students should be asked to complete only the portion of the assigned work that is necessary to ensure that they have mastered the knowledge and skills required for their classes. Teachers either should furnish assignments to students the day prior to GT Academy or should allow extra time for completion of assignments after returning to the homebase classroom. When making assignments or setting timelines for completion of work, teachers should consider the time required for students to complete classwork/homework for all subjects and the time required for GT Academy projects.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Education Program (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success (as documented by an average of 70 or above), it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate an IEP meeting.

Resource Materials

In the event that TISD is unable to provide appropriate resources (i.e. textbooks, graphing calculators), the student shall not suffer an academic penalty.

Grades 6-8 Grading Information

In grades 6-8, all grades shall reflect student performance in the Texas Essential Knowledge and Skills. Teachers in every subject area shall record a minimum of six individual grades on separate assignments per grading period. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75 in any subject. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the six weeks period.

Six Weeks Averages and Report Cards

Students shall receive numerical scores in all subjects. The six weeks average will be computed using one of the following formulas:

| Formula I | Formula II |
|---|---|
| 50% Daily Average | 75% Daily Average |
| 50% Test Average and/or Major Projects | 25% Test Average |
| <i>Teachers will use Formula I if two or more test/project grades are given to the student during the six weeks period.</i> | <i>Teachers will use Formula II if only one major test/project grade is given to the student during the six weeks period.</i> |

The following marking system shall be used on the students' work, in the grade book, and on the report card:

| Subject | Marking System |
|---|---|
| Language Arts Mathematics Science Social Studies All Elective Courses | 90-100 = A 80-89 = B 70-79 = C 0-69 = Failure |
| Social Development/Work Habits | A = Excellent B = Satisfactory C = Needs Improvement F = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>* These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i> |

In addition to the six-week report card, parents of students with disabilities will receive a report detailing the following:

- the student's progress toward annual goals specified in the Individualized Education Program;
- the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Grades 6-8 Grading Information (continued)

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages

The semester and yearly averages shall be computed as follows:

| Courses Taken for Middle School Credit | | Courses Taken for High School Credit | |
|--|--------------------------------|--|--------------------------------|
| Grading Period | Portion of Yearly Average | Grading Period | Portion of Semester Average |
| First Six Weeks | 2/7 of first semester average | First Six Weeks | 2/7 of first semester average |
| Second Six Weeks | 2/7 of first semester average | Second Six Weeks | 2/7 of first semester average |
| Third Six Weeks | 2/7 of first semester average | Third Six Weeks | 2/7 of first semester average |
| First Semester Exam | 1/7 of first semester average | First Semester Exam | 1/7 of first semester average |
| | | | |
| Fourth Six Weeks | 2/7 of second semester average | Fourth Six Weeks | 2/7 of second semester average |
| Fifth Six Weeks | 2/7 of second semester average | Fifth Six Weeks | 2/7 of second semester average |
| Sixth Six Weeks | 2/7 of second semester average | Sixth Six Weeks | 2/7 of second semester average |
| Second Semester Exam | 1/7 of second semester average | Second Semester Exam | 1/7 of second semester average |
| | | | |
| First Semester | 1/2 of yearly average | No yearly average (See credit requirement below.) | n/a |
| Second Semester | 1/2 of yearly average | | n/a |
| <i>Note: A yearly grade will not be given in one-semester courses.</i> | | | |

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester.

Promotion Standards

In order to be promoted to the next grade, students must demonstrate the proficiencies listed below:

- I) Grade Requirements:
 - An overall average of "70" or above, computed by averaging yearly grades for English Language Arts, mathematics, science, and social studies
 - A yearly average of "70" or above in mathematics
 - A yearly average of "70" or above in English Language Arts

Grades 6-8 Grading Information (continued)

2) Testing Requirements:

- Grade 6: Successful completion of either the state or local assessments in reading and math
- Grade 7: Successful completion of either the state or local assessments in reading, writing, and math
- Grade 8: Successful completion of the state assessment in reading and mathematics; successful completion of either the state or local assessment in science and social studies

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the students' return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Plagiarism

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism shall be considered cheating and the student shall be subject to disciplinary action that may include confiscation of any or all documents or assignments related to the act of plagiarism. Credit will not be given for any document confiscated as a result of plagiarism.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Education Program (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success (as documented by an average of 70 or above), it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate an IEP meeting.

Resource Materials

In the event that TISD is unable to provide appropriate resources (i.e. textbooks, graphing calculators), the student shall not suffer an academic penalty.

Grades 9-12 Grading Information

In grades 9-12, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). Teachers in every subject area shall record a minimum of six individual grades on separate assignments per grading period. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A grade that is determined from only one source is not acceptable.

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75 in any subject. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the six weeks period.

The District will make such information available to sponsors of extracurricular activities in which the student participates. This notice will stipulate that the student will have the remainder of the six-weeks to achieve the grade of 70 or above and that the student will be suspended from extracurricular activities if the grade is below 70 at the end of the six-week period.

The District may require any student with a grade lower than 70 to attend tutorial sessions.

Six Weeks Averages and Report Cards

Students shall receive numerical scores in all subjects. The six weeks average will be computed using one of the following formulas:

| Formula I | Formula II |
|---|---|
| 50% Daily Average | 75% Daily Average |
| 50% Test Average and/or Major Projects | 25% Test Average |
| <i>Teachers will use Formula I if two or more test/project grades are given to the student during the six weeks period.</i> | <i>Teachers will use Formula II if only one major test/project grade is given to the student during the six weeks period.</i> |

The following marking system shall be used on the students' work, in the grade book, and on the report card:

| Subject | Marking System |
|---|---|
| Language Arts Mathematics Science Social Studies All Elective Courses | 90-100 = A 80-89 = B 70-79 = C 0-69 = Failure |
| Social Development/ Work Habits | A = Excellent B = Satisfactory C = Needs Improvement F = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>* These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i> |

Grades 9-12 Grading Information (continued)

Semester Averages

The semester average shall be computed as follows:

| Grading Period | Portion of Semester Average |
|----------------------|--------------------------------|
| First Six Weeks | 2/7 of first semester average |
| Second Six Weeks | 2/7 of first semester average |
| Third Six Weeks | 2/7 of first semester average |
| First Semester Exam | 1/7 of first semester average |
| | |
| Fourth Six Weeks | 2/7 of second semester average |
| Fifth Six Weeks | 2/7 of second semester average |
| Sixth Six Weeks | 2/7 of second semester average |
| Second Semester Exam | 1/7 of second semester average |

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the semester.

Graduation Requirements

In order to obtain a high school diploma, students must demonstrate the successful completion of the proficiencies listed below:

- All course work requirements
- All state assessment requirements

End-of-Course Exam Scores

When required by state law, a student's score on the initial end-of-course (EOC) assessment shall count for 15 percent of the student's final grade for the course as reported on the student's transcript. An EOC assessment score shall not affect whether the student receives credit for the course. If a student retakes an EOC assessment, the district will not include the retake score in the final grade calculation for the course as reported on the student's transcript. An EOC assessment retake score shall not affect whether the student receives credit for the course. EOC assessment scores shall not be included in class rank calculations.

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the students' return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Plagiarism

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism shall be considered cheating and the student shall be subject to disciplinary action that may include confiscation of any or all documents or assignments related to the act of plagiarism. Credit will not be given for any document confiscated as a result of plagiarism.

Grades 9-12 Grading Information (continued)

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Education Program (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Education

Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success (as documented by an average of 70 or above), it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate an IEP meeting.

Resource Materials

In the event that TISD is unable to provide appropriate resources (i.e. textbooks, graphing calculators), the student shall not suffer an academic penalty.

OPTIONS Academic Alternative High School Grading Information

The purpose of OPTIONS is to serve the area youth in grades 9—12 by providing them with the opportunity to accelerate and complete academic coursework. Students must demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) in order to receive credit for a course. All state and district course requirements must be completed to earn a diploma.

OPTIONS Grading Procedures

- 1) The Options principal will review the student's four-year plan and will assign the courses which the student will need to complete.
- 2) The student may complete coursework as outlined in the course assignment sheet.
- 3) Each course has a syllabus, listing activities and testing requirements. The student must complete all unit activities before testing for that unit. The instructor will evaluate the student's work and will assign a numerical grade for each activity. The student must earn an average of "70" or above for the unit activities before taking the unit test. In order to receive credit for that unit, the student must score "70" or above on the unit test.
- 4) If a student is not successful on the unit test, the student may retest, taking a different test form.

OPTIONS Grade Reporting

A written progress report will be sent to parents at the end of each six-week grading period. In addition to these progress reports, parents also will be notified each time a student completes a semester credit.

OPTIONS Testing Procedures

The student will test in designated areas only and may not leave the testing area until the test is completed. Upon completion of the test, the student will turn in the test and answer document to the testing coordinator, who will document the completion. Failure to comply with testing instructions will result in disciplinary action.

OPTIONS Unit Grades

Students will receive numerical scores in all units. The final unit grade will be computed using the following formula:

$$\begin{array}{l} 75\% \text{ Unit Activities} \\ 25\% \text{ Unit Test}^* \end{array}$$

**Note: For courses which are offered through a computerized program which records only the unit test grade, the test grade will represent the final unit grade.*

The following marking system will be used on the student's work, in the grade book, and on the report card:

| Numerical Grade | Letter Grade |
|-----------------|--------------|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 0 - 69 | F |

OPTIONS Semester Average

The semester average for the course will be determined by averaging all final unit grades required for the course.

OPTIONS Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must earn an average of 70% or above for the semester. Students must earn three credits per semester for a total of six credits per school year to remain in OPTIONS.

Other Grading and Credit Information

Grade Level Classification

On the Texas High School campus, changes in grade level classification will be made prior to the beginning of the fall semester. On the Options campus, changes in grade level classification will be made on October 1, February 1, and May 1. Students will be classified according to the following criteria:

| | | | |
|-----------|---------------------|---|---|
| Sophomore | (10 th) | - | 6 – 11.5 credits earned and entering second year in an accredited high school |
| Junior | (11 th) | - | 12 – 17.5 credits and entering third year in an accredited high school |
| Senior | (12 th) | - | 18 or above credits, entering at least third year in an accredited high school, declaring intent to graduate during the current school year |

Students transferring into the District will be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school as listed above. If no official transcript is available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman-level classes, pending receipt of the official transcript.

Promotion standards, as established by the Individual Education Plan (IEP), or grade-level classification of students eligible for special education shall be determined by the ARD committee.

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the students' return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Class Work/Homework for Students in Gifted/Talented Program

Students shall not be required to complete every class work or homework assignment for the home base classroom. Instead, students should be asked to complete only the portion of the assigned work that is necessary to ensure that they have mastered the knowledge and skills required for their classes. Teachers either should furnish assignments to students the day prior to G/T classes or should allow extra time for completion of assignments after returning to the classroom. When making assignments or setting timelines for completion of work, teachers should consider the time required for students to complete class work/homework for all subjects and the time required for G/T projects.

Plagiarism

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism shall be considered cheating and the student shall be subject to disciplinary action that may include confiscation of any or all documents or assignments related to the act of plagiarism. Credit will not be given for any document confiscated as a result of plagiarism.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Education Program (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success (as documented by an average of 70 or above), it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate an IEP meeting.

Resource Materials

In the event that TISD is unable to provide appropriate resources (i.e. textbooks, graphing calculators), the student shall not suffer an academic penalty.

Testing and Assessment Programs

State of Texas Assessments of Academic Readiness (STAAR)

Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011-2012 school year only, this requirement will be waived.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

End-of-Course (EOC) Assessments for Students in Grades 9-12

Beginning with ninth graders in the 2011-2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. For the 2011-2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above, as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may be different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Testing and Assessment Programs (continued)

Texas Assessment of Knowledge and Skills (TAKS)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011-2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

Texas Higher Education Assessment (THEA)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment (THEA). The purpose of the THEA 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 college and universities. This test may be required before a student enrolls in a dual-credit course offered through the district, as well.

Preliminary Scholastic Aptitude Test (PSAT)

The Preliminary Scholastic Aptitude Test (PSAT) is offered to Grade 10 and Grade 11 students and is administered in the fall. Students must register in advance through the academic advisors. The 11th grade test is the first step in the National Merit Scholar Program and Outstanding African-American and Hispanic Scholars Program.

Preparation for College Entrance Tests

Computerized study programs to prepare students to take the SAT, ACT, and PSAT are available. In addition, study booklets and sample tests designed to help students ready themselves for the college entrance tests are available in the office of Stephanie Casteel, THS College Recruiter. The SAT/ACT testing preparation course is offered as an elective through the regular academic program. Tutorial sessions may be available on the Texas High campus the week prior to ACT testing. Notification of dates and times of sessions will be posted in advance.

Credit by Examination

The District will give a student in grades 1-12 credit for an academic subject in which the student has received no prior instruction if the student scores 90 percent or above on a criterion-referenced examination for acceleration for the applicable course. If such credit is given, the District will enter the examination score on the student’s transcript. If the student has received prior instruction for an academic subject, a score of 70 or higher is required to earn credit.

Exemption from Semester Exams - Texas High School

The purpose of the exemption plan is as follows:

- To provide an incentive for academic endeavor
- To encourage good citizenship and punctuality
- To improve school attendance
- To foster teacher-student rapport and responsibility

Eligibility for Exemption

A student must have an 85 average or higher in a class to be eligible for an exemption in that class. Any student who has more than 2 absences or 2 tardies in a class will lose the exemption for that class. Any student who has more than 5 absences or 5 tardies for the semester will lose all exemptions. Any student with a major discipline violation (ISS, suspension at home, or DAEP assignment) will lose all exemption privileges.

Testing and Assessment Programs (continued)

- **9th and 10th Graders**

Freshmen and sophomores are allowed to be exempt from 2 exams each semester. In addition to these exemptions, students who pass the TAKS assessment and have at least a 70 average for the semester in the corresponding academic course may be exempt from the exam in the corresponding course.

- **11th Graders**

Juniors are eligible to be exempt from 3 exams each semester. In addition to these exemptions, students who pass the TAKS assessment and have at least a 70 average for the semester in the corresponding academic course may be exempt from the exam in the corresponding course.

- **12th Graders**

Seniors are eligible to exempt from 3 exams the fall semester and all exams the spring semester. In addition to these exemptions, students who pass the TAKS assessment and have at least a 70 average for the semester in the corresponding academic course may be exempt from the exam in the corresponding course.

Guidelines for Exemptions

- Final examinations will be given on the last three days of instruction of each semester, except in the case of second semester seniors who will take their examinations on the three days prior to the last day of the semester.
- Students who have a major conduct violation and/or excessive absences or tardies are **not eligible for exemptions in any class.**
- In order to be eligible for exemptions, students must have on file in the principal's office a form that gives parent approval for the student to participate in the exemption plan. Either a parent or guardian must sign this form. Students must obtain a form from the office.
- For the purpose of the exemption plan, juniors and seniors may use two absences per year to visit a college or university. In order for these absences not to be counted against exemptions, students must provide the attendance office with a note on university letterhead signed by a university official verifying the date of the visit. (See "Attendance Requirements.")

Exemption from Semester Exams - Texas Middle School

The purpose of the exemption plan is as follows:

- To provide an incentive for academic endeavor
- To encourage good citizenship and punctuality
- To improve school attendance
- To foster teacher-student rapport and responsibility

Eligibility for Exemption

Eligibility for semester exemptions is based on the semester course grade average, semester attendance, and semester tardies. For the purposes of counting absences, the following will apply:

- School-sponsored absences do not count against a student for exemption purposes.
- All other absences, whether excused or unexcused, will count toward exemption status unless a doctor's excuse is provided.
- Unusual circumstances will be determined by the TMS Attendance Committee.

The following chart contains the grade, attendance, and tardy requirements per course for semester exam exemptions.

Testing and Assessment Programs (continued)

| Semester Grade | Accumulates no more than this many absences: | Accumulates no more than this many tardies: |
|----------------|--|---|
| 90 or above | 4 | 3 |
| 85-89 | 3 | 2 |
| 80-84 | 2 | 1 |
| 75-79 | 1 | 0 |

Physical Fitness Assessment: Annually, the district will conduct a physical fitness assessment (FitnessGram) of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, the results of a student's physical fitness assessment will be given to the parents. Questions regarding physical fitness assessments and reports should be directed to Denise Skinner, Coordinator of Elementary STEM, 903-793-7561.

Special Programs and Coursework

Gifted and Talented Program: It is the goal of the Texarkana Independent School District to provide a quality education and to ensure appropriate learning opportunities that will foster maximum mental, physical, and emotional development of each student. To assist students in this personal development, the Gifted and Talented Program is provided in addition to the regular curriculum.

Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in an intellectual, creative, or artistic area, showing an unusually high capacity for leadership, or excel in a particular academic field. A variety of programs, activities, and learning opportunities are offered. For further information, parents should contact Lori Ables, Director of Curriculum & Instruction, at 903-793-7561.

Special Education: Texarkana ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. The District determines whether a student needs special education after completing a comprehensive assessment. For further information, parents should contact Shawn Davis, Director of Special Education, at 903-793-7561, or the campus principal to receive full information about special education programs.

Accelerated Instruction: TISD provides tutorial programs and intensive or accelerated instruction in subjects in which students are showing special difficulty. The District also may provide specially-focused instruction to improve students' language and math skills. Students in grades 3-8 who do not perform satisfactorily on state-required exams are required to participate in accelerated instruction. This instruction may be held before or after normal school hours or outside of the normal school year.

Students with Disabilities: Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individualized Educational Plan (IEP) Team. The IEP Team will ensure that the annual goals and instructional objectives of the student's Individualized Educational Plan (IEP) are met.

Dyslexia: Texarkana ISD provides a program for students identified with the characteristics of Dyslexia. The instructional program is offered in a small class setting and includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive, and multi-sensory methods. For further information, parents should contact Kristi Brown, Program Coordinator, at 903-793-7561, extension 1306.

Bilingual Education/English as a Second Language: English is the basic language of instruction in TISD schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time students are enrolled in TISD for the first time, parents are asked to complete a Home Language Survey. The District then will determine if additional steps are necessary to ensure that the student is properly served. For further information, parents should contact Kristi Brown, Program Coordinator, at 903-793-7561, extension 1306.

Summer School: TISD offers a summer school program for students who require additional instruction beyond the regular academic year. In the high school program, tuition is assessed for each semester unit course. Summer school information is made available through the campus principal or through the Texas High Academic Advisors prior to the end of the school year.

Pre-Advanced Placement Program (Pre-AP): Courses are offered for students in grades 6-12 who benefit from more advanced and in-depth studies. Pre-AP courses focus on higher learning thinking skills and prepare students for success in the high school Advanced Placement program.

Special Programs and Coursework (continued)

Advanced Placement Program (AP): The Advanced Placement Program allows high school students the opportunity to enroll in a college-level course and to possibly earn college credit for that course while still in high school. Although the program is administered by the College Board of New York, secondary schools have the flexibility to establish the curriculum, to select materials and resources, and to determine the instructional methods. Students may show mastery in these courses by taking the AP exams that are administered in May of each school year. A complete list of courses and weights can be found in the *Texas High Program of Studies and Course Description Guide*. For further information, parents or students should contact Lori Ables, Program Coordinator, at 903-793-7561, extension 1311.

Dual Credit Courses: The Dual Credit Program allows high school students the opportunity to enroll in college-level courses and to earn high school as well as college credit for the completed coursework. The program provides a continuum of learning from high school to college for those students who choose to pursue a post-secondary degree or certificate after high school graduation. This continuum will increase opportunities for students to progress through their programs of study at an accelerated pace. Students pay costs associated with taking college courses. These costs may include tuition and fees and will be in accordance with the cost-per-hour charges assessed by the college. Students must meet college entrance requirements (including passing the THEA test or earning an exemption).

Correspondence Courses: Students in Grades 9-12 may earn a maximum of two units of credit by correspondence. Credit toward state or local graduation requirements may be granted for correspondence courses only under the following conditions:

- Prior to enrolling in the correspondence course(s), a student must make a written request to the principal or designee for approval to enroll in a course.
- The student must enroll in a course offered through the University of Texas at Austin, Texas Tech University, or other public institutions of higher education as approved by the Commissioner of Education.
- The correspondence course must include the state-required TEKS for such a course (19 TAC 74.23). Additional information is available through the Academic Advisors.
- The student must earn a grade of 70 or higher in the approved course.

Independent Research: The Independent Research Program is an individualized study supervised by an instructor in a specific area as an extension of regular classroom curriculum. This program is designed for eleventh and twelfth grade students who are enrolled in a class that is not offered for Pre-AP or AP level credit. Students may complete the Independent Research Program to receive additional weighted credit for that class. The scope and complexity of students' work will clearly demonstrate a level of performance beyond high school standards. To participate in Independent Research, students must follow specific procedures and timelines. A student may complete two (2) Independent Research studies per semester. The maximum Independent Research course weight allowed per course per semester will be for ½ credit, even in a one credit per semester course. For further information, parents or students should contact Lori Ables, Program Coordinator, at 903-793-7561, extension 1311.

Science, Technology, Engineering, and Mathematics Academy (STEM Academy): The Ross Perot STEM Academy is a small learning community located on the Texas High School campus that offers students the opportunity to focus on science, technology, engineering and math course content that is integrated within all core subject areas. It operates as a school-within-a-school and has as curriculum that is rigorous, innovative and college-focused with instruction on inquiry, problem-solving, decision making, discovery, and project based learning. The purpose of the Academy is to increase student achievement, while creating a new workforce of problem solvers, innovators, and inventors who are self-reliant and able to think logically. The high degree of interactive involvement, the energized environment of the classroom, and the small school setting with quality relationships between student and teachers creates an environment for success.

Graduation

Degree Plans: The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. Students are encouraged to discuss the choices available with their academic advisors and parents.

The *Texas High Program of Studies and Course Description Guide* has been prepared to explain in depth the degree plans and requirements for graduation. This information has been developed to help students make a successful transition from high school to post-secondary education, training, and/or a career. Students should take advantage of the information available in this guide to investigate career options, to choose a degree plan, to develop a four-year plan, and to choose courses of study. Academic advisors are available to students and to parents to assist in planning and in answering questions.

Class Rank Calculation: A course weighting system has been established in TISD to encourage and recognize academic achievement. The weighting system is used to determine the valedictorian, salutatorian, and cum laude graduates and to designate the top ten percent of the graduating class. Students graduating in the top ten percent are eligible for automatic admission into a four-year Texas college or university. (See academic advisor for more information.)

Class rank will be calculated by averaging semester grades earned in grades 9-12 and any high school level course taken in eighth grade. The numeric semester average will earn grade points according to the District weighted grade point scale. All courses completed at OPTIONS will receive weighted ranking points of 1.1. A complete list of courses and weights can be found in the *Texas High Program of Studies and Course Description Guide*.

Cum Laude System: TISD recognizes at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

| | |
|-----------------|---|
| Valedictorian | Highest weighted GPA |
| Salutatorian | Second highest weighted GPA |
| Summa Cum Laude | Weighted average of exactly 155.0 or higher |
| Magna Cum Laude | Weighted average of exactly 150.0 or higher |
| Cum Laude | Weighted average of exactly 143.0 or higher |

Students should refer to the class rank policies in effect for Texas High School as presented in the *Texas High Program of Studies and Course Description Guide*.

Graduation Ceremonies: Students completing the Texarkana Independent School District and State of Texas requirements for graduation will be granted a high school diploma. TISD annually sponsors five graduation ceremonies for students who have completed requirements established by both the District and the State. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student’s participation in graduation ceremonies. Graduation announcements are not invitations to the graduation ceremony.

Texas High School Graduation Ceremony: At graduation practice, a limited number of tickets are distributed to graduating seniors for their family members. The following requirements are in place for students who wish to participate in the Texas High School graduation ceremony.

Graduation (continued)

THS Requirements:

- The student must have successfully completed all local graduation credit requirements.
- The student must have successfully completed all state graduation credit requirements.
- The student must have passed all exit-level, state-approved tests (TAKS).
- Students identified and served under provisions of IDEA shall graduate in accordance with their Individualized Education Program (IEP).

THS Ineligibility:

- If a student has been expelled from all services in the District during the spring semester of the senior year or is continuing an expulsion during the spring semester of the senior year, the student is ineligible to participate in the THS graduation ceremony.
- If a student has been assigned to a DAEP after the last day of the first semester of the senior year or is continuing a DAEP assignment during the spring semester of the senior year, the student is ineligible to participate in the THS graduation ceremony.
- If a senior student transfers to OPTIONS, the student is ineligible to participate in the THS graduation ceremony.
- If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the THS graduation ceremony.

OPTIONS Graduation Ceremonies: Students who have completed the graduation requirements under the following programs are eligible to participate in one of two graduation ceremonies sponsored by the OPTIONS campus:

- OPTIONS
- TISD Summer School
- July TAKS Administration

OPTIONS Requirements:

- The student must have successfully completed all local graduation credit requirements.
- The student must have successfully completed all state graduation credit requirements.
- The student must have passed all exit-level, state-approved tests (TAKS).
- Students identified and served under provisions of IDEA shall graduate in accordance with their Individualized Education Program (IEP).
- OPTIONS students wishing to participate in the graduation ceremony must contact Marsha Burris, Principal, at 903-793-5632, extension 1740.

Adult Education Graduation Ceremony: Adult Education students wishing to participate in the Adult Education graduation ceremony must contact Dean Ransdell, Director of Adult Education, at 903-793-5632, extension 1710 or 1711.



Texarkana
Independent School District

Student Code of Conduct
2011-2012

STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Texarkana Independent School District Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code will be posted on the district's Web site. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

This code is organized into the following sections:

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|--|----|
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Because the Student Code of Conduct is adopted by the district’s board of trustees it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

Speaking at Graduation

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

In order to be considered as an eligible student speaker at graduation ceremonies, a student shall not have engaged in any serious misconduct in violation of the district's Code, including an out-of-school suspension, removal to a DAEP, or expulsion during his or her last two semesters.

See DAEP—Restrictions during Placement for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections on Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be serious enough to result in Removal from the Regular Educational Setting as detailed in that section.

Students shall not:

Disregard for Authority

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
- Refuse to accept discipline management techniques assigned by a teacher or principal.
- Agitate, tease, or harass a police canine at any time. This prohibited conduct includes but is not limited to barking, jumping at the canine, offering the canine food or any other substance (edible or non-edible).

Mistreatment of Others

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion)
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.

Possession of Prohibited Items

- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)
- Possess or use:
 - fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - a “look-alike” weapon;
 - an air gun or BB gun;
 - ammunition;
 - a stun gun;
 - a pocketknife or any other small knife;
 - mace or pepper spray;
 - martial arts objects;
 - pornographic material;
 - tobacco products;
 - matches or a lighter;
 - a laser pointer for other than an approved use;
 - stereo headsets, CD players, cassette players, electronic games without permission;
 - any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion)

**Possession of Telecommunications Devices
Illegal, Prescription,
and Over-the-Counter Drugs**

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.
- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass off items as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

**Misuse of
Computers and the
Internet**

- 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.
 - Use any software and/or hardware to undermine or circumvent security measures implemented by the district.
 - Attach unauthorized devices to district computers or network systems.
 - 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, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
 - Use technology resources for financial gain or for political activity.
 - Access non-educational content without prior written permission from the Superintendent or designee.
 - 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.
 - Send or post electronic messages under a false identify.
 - Distribute personal information about self or others by means of technology without approval from the supervisor or instructor.
 - Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, on or off school property if the conduct causes a substantial disruption to the educational environment.
 - Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
 - Install, download, or place any software or external data on district computers or network systems without prior written consent from the Superintendent or designee.
- Safety
Transgressions**
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
 - Make false accusations or perpetrate hoaxes regarding school safety.
 - Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
 - Throw objects that can cause bodily injury or property damage.
 - Discharge a fire extinguisher without valid cause.
- Miscellaneous
Offenses**
- Violate dress and grooming standards as communicated in the student handbook.
 - Cheat or copy the work of another.

General Conduct Violations

- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- Truancy.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction (oral or written)
- Cooling-off time or "time-out."
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.

- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Formal removal from class by the teacher.
- Out-of-school suspension, as specified in the Suspension section of this Code.
- Placement in the Transitional Intervention Educational Setting (TIES).
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Citation and/or arrest.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator will notify a student's parent by phone or in writing of any violation that may result in a suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address:
<http://www.tasb.org/policy/pol/private/019907/>

Consequences will not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

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

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator will schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom
- In-school suspension
- Out-of-school suspension
- DAEP

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order suspension, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the appropriate administrator who shall advise the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten through grade 5, and secondary classification shall be grades 6 through 12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in DAEP in addition to the expulsion.

In deciding whether to order placement in a DAEP, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See Glossary.)
- Involvement in criminal street gang activity. (See Glossary.)
- Any criminal mischief, including a felony.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See Glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

Discretionary Placement: Misconduct that May Result in DAEP Placement

Misconduct Identified in State Law

Mandatory Placement: Misconduct That Requires DAEP Placement

- Engages in conduct punishable as a felony.
- Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence”)
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim or victim's parents or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP will be made by the principal or appropriate administrator.

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator will schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator will write a placement order. A copy of the DAEP placement order will be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee will deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order will give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP will be determined by the principal or appropriate administrator.

The duration of a student's placement will be determined on a case-by-case basis. DAEP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the principal or appropriate administrator must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or

2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed to the superintendent or designee in accordance with policy FOC (LEGAL). All other appeals regarding a placement in a DAEP should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: <http://www.tasb.org/policy/pol/private/019907/>

Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

The district will provide transportation to resident students in a DAEP, provided the student lives two or more miles away from the alternative campus.

For seniors assigned to a DAEP who are eligible to graduate, the placement in the program will continue through graduation, and the student will not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP will be provided a review of his or her status, including academic status, by the principal or appropriate administrator at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee will review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board will, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board will make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district will continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, will reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers.
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;

- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

**Hearing and
Required Findings**

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students

Any decision of the board or the board's designee under this section is final and may not be appealed.

**Length of
Placement**

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

**Newly Enrolled
Students**

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

A student **may** be expelled for:

- Engaging in the following no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
 - Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
- Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. (See glossary for "under the influence.")
 - Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
 - Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
 - Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
 - Engaging in deadly conduct. (See glossary)
- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

**Discretionary
Expulsion:
Misconduct That
May Result in
Expulsion**

Any Location

***At School, Within
300 Feet, or at
School Event***

***Within 300 Feet of
School***

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson.
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

- Committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

- Engaging in serious offenses or persistent misbehavior (see glossary) that violates the district's Code, while placed in a DAEP.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled for bringing to school a firearm, as defined by federal law, then the offense occurs on school property or while attending a school-sponsored or school-related activity on or off school property. "Firearm" under federal law includes:

Federal Law

- Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Texas Penal Code

A student must be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing

ammunition, a chemical dispensing device, a zip gun, or a tire deflation device.
(See glossary)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
 - Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom
- In-school suspension
- Out-of-school suspension
- DAEP

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the district's witnesses.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent or his designee authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board will review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board will make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee will deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Board or its designee will deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order will give notice of the inconsistency.

Length of Expulsion

The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

**Additional
Misconduct**

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those proceedings.

**Restrictions during
Expulsion**

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a district-approved program.

**Newly Enrolled
Students**

The district will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

**Emergency
Expulsion
Procedures**

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

**DAEP Placement of
Expelled Students**

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older; or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is a crime that involves starting a fire or causing an explosion with intent to destroy or damage:

1. Any vegetation, fence, or structure on open-space land; or
2. Any building, habitation, or vehicle:
 - a. Knowing that it is within the limits of an incorporated city or town;
 - b. Knowing that it is insured against damage or destruction;
 - c. Knowing that it is subject to a mortgage or other security interest;
 - d. Knowing that it is located on property belonging to another;
 - e. Knowing that it has located within it property belonging to another; or
 - f. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

1. To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

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 another person in the relationship. Dating violence also occurs when a person commits these acts against a person 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, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Graffiti are markings with aerosol paint or an indelible pen or marker on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles is any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force.

Terroristic threat is a threat of violence to any person or property with intent to:

- I. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;

2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting, or inducing gang membership if it causes bodily injury to a child; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior or the presence of physical symptoms of drug or alcohol use or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.