

**SDAEP**  
SECONDARY DISCIPLINARY  
ALTERNATIVE EDUCATION PROGRAM

2019-2020  
STUDENT HANDBOOK  
& CODE OF CONDUCT



**Texarkana**  
Independent School District



**Texarkana**

Independent School District

*The Place To Be!*

**SDAEP**

Secondary Disciplinary Alternative  
Education Program

**Student Handbook  
& Code of Conduct  
2019-2020**

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# *Handbook Accessibility, Purpose and Organization*

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If you have difficulty accessing the information in this document because of disability, please contact:

**Deputy Superintendent:**

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

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

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## *Board of Trustees*

**Fred Norton, Jr.**  
*President*

**Gerald Brooks**  
*Vice President*

**Amy Bowers**  
*Secretary*

**Paul Miller**

**Wanda Boyette**

**Bryan DePriest**

**Bill Kimbro**

## *Administration*

**Paul Norton**  
*Superintendent of Schools*

**Autumn Thomas**  
*Deputy Superintendent*

**George E. Moore**  
*Assistant Superintendent  
of Alternative Education*

**Joann Rice**  
*Assistant Superintendent  
of Student & Community Development*

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

# Texarkana Independent School District

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## *Mission Statement*

*The mission of Texarkana Independent School District, an innovative learning community strengthened by its diversity, is to provide a superior education in a caring environment that inspires challenges and engages each student through a wide range of opportunities.*

## *Parameters*

- ❖ We will always focus on students while valuing all people in the education process.
- ❖ We will always strive for excellence.
- ❖ We will always promote a culture of personal accountability and mutual respect.

## *Beliefs*

*We believe...*

- *All students are capable of success!*
- *It is our responsibility to inspire students to believe in themselves.*
- *Care and compassion create an environment that fosters hope and intrinsic motivation.*
- *Every student should be provided an education that will prepare him or her for a successful future.*
- *Diverse educational experiences best serve unique, individual needs.*
- *Showing love and compassion to students, staff, parents and community members is essential.*
- *The highest quality educators are necessary for the best results.*
- *It is our responsibility to grow people.*
- *Positive relationships with families are key to the success of the child.*
- *Educating children is the job of everyone in the community.*

## *Strategic Objectives*

- We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community and global workforce.
- All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.
- We will develop a highly qualified and diverse staff that will promote high expectations for all.
- We will facilitate family and community involvement in the growth and success of the student.

# Secondary Disciplinary Alternative Education Program (SDAEP)

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## *Staff Members*

**George Moore**

Assistant Superintendent of Alternative Programs

**Bobbie Nichols**

Principal

**Eric Norton**

Assistant Principal

**Mendell Glass**

Staff

**Justin Coats**

Staff

**Tracy Forte**

Staff

## *SDAEP Mission Statement*

*Our mission is to provide a safe, structured, nurturing environment while encouraging students to believe in themselves, to develop the needed skills to return to mainstream education, and to succeed as responsible individuals.*

## *Vision Statement*

*Our vision is to create a positive, transitory learning environment that focuses on personal responsibility and on awareness of consequences for behavior.*

3201 Lincoln Avenue  
Texarkana, Texas 75503  
Phone: 903-798-6888 or 903.748.8686  
Fax: 903-255-3285  
<http://www.txkisd.net>

# Schedules and Calendars

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**School Opening/Closing Information:** The Goree building will open at **7:20 a.m.** for students. Students are not permitted in the building before this time unless they have permission from a teacher or administrator.

Students should arrive on campus between **7:20 a.m. and 7:29 a.m.** Student car riders will enter the building through the secure front entrance; student bus riders will enter the building through the secure north entrance. Upon entrance, students will remove coats, jackets, and make visible socks and shoes, will turn pockets inside out, and then will pass through the wand security check. After the security check, students will place their outer garments in a designated area before reporting to their classroom and assigned seats.

Students must leave campus immediately after they are dismissed as a bus rider or a car rider. **There will NOT be adult supervision after 2:50 p.m.** Students must either be picked up by their parents/guardians, or be transported home by the district school bus assigned SDAEP. **Special consideration will be addressed for those students with a valid driver's license and insurance.**

**Office Hours:** The office hours for Goree are **7:15 a.m. to 3:00 p.m.**

**School Day Schedule:** For attendance purposes, the school day at the SDAEP is from **7:30 a.m. to 2:50 p.m.** All students are required to be regular and punctual in their attendance.

**SDAEP Staff Conference Period Schedule:**

For scheduling conferences, please contact Bobbie Nichols - Principal or Eric Norton - Assistant Principal, at 903-798-6888. It is not guaranteed that you will be able to conference with a staff member if you arrive without a scheduled appointment.

**Restroom Breaks:** Student restroom breaks are scheduled throughout the school day at the discretion of the SDAEP staff. Students will be allowed **three**, scheduled restroom breaks a day. If additional restroom breaks are needed, a doctor's note must be on file at the students' home campus. The student using the restroom is responsible for maintaining the restroom so it will be clean and acceptable for the next user.

# Admission and Attendance

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**Admission:** The TISD Board of Trustees has delegated the authority to the home campus principal or other appropriate administrators to remove a student from the home campus and to assign him/her to the SDAEP. Upon placement in the SDAEP, the student and **legal parent(s)/guardian must** attend an orientation session with the SDAEP principal or designee. **Students will not be placed in a classroom until the student and parent(s)/guardian have attended an orientation session** which is held on the designated day at **7:15 a.m.** or as scheduled per parent/administrator request. Students and parents(s)/guardian who arrive after 7:30 a.m. may be assigned to attend the orientation session held on the following morning. The orientation session gives students, parents, teachers, and administrators the opportunity to form a working relationship that will result in improved student behavior and achievement. The student must arrive in dress code if they intend to stay on the orientation date.

**Attendance Requirements:** Regular attendance is critical to a student's success in school. All attendance requirements outlined in the district student handbooks, including the 90 percent attendance rule and the compulsory attendance law, are in effect for students assigned to SDAEP. All absences at SDAEP will be reported to the student's home campus and will be used in accordance with state law.

**Attendance Policy:** The policy below will govern the attendance of students relating to tardiness and leaving school before the official end of the school day.

- A student who arrives after **7:30 a.m.** will only receive **one-half** (1/2) day credit toward the days assigned.
- A student arriving after **10:00 a.m.** will not receive credit for any portion of the day but may earn academic credit for course work completed.
- Students leaving early, before **10:00 a.m.**, will not receive any credit toward the total days assigned, but may earn academic credit for course work completed.

**Exception:** Your student will receive credit for time missed if he or she has an appointment with a doctor or has a court/probation appointment. You should obtain a note that includes the date and time of your appointment! This note must be turned in to the secretary of DAEP upon your return to school from your doctor or court appointed official.

**Absences:** The absence policies for the district also apply to students who are assigned to SDAEP. (See the student handbooks for detailed information.) When students assigned to SDAEP must be absent from school, they are expected to follow these procedures:

- 1) Parents must contact the SDAEP office at 903-798-6888, to notify the school that the student will be absent.
- 2) Upon return to school, students must present a note signed and dated by the parent, explaining the reason for the absence.
- 3) In addition, students who are absent for medical appointments must present a written statement from the medical provider that contains the date and time of the appointment, the time that the student left the appointment, and the provider's signature.
- 4) Students absent for required court appearances must provide an official document from the court that states the date and time of the appointment, the time that the student left the appointment, and the court official's signature.

**Tardies:** Students are expected to be in class and ready to learn by **7:30 a.m.** Students who arrive **after 7:30** will be reported to their campus of record.

# Transportation

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**Buses:** The District provides transportation on school buses. Students signed up for bus service **must** ride the bus. The only exception is if the student has been suspended from the bus. Transportation is not provided to transfer students attending a school outside of their attendance zone. **Riding the bus is a privilege.**

*District bus rules must be followed at all times.* In addition to the transportation rules listed in the student handbooks, the following rules will be in effect for students in SDAEP:

- 1) Students must be in FULL SDAEP dress code compliance before boarding the bus.
- 2) Students are not allowed to talk.
- 3) Students must remain in their seats—**Seat to Seat; Back to Back of Seat; Face to Front of Bus**
- 4) No food, candy, or drinks are allowed on the bus.

**Student Drivers:** If the student has a valid driver's license, insurance, current Texas car registration, and has a TISD sticker, consideration will be given for the student to drive to SDAEP.

## Student Resources, Fees, and Services

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**Student Supplies:** Students are not allowed to bring school supplies or backpacks into the buildings unless requested by administration. Paper, pencils, and other items that are required by teachers for specific subjects are generally supplied by the SDAEP staff.

**Textbooks:** Students are required to bring the textbooks that were issued to them at their home campuses to SDAEP.

**Meals:** Breakfast and lunch will be provided daily to students assigned to SDAEP. Meals are not allowed to be brought in to the facility from an outside source. Students will eat at their assigned desk/table.

Breakfast: Approximate time -- 7:30 a.m. – 7:45 a.m. (**Breakfast will not be served after 7:40 a.m.**)  
Lunch: Approximate time -- 11:15 a.m. – 11:30 a.m.

**Guidance and Counseling:** A counselor is available to provide educational, vocational and personal counseling to students. Counseling is available for talking and listening to students about situations and experiences that may be affecting their ability to be successful in the instructional program. TISD offers the opportunity for all parents to meet with their student's counselor to discuss the guidance and counseling program provided for their child. Parents wishing to exclude their children from any aspect of the TISD guidance and counseling program may provide TISD with a written request specifically outlining the program or programs from which they wish to exclude their children.

**Individual Counseling:** Students who are experiencing special problems may make arrangements to see the counselor or support staff member during the day. Students must complete a form available through the classroom teacher, stating the reason for the request. The counselor or support staff member will send for the student as soon as possible. Students requesting a meeting with a counselor or support staff member must make up any missed classwork.

# Student Conduct

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**Student Expectations and Responsibilities:** For the SDAEP Program to be successful, the environment must be one that is conducive to learning. SDAEP has clearly-defined rules of operation, consistent application of those rules, and an emphasis on conscientious attitudes on the parts of students, staff, and community in complying with those rules.

**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, all 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.

**SDAEP Classroom Rules:** Each student is expected to:

- Leave his/her seat only with permission.
- Talk only with permission.
- Stay on task...**NO SLEEPING.**
- Follow staff directives in a cooperative and courteous manner.

**Group Discussion Rules:** Each student is expected to:

- Be attentive at all times.
- Contribute to the discussion.
- Raise his/her hand for permission before responding.
- Address only the topic of discussion.
- Respect the opinions of others.
- Be polite to others.

**Appropriate Oral and Written Communication:** Each student is expected to:

- Avoid any profanity, either in speech or writing.
- Refrain from inappropriate drug-related discussions.
- Refrain from communication that could be perceived as sexual harassment.
- Use his/her "inside voice" by speaking quietly.
- Refrain from writing, reading, or distributing notes.

**Gang-Related Behavior or Perceived Gang-Related Behavior:** Each student is expected to:

- Avoid flashing of any signs, including the peace sign, language and gang-related drawings & graffiti.
- Avoid gang-related drawings or lettering.
- Avoid querying on the Internet.
- Refrain from any gang-related sayings or slang language.
- Wear pants with both legs rolled down.
- Refrain from slap/shadow boxing.
- Wear no designs in eyebrows.
- Wear no clothes with gang colors.
- No Body Art Visible.

**Trespassing:** Students assigned to SDAEP are NOT allowed on any other school campus for any reason at any time without a written pass from the SDAEP principal or from the principal of the campus they wish to visit. A citation and additional disciplinary action may be assigned to any student violating this rule. See the criminal trespass warning located at the end of these guidelines. Students are not allowed in any other part of the Goree Campus except their designated classroom unless accompanied by staff.

## Student Conduct (continued)

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**Personal Items and Materials at School:** Students are expected to bring school-issued textbooks with them to class, if needed for instruction. Students are not allowed to bring personal possessions to school while assigned to SDAEP. In addition to the prohibited items listed in the student handbooks, the following items will **not** be allowed at SDAEP:

- Headphones
- Backpacks
- Briefcases
- Book bags
- Purses
- Zipper notebooks
- Electronic devices

### Cell Phones/Electronic Devices

- Cell phones/electronic devices are not allowed at SDAEP.
- Cell phones/electronic devices are to be turned in upon entering the bus or if a car rider, upon entering the building. They will be returned upon exiting the bus or leaving the building if you are a car rider.
- Cell phones/electronic devices that are displayed, turned on, or used during the school day will be confiscated. The return of cell phones will follow the district guidelines and the TMS and THS policies. The device will be returned to the parent/guardian with a \$15 fee for all phones returned.

# Dress Code

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**Dress Code:** SDAEP requires a strict and consistently enforced dress code **in addition to the district dress code** explained in the student handbooks. The purposes of this dress code are as follows:

- to promote school unity,
- to reduce the likelihood of students bringing prohibited items to SDAEP,
- to identify individuals who are not SDAEP students,
- to control gang-related dress,
- to reduce bullying related to dress, and
- to encourage students to strive to return to their home campuses that allow other clothing choices.

Students must comply with the SDAEP dress and grooming requirements upon entering, remaining, and exiting the SDAEP building and bus. **Upon entering the building, failure to comply will result in your child not being allowed to enter the SDAEP building/classroom.** **It is the responsibility of the parent(s)/guardian to ensure his/her child is in dress code compliance. There are NO EXCEPTIONS.**

**SDAEP Dress Code:** Following is a description of the *acceptable SDAEP dress code*:

<b>Shirts</b>	<ul style="list-style-type: none"> <li>▪ <b>SOLID COLOR</b>, free of character designs, logos, screen print and jewels – <b>No Reds or Blues -- None turned inside out.</b></li> <li>▪ Short-sleeved or long-sleeved tee shirt or button-up or polo style with a collar – <b>None turned inside out NO SCOOP or V-NECK ALLOWED</b></li> <li>▪ Buttoned within one button of the collar; no zipper style shirts</li> <li>▪ Unrolled and tucked in the waistline all the way around</li> <li>▪ No visible undergarments</li> </ul>
<b>Pants</b>	<ul style="list-style-type: none"> <li>▪ Standard, blue or black denim jeans with belt loops – <b>NO SKINNY OR LOW-RISE JEANS ALLOWED—uncuffed and unrolled</b></li> <li>▪ No hand-dyed, distressed, bleached, stone, or white-washed pants</li> <li>▪ Free of holes, tears, or frays</li> <li>▪ Free of character designs, logos, and jewels</li> <li>▪ Standard thin stitching on the back pockets (plain pockets)</li> <li>▪ Fitting snugly at the waist – <b>NO SAGGING OR BAGGING ALLOWED</b></li> <li>▪ No visible undergarments</li> </ul>
<b>Belts</b>	<ul style="list-style-type: none"> <li>▪ <b>Black or brown leather or imitation leather with holes</b> – <b>NO MESH BELTS ALLOWED</b></li> <li>▪ Free of character designs, logos, and jewels</li> <li>▪ Free of heavy, metal, or designer buckles and chains</li> <li>▪ Visible, fastened securely at the waistline, and threaded through the pant belt loops</li> </ul>
<b>Shoes</b>	<ul style="list-style-type: none"> <li>▪ <b>Black and/or white</b> leather or imitation leather tennis shoes or dress shoes/<b>NO Flip Flops or House shoes</b></li> <li>▪ Black or white shoelaces tied correctly</li> <li>▪ Straps secured</li> <li>▪ Free of character designs, logos, and jewels</li> </ul>
<b>Socks</b>	<ul style="list-style-type: none"> <li>▪ <b>Black and/or white only</b></li> <li>▪ Free of character designs, logos, and jewels</li> </ul>
<b>Jewelry</b>	<ul style="list-style-type: none"> <li>▪ No jewelry of any kind—ie. earrings, necklaces, watches, rings, bracelets</li> </ul>
<b>Makeup</b>	<ul style="list-style-type: none"> <li>▪ No makeup of any kind, including lipstick, lip balm, or lip gloss</li> </ul>
<b>Fingernails</b>	<ul style="list-style-type: none"> <li>▪ <b>No nail polish or artificial nails (fingernail polish remover will not be provided)</b></li> </ul>
<b>Tattoos</b>	<ul style="list-style-type: none"> <li>▪ No visible tattoos</li> </ul>
<b>Hairstyles</b>	<ul style="list-style-type: none"> <li>▪ A hairstyle that is neat, clean, and well-groomed</li> <li>▪ No shaved designs in hair</li> <li>▪ No beads in braids</li> <li>▪ No hair accessories other than a single, black or brown ponytail holder</li> <li>▪ No hairstyles that hide eyes and eyebrows</li> </ul>

# Student Management

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**Student Management Plan:** All inappropriate behaviors at SDAEP are assigned consequences that reinforce appropriate decision making and impulse control. In addition to the consequences identified in the Student Code of Conduct, the following consequences also are used at the SDAEP.

**Redirections/Warnings:** A redirection consists of a warning, a statement of expected behavior. A student is allowed two redirections/warnings during one class period.

**Behavioral Support Specialist Referral:** Students who demonstrate inappropriate behavior after receiving the maximum number of redirects/warnings will receive a behavioral support specialist or administrator referral to develop a plan for students to achieve appropriate behavior.

**Conferencing:** Conferencing with an administrator or support staff members may be used for redirection of behavior.

**Parent Conference:** Parents of the students at SDAEP are viewed as an integral part of the program, which strives to assist families and students in achieving the goals of successful adjustment. Lines of communication are always open to the families and students. If a student is suspended for any reason from SDAEP, the parent/guardian needs to return with the student at the conclusion of the suspension.

**Severe Clause:** Students are referred immediately to the administrator, to the behavioral support specialist, or to the counselor for the following behaviors:

- Illegal behavior
- Behavior that poses a life threat or danger to the student or to others
- Insubordination or disrespectful behavior (blatant, persistent, or repeated defiance; refusal to comply with directives; defiant remarks)
- Physical abuse of students and/or staff
- Continuous profanity or vulgarity
- Possession, use, or distribution of controlled substances or attempts to procure, use, or distribute controlled substances, including matches; lighters; medicine, drugs or drug paraphernalia of any kind; alcohol; weapons; and tobacco.
- Extreme or persistent dress code violations

## Family and Visitor Information

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**Parents, Guardians, and Visitors on the SDAEP Campus:** All visitors to the SDAEP campus must follow these guidelines:

- 1) Report to the front office, present a valid driver license or other acceptable identification, sign in, and state the reason for the campus visit.
- 2) A visitor's name badge will be issued by the office. Visitors must wear the name badge so that it is visible during the entire visit to the campus.
- 3) Proceed directly to the approved visit location.
- 4) Avoid inappropriate physical contact with students and staff members.
- 5) Avoid profanity or vulgar language when communicating with the students and staff members.

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

**Communication with Students at SDAEP:** Critical messages 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.



## SDAEP Student Information Sheet

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

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

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_

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

City, State, Zip Code: \_\_\_\_\_

Parent(s) or Guardian(s) Name: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

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

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_

Relationship of Emergency Contact Person: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Medical Information—Allergies \_\_\_\_\_ Seizures \_\_\_\_\_ Diabetic \_\_\_\_\_ Other \_\_\_\_\_

Medications: \_\_\_\_\_ At School \_\_\_\_\_

Bus Rider \_\_\_\_\_

Location \_\_\_\_\_

Car Rider \_\_\_\_\_

Licensed Driver (Approved by Campus Admin) \_\_\_\_\_

***\* Only authorized contacts in the student enrollment system and clearance from our RAPTOR system will be allowed to pick-up students. A driver's license must be presented.***

**Secondary Disciplinary Alternative Education Program  
TEXARKANA INDEPENDENT SCHOOL DISTRICT  
4241 Summerhill Road  
Texarkana, TX 75503**

**CRIMINAL TRESPASS WARNING**

I, \_\_\_\_\_, have received notice through this  
**(Completed by student ONLY)**  
communication that I am forbidden to enter or to remain on the property or in the building owned or controlled by the Texarkana Independent School District or to attend special events given by the District (sports events, dances, extracurricular activities, etc.) without the effective, written consent of the Office of the TISD Superintendent or the Office of the TISD Police Department. I understand that I may attend, enter, or remain on the assigned SDAEP campus only during school hours unless I am removed or dismissed.

From Penal Code Section 30.05. Criminal Trespass.

- (a) A person commits an offense if the person enters or remains on or in property of another, including residential land, agricultural land, a recreational vehicle park, a building, or an aircraft or other vehicle, without effective consent and the person:
- (1) Had notice that the entry was forbidden; or
  - (2) Received notice to depart but failed to do so.

I UNDERSTAND THAT IF I FAIL TO COMPLY WITH THIS WARNING I WILL BE SUBJECT TO ARREST FOR CRIMINAL TRESPASS.

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

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

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **PUBLICATION AUTHORIZATION AND RELEASE**

Publications, Video, Internet Consent: On occasion, students are asked to participate in publicity, publications, or public relations activities for the District or for a particular school. To ensure student privacy and to confirm your agreement for participation, the District asks that you sign this form and return it to the school.

Agreement: Student and Parent/Legal Guardian consent and give a nonexclusive license to Texarkana ISD to use the student's name, voice, video, or still image/picture, verbal statements, and student-created work including art, writing, photos, and videos (collectively referred to as the "publicity items") for school or District promotion, publicity fund raising, instruction, public relations and public information. The nonexclusive license shall exist as long as the student's "publicity items" are entitled to protection under the laws of the United States or the State of Texas. The student's "publicity items" shall only be used by Texarkana ISD or its authorized designee, contractee, or licensee; and Texarkana ISD shall have the right to reproduce, publish, and distribute the student's "publicity items" in any format or medium now known or later discovered, including without limitation any physical, broadcast, electronic, and Internet-based medium, and any future uses directly controlled by the District. Student and Parent/Legal Guardian also understand and agree to the following:

- TISD shall not pay, and Student and Parent/Legal Guardian shall not receive any money or other form of compensation for this agreement.
- The license extended, and the consent provided, have been freely given without coercion or duress.
- This agreement is binding upon heirs and/or future legal representative; and
- The photos, video, or student statements may be used in subsequent years.

If the Student and Parent/Legal Guardian wish to rescind this agreement, they may do so at any time with written notice to the Public Information Department, TISD Administration Office, 4241 Summerhill Road, Texarkana, Texas 75503

- YES, I consent to this agreement.
- NO, I do not consent to this agreement.

Pursuant to Texas Education Code, Section 26.009(b)(2) TISD has no control of media use of pictures/statements which are taken without permission.

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

Signature of Parent/Legal Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Secondary DAEP  
Computer Usage Rules**

1. You may access sites only for educational purposes and not for personal or recreational purposes.
2. You may access internet sites that have been pre-approved by staff members.
3. You may use the computers only during designated times and when permitted by the Secondary DAEP teacher.
4. Be courteous when using our computers and complete the tasks you must complete in a timely and considerate manner.
5. If you fail to comply with a request (made by a Secondary DAEP teacher) to sign off of the computer, you may not be permitted to use our computers during your term of assignment at Secondary DAEP.
6. If you are permanently removed from the use of computers for noncompliance with the TISD Acceptable Computer Use Policy provided in the Student Handbook, you may not be able to complete course requirements successfully. If you violate the Student Code of Conduct through inappropriate use of the computer, you may be subject to disciplinary action.
7. Shut down computer after each use (**DO NOT LOG OFF**)

*I have read and understand the requirements/rules of the TISD Secondary DAEP program as written in the Parent/Student orientation packet and as presented to us by the Secondary DAEP staff personnel.*

---

Parent/Guardian Signature

Date

---

Student Signature

Date

---

Staff Signature

Date

# Acknowledgment of Receipt

---

Dear Parent and Student,

These guidelines, along with the **TISD Student Code of Conduct**, are the expectation of SDAEP. It is very important that the student and parent be aware of the expectations that the school has for them and that the parents encourage their students to accept and follow the behavioral standards outline in this handbook.

Your signature is required to acknowledge your receipt of these guidelines and your commitment to follow the rules contained therein.

---

My signature indicates that I have received a copy and agree to abide by the SDAEP Guidelines, **INCLUDING BUT NOT LIMITED TO**, the following provisions thereof:

- 8. Computer Usage
  - 9. Trespass Warning
  - 10. Electronic Devices
  - 11. Student Code of Conduct is located on the TISD website or Student Handbook
- \*The Student Handbook must be requested from your student campus of record**

My signature also indicates that I understand and accept these rules.

\_\_\_\_\_  
Student Name

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Legal Guardian

\_\_\_\_\_  
Legal Guardian Signature

\_\_\_\_\_  
Date

**SECONDARY DAEP COPY**

# Acknowledgment of Receipt

---

Dear Parent and Student,

These guidelines, along with the TISD Student Code of Conduct, are the expectation of SDAEP. It is very important that the student and parent be aware of the expectations that the school for them and that the parents encourage their students to accept and follow the behavioral standards outline in this handbook.

Your signature is required to acknowledge your receipt of these guidelines and your commitment to follow the rules contained therein.

---

My signature indicates that I have received a copy and agree to abide by the SDAEP Guidelines, **INCLUDING BUT NOT LIMITED TO**, the following provisions thereof:

- 12. Computer Usage
- 13. Trespass Warning
- 14. Electronic Devices
- 15. Student Code of Conduct is located on the TISD website or Student Handbook

**\*The Student Handbook must be requested from your student campus of record**

My signature also indicates that I understand and accept these rules.

\_\_\_\_\_  
Student Name

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Legal Guardian

\_\_\_\_\_  
Legal Guardian Signature

\_\_\_\_\_  
Date

***PARENT PLEASE KEEP THIS COPY FOR YOUR RECORDS***

# District General Information and Requirements

## Emergency Information

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### COMMUNICATIONS – AUTOMATED

#### Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

#### Nonemergency

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

**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.

#### **Severe Weather 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.

#### **Lock Down Drills:**

In the unlikely event that the campus must be secured from an intruder or possibility of intrusion, the lockdown procedure will be implemented. Students will be directed to their designated safe spots and should remain in a safe area using ALICE protocol for student safety.

## Emergency Information (continued)

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**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.

### **Evacuation/Reverse Evacuation/Fire Drill**

- Announcement will be made for Evacuation/Fire Drill through the intercom system/bullhorns.
- Staff will lead students who will follow the evacuation routes listed on the wall in the classroom for Evacuation/Fire Drills.
- An " All Clear " announcement will be made when it is safe to return to the building

**Bleeding Control Stations:** Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

# Rights and Responsibilities of Students

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**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 pray individually, voluntarily, and silently 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. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. 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

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This section of the Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

**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 and Staff Professional Qualifications:** You 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 whether the teacher is currently teaching in the field of discipline of his or her certification. You 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 14<sup>th</sup> day after the enrollment of your children. [See FDB(LEGAL).]

**Aiding Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504 Services:** For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

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

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

## Rights of Parents (continued)

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

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

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

**Contact Person for Special Education Referrals:** The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Shawn Davis at 3413 Summerhill Road, 903-793-7561, extension 1307.

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

**Contact Person for Section 504 Referrals:** The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Sherry Young at 3413 Summerhill Road, 903-793-7561 extension 1305.

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

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

**Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education:** The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

## Rights of Parents (continued)

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### **Students Who Receive Special Education Services with Other School-Aged Children in the Home:**

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. However the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB (Local).]

### **Students and/or Parents of Students Who Speak a Primary Language Other Than English – English Learners:**

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, and eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and one a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of the qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

### **Students with Physical or Mental Impairments Protected under Section 504:**

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. For additional information, parents may contact Sherry Young, Section 504 Coordinator, at 3413 Summerhill Road, 903-793-7561 extension 1305.

**Request for the Use of a Service/Assistance Animal:** A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

**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.

## Rights of Parents (continued)

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**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. State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- 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~~ gathered 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 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 ~~scotiosis~~ scoliosis spinal screenings or any physical examination 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 or Provide a Mental Health Care Service:** A District employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test or treatment is required under state or federal law.

## Rights of Parents (continued)

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The district will not provide a mental health care service to a student except as permitted by law.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

**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:** As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE. [See policy FDE.]

**Homeless Students:** You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. Please also check the campus website for information related to services available in the area that can help families who are homeless. For more information on services for homeless students, contact the district's homeless education liaison, Shawn Davis, at 903-793-7561.

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

## Rights of Parents (continued)

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**Prohibiting the Use of Corporal Punishment:** Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district’s policy manual.

If a parent does not want corporal punishment to be administered to his/her child as a method of student discipline, the parent must submit a signed statement to the principal for the current school year prohibiting the use of corporal punishment with his/her child.

The parent may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, District personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

**Displaying a Student’s Artwork, Special Projects, Photographs, Original Videos, Original Voice Recordings and Other Original Work:** Teachers may display students’ work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and other original works on the district’s Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication. The district also will seek consent before displaying or publishing an original video or voice recording in this manner.

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

# Parent & Family Engagement Policy

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**Texarkana Independent School District** understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and Families are encouraged to be actively involved in their child's education at school
- Parents and Families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

**Texarkana Independent School District** agrees to implement the following requirements as outline by ESSA Section 1116:

## **A. ANNUAL TITLE I MEETING**

**Texarkana Independent School District** will hold an Annual Title I Meeting for parents across the district within the months of August and September. At least one meeting will be convened during the AM and one during the PM to accommodate parent schedules.

## **B. FLEXIBLE NUMBER OF MEETINGS**

**Texarkana Independent School District** will offer a flexible number of parent engagement meetings at convenient times for families, such as meetings in the morning or evening.

## **C. JOINTLY DEVELOPED**

**Texarkana Independent School District** will present the Parent and Family Engagement Policy to families at the Annual Title I Meetings for suggestions and approval. TISD will also present the Parent and Family Engagement Policy to families at the end of the school year to elicit any changes for the coming years. Family members will be invited and encouraged to serve on district level committees, as well as, committees as the campus level. TISD will also post the district/campus Parent and Family Engagement Policies on the district website and, to the extent practical, elicit feedback on these policies.

## **D. COMMUNICATION**

**Texarkana Independent School District** will distribute the Parent and Family Engagement Policy to parents at each district meeting and will also post the policy on the district's website.

TISD will use meetings, workshops, social media, flyers and other communication via the student or mail, the TISD automated phone system, and the district website to keep parents informed.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

## **E. DISSENTION PROCESS**

Parents will have the opportunity to submit any comments/concerns to the Texarkana Independent School District Assistant Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents.

*Any comments/concerns can be sent to the Assistant Superintendent of Student and Community Development, Jo Ann Rice, at [joann.rice@txkisd.net](mailto:joann.rice@txkisd.net) or by phone at 903.794.3651.*

## **F. SCHOOL-PARENT COMPACT**

**Texarkana Independent School District** will jointly develop with parent of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

## Parent & Family Engagement Policy (continued)

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Campuses accepting Title I Part A funds will convene an Annual Title I School wide meeting within the months of August and September to jointly develop with parents and faculty a home-school compact. Upon parent approval, the campuses will distribute to all parents this document. Administrators, teachers, and parents will use this document in ongoing, two-way conversations about student achievement and behavior.

In the spring of each year, campuses will review this document and revise as necessary for the coming year. Using this method of updating the compact, campuses will elicit feedback from students, faculty, and families in the spring and fall of each year.

### G. BUILD CAPACITY

**Texarkana Independent School District** will build the parents' and staff capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement. For the 2019-20 school year the following Parent and Family Engagement meeting opportunities will be available to provide assistance to parents of children served by the school district or school:

- District Title 1 Meeting – details about Title 1 service, the Parent and Family Engagement Policy, and the school compacts will be discussed and attendees will be asked to provide feedback.
- State Testing – the District Testing Coordinator will provide a brief overview for parents of the required state assessments including information related to
  - the state's academic content standards
  - the state's student academic achievement standards
  - the state and local academic assessments including alternate assessments
  - the requirements of Title I
  - how to monitor their child's progress, and
  - how to work with educators
- Family nights for reading (literacy) and mathematics held at campuses to provide materials, resources, and training about how parents can help students with reading and/or math content.
- District and Campus Quality Improvement Council meetings will be held to include parents in the development of the district and campus improvement plans.
- English Learner parent and family nights will be planned throughout the year and translators will be available at the campus level for parents as needed.
- Dyslexia and Autism parent and family nights and workshops are scheduled to be offered and will provide parents with materials and resources to increase student achievement.
- Parents are provided opportunities to attend select training and conferences for increasing their knowledge and awareness through coordination of Federal, State, and local programs.
- District Resources – a list of services and resources appear on the district's website at [www.txkisd.net](http://www.txkisd.net) under the tab "For Parents."
- Campuses will provide periodic parent workshops focused on helping parents help their children at home.
- The district will provide training and information through the parent and community involvement department for teachers in the best ways to reach out and communicate effectively with parents, as well as how to work with parents as partners to strengthen the home/school connection.

### H. ACCESSIBILITY

**Texarkana Independent School District** will offer parent meetings at flexible times throughout the school year. Announcements will be available through the district website and social media pages in a language that can be understood by parents. Progress reports, report cards, state assessment results, and other information regarding student achievement will be sent to parents in a timely manner. In addition to TISD Title 1 Parent Meetings, we will also hold parent meetings for parents and students that are also in the English Learner Program. TISD will also maintain a district data site for parents to access student grades and attendance at any time. All campuses, as well as, the district office maintain normal business hours and welcome feedback in the form of personal visits, conferences, emails and phone calls. Please note, appointments are preferred so that parents may be offered our full attention.

## Parent & Family Engagement Policy (continued)

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### I. EVALUATION

Texarkana Independent School District will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of school. The evaluation will include identifying barriers to greater participation by parent in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise its parental involvement policies with the involvement of parents.

### J. STATEWIDE INITIATIVE

Texas has established a Parent and Family Engagement Initiative hosted by the Region 16 Education Service Center. The website is: <https://www.esc16.net/page/title1swi.home>.

The Department of the Assistant Superintendent of Student and Community Development at Texarkana Independent School District is responsible for annually reviewing and publishing this policy. Please contact Jo Ann Rice, at [joann.rice@txkisd.net](mailto:joann.rice@txkisd.net) or by phone at 903.794.3651 with any comments or suggestions. Please refer to [www.txkisd.net](http://www.txkisd.net) for information on how to become a volunteer, parent handbooks, calendars of school events, or talk to your school principal about opportunities to serve on committees or participate in other parent opportunities.

# Family Educational Rights and Privacy Act

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**Student Records:** Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education.

Virtually all information pertaining to student performance, including attendance records, grades, test results scores, disciplinary records, counseling records, psychological records, applications for admissions, health and immunization requirements, other medical records, teacher and school counselor evaluations, reports of behavioral patterns, records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law, state assessment instruments that have been administered to your child, and teaching materials and tests used in your child's classroom is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service of function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer or volunteer); a person appointed to serve on a team to support the district's safe and supportive school program; a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, The U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPA) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- Accrediting organizations to carry out accrediting functions.
- Organizations conducting studies for, or on behalf of, the school, to develop, validate or administer predictive tests; administer student aid programs; or improve instruction.
- Appropriate officials in connection with a health or safety emergency.
- District discloses information it has designated as directory information.

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

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

## Family Educational Rights and Privacy Act (continued)

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Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. A parent or eligible student who provides a written request and pays copying costs may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

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

**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; degrees, honors, and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

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.

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

Audio and video recordings of extracurricular and co-curricular 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. Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Therefore, a parent may view a video recording only if the parent's child is the only student in the video.

## Family Educational Rights and Privacy Act (continued)

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If the video reveals other students, the video cannot be viewed by any parent. The Texas Attorney General has determined that videotapes made on school buses on which the driver addresses some students by name and which "show the faces, bodies, and behavior of students of the district" are education records under FERPA and are exempted from disclosure.

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

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**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](http://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

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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 to 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.

**Deliveries:** Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

**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.

Parents are strongly encouraged to continually monitor their child's meal balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to 1 day or up to \$4.50, whichever occurs first, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

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

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**Non-school 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 non-school 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 non-school 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.

**Non-school 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 non-school 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 non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

# Health Information

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**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.

**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

## Health Information (continued)

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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](http://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.

The district has developed and annually review a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [http://pol.tasb.org/Policy/Download/206?filename=FFAF\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/206?filename=FFAF(LOCAL).pdf).

The complete text of the "guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis.

## Health Information (continued)

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**Seizures:** To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

**Head Lice:** Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and present their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website Managing Head Lice. [See policy FFAA]

**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 State Health Services (DSHS), Immunization ~~Division~~ Branch, can be honored by the District. This form may be obtained by writing the DSHS Immunization Branch (MC 1964), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

**The immunizations required are: diphtheria, rubeola (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 State Health Services. 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. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

Entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

**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, 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.

## Health Information (continued)

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### 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 most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

### Bacterial Meningitis

**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 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. 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. They are spread when people exchange respiratory or throat secretions (such as by kissing; coughing, or sneezing).

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 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.

**Where can you get more information?** Your school nurse, family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

NOTE: DSHS requires at least one meningococcal vaccination on or after the student's 11<sup>th</sup> birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information as this may affect a student who wishes to enroll in a dual credit course taken off campus.

## Health Information (continued)

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**Physical Activity Requirements 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.

**Temporary Restriction from Participation in Physical Education:** Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons by not actively participate in the skill demonstration.

**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 (HIV) or acquired immune deficiency syndrome (AIDS) 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 School Health Advisory Council (SHAC). Please see the campus principal for additional information.

**School Health Advisory Council:** During the preceding year, the district's School Health Advisory Council (SHAC) held four meetings. The duties of the SHAC include making recommendations regarding physical and mental health curriculum, developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, employee wellness, and making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services. Additional information regarding the district's School Health Advisory Council is available from Jamie Friday at 903-793-7561.

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

**Tobacco and E-Cigarettes Prohibited:** Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus, school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, 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.]

## Health Information (continued)

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**Physical Examination/Health Screenings:** A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletics is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical evaluation. For more information, see the UIL's explanation of sudden cardiac arrest at <http://uilitexas.org/policy/constitution/general>.

**Spinal Screening Program:** School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis as an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption form spinal screening based on religious beliefs, see policy FFAA (Legal) or contact the campus nurse.

Spinal screening is non-invasive and conducted following the most recent, national accepted and peer-reviewed standards for spinal screening.

**Substance Abuse Prevention and Intervention:** If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor.

The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

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

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

### **Sunscreen at school:**

Students whose regular schedules provide for regular time spends outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

# Transportation

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**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, kindergarten and first grade 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)

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## Procedures Regarding Bus Rules Violations:

### First Offense

- Driver will issue a verbal warning and complete a Bus Conduct Report
- Campus Principal receives a copy of the Bus Conduct Report
- Campus Principal notifies the parent/guardian within 24 hours preferred but no later than two days, that the student has been warned and will be suspended from bus privileges for three to five school days upon the next offense.

### Second Offense

- Driver will complete a Bus Conduct Report
- Campus Principal receives a copy of the Bus Conduct Report
- Campus Principal will conference with the student, assign a three to five day suspension, and notify the parent/guardian of the suspension either by phone or by written notification, which will be delivered by the student.

### Third Offense

- Driver will complete a Bus Conduct Report
- Campus Principal receives a copy of the Bus Conduct Report
- Campus Principal will conference with the student, assign a five to ten day suspension, and notify the parent/guardian of the suspension either by phone or by written notification, which will be delivered by the student.

### Fourth Offense

- Driver will complete a Bus Conduct Report
- Campus Principal receives a copy of the Bus Conduct Report
- Campus Principal will notify the student that they are suspended for the remainder of the semester. Should the fourth offense occur during the last six weeks of the semester, the suspension may extend through the following semester.
- Campus Principal will notify the parent/guardian of the suspension by phone or by written notification, which will be mailed.

A student's bus privilege suspension prohibits the student from reporting to the designated bus stop and from receiving bus transportation to and from school. Suspension from bus privileges does not excuse the student from school attendance.

Discipline steps may be circumvented due to the severity of incident or action.

Copies of all submitted Bus Conduct Reports will be filed in the Transportation Director's office and the bus driver's folder.

## **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.

# Transportation (continued)

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## 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. Bicycles should be locked with chains outside in designated areas. The school does not assume responsibility for theft.

**Bicycle, Vehicle Registration and Parking Permits:** All students, staff, and faculty members who park bicycles or 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 bicycles or 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 & OPTIONS 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 or OPTIONS in the main office.
- 4) This may be completed at Texas High between 7:45 a.m. and 8:15 a.m. and 3:50 p.m. to 4:20 p.m.

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)

## Transportation (continued)

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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 \$15.00. 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 \$20.00. 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.
- **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

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**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)

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**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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation;
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- 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 (CPS), Texas Department of Family and Protective Services (DFPS), 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; and
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a 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 taken into custody, 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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated of delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

## Law Enforcement Issues (continued)

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**Searches of Students, Lockers, Desks, and Other Property:** District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicious security procedures, including the use of metal detectors.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students are responsible for any item – found in district property provided to the student – that is prohibited by law, district policy, or the Student Code of Conduct.

- In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.
- If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will real evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.
- 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.
  
- Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]  
Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.
  
- 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 and/or unlock the vehicle 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. The district may contact law enforcement even if permission to search is granted. 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.
- 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.

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.

## Law Enforcement Issues (continued)

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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.

## Sexual Harassment/Sexual Abuse

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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)

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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, Sex Trafficking, and Other Maltreatment of Children:** The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed through the campus counselor.

**Warning Signs of Sexual Abuse:** As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal; Depression; Sleeping and eating disorders; and
- Problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment and Retaliation]

**Warning Signs of Sex Trafficking:** Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involved forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

## Sexual Harassment/Sexual Abuse (continued)

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Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes; multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
  
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

***Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children:*** Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

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

***Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children:***

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [Kids Health, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

# Suspected Child Abuse

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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.

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.

The staff member making the initial report shall be given feedback on action taken by the school administration.

The staff member shall cooperate with Bowie County CPS or Police in their investigation. 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

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**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 Brad Bailey, 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, periodic indoor and outdoor 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 of the times and types of applications 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.

# Nondiscrimination

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

**Nondiscrimination in Career and Technical Education (CTE) 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 the following district staff members:

***Title IX Coordinator:***  
Autumn Thomas  
4241 Summerhill Road  
Texarkana, TX 75503  
903-794-3651

***Section 504 Coordinator:***  
Sherry Young  
3413 Summerhill Road  
Texarkana, TX 75503  
903-793-7561

# District Academic Information and Requirements

## Grading Information

### Pre-Kindergarten Grading Information

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A developmental report shall be used to indicate progress at prekindergarten levels. The reports reflect the Texas Prekindergarten Guidelines for this grade level. 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

#### 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***

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In kindergarten, student progress is reported using a developmental continuum representing the knowledge and skills appropriate for the grade level of the student according to the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, reading, mathematics, science, and social studies, teachers shall track student performance and progress through the use of 5-point scales, rubrics, checklists, student/teacher conferences, and many other means for demonstration of student progress toward mastery of the standards. Documentation of skills progression will be kept in an individual student portfolio.

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.

### **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 Progress and Report Card**

The Kindergarten Report Card is a standards-based continuum, meaning that, progress is reported on the knowledge and skills the student is expected to master at the kindergarten level. The continuum is based on the Texas Essential Knowledge and Skills (TEKS) and ranges from Performance Level 0 to Performance Level 4 for core content areas: English Language Arts, Reading, Science and Social Studies.

- Performance Level 0 – student does not attempt tasks.
- Performance Level 1 – student meets few requirements for skills, demonstrates little knowledge and understanding.
- Performance Level 2 – student meets some requirements for skills, demonstrates some knowledge and understanding.
- Performance Level 3 – student regularly meets requirements for proficient skills, demonstrates acceptable level of knowledge and understanding.
- Performance Level 4 – student exceeds requirements for proficient skills, demonstrates solid level of knowledge and understanding.

It is important to note that for each indicator on the report card, it is the Performance Level 3 that is the goal and indicates “end-of-year” mastery for that concept of skill.

### **Performance Indicator Descriptions**

Each indicator on the report card is fully defined in a document title Performance Indicator Descriptions. For every indicator, there may be three to ten bulleted statements that describe what students need to know and be able to do. We encourage you to view all the descriptors for Level 0 – 4 on the TISD website ([www.txkisd.net](http://www.txkisd.net)).

## Kindergarten Grading Information (continued)

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The Kindergarten Report Card will also include performance indicators for physical education, fine arts, citizenship and work habits. These are evaluated with the following indicators:

E = Excellent

S = Satisfactory

N = Needs Improvement

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 student's progress toward goals specified in the Behavior Intervention Plan for citizenship and work habits.

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

### Promotion Standards

In order to be promoted to the next grade, the student's final column on the report card shall reflect the following:

- 1) No More than four standards marked below a Level 3 in reading.
- 2) No more than two standards marked below Level 3 in language arts.
- 3) No more than four standards marked below Level 3 in mathematics.

### Make-Up Work

Students will make up tasks, 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. The classroom teacher will schedule opportunities for the student to complete the missed items and communicate with parents/guardians as appropriate.

### 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 1-5 Grading Information

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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 six weeks grade that is determined from only one student product 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 1-5 Grading Information (continued)

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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
<b>First Semester</b>	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
<b>Second Semester</b>	1/2 of yearly average
<b>YEARLY AVERAGE</b>	1 <sup>st</sup> and 2 <sup>nd</sup> 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 5: Successful completion of the state assessments in reading and math
- 3) In addition to district and state requirements, campus principals may consider assessment data in making recommendations to parents regarding retention.

### Redo a Class Assignment or Test

Students shall be allowed a reasonable opportunity to redo an assignment or retake a test according to the following criteria:

- The student earned a failing grade on an assignment or test.
- The student shall be permitted one opportunity to redo an assignment or test if the assignment or test is eligible for redo.
- The student shall be permitted to redo one assignment or test in each subject during a six week period.
- Six week Curriculum-Based Assessments are not eligible for redo.
- A redo will not be permitted the last week of the grading period.

## Grades 1-5 Grading Information (continued)

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- The student may be required to complete an alternative assignment for the redo opportunity.
- The recorded grade will be an average of the two grades unless the average exceeds 70%. The new grade will not exceed 70%. (For example: Student earned a 65% on the first attempt, and the student earned a 95% on the redo. The average is 80%. The recorded grade will be 70%.)
- Campuses may determine additional and more specific criteria.

### **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.

### **Classwork/Homework for Students in the Gifted/Talented Academy**

Students shall not be required to complete every classwork 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 GT Academy or should allow extra time for completion of assignments after returning to the home-based 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 (TEKS). Teachers in every subject area shall record a minimum of six individual daily grades and two test grades 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 six weeks grade that is determined from only one student product 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 by using one of the following formulas:

Formula 1	Formula II
50% Daily Average	75% Daily Average
50% Test Average and/or Major Projects	25% Test Average and/or Major Projects
<i>Courses in English Language Arts, Math, Science, Social Studies, LOTE, Fine Arts, and Technology</i>	<i>Courses in Athletics, PE, Cheerleading, Band, and SPED</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	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.

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

## Grades 6-8 Grading Information (continued)

### 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.

### Course Changes and Grading

If a student transfers from an advanced level course (Pre-Advanced Placement, Accelerated Math, etc.) to a regular level course during the semester, the grades that the student earned in the advanced course will be transferred to the regular level course.

If a student transfers from a regular level course to an advanced level course, the student will make up the advanced level work that was missed prior to the transfer. Transfers from a regular level course to an advanced level course can only occur at the end of the semester and will not be allowed after the first week of the semester that classes have begun.

## Grades 6-8 Grading Information (continued)

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### 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 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
- 2) Testing Requirements:
  - Grade 8: Successful completion of the state assessment in reading and mathematics

### Summer School – Grade 8

#### 8<sup>th</sup> Grade:

Summer school requirements are based on the core subject areas and the state assessment (STAAR). Core subject areas for 8<sup>th</sup> grade summer school requirements consist of Math, Reading, Science, and Social Studies. STAAR assessments for 8<sup>th</sup> grade consist of Math, Reading, Science, and Social Studies.

If a student **does not** meet passing standards on any of the Math or Reading STAAR assessment for 8<sup>th</sup> grade, he/she will be required to attend summer school.

### Redo a Class Assignment or Test

Students shall be allowed a reasonable opportunity to redo an assignment or retake a test according to the following criteria:

- The student earned a failing grade on an assignment or test.
- Unit Assessments are not eligible for redo.
- The student shall be permitted to redo one assignment or test in each subject during a six week period.
- Six week Curriculum-Based Assessments are not eligible for redo.
- A redo will not be permitted the last week of the grading period.
- The student may be required to complete an alternative assignment for the redo opportunity.
- The recorded grade will be an average of the two grades unless the average exceeds 70%. The new grade will not exceed 70%. (For example: Student earned a 65% on the first attempt, and the student earned a 95% on the redo. The average is 80%. The recorded grade will be 70%.)
- Campuses may determine additional and more specific criteria.

### 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 daily grades and two test grades 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 six weeks grade that is determined from only one student product 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 by using one of the following formulas:

Formula 1	Formula II
50% Daily Average	75% Daily Average
50% Test Average and/or Major Projects	25% Test Average and/or Major Projects
<i>Courses in English Language Arts, Math, Science, Social Studies, LOTE, Fine Arts, and CTE</i>	<i>Courses in Athletics, PE, Cheerleading, Drill Team, Band, and SPED (TILC, Applied, ADL)</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	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 9-12 Grading Information (continued)

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### 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
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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

### Enrichment Grading

Enrichment classes will be graded as pass or fail and will *not* be weighted.

### Course Changes and Grading

Schedule changes can only be made for advanced level courses after Friday, June 29, 2018.

### Advanced Placement and Dual Credit

Regular courses are designed to meet both state and local expectations for all students while equipping them for a variety of pursuits after high school, including college. Students are not required to take advanced level courses in order to pursue any diploma type. Advanced courses are designed to challenge students significantly and typically require more higher-order thinking and application of skills and concepts. These courses are recommended for students who have performed at a high level academically in the past and who are willing to push themselves when confronted with rigorous course work. Students enrolling dual credit courses must satisfy the college entrance requirements set forth by the Texas Higher Education Coordinating Board. Parents and students are encouraged to consider the decision to take advanced courses carefully. Schedule changes are in no way guaranteed for students who struggle in an advanced course.

If a student transfers from an advanced level course (Advanced Placement, Dual Credit, etc.) to a regular level course during the semester, the grades that the student earned in the advanced course will be transferred to the regular level course.

If a student has met requirements for semester exam exemptions in a course, the semester average for the course will be determined by the average of the three six weeks grades.

If a student transfers from a regular level course to an advanced level course, the student will make up the advanced level work that was missed prior to the transfer. Transfers from a regular level course to an advanced level course can only occur at the end of the semester and will not be allowed after the first week of the semester that classes have begun.

If a student transfers into the district after the third week of the 2<sup>nd</sup> and 5<sup>th</sup> six weeks grading cycle, the student will not receive credit for a course unless the student was enrolled in an equivalent course at the previously attended school. The student's transferred grades and grades earned after enrollment in TISD must average 70% or above.

## Grades 9-12 Grading Information (continued)

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### Awarding Credit

Effective with the 2019-2020 school year, when a student earns a passing grade in only one semester of a two-semester course and the combined (average) grade for the two semesters is at least a 70 on a scale of 100, the District shall award credit for the course. However, the student must have earned at least a 60 in order for the District to average the semester grades. The District shall also not average the semester grades when a student fails to earn credit due to excessive absences. [see FEC]

If the combined grade for the two semesters is lower than 70, when the student's grade for a semester is lower than 60, or when the student has failed to earn credit due to excessive absences, the District shall award the student credit for the semester with the passing grade as long as the student has also met the attendance requirements. The student shall be required to retake only the semester in which he or she earned the failing grade or failed to earn credit.

### 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.

### 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 <sup>th</sup> )	-	6 – 11.5 credits earned and entering second year in an accredited high school
Junior	(11 <sup>th</sup> )	-	12 – 17.5 credits and entering third year in an accredited high school
Senior	(12 <sup>th</sup> )	-	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.

### 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

### Redo a Class Assignment or Test

Students shall be permitted a reasonable opportunity to correct or redo an assignment or retake a test for which the student received a failing grade. The course syllabus will state the policy for correcting and redoing an assignment and retaking a test.

### Make-Up Work

In all high school courses, students will make up assignments and performance assessments after absences, including absences as a result of suspension, with the following requirements. If the assignment was made prior to the student's absence, the assignment will be due the first day that the student returns to the campus. If the assignment was made during the student's absence, the student will have the same number of days to complete the work as other students had who were present on the day that the assignment was made.

## Grades 9-12 Grading Information (continued)

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### Late Work Policy

Regular	Pre AP	AP/DC
1 class day late = max 80 2 class days late = max 70 3 or more class days late = max 50 End of grading period = 0 for all un-submitted work	1 class day late = max 75 2 class days late = max 60 3 or more class days late = max 50 End of grading period = 0 for all un-submitted work	1 class day late = max 70 2 class days late = max 50  End of grading period = 0 for all un-submitted work

**Turnitin.com Usage:** Assignments submitted via Turnitin must also be emailed to teachers to confirm submission time and content.

**PreAP, AP, and DC = only one time per 6 weeks grading 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.

STAAR Alternate 2, is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

A student's ARD committee for students receiving special services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plans.

### 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.

### Extra Credit

In some classes and courses extra credit may be awarded, based upon the discretion of the teacher. However, the highest grade that may be earned cannot exceed 100 points on a 100 point scale.

### Incomplete Grade Policy

Teachers may record an incomplete if...

- Student has been absent for extended periods of time when the assignment was made and /or due.
- Student has an IEP with modifications allowing extra time but had an excused absent within the allotted time window of completion.

Timeline

- Students must have all incompletes cleared within 7 days of the following grading period.
- For extenuating circumstances, campus principal approval is required for additional time.

## OPTIONS Academic Alternative High School Grading Information

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The purpose of OPTIONS is to serve the area youth in grades 9—12 by providing them with the opportunity to earn course credits while completing on grade level 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.

# Testing and Assessment Programs

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## 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 for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP).

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

Beginning with students who entered grade 9 in the 2011-2012 school year, end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are 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. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

The exit-level test, for which satisfactory performance is required as a condition for graduation of any student who is in grade 12 during the 2013-2014 school year, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World geography. If a student in grade 12 did not pass all sections while in grade 11, there will be opportunities to retake each applicable subject area test.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state 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.

## Testing and Assessment Programs (continued)

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An admission, review, dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

### **Texas Success Initiative (TSI) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public college and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district, as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

### **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 11<sup>th</sup> 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 College and Career Readiness. 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 80 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.

### **Semester Exams – Texas Middle School**

The purposes of semester exams are to evaluate knowledge and skills in content specific subjects and to prepare students for college and career readiness. All students are required to take STAAR Benchmark Exams in each state-tested course. This exam will replace the traditional, semester exams. All students will have an opportunity to receive exemptions from spring semester exams if the exemption criteria are met. Semester exams will not be administered before the scheduled date and time of the exams.

#### **Fall 2019 Semester**

- All students will be required to take STAAR Benchmark Exams in each state-tested course. In addition, students will be required to take a locally, developed Benchmark Exam in non-state tested courses. These benchmarks will take the place of traditional, semester exams.

#### **Spring 2020 Semester**

- All students will have the opportunity to receive exemptions from spring semester exams if the exemption criteria are met.

# Testing and Assessment Programs (continued)

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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 – Texas Middle School

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.

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

## Semester Exams – Texas High School

The purposes of semester exams are to evaluate knowledge and skills of course standards and to prepare students for college and career readiness. All students are required to take semester exams in each course assigned during the fall semester and will follow the semester exam schedule. All students will have an opportunity to receive exemptions from spring semester exams if the exemption criteria are met. Semester exams will not be administered before the scheduled date and time of the exams.

# Texas High Semester Exam/Exemption Policy 2019-2020

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## Purpose for Semester Exams/Exemptions:

- To evaluate knowledge and skills on content subject specific
- To prepare for college and career readiness
- To provide an incentive for academic endeavor
- To encourage good citizenship and punctuality
- To improve school attendance
- To foster teacher-student rapport and responsibility

## Fall 2019 Semester

- Students will be required to take exams in all courses.

## Fall Semester Exam Schedule 2019

Wednesday, December 18 <sup>th</sup>			Thursday, December 19 <sup>th</sup>			Friday, December 20 <sup>th</sup>		
8:25-9:50	A1/B1	Exam 9-12	8:25-9:45	A2	Exam 9-12	8:25-9:45	B2	Exam 9-12
9:57-11:03	B2							
11:10-1:04	B3		9:52-11:12	A3	Exam 9-12	9:52-11:12	B3	Exam 9-12
1st Lunch	11:10-11:40		11:20-12:40	A4	Exam 9-12	11:20-12:40	B4	Exam 9-12
2nd Lunch	11:52-12:22							
3rd Lunch	12:34-1:04							
1:11-2:18	B4							
2:25-3:50	A5/B5	Exam 9-12						

## Spring Semester Exam Schedule 2020

Monday, May 18 <sup>th</sup>			Tuesday, May 19 <sup>th</sup>			Wednesday, May 20 <sup>th</sup>			Thursday, May 21 <sup>st</sup>		
8:25-9:45	A1/B1	Exam 12	8:25-9:45	A1/B1	Exam 9-11	8:25-9:45	B2		8:25-9:45	A2	Exam 9-11
9:52-10:57	B2	Exam 12	9:52-10:57	A2	Exam 12		Exam 9-11				
11:04-12:56	B3	Exam 12	11:04-12:56	A3	Exam 12				9:52-11:12	A3	Exam 9-11
1st Lunch	11:04-11:34					9:52-11:12	B3				
2 <sup>nd</sup> Lunch	11:45-12:15		2 <sup>nd</sup> Lunch	11:45-12:15			Exam 9-11		11:20-12:40	A4	Exam 9-11
3 <sup>rd</sup> Lunch	12:26-12:56		3 <sup>rd</sup> Lunch	12:26-12:56							
1:03-2:23	B4	Exam 12	1:03-2:23	A4	Exam 12	11:20-12:40	B4				
2:30-3:50	A5/B5	Exam 12	2:30-3:50	A5/B5	Exam 9-11		Exam 9-11				

## Spring Exam/Exemption Information 2020

Freshmen, Sophomores, Juniors



- **Students will receive 4 exemptions total if the following are met:**
  - Must have taken final exam in the fall.
  - Must have a completed exam exemption form to teacher on date due.
  - Enrolled in AP course and take the AP exam for that course.
  - 75 average or higher in the class for the semester and an average of 70 for both semesters.
  - 4 or less absences in the course, 3 tardies or less in the course, no make-up hours for enrichment.
  - No Recovery, ISS, OSS, or DAEP for Spring Semester
  - No Delinquencies and/or Fines
  -

- Students who have “0” absences and “0” tardies (including Enrichment) and have a minimum of 75 average and 70 for year, may be exempt from all courses if the following are met:
  - Must have taken final exam in the Fall Semester.
  - Must have a completed Exam Exemption Form to teacher, on due date.
  - No Recovery, ISS, OSS, or DAEP for Spring Semester.
  - No Delinquencies and/or Fines
- Students who meet at least Approaching Status on EOC exam may use 1 extra exemption for the course currently enrolled, if the results are available. (Example: meet approaching on Biology, Algebra I and ELA I (can only use 1 extra exemption and must decide which course the exemption will be used)
- Students scoring at the Meets Grade Level Status or Masters Grade Level Status on EOC exam may use an additional 1 exemption, if the results are available.
- Students with any fines, or delinquencies, will not be eligible for exemptions.

**Seniors**



- Seniors will receive exemptions from each course (except for DC courses), if the following criteria are met:
  - Average of 70 or higher for the semester and for the year
  - Met passing standard on all Mandatory State Assessments
  - No make-up hours are owed for the class
  - No ISS II or DAEP Placements, 30 days or longer, or Multiple No DAEP Placements 45 Days or longer or Multiple Disciplinary Offenses as determined by the campus principal.
  - Attained 26 credits and eligible for graduation
  - Students with any fines, or delinquencies, will not be eligible for exemptions
- Seniors will use the following schedule to satisfy the attendance requirement:
  - May 18 - Graduation/CPR Meeting, 8:30 a.m.
  - May 19 - Senior Assembly
  - May 20 -Spring Olympiad
  - May 21- Graduation practice, meet at 8:30 in front of Tiger Center.
  - Or other deemed appropriate by Texas Compulsory Attendance Guidelines

**Attendance for 9<sup>th</sup>-12<sup>th</sup> students not counted against exemptions**

Doctor's visit during part of the school day, in class the rest of the day.	Funeral for immediate relative	Religious Holiday as defined by TEA.
UIL Sanctioned competition	School-Sponsored/School related field trip	No more than 2 college visits (Seniors & Juniors Only)

## Testing and Assessment Programs (continued)

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**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 in a course for which physical education credit is awarded. Parents may request in writing their child's physical fitness assessment results at the end of the school year. Questions regarding physical fitness assessments and reports should be directed to Jamie Friday, Coordinator of Assessment, 903-793-7561.

## Special Programs and Coursework

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**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.

**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.

**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.

**Limited English Proficient Students:** A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC also will determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish may be administered to a LEP student for a student up to grade 5. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) also will be administered to LEP students who qualify for services. If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

**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.

## Special Programs and Coursework (continued)

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**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.

**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*.

**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 Texas Success Initiative (TSI) assessment or earning an exemption). Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation.

**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.
- Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation and, if so, will affect a student's final course grade.

**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. Students may participate in one independent research project per semester and is designed for eleventh and twelfth grade students. Twelfth grade students who have previously participated will be given the opportunity to complete two per semester of their senior year due to the grandfathering of the new plan. Beginning 2017-2018, all students are only allowed to participate in one independent research course per semester. The maximum independent research course weight allowed per semester will be for ½ credit, even in a one credit per semester course.

## Special Programs and Coursework (continued)

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**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 a 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.

Students who have been accepted to the Ross Perot STEM Academy are required to complete one of the following four courses, while in high school and prior to graduation, in order to receive a stipe for graduation.

- Engineering Design and Presentation
- Computer Science
- Digital Media
- Web Technologies

It is highly encouraged that STEM students graduate with the TISD Foundation Requirements plus Endorsement. This can be any of the five Endorsements offered.

Transfer students interested in STEM are required to also complete an application and be accepted.

# raduation

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**Degree Plans:** The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Foundation High School Program with an Endorsement. Permission to enroll in the Foundation Program, only, will be granted, only, if a written agreement is reached among the student, the student's parents or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Foundation Program, only, 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. 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.

## raduation (continued)

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### *THS Requirements:*

- The student must have successfully completed all local graduation credit requirements.
- The student must have successfully completed all state graduation credit requirements.
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve passing scores on certain end-of-course (EOC) assessments.
- 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.

### **Students with Disabilities:**

- ARD Committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

**OPTIONS Graduation Ceremonies:** Students who have completed the graduation requirements under the following programs are eligible to participate in the graduation ceremony sponsored by the OPTIONS campus.

### *OPTIONS Requirements:*

- The student must have successfully completed all local graduation credit requirements.
- The student must have successfully completed all state graduation credit requirements.
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve passing scores on certain end-of-course (EOC) assessments.
- 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 Amy Doss, Principal, at 903-793-5632, extension 1740.



**Texarkana**

Independent School District

*The Place To Be!*

**SDAEP**

Secondary Disciplinary Alternative  
Education Program

**Code o Conduct**

**201 2020**

# STUDENT CODE OF CONDUCT

**Accessibility** If you have difficulty accessing the information in this document because of disability, please contact:

**Deputy Superintendent:**

Autumn Thomas

4241 Summerhill Road

Texarkana, Texas 75503

903-794-3651

**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), placement in a juvenile justice alternative education program (JJAEP), 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. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and will be posted on the district's Web site. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or a JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

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 shall 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 or school-sponsored or school-related activity 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 a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

### **Campus Behavior Coordinator**

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the e-mail address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at [www.txkisd.net](http://www.txkisd.net).

### **Threat Assessment and Safe Supportive School Team**

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

**Searches**

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

**Reporting Crimes**

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

**Security Personnel**

To ensure sufficient security and protection of students, staff, and property, the board employs police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district police officers are listed in policy CKE (LOCAL). The law enforcement duties of school police officers are:

1. Protect the real and personal property of the District and maintain the safety of students, staff, and visitors.
2. Patrol assigned campuses and routes moving about within district jurisdiction.
2. Preserve the peace; prevent unlawful acts, suppress disturbances and provide service, aid, relief, and information to students, personnel, and visitors.
3. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Assist in the reduction of truancy.
6. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
7. File appropriate criminal charges as applicable with the proper agency.
8. Enforce all laws of both felony and misdemeanor degree in accordance with the approved procedures and policy.
9. Initiate investigations when deemed necessary based on sound information concerning an alleged criminal offense.
10. Investigate motor vehicle accidents on District property.
11. Assist the Transportation Department with problem bus stops areas and/or chronic disruptions on school buses.
12. Assist staff with after hour functions.
13. Take student(s) into custody if there are reasonable grounds to believe the

student(s) is engaging in delinquent conduct or conduct indicating a need for supervision under the Family Code.

14. Cooperate and work with other governmental entities and law enforcement agencies in sharing information and assistance, consistent with TISD Board Policy and the Department manual.
15. Write effective legal incident reports.
16. Testify in court as needed.
17. Help provide traffic control at athletic events, school openings/closings, or at any other time as needed.
18. Provide protection to escort district personnel as needed.
19. Operate all equipment including firearms according to established safety procedures.
20. Administer First Aid to the best of ability and training.

**“Parent”  
Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, guardian, or other person having lawful control of the child.

**Participating  
in Graduation  
Activities**

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

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

**Unauthorized  
Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate.

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, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension**, **DAEP Placement**, **Placement and/or Expulsion for Certain Offenses**, and **Expulsion**, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section.

## Disregard for Authority

Students shall not:

- 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

Students shall not:

- 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, cyberbullying, harassment, or making hit lists. (See glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based 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**

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

**Possession of Prohibited Items**

Students shall not 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 that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Martial arts objects;
- Pornographic material;
- Tobacco products; cigarettes; imitation tobacco products, e-cigarettes; and any component, part or accessory for an e-cigarette device or any tobacco-related products
- Matches or a lighter;
- A laser pointer for other than an approved use;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

## General Conduct Violations

\*For weapons and firearms, see DAEP Placement and Expulsion. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

### Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Students shall not:

- Possess, use, give or sell alcohol or an illegal drug. (Also see DAEP Placement and Expulsion for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia.")
- Possess, use, give, or sell synthetic marijuana
- Possess, use, abuse, 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.

### Illegal, Prescription, and Over-the-Counter Drugs

### Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten or harass district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school
- Send, post, deliver 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

## General Conduct Violations

the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the Internet or other electronic communication 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 or infringes on the rights of another student at school.
- 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.
- Use technology resources for financial gain or for political activity.
- Access non-educational content without prior written permission from the Superintendent or designee.
- 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.
- 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

Students shall not:

- Possess published or electronic material that is designated to promote or encourage illegal behavior or that could threaten school safety.
- 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

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- 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.

## General Conduct Violations

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 shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques including restorative practices. Discipline shall be based on 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.

## 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, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, 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, regardless of whether the action is mandatory or discretionary, the district shall 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, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom; or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.

## Discipline Management Techniques

- 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.
- Restriction or revocation of district transportation 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 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 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.

### **Prohibited Aversive Techniques**

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.

## Discipline Management Techniques

- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in a progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

### Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. on the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

### Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques ~~and~~ should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On-Line at the following address: <http://www.tasb.org/policy/pol/private/019907/>

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

### Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

# 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 campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

## Formal Removal

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.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct for which he or she is charged and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

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

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 shall be followed.

## Returning a Student to the 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.

The district shall adhere to policy FOB(LOCAL) regarding out-of-school suspension for students in grade 2 or below.

A student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

## 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 shall have an informal conference with the campus behavior coordinator or the appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the students' conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

**Coursework  
During Suspension**

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

## 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 place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

*Discretionary Placement: Misconduct that May Result in DAEP Placement*

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

*Misconduct Identified in State Law*

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- 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.
- Assault (no bodily injury) with threat of imminent bodily injury

- Assault by offensive or provocative physical contact.

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 in Title 5 (see glossary) of the 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 campus behavior coordinator **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.

**Mandatory Placement: Misconduct That Requires DAEP Placement**

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:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see glossary) under 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. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (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 conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), or (7).
- 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 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.

**Process**

*Conference*

Removals to a DAEP will be made by the campus behavior coordinator.

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall 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.

*Consideration of  
Mitigating Factors*

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

## DAEP Placement

***Placement Order*** After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall 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 shall 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 shall 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 a foundation curriculum course in which the student was enrolled at the time of removal and which is 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 campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement will be determined case-by-case based on 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.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student DAEP placement order.

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 the student is a threat to the safety of other students or to district employees.

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 campus behavior coordinator or the board's designee 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***

**Appeals**

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.

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's 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, the campus behavior coordinator's office, the central administration office, or through Policy On-Line at the following address: <http://www.tasb.org/policy/pol/private/019907/>

The district shall not delay disciplinary consequences 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 co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

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

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

**Placement Review**

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee 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 shall also be reviewed. At the review, the student or the student's parent shall 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 misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

**Notice of Criminal Proceedings**

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney will notify the district if:

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 shall, 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 campus behavior coordinator 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 campus behavior coordinator 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 shall 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 shall 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, shall 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 is necessary because the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the classroom or school operations, 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.

**Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

# Placement and/or Expulsion for Certain Offenses

This section includes two categories of 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 district 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 shall 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 shall 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 campus behavior coordinator 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;

## Placement and/or Expulsion

- 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.

### ***Placement Review***

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

### ***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, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

### *Any Location*

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See DAEP Placement)

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- 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:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See glossary.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

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

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, a 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. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (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.)

***Within 300 Feet of School***

A student **may** be expelled for 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:

- 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, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, as defined by federal law. (See glossary.)

***Property of Another District***

A student **may** be expelled for 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*

A student **may** be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force of threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - a. Public lewdness under Penal Code 21.07;
  - b. Indecent exposure under Penal Code 21.08;
  - c. Criminal mischief under Penal Code 28.03;
  - d. Hazing under Education Code 37.152; or
  - e. Harassment under Penal Code 42.07(a)(1), of a student or district employee.

**Mandatory Expulsion: Misconduct That Requires Expulsion**

A student **must** be expelled under federal or state law 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:

*Under Federal Law*

- Bringing to school or possessing at school, including any setting that is under the district’s control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.)

*Note:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

*Under the Penal Code*

- Unlawfully carrying on or about the student’s person, the following, in the manner prohibited by Penal Code 46.02:
  - A handgun defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) *Note:* A student may not be expelled solely on the basis of the student’s use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG (LEGAL).]
  - A location-restricted knife, as defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing or selling a prohibited weapon, as defined in state law. (See glossary.)

- Behaving in a manner that contains elements of the following offenses under the 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.

### **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.

### ***Process***

If a student is believed to have committed an expellable offense, campus behavior coordinator or other appropriate administrator shall 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 campus behavior coordinator or other administrator 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,
3. An opportunity to question the witnesses called by the district at the hearing.

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 shall not be deferred pending the outcome of the hearing.

***Expulsion Order***

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If a student is expelled, the board or its designee shall 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 shall 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 shall give notice of the inconsistency.

**Length of Expulsion**

The length of an expulsion shall be based on 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 campus behavior coordinator 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 campus behavior coordinator 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 shall 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 shall 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 shall 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 is necessary to protect persons or property from imminent harm, 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 shall 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.

**Transition Services**

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

# 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 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 defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as:

1. 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:
    - 1) Knowing that it is within the limits of an incorporated city or town;
    - 2) Knowing that it is insured against damage or destruction;
    - 3) Knowing that it is subject to a mortgage or other security interest;
    - 4) Knowing that it is located on property belonging to another;
    - 5) Knowing that it has located within it property belonging to another; or
    - 6) 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.
2. A crime that involves recklessly starting a fire or causing an explosion or attempting while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
  - a. Recklessly damages or destroys a building belonging to another, or
  - b. Recklessly causes another person to suffer bodily injury or death.

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

**Breach of Computer Security** includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

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

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable 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 defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

**Controlled substance** means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

**Criminal street gang** is defined by Penal Code 71.01 as 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 defined by Section 37.8032 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

**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** under Penal Code 22.05 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.

**E-cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name of description and a component part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

**Explosive weapon** is defined by Penal Code 46.01 as 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** under Penal Code 42.06 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.

**Firearm** is defined by federal law (18U.S.C. & 921 (a) as:

1. 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.
2. The frame or receiver of any such weapon.
3. Any firearm muffler or firearm or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

**Firearm silencer** is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** includes 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.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
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, as defined in Section 37.001 (b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
  - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
  - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
  - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
  - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

**Hazing** is defined by Section 37.151 of Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

**Hit list** is defined in Section 37.001 (b)(3) of the Education Code as 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.

**Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

**Indecent exposure** is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

**Intimate visual material** is defined by Texas Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

**Location-restricted knife** is defined by the Penal Code 46.01 as a knife with a blade over five and one-half inches.

**Knuckles** means 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.

**Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

**Machine gun** as defined by Penal Code 46.01 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.

**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 school property used by the student, including but not limited to a locker or desk.

**Prohibited weapon** under Penal Code 46.05 (a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
  - e. An explosive weapon;
  - f. A machine gun.
  - g. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device
4. A zip gun
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

**Public Lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

**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 that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the information furnished notice of a student's arrest 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 misbehavior** means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - a. Public lewdness under Penal Code 21.07;
  - b. Indecent exposure under Penal Code 21.08;
  - c. Criminal mischief under Penal Code 28.03;
  - d. Hazing under Penal Code 37.152; or
  - e. Harassment under Penal Code 42.07(a)(1), of a student or district employee.

**Serious or persistent misbehavior** includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Short-barrel firearm** is defined by Penal Code 46.01 as 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.

**Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. 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 Penal Code 46.01 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 felonies** are those listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02,-.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05-.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.2;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive video recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[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 defined by Penal Code 46.01 as 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.