

San Isidro Independent School District

*Student Handbook
Student Code of Conduct*

2014 - 2015

*San Isidro ISD Excels...
“What’s Your Super Power?”*

Dear Parents or Guardians:

This publication contains the Student Handbook and the Student Code of Conduct for the San Isidro Independent School District and is intended to serve as a resource for students, parents, staff and the Board of Trustees. The information in this publication is reviewed and revised annually.

The Student Handbook provides general information regarding the District's policies, practices and procedures. The Student Code of Conduct, which is approved by the Board of Trustees, specifies the expectations for student behavior, the discipline management techniques that are utilized by teachers and administrators, and the consequences for student misconduct.

It is very important that you and your child review the information. There is a shared understanding of the district's expectations for student behavior and the consequences should misconduct occur. With your support and encouragement we are confident that your child will adhere to the behavioral expectations outlined in the Student Code of Conduct.

Also, in addition to the normal communication that takes place between school and home, we are encouraging students and parents to provide any helpful information to campus or district officials that will reinforce the district's priority goal of safe schools for all students and staff.

Yours in education,

Anna M. Garcia
District Principal
San Isidro ISD

PREFACE

To Students and Parents:

The San Isidro Independent School District Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year.

In an effort to make it easier to use, the handbook is divided into three sections:

Section I PARENTAL RIGHTS AND RESPONSIBILITIES with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS – organized alphabetically by topic for quick access when searching for information on a specific issue.

Section III STUDENT CODE OF CONDUCT

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the San Isidro I.S.D. Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook or as a separate document sent home to parents and posted on the district’s website.

The student handbook is a general reference guide only and is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between Board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under circumstances.

Although the Student Handbook may refer to rights, established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

The 2014 – 2015 Student Handbook / Student Code of Conduct was approved by the Board of Trustees on July 16, 2014.

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ACKNOWLEDGEMENT FORM

My child and I have received a copy of the San Isidro Independent School District Student Handbook and the Student Code of Conduct for 2014 – 2015. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If you have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the designated principal.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

PLEASE SIGN AND DATE THIS PAGE, REMOVE IT FROM THE HANDBOOK, AND RETURN IT TO YOUR CHILD’S SCHOOL.

**Notice Regarding Directory Information and
Parent's Response Regarding Release of Student Information**

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want San Isidro ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 5, 2014 or within ten school days of your child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues.

San Isidro ISD has designated the following information as directory information:

- Student's Name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Parent: Please circle one of the choices below:

I, parent of _____ (do give) (do not give) the district permission to release the information in this list in response to a request.

Please note that if this form is not returned within the specified timeframe above, the district will assume that permission has been granted for the release of this information.

**Parent's Objection to the Release of Student Information to Military Recruiters
and Institutions of Higher Education**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent.

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____, request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent Signature: _____

Date: _____

Please note that if this form is not returned with the other materials identifying what the district considers directory information, the district will assume that permission has been granted for the release of this information.

PARENT RELEASE FORM FOR VIDEOTAPING, PHOTOGRAPHING AND/OR INTERVIEWING STUDENTS

Students who attend school in the San Isidro Independent School District are occasionally asked to be a part of school and/or district publicity, publications and/or public relations activities. In order to guarantee student privacy and ensure your agreement for your student to participate, the district asks that you sign and return a “San Isidro ISD Emergency Information/Authorization Form” to the school for each of your children.

The form indicates approval for the student’s name, picture, artwork, voice, or verbal statement to appear in school publicity or district publications, videos, art displays or on the district’s Web site. For example, pictures and articles about school activities may appear in local newspapers or district publications. These pictures and articles may or may not personally identify the student. The pictures, videos, and artwork may be used by the district in subsequent years.

AGREEMENT

Student and parent/guardian release to San Isidro ISD the student’s name, voice, verbal statements, portraits (video or still), artwork and consent to their use by SIISD.

San Isidro ISD agrees that the student’s name, voice, verbal statements, portrait, or artwork shall only be used for public relations, public information, school or district promotion, publicity and instruction.

The student and parent/guardian understand and agree that:

- No monetary consideration shall be paid;
- Consent and release have been given without coercion or duress;
- This agreement is binding upon heirs and/or future legal representative; and
- The photo, video, artwork or student statements may be used in subsequent years.

I, _____, (circle one) (do) (do not) give permission for my child, _____, to be interviewed, videotaped, or photographed by a local newspaper, television, or radio reporter, or by a representative of the San Isidro Independent School District to be used in connection with a news story that has been approved by a staff member of the San Isidro Independent School District to be used in connection with a news story that has been approved by a staff member of the San Isidro Independent School District or for school district instructional or marketing purposes.

I understand that I may revoke this permission at any time by notifying the school principal in writing.

Parent/Guardian Signature: _____

Date: _____

Terms and Conditions for Use of Computers and Networks

Please read the following carefully before signing below. Computing facilities, local area networks and/or Internet access are available to students and teachers. We are very pleased to provide these opportunities and believe they offer vast, diverse, and unique resources to our schools. On-line resources allow classroom projects such as scientific data collection and international culture exchanges. News retrieval services, encyclopedias, scientific and educational databases are available on-line to San Isidro ISD students and teachers. Our goal in providing these services is to promote educational excellence by facilitating resource sharing, innovation, and communications with our own community, our nation, and worldwide.

PLEASE COMPLETE AND RETURN

Acceptable Use of Computers and Networks Parent/Guardian Agreement

In order to make sure that all members of the San Isidro ISD community understand and agree to these rules of conduct, SIISD asks that you as parent/guardian sign the following statement.

I agree not to hold San Isidro Independent School District nor any of its employees nor any of the institutions or networks providing access to networks responsible for the performance of the system or the content of the material accessed through it.

As the parent or guardian of this student, I have read the Terms and Conditions for San Isidro Independent School District facilities use and Internet access. I understand that this free access is designed for educational purposes. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold San Isidro Independent School District responsible for materials acquired or sent via the network.

Student's Name: _____

Date: _____

Parent's Signature: _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Acceptable Use of Computers and Networks Student Agreement

In order to make sure that all members of the San Isidro ISD community understand and agree to those rules of conduct, SIISD asks that you, as a student user, sign the following statement.

I understand and will abide by the District guidelines and conditions for the use of the facilities of San Isidro Independent School District and access to the Internet. I further understand that any violation of the District guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold San Isidro Independent School District nor any of its employees nor any of the institutions or networks providing access to networks responsible for the performance of the system or the content of any material accessed through it.

Student's Name: _____

Date: _____

Student's Signature: _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Parent and Student Agreement/Acknowledgement Form
Anabolic Steroid Use and Random Steroid Testing
9th – 12th Grade

- Texas state law prohibits possessing, dispensing, delivering, or administering a steroid in a manner not allowed by state law.
- Texas state law also provides that body building, muscle enhancement or the increase in muscle bulk or strength through the use of a steroid by a person who is in good health is not a valid medical purpose.
- Texas state law requires that only a licensed practitioner with prescriptive authority may prescribe a steroid for a person.
- Any violation of state law concerning steroids is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Criminal Justice.

STUDENT ACKNOWLEDGEMENT AND AGREEMENT

As a prerequisite to participation in UIL athletic events, I agree that I will not use anabolic steroids as defined in the UIL Anabolic Steroid Testing Program Protocol. I have read this form and understand that I may be asked to submit to testing for the presence of anabolic steroids in my body, and I do hereby agree to submit to such testing and analysis by a certified laboratory. I further understand and agree that the results of the steroid testing may be provided to certain individuals in my high school as specified in the UIL Anabolic Steroid Testing Program Protocol which is available on the UIL website at www.uil.texas.edu. I understand and agree that the results of steroid testing will be held confidential to the extent required by law. I understand that failure to provide accurate and truthful information could subject me to penalties as determined by UIL.

Student Name (Print): _____ Grade (9 – 12): _____

Student Signature: _____ Date: _____

PARENT / GUARDIAN CERTIFICATION AND ACKNOWLEDGEMENT

As a prerequisite to participation by my child in UIL athletic activities, I certify and acknowledge that I have read this form and understand that my child must refrain from anabolic steroid use and may be asked to submit to testing for the presence of anabolic steroids in his/her body. I do hereby agree to submit my child to such testing and analysis by a certified laboratory. I further understand and agree that the results of the steroid testing may be provided to certain individuals in my child's high school as specified in the UIL Anabolic Testing Program Protocol. I understand and agree that the results of steroid testing will be held confidential to the extent required by law. I understand that failure to provide accurate and truthful information could subject my child to penalties as determined by UIL.

Name (Print): _____

Signature: _____ Date: _____

Relationship to Student: _____

Removing a Student from Human Sexuality Instruction

As 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.

In accordance with state law, below is a summary of the district’s curriculum regarding human sexuality instruction:

San Isidro ISD, in cooperation with the district School Health Advisory Council, has selected the following curricula related to human sexuality. In grades 6, 7, and 8 students will use the “Worth the Wait” curriculum from Scott and White. More information can be accessed at www.worththewait.org. In grades 9 – 12 students will use the “Big Decisions” curriculum.

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. If you wish to “opt out” of this instruction, please return the signed form below.

Student’s Name

Grade

My child will not be participating in the human sexuality curriculum provided by San Isidro ISD.

Parent/Guardian Signature

Date

Permiso para no recibir instrucción en la sexualidad humana

Como parte de la materia escolar del distrito, los estudiantes reciben instrucción en la sexualidad humana. El consejo sobre la salud (SHAC) toma parte en la decisión de escoger la materia escolar.

Como dice la ley del estado, abajo hay una descripción de la materia escolar de la sexualidad humana:

San Isidro ISD ha escogido “Worth the Wait” por Scott y White para usar en los grados 6, 7, y 8. Para más información usted puede buscar en www.worththewait.org . En los grados 9, 10, y 12 vamos a usar el programa “Grandes Decisiones.” Para más información refiere a www.bigdecisions.org.

Como padre, usted tiene el derecho de revisar la materia escolar. También usted puede decidir que su hijo / hija no va a participar en la instrucción sobre la sexualidad humana. Si usted no quiere dar permiso para la instrucción favor de firma la forma abajo.

Nombre de estudiante

Grado

Mi hijo / hija no tiene permiso para participar en la instrucción sobre la sexualidad humana que el distrito ofrece.

Firma de padre

Fecha

COUNSELING SERVICES FORM

This academic school year, the Counseling Department will be conducting individual and group counseling sessions. We will be addressing such topics as promoting a more confident self-image, developing good study habits and strengthening decision making skills.

We are enthusiastic about offering these individual / group sessions and believe that they will be most beneficial to the students.

If you have any questions, please feel free to contact Marisa Garza at 481-3109.

Name of Student: _____

Parent / Guardian Signature: _____

_____ **I do give permission for my child to participate in individual counseling as needed.**

_____ **I do not give permission for my child to participate in individual counseling.**

_____ **I do give permission for my child to participate in group counseling.**

_____ **I do not give permission for my child to participate in group counseling.**

Use of Student Work in District Publications

Occasionally, the San Isidro Independent School District wishes to display or publish student artwork, photos taken by the student, or other original work on the district's Website, a Website affiliated or sponsored by the district, such as a campus or classroom Website, and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), (DO GIVE), (DO NOT GIVE) the district permission to use my child's artwork, photos, or other original work in the manner described above.

Parent Signature: _____

Date: _____

PARENT STATEMENT PROHIBITING CORPORAL PUNISHMENT

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct.

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment

I have read the information and the use of corporal punishment in the San Isidro Independent School District and I prohibit the use of corporal punishment with my child.

This form must be signed annually and can be revoked by the parent at any time.

Name of Parent or Guardian: _____

Signature of Parent or Guardian: _____

Date: _____

Name of Student: _____

Grade: _____

Anti-Bullying Contract
Student and Parent/Guardian Agreement

Everyone has a right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment.

Student's Responsibilities:

I commit that I will not bully my peers.

When I witness bullying, I will report it immediately to an adult/staff member.

Parent/Guardian's Responsibilities:

I commit to encourage my child to always respect others.

I have instructed my child not to bully.

I have advised my child to report any bullying to an adult/staff member.

We understand that bullying will result in disciplinary action.

Student's Name

Parent/Guardian's Signature

Date

Todos los niños tienen un derecho a sentirse físicamente y emocionalmente seguro en la escuela. Yo haré todo lo que puedo personalmente, como miembro de mi comunidad escolar, para crear y preservar un ambiente físico y emocionalmente seguro.

Responsabilidades del estudiante:

Yo me comprometo que no voy a intimidar a mis compañeros.

Cuando soy testigo de la intimidación, se lo informare a un adulto/miembro del personal.

Responsabilidades del padre/tutor:

Me comprometo a alentar a mi hijo a respetar siempre a los demás.

He dado instrucciones a mi hijo del no intimidar.

He aconsejado a mi hijo que informe de cualquier intimidación a un adulto/miembro del personal.

Entendemos que el acoso de intimidación resultara en acción disciplinaria.

Nombre del estudiante

Firma del padre

Fecha

**Bullying Prevention
Student / Parent Contract**

Student's Name: _____

I agree that I will not participate or engage in any bullying activity on or off school property in which the conduct may reasonably carry over into the school setting and/or interfere with the educational process.

I understand the definition of bullying/cyber-bullying to be:

any aggressive or negative gesture, or any written, verbal or physical act that places another student in reasonable fear of harm to his or her person or property;

any aggressive or negative gesture, or any written, verbal or physical act that has the effect of insulting or demeaning any student in such a way as to disrupt or interfere with the school's educational mission, the law or regulation;

any assertion or physical or psychological power over, or cruelty to, another student;

any behaviors including but not limited to pushing, hitting, threatening, name-calling, or other physical or verbal conduct of belittling or intimidating nature;

any transmission of information intending to coerce, intimidate, harass, or cause emotional distress to a person via text/data messages, instant messaging, e-mail, and social networking sites including but not limited to Facebook MySpace, and Twitter.

The school agrees to utilize universal interventions to education students on how to prevent bullying.

I, the undersigned, acknowledge and understand the expectation and potential consequences for my child in the above administration and student contract. I further understand that if my child continuous to demonstrate and participate in bullying behavior, a disciplinary action of up to one year may be imposed.

Student Signature

Date

Parent Signature

Date

**Options and Requirements
For Providing Assistance to Students Who Have Learning
Difficulties or Who Need or May Need Special Education**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

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

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the district. Additionally, the notice must inform the parent on how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special educations is:

Contact Person: Anna M. Garcia

Phone Number: 481-3110

SECTION I PARENTAL RIGHTS AND RESPONSIBILITIES

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

As a parent, you also have a right to receive notice and opt your child out of participating in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

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

Displaying Student's Artwork, Photos, 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, 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.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Application for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education class.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

- *Worth the Wait* is a 10 day sexual education program written by Scott & White Healthcare. The data driven curriculum is founded on the medical, legal, psychological, and socioeconomic information regarding adolescent health risk behaviors.
 - *Adolescent Sexual Health* – Beginning with introductory lessons in the 6th grade edition, the content addresses puberty, anatomy, physiology, pregnancy, and STDs. In the 7th grade, the curriculum is more detailed, specifically regarding STDs and legal matters. Students learn refusal skills through role playing. In the 8th grade, detailed information is given on STDs, teen pregnancy, and contraception. Students are able to identify abstinence as the only protection from STDs, pregnancy and the emotional consequences of teen sex.
 - *Legal Issues and Sexual Abuse* – A legal component addressing family law, criminal law, and sexual abuse is included in the program making it “one of a kind” in the field of sex education. Students are able to identify sexual abuse and are empowered to report offenses.
 - *Essential Human Needs* – The five essential human needs to security, connection, purpose, support and contribution motivate teens to respect themselves and others. Students are able to express their emotions and feeling, compare and contrast healthy and unhealthy relationships, use refusal and communication styles to avoid health risk behaviors, and establish short and long term goals.

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

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve master in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from a recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

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 you do not want corporal punishment to be administered to your child as a method of student discipline, please submit a written statement to the campus principal stating this decision. A signed statement must be provided each year.

You may choose to revoke this request 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.

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 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 for a transfer to another campus.
- 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.
- Request the transfer of your child to another campus or a neighboring district 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.

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities 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 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 any transportation prior to requesting a transfer for any other children in the home.

Request for the Use of a Service Animal

A parent of a student who uses a service 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 animal on campus.

Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation.

The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is San Juanita Vela at (956)481-3107.

Students with Physical or Mental Impairments Protected under Section 504

A child 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 child 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.

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than 2 excused absences per year for this purpose.

Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

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 grades, test results, and disciplinary records, is considered confidential educational records.

Release is restricted to:

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's 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, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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) may inspect the student's records and request a correction 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 superintendent. 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 district's policy regarding student records found at policy FL is available from the principal's or superintendent's office.

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 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.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, a release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and may be subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA.]

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading program as a result of a diagnostic reading instrument.

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s return to campus.

- For students in the conservatorship (custody) of the state
 - Mental health or therapy appointments; or
 - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the district’s board of trustees has authorized this in policy FEA (LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.

As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

An absence of a student in grades 6 – 12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent without an excuse from school on ten or more days or parts of days within a six month period in the same school year; or
- Is absent without excuse on three or more days or parts of days within a four week period.

For a student younger than 12 years of age, the student’s parent could be charged with a criminal offense based on the student’s failure to attend school

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences (See Policy FEC).

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

The actual number of days a student must be in attendance in order to receive credit will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day at second period.

Please Note:

For local perfect attendance, a student must be in attendance until 2:25 p.m.

A student absent for any portion of the day, including at the official attendance taking time, should follow the procedures:

Documentation after an Absence

When a student is absent from school, the student – upon arrival or return to school – must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older, or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note. **After 5 parent notes, the district will accept only medical or dental notes in order to excuse an absence.**

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence.

Doctor’s Note after an Absence for Illness

Upon returning to school, a student absent for more than 2 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of the compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

ADMISSION REQUIREMENTS FOR ENROLLMENT

Child’s Identity

State Law (Sec. 25.002) requires a parent or custodian to present within 30 days of a child’s enrollment, proof of the child’s identify (birth certificate or any other acceptable documentation) and a copy of the child’s records from the most recently attended school. It also requires school districts to notify the police if this information is not provided and request whether the child has been reported as missing. Also, the school district enrolling the child is required to notify the Missing Children Information Clearing House (1-800-346-3243) if the name on the identifying document or school record differs from the name under which the child is enrolled.

Immunizations

In accordance to Texas State Law, students will not be allowed to enroll if his/her immunization records (one issued by a public health facility or signed by a licensed physician) are not presented to the school upon enrollment and if the student’s immunization records are not current.

Social Security Number

The school district requests a social security number on each of its students. Should the parents or guardians not make this number available, a state student identification number is assigned to the student for record information.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, **expression through electronic methods**, or physical conduct against another student **on school property, at a school-sponsored or –related activity, or in a district’s operated vehicle**, and the behavior;

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

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administrator will investigate any allegations of bullying and other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

San Isidro ISD takes a very proactive stance with regard to preventing and educating students on the topic of bullying. The Bullying Prevention and Intervention Plan, approved by the Board of Trustees on August 20, 2012, is a comprehensive approach to address bullying and cyberbullying. The district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

The Bullying Prevention and Intervention Plan is designed to meet the following objectives:

- **To inform faculty, staff, and parents about the seriousness of bullying and methods for its prevention;**
- **To create a caring and collaborative community in the classroom;**
- **To provide a safe school culture for all students;**
- **To give students strategies for what to do if they are bullied or threatened;**

- **To teach children what to do if they see someone other than themselves being victimized by a bully; and**
- **To provide resources in order to gain more information on bullying issues.**

PROCEDURES FOR REPORTING OR RESPONDING TO BULLYING AND RETALIATION

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing on the Alleged Bullying Incident Reporting / Complaint Form. A school or district staff member is required to report immediately any instance of bullying or retaliation. Reports may be made anonymously. The Alleged Bullying Incident Reporting / Complaint Form will be made available on the District website and in each of the school's main offices.

Once a complaint form has been received by the principal an investigation will be conducted. Each case is unique and will be addressed with sensitivity to the safety and welfare of the students involved.

If it is deemed that bullying has occurred the following procedures will be followed:

I. First Incident

If a teacher or other staff person recognizes or perceives a report from a student regarding behavior, such as teasing, name calling, or excluding a student from group activities, etc., the student or students involved will be warned that such behavior is not allowed. The student (aggressor) will be told that, if this behavior occurs again, he/she will be sent to the principal or designee for further action. The parents of the victim and aggressor will be notified.

II. Second Incident

The principal / designee will review school expectations and rules with the student, and a problem solving conference will be held. The parents of the student (aggressor) will be called and notified. The student and parents will be told that any subsequent referrals for bullying or any retaliation against those who brought the matter to the attention of the staff will be followed by disciplinary consequences. If the bullying behavior is judged to be so severe, the principal/designee will have the option to dispense a disciplinary consequence, even upon the initial referral to the office. The parents of the victim will also be called.

III. Third – Fifth Incident

The principal / designee will contact the parents to set up a parental conference. The student will receive a disciplinary consequence which could range from detention to out-of-school suspension, depending upon the severity of the behavior. At the parent conference, bullying will be addressed, and a remedial plan will be formulated. Appropriate community based interventions of counseling will also be considered.

For more severe bullying cases, administration reserves the right to apply the District's Code of Conduct.

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

CHILD SEXUAL ABUSE and OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children. 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 failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protected Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

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

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

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

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

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

Reports may be made to:

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

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

Ranking Policy

6th through 12th Grades

All report card grades will be averaged to determine student's ranking on a yearly basis. For preliminary rankings, the first semester average will be used. For the second semester average, the grades for the fourth and fifth six weeks will be averaged to formulate the second semester grade. The overall preliminary ranking will be determined by averaging the first and second semester grades as determined below.

8th Grade Ranking – Valedictorian and Salutatorian

The Valedictorian and Salutatorian will be determined by the 7th and 8th grade semester grades. High school courses taken by junior high school students will be given a greater value for ranking purposes only. The Spanish grade will be increased by 2% and the algebra/geometry grade will be increased by 5%.

Effective with the Class of 2014 rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on a weighted grade point average (GPA) system. Grade points shall be based on semester grades for courses taken in grades 9 – 12. The GPA shall be computed to three decimal places. The average of the fourth and fifth six weeks grades in the semester prior to graduation shall count as a semester grade for purposes of determining rank, honor graduate status, valedictorian, and salutatorian.

12th Grade Ranking – Valedictorian and Salutatorian

1. The valedictorian and salutatorian must be students enrolled in the 12th grade and who graduates with his/her cohort class. Cohorts must begin 9th grade the same year.
(Applies to students entering Grade 9 in the 2009 – 2010 school year and thereafter.)
2. A student's graduation class is established upon entering the ninth grade.
3. The valedictorian must have earned the highest grade point average in his/her graduating class based on the school's consistent use of either a weighted or unweighted scale. The salutatorian must have earned the second highest grade point average in his/her graduating class.
4. The valedictorian and salutatorian must have fulfilled the graduation requirements for three consecutive years at San Isidro Independent School District.
5. The valedictorian and salutatorian must have been enrolled in the 26 credit Recommended Program or the Distinguished Achievement Program.

HIGH SCHOOL / WEIGHTED GRADE POINT AVERAGE

1. Transferred grades will be honored as reported on transcripts.
2. The following courses will be given a greater value for ranking purposes only. Grades will be recorded on the transcript as received.

<i>All Dual Credit / Concurrent Enrollment Classes</i>	<i>107%</i>
<i>All AP Courses</i>	<i>107%</i>
<i>Pre-Calculus</i>	<i>105%</i>
<i>Physics</i>	<i>105%</i>
<i>Spanish III</i>	<i>103%</i>
3. All other courses will be averaged as regular courses.

DUAL CREDIT CONCURRENT AP COURSES	REGULAR ACADEMIC COURSES	REGULAR ACADEMIC COURSES Beginning With Grade 9 in the 2012 – 2013 School Year
A – 107	English I, II, III, IV	English I, II, III, IV
B - 97	Algebra I	Algebra I
C - 87	Geometry	Geometry
	Math Models	Math Models
	Algebra II	Algebra II
	US History/ World History	US History / World History
	World Geography	World Geography
	Government	Government
	Economics	Economics
	Integrated Physics & Chemistry	Integrated Physics & Chemistry
	Biology / Biology II	Biology I & II
	Chemistry	Chemistry
	Anatomy	Anatomy
	Geology	Geology
	Foreign Language I and II	Foreign Language I and II
	Speech	Speech
	Career and Technology Courses	Career and Technology Courses
	Fine Arts	Fine Arts
	PE / Health / Athletics	PE / Health / Athletics
		Pre-Calculus
		Physics

BEGINNING WITH STUDENTS WHO ENTER GRADE 9 IN THE 2012 – 2013 SCHOOL YEAR

The district will calculate a weighted numerical grade average in accordance with the following scale:

<u>Category</u>	<u>Weight</u>
Dual Credit / Concurrent Enrollment / AP	109%
Spanish III	107%
Calculus	107%
Regular Academic Courses	104%
Special Education Local Resource	100%

Students entering grade 9 in the 2014 – 2015 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full day's schedule.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Beginning with ninth graders in the 2014 – 2015 school year, to be eligible for automatic admission to a Texas four year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2013 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines.

COLLEGE CREDIT COURSES / DUAL ENROLLMENT

Students enrolled in Dual Enrollment Courses will earn college credit and high school credit. This is a permanent, official college record that is subject to review and consideration in connection with the student's continued eligibility, future financial aid, college/university applications and other academic matters. It is very important that the student and the student's parent or guardian understand how the final grade in this course can affect a student in the future. Withdrawal from a class past the deadline OR failing a class could affect the student's eligibility for continued eligibility, future college financial aid and/or future college academic status. It is strongly advised that a student enroll in a dual enrollment course only if she or he is committed to staying in the course, studying and passing the course.

Students in grades 9 – 12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with University of Texas at Pan American and South Texas College; and
- Certain CTE courses.

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. **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.**

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Responsibilities of students enrolled in Dual Enrollment Courses:

- Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution. Should it become necessary to drop a dual enrollment course, the student is responsible for informing the instructor and the student's high school counselor.
- Any student who drops a class after the Drop Deadline (4th Class Day for Summer Semesters and 12th Class Day for Fall & Spring Semesters) will be required to reimburse the district the cost of the tuition and books.

COLLEGE VISITATIONS

College visitations are provided so students may visit colleges that they are interested in attending. Seniors are allowed two college visitations per year. The following stipulations will apply:

- An appointment with the college must be made prior to the visit.
- Written documentation from the college visited must be presented to the office upon returning to San Isidro High School.
- No college visitation days may be taken during the month of May.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the superintendent's office.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

COMPUTER RESOURCES

Internet Policy

The San Isidro Independent School District recognizes that producing technologically competent students is fundamental to the preparation of citizens and future employees in the "Information Age." To this end, students are expected to use computers, learn various software applications, access District network sources, and access information and complete research on the Internet.

All technology activities, including access to an entire world on the "web" will be consistent with Board-approved curriculum goals. The educational value of the Internet is limitless. But because it is a free, worldwide information system, unsuitable material is available. Some Internet material may be inaccurate, abusive, profane, sexually oriented or illegal. Teachers will strive to guide students towards proper Internet usage at school, and families should bear that responsibility outside of school. SIISD employs hardware and software solutions to limit, monitor, and control Internet use. SIISD does not condone nor permit use of objectionable material. However, it is the responsibility of each student to make prudent choices when using technology equipment or while being on the Internet and to follow the rules and guidelines below.

ACCEPTABLE USE POLICY

1. All students will review the Acceptable Use Policy, which shall be included in the Student Code of Conduct.
2. Parents will acknowledge their understanding of the Acceptable Use Policy by signing and returning the signature page of the Student Code of Conduct
3. Teachers will cover the Acceptable Use Policy and review proper Internet procedures with students before students are allowed to access the Internet. Students will sign acknowledging their understanding upon completion of the review. A signed student acknowledgement will be on file at each campus for every student computer user.

TECHNOLOGY USAGE

The following activities or usages are not permitted:

- possession of, usage of, or failure to maintain confidentiality of passwords, codes or usernames that are not the property of the student;

- usage that is neither instructional nor related to student learning and curriculum (example is unauthorized games);
- introduction of any “virus” or other unauthorized material into a computer without permission, regardless of intent;
- changing control panel settings, configurations, systems, defaults, macros, or adding/changing passwords without permission;
- installing or downloading any software by students without permission;
- using internet to create web sites or “blogs” for malicious purposes;
- entering chat rooms, using E-mail, or other network communication tools except as an authorized part of the instructional program;
- displaying, sending, viewing or usage of profanity, obscenity, pornography, gratuitous violence, threats/harassment, offensive, attacking messages, racism, except in the context of learning about racism in a curriculum and sites promoting abhorrent behavior such as “bomb making”;
- failing to immediately notify a teacher if the student accidentally accesses an inappropriate Internet site;
- use of school computers, networks or the Internet for any political, commercial, for profit, or illegal activity;
- accessing or attempting to access a school computer without permission or access official school records under any circumstances;
- unauthorized disclosure, use, and dissemination of personal information regarding minors;
- use of the Internet and/or e-mail is not private. Personnel who operate the system have access to Internet usage information and e-mail content. Inappropriate use will be reported to the appropriate personnel.

CONSEQUENCES OF STUDENT VIOLATION OF RULES AND PROCEDURES

1. Violations may result in loss of access at the discretion of the teacher/administrator; alternative work may be substituted.
2. Serious or repeat violations will be handled like any other discipline issues as specified in the SIISD Student Code of Conduct.
3. When applicable, law enforcement agencies may be involved as per the Texas Education Code, Title 2, Subtitle G or the Texas Penal Code.
4. Students who are found to be non-compliant with building and/or district policies will be subject to disciplinary action which will consist of, but not be limited to:
 - a. Out of school suspension pending parent conference;

CONDUCT

Applicability of School Rules

As required by law, the District has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior – both on and off campus – and consequences for violation of the standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer shall apply, unless the district amends either or both documents for the purposes of summer instruction.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules of behavior will 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 in accordance with the Student Code of Conduct.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, disruptions include the following:

- Interference 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.
- Disruption of classes or other school activities 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; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Laser Pointers

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school sponsored or school related activities, whether on or off school property. Laser pointers will be confiscated and will not be returned. Students will be disciplined according to the Student Code of Conduct. Laser points will not be returned to the student nor to the parent or guardian.

Social Events

School rules apply to school social events. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a social event will be asked to sign out when leaving before the event; anyone leaving before the official end of the event will not be readmitted.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and deadlines for application, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. A student who wishes to meet with the school counselor should have an individual counseling consent form on file. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

COURSE CREDIT

A student in grades 9 – 12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM – If a Student Has Taken the Course

A student who has previously taken a course or subject – but did not receive credit or a final grade for it – may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

CREDIT BY EXAM – If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2014-15 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, and RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender; national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender; expression by the student of stereotypical characteristics associated with the student's gender; or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent.

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy.

DISTANCE LEARNING

Distance learning and correspondence courses includes courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSn course, please contact the counselor. Unless an exception is made by the superintendent, a student will not be allowed to enroll in a TxVSN course if the school offers the same or similar course.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive

prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with prior approval by the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

All school publications are under the supervision of a teacher; sponsor; and the principal.

Nonschool Materials...from Students

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

The principal has designated the high school wing as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

Nonschool Materials...from Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

DRESS AND GROOMING

The District prohibits any clothing/grooming that the principal or designee believes will interfere with instruction or cause disruption of the normal school environment. The final decision is left up to the professional judgment of the principal or designee of the school.

The District's dress code is established to have students exemplify spirit and pride. The District believes that the business of school is student learning and that school dress and grooming standards should support that purpose and promote a safe, orderly learning environment. The standards are further designed to prevent distractions, thereby permitting the maximum learning for all students. This policy is to be enforced by teachers and administrators so as to not take away from instruction.

The school has the right to ask a student to change his/her dress or personal grooming habits if it is deemed inappropriate or disruptive to the educational environment. Repeat violations of the dress and grooming code shall be considered defiance of authority and may result in disciplinary action as described in the Student Code of Conduct. Administrators will make the final determination as to what constitutes appropriate attire.

Parent and Student Responsibility:

The parent and student shall be responsible for ensuring that the student is in compliance with all aspects of this policy during the time the student is on school premises during regular school hours. Failure by the student to correct dress or grooming violations at first request is considered insubordination and will result in disciplinary action.

Policy Enforcement:

It is the responsibility of all professional personnel to administer dress and grooming guidelines. It is understood that judgment is necessary. Consistent, fair, and equitable enforcement of standards, while protecting the dignity of individual students, shall be practiced.

Guidelines:

GENERAL

1. Grooming and dress requirements may be modified to fit special events such as dances, field trips, programs, contests or assemblies. The principal or designee, prior to the event, should approve modifications to the normal school day requirements.
2. No permanent or temporary writing, drawing, or tattoos on the skin are permitted. All tattoos must be kept covered at all times.
3. Sunglasses are not permitted during school hours unless they are prescribed by a doctor.
4. No tongue piercing of any kind is allowed. Devices for maintaining pierced openings are considered body piercing.
5. No visible body piercing will be allowed.
6. Hats and caps are permitted on campus grounds. Hats and caps are to be removed in the cafeteria, during classroom instruction, and in the auditorium. Hats and caps are to be worn as designed, example cap bill forward only. Wearing of bandanas is not allowed.
7. Sweatshirt / jacket hoods may not be worn while in the building.
8. Shoes may not have rollers/wheels.
9. Students are not permitted to wear any type of footwear thong (shower shoes, house slippers, beach footwear).
10. Torn or tattered jeans or other garments that show skin or undergarments are not allowed.

11. Pants or other garments of any type with words or letters written across the seat are not permitted.
12. No student shall wear any garment or piece of clothing which advertises, promotes, or depicts the following: alcohol beverages, tobacco products, illegal drugs, obscenities, wrestling or anything of a sexual nature, violence, cults, gangs, or anything which may be found objectionable in character or depicts a negative connotation.
13. Wallet chains are not permitted.

HAIR CODE

1. Hair should be neat, clean, not interfere with vision and must be a natural color.
2. Extreme, outlandish, or distracting hairstyles or coloration is not permitted. Some examples of such styles are Mohawks, spikes, tails, razor lines, lines, letters, white walls with long hair in back, or completely shaven head. **When in question, determination of hair-style violations is at the discretion of the campus administrators.** *It is obvious that hair cannot grow overnight; therefore, if the hair style is not acceptable, at the secondary level, the student will be placed in ISS until the hair grows to an adequate length or until the hair style is made acceptable.*

BOYS

1. Male hair length may extend to, but not pass, the bottom of the collar of a sports shirt or to the neckline of a T-shirt when combed down. It should not be lower than the earlobe or below the eyebrow. Sideburns should not extend below the earlobe. No designs or symbols will be shaved into hair or eyebrows.
2. Mustaches, neatly trimmed are allowed. Goatees and beards are not allowed.
3. Sleeveless / muscle shirts are not permitted.
4. No earrings, nose studs, or body parts piercing are to be worn or displayed on school premises or at school-sponsored events. This includes string, plastic studs, etc. which are used to keep the pierced hole open.
5. All shirts are to be fully tucked in.
6. Headbands or bandannas are not permitted.
7. No student shall wear any garment or piece of clothing which advertises, promotes, or depicts the following: alcohol beverages, tobacco products, illegal drugs, obscenities, or anything of a sexual nature, violence, cults, gangs, or anything which may be found objectionable in character or depicts a negative connotation.
8. Torn or tattered clothing is not allowed.
9. Make-up/nail polish/hair accessories will not be permitted on male students.
10. Pants must be worn at the waistline.
11. Warm-up type of pants with fasteners down the legs are not permitted.
12. Oversized pants/pockets, ill-fitting pants and other similar articles of clothing are not allowed.
13. No pajama type clothing is allowed.

GIRLS

1. The length of any skirt, dress, or shorts cannot be more than two inches above the top of the kneecap, nor may slits in clothing extend two inches above the knee.
2. Leggings and form-fitting pants are not allowed in grades 6-12.

3. Girls are not permitted to wear blouses which expose the midriff area, back area, or expose undergarments. Spaghetti strap / one strap shirts will not be allowed to be worn (even if covered by a mesh jacket or see through shirt). Shirts must be tucked in if it is longer than the bottom of the pant pocket. No cut-off/ crop tops, tube tops, sleeveless attire will be permitted.
4. Backless dresses, halter tops, tank tops, revealing / form-fitting, tops or dresses are not allowed. Clothing which exposes the mid-section of the body while sitting, standing, or when arms are raised is not allowed; pajama type clothing is not allowed.
5. Shoes are to be worn at all times. Flip-flops (any style), sports/beach sandals (any style intended for shower/beach use), and bedroom slippers are not allowed. No wheeled shoes.
6. Girls attending swimming classes during PE / Athletic Period will not be allowed to wear a two piece swimsuit. One piece swimsuits are the appropriate swimming attire.

Items that are deemed inappropriate may be confiscated. Confiscated items may be held by the principal until the conclusion of the school year. Campus administrators shall be afforded the authority and discretion to rule on whether any article of clothing or jewelry is acceptable for the school year. This shall include new styles not expressly covered in the handbook.

A student whose clothing violates the dress code shall be assigned to in-school suspension either for the remainder of the day or until a parent or designee brings an acceptable change of clothing to the school. Repeated dress code offenses may result in more serious disciplinary action. If the principal determines that a student's grooming violates the dress code, the student shall be given the opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the school day or until the problem is corrected. Repeated dress code offenses may result in more serious disciplinary action.

Styles and fads come and go. It would be impossible to anticipate all changes before they appear in students' dress and grooming and to incorporate them in the dress code. It is, therefore, at the discretion of the administration to adapt the dress code at any time to these changes.

The administration, in cooperation with a sponsor or other person in charge of any extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period of time determined by the principal or sponsor and may be subject to other disciplinary actions.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

**San Isidro High School
Prom Dress Code & Guidelines**

The San Isidro High School Administration and Faculty want San Isidro High School students to make good choices. We are not trying to inhibit your individual style. Prom should be fun and memorable, but we also want everyone to be comfortable, safe, and show TIGER Pride.

With modesty and safety in mind, the following dress code guidelines will be enforced at the 2015 San Isidro High School Prom. Failure to adhere will prevent your entry into the Prom.

Dress Code for Young Ladies

1. Dresses may not be cut below the bust line.
2. Dresses may be backless as long as it is not below the navel.
3. Midriffs may not be exposed. This includes both the front and side of the dress.
4. Dresses must not have a slit that exceeds mid-thigh.
5. The length of the dress cannot be more than three inches above the top of the kneecap.
6. No dresses with cut out sides.

Dress Code for Gentlemen

1. Tuxedos or suits must be worn.
2. Pants should fit properly and not sag below the waistline.
3. Dress shoes or dress boots must be worn.

Guests

1. All guests must be in 8th grade or older AND under the age of 20.
2. Students bringing a guest who does not attend San Isidro ISD must have parental consent in order to attend the prom.
3. The student's guest must bring a photo student ID or driver's license the night of the event in order to attend the Prom.

As you begin shopping for a Prom dress / suit, please keep these guidelines in mind. Keep in mind that you will not be allowed into the Prom if you are not dressed appropriately. If you have specific questions about the Prom dress code, please see an administrator for clarification.

If you are bringing a date from another school, it is your responsibility to make him / her aware of our dress code policy.

If you choose to leave the facility and or grounds, you will not be permitted to reenter the Prom.

I hereby acknowledge receipt of the dress code for the 2015 San Isidro High School Prom and that failure to adhere to the stated guidelines will result in my removal from the Prom.

Student Name

Parent Name

Student Signature

Date

Parent Signature

Date

**San Isidro Independent School District
School Functions / Banquets Dress Code & Guidelines**

As a member of the San Isidro ISD community, you represent a proud tradition and high expectations for personal success and appearance. San Isidro ISD students are expected to be dressed appropriately for all school functions and banquets. Proper dress sets the tone of the school atmosphere as well as its REPUTATION.

The San Isidro ISD administration and staff ask that you help us maintain high standards of dress and performance. Pride in your personal appearance exhibits pride in yourself and helps maintain high standards for our school.

Dress Code for Young Ladies

1. Skirts and dresses must be modest. All must be longer than the tip of your finger when held by your side.
2. Blouses and shirts must fully cover the waistline and reveal no cleavage.
3. Flip flops will not be allowed.
4. Sleeveless or tube top type blouses or dresses are not allowed. Halter-type tops, racer back tops and tops with spaghetti straps regardless of strap width are not permitted.

Dress Code for Gentlemen

1. Pants or jeans must not be tattered or torn.
2. Pants or jeans must be worn at the natural waistline.
3. Belts should be worn if belt loops are present.
4. Collared shirts must be worn and must be completely tucked in.
5. T-shirts will not be allowed.

As you begin preparing for a school function or banquet, please keep these guidelines in mind. Keep in mind that you will not be allowed into the school function if you are not dressed appropriately. If you have specific questions about the dress code, please see an administrator for clarification.

I hereby acknowledge receipt of the dress code for the 2014 -2015 San Isidro ISD Banquets and that failure to adhere to the stated guidelines will result in my removal from the function.

Student Name

Parent Name

Student Signature

Date

Parent Signature

Date

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal telecommunication Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

Using a cellular phone or other telecommunication device at school during the school day and while riding the bus to and from school is prohibited. There is **ZERO TOLERANCE** for the use of personal telecommunication devices, including cellular telephones during the school day.

In accordance with Texas Education Code 37.082, if a student uses a telecommunication device, including a cellular telephone, the phone will be confiscated, turned in to the office and will not be returned until the last day of school, May 28, 2015.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up these items.

In limited circumstances and in accordance with law; a student's personal electronic device may be searched by authorized personnel.

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device.

Instructional use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate use of Technology Resources

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

Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, be required to complete an educational program related to the dangers of this type of behavior; and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possible impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

END-OF-COURSE (EOC) ASSESSMENTS

See Graduation on page 61 and Standardized Testing on page 86.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512)463-9581.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class, other than Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English Language Arts, mathematics, science, social studies, economics, or language other than English –may not participate in extracurricular activities for at least three school weeks.

- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but not participate in any competitive activity.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

First Six Weeks Period (UIL only)

All students are eligible to participate during the first six weeks, as long as the student has been promoted to the ninth grade level and has a proper number of credits (5 for sophomore; 10 for junior; 15 for senior) or has earned five credits during the preceding 12 months. (Policy FM)

If a student is not promoted or does not earn enough credit by the beginning of the school year, he/she is considered ineligible for the first six weeks of school only. The student may become eligible the second six weeks if he/she passes all courses in the first six weeks. (Policy FM)

Four-Period Rule

To participate in any extracurricular activity, a student must have attended school for one-half (four periods) of the school day on which the activity is scheduled. Exceptions must be approved by the principal and sponsor of the activity.

Please Note:

A student must be in attendance at least 4 hours in order to be allowed to participate in school related activities on that day or evening.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

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

- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.

FUND RAISING

Student clubs or classes, outside organizations, and/or parent groups may occasionally be permitted to conduct fund raising drives. An application for permission must be made to the administrator at least TWO weeks before the event. **All fund raising is limited to two weeks in duration.**

The month of October is designated for P.T.O. fund raising projects; therefore, no other fund raiser is allowed during this time.

GANG-FREE ZONES

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

GRADE LEVEL CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

GRADING GUIDELINES

The San Isidro Independent School District recognizes that the individual needs of each student should be fulfilled and that each student matures and develops according to his/her own unique growth pattern. Thus, SIISD’s teaching techniques are patterned so that each student receives instruction at the appropriate level of difficulty and complexity; the grading procedures should reflect this as well.

District report cards reflect students’ progress through a prescribed set of skills appropriate for performance and developmental levels and reflected in the Texas Essential Knowledge and Skills (TEKS). Student behavior will not be reflected in the subject area grade, but rather in the section for conduct on the report card.

ELEMENTARY GUIDELINES

All students in Grades 1 – 5 will receive a report card on a six-week basis. At the end of the first three weeks of a grading period, the teacher will provide a notice of progress to all parents or guardians. Also, if a student’s grade drops significantly (example: 95 to a 75), parents or guardians should be notified and given the opportunity to seek assistance for their child. Students in PK – K will receive a report card for each six weeks with letter grades (S for Satisfactory; NI for Needs Improvement; U for Unsatisfactory).

A minimum of eight grades per subject must be recorded every six weeks and at least three grades should be from summative tests.

District STAAR / End of Course Benchmarks will not be recorded as a daily grade or test grade.

In Grades 1 – 5, promotion to the next grade level shall be based on an overall average of 70 and a yearly average of 70 or above in both math and language arts, and either science or social studies.

Continuation in Kindergarten

Students five years old or older who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the child shall continue in kindergarten for not more than one additional school year.

JR. HIGH / HIGH SCHOOL GUIDELINES

The San Isidro Independent School District's grading and reporting system is based on the following philosophy:

- Grades assess the student's mastery (70%) of Texas Essential Knowledge and Skills and district objectives of the particular subject area and may be indicators of the student's preparation for successful employment.
- Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, classroom participation, other forms of assessment, and make-up work and tests as per district guidelines.
- Grades reflect the student's understanding and progress towards mastery of the subject matter and are not to be reflective of student behavior.
- Grades will reflect mastery of the Texas Essential Knowledge and Skills (TEKS).
- District STAAR / End of Course Benchmarks will not be recorded as a daily grade or test grade.

HIGH SCHOOL GUIDELINES

Yearly Averaging

Most high school courses are based on two semesters or one full-year (1 credit). A student who earns a failing grade in one of two semesters and a passing grade in the other semester shall receive one full credit when the grades averaged together are 70 or higher. If a student fails a semester and the two semesters averaged together do not result in a yearly average of 70 or higher, the student will be awarded credit for the semester passed and must repeat the semester in which a failing grade was earned. EI(Local)

Exemption Policy

Students have the option of being exempt from semester exams if they maintain the following criteria:

1. An (A) average in the course and no more than three absences.
 2. A (B) average in the course and no more than one absence.
- * Three tardies in an assigned class will constitute as one absence.

ATTENDANCE/COURSE CREDIT/INCOMPLETE GRADES

ALL GRADE LEVELS

- If extracurricular activities are scheduled during the school day and students miss class to participate, each absence must count as one of the 10 allowed.
- Students shall be permitted to make-up assignments or tests due to an absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for completing the assignment within the allotted time.

- An “Incomplete” six weeks grade due to absences must be made up within the next six-weeks reporting period.
- A student should not expect make-up work and test to necessarily be identical to that done in class during his/her absence.

CHEATING

ALL GRADE LEVELS

- Cheating is interpreted as a procedure which involves the unauthorized giving or receiving of help, offering or seeking aid, or the use of material prepared in advance for use on an assessment. Cheating also involves the use of electronic devices, books, or notes in any form being used during an examination without the permission of the teacher. The penalty is a “0” on that work.
- The statement “The penalty is a “0” on that work” is interpreted to mean the actual work that the student cheated on by itself or that the student had access to during the examination at the time the student was caught cheating. Retesting will not be allowed in this situation.
- Plagiarism (the stealing and passing off / presenting as new, original and one’s own idea or product derived from an existing source) is cheating.
- A test given in parts and which the student has not had access to at the time he/she was caught cheating is not intended to mean “on that work.”

MAKE-UP WORK GUIDELINES

ALL GRADE LEVELS

Students will be allowed to make up work missed due to an excused absence. The time allotted will be equal to a day for a day of absence. For example, a student absent for five (5) days will be allotted (5) days to complete the missed assignment(s).

The following guidelines apply to students who are absent:

- A student and/or parent/guardian must make arrangements for make up work on the day he/she returns to school. The teacher and student will decide when the work is due.
- Any student who does not appear for a prearranged make-up test or does not meet his prearranged due date for other work may receive zero on that test or work.
- Any student missing work due to participation in extracurricular activities must make arrangements with the teacher for work that will be missed prior to the absence.
- If a student has been sent to “in school suspension” (ISS), he/she is to receive credit for assigned work completed while there. If a student does not complete the assigned work, he/she will not receive credit.

EXTRA POINTS / BONUS POINTS

The teacher may choose to exercise this option; however, if bonus points are used, all students will have equal opportunity to earn these. Teacher may give bonus points as incentives.

EXTRACURRICULAR ACTIVITIES

A student who participates in extracurricular activities shall be suspended from participation in any extracurricular contest or performance sponsored or sanctioned by the school district or UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class.

SIX WEEK GRADES / SEMESTER GRADES

ALL GRADE LEVELS

- Grades will be based on mastery of objectives via mastery tests.
- The minimum grade of seventy (70) shall be used to denote mastery of the unit/core objectives.
- Special populations (Special Education, ESL, and 504) will be given modifications per teacher lesson plans and adaptations in the classroom.
- Students will not be penalized for misbehavior in the classroom. Deduction or points off grades will not be allowed.
- A minimum of eight grades per subject must be recorded every six weeks and at least three grades should be from summative tests.
- A 60 will be advanced to a grade of 70 on the report card six weeks average only.
- A comprehensive, two consecutive period semester exam shall be given at the secondary level (6th – 12th grades) at the end of each semester. No more than two semester exams shall be scheduled on one day. This exam will have a one-fifth value of the semester grade. Subject examinations will not be administered during semester exam schedule.

Six Weeks Grade:	Summative Tests	60%
	Daily Homework	40%
Semester Grade:	First six weeks grade + second six weeks grade + third six weeks grade divided by three = semester grade	

Teachers follow grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal.

ABSENCES DURING SEMESTER EXAMS

In the event of a student's absence during a semester exam, the student and/or parent must provide a doctor's excuse or other appropriate documentation of extenuating circumstances – major illnesses / catastrophic situations / death in the family, etc. – which must be verified by the campus principal before the student is permitted to take the semester exam.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 School Year

To receive a high school diploma from the District, a student who was enrolled in high school prior to the 2014-15 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Requirements for a Diploma Beginning with the 2014-15 School Year

Beginning with students who enter grade 9 in the 2014-15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

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

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

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014-2015 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014-2015 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times (See policy EIF (LEGAL)).

All students who were enrolled in high school prior to the 2014-2015 school year must meet the following credit and course requirements for graduation under the program listed or may choose to pursue the foundation graduation program as described on page 64.

COURSES	NUMBER OF CREDITS Minimum Program	NUMBER OF CREDITS Recommended Program	NUMBER OF CREDITS Distinguished Achievement Program
English / Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies, including Economics	3 or 4	4	4
Physical Education *	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses (Health)	0.5	0.5	0.5
Electives **	6.5	5.5	4.5
Miscellaneous			Completion of 4 Advanced Measures ***
TOTAL	21.5 or 23.5	26.5	26.5

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014-2015 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 66. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and the student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgements” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014 – 2015 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

COURSES	NUMBER OF CREDITS Foundation Graduation Program	NUMBER OF CREDITS Foundation Graduation Program with an Endorsement
English / Language Arts	4	4
Mathematics	3	4 *
Science	3	4
Social Studies, including Economics	3	3
Physical Education **	1	1
Language other than English ***	2	2
Fine Arts	1	1
Locally required courses (Health)	0.5	0.5
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22.5 credits	26.5 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other course, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students under the Foundation Graduation Program

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

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

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at the high school. A student who wants to take a course not offered at the high school should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

In addition, San Isidro ISD has retained the .5 credit of health as a graduation requirement in all graduation programs.

Honor Graduates

All graduating students with a 90 grade point average or better will be recognized as honor graduates. Students will wear honor cords during the graduation ceremony.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessments currently allowed by the state.

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet locally eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

State Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the school counselor for information about other scholarships and grants available to students.

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

HEALTH RELATED MATTERS

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local /regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Allergic Conditions

Parents will notify and meet with the school nurse regarding any allergic condition that may affect their child's welfare in the school setting. Notification must be done as soon as school begins or the student is enrolled. Parents will be asked to complete an Allergy Action Plan for life threatening allergies.

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 possible 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 reviews a food allergy management plan, which addresses employee training, dealing with common 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 the High School Office.

Head Lice

Head lice, although not an illness or 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 child 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 prevent their return.

Bacterial Meningitis

State law requires the District to provide the following information:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be received by viruses, parasite, fungi and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

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 year olds) 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.

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 is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

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 Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the Web sites for Disease Control and Prevention, <http://www.cdc.gov>, and the Texas Department of Health, <http://www.tdh.state.tx.us>.

Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that, entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination with 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.

Contagious Diseases / Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a communicable or contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

A student who has had a contagious disease may be asked to present a health certificate from a certified physician upon returning to school. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

A student is excluded from school if illness is evidenced by a temperature elevation of 100° F or above. A temperature must remain within normal range for 24 hours, without analgesic medication, before the student returns to school. A student with a fever (100° F or above) is not only communicable to others, but runs the risk of developing a secondary infection by attending school.

To protect other children from getting sick, the district will send your child home for the following reasons:

- Children with fever (100 degrees Fahrenheit or higher), or any condition that presents with fever, should be excluded from school until they are fever free for 24 hours without the use of fever suppressing medications; and,
- Children with any diarrheal illness should be excluded from school until they are diarrhea free for 24 hours without the use of diarrhea suppressing medication.

Your child may also be sent home due to:

- Delinquent immunizations
- Taking medication that, in the nurse's opinion, would not make it safe for the student to remain in school

Diabetes Management

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at school related activities. Parents should see the school nurse and principal for additional information.

Physical Activity for Students in Elementary Grades

In accordance with EHAB, EHAC, EHBG, the district will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in Jr. High School shall engage in 45 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.

The district offers at least 45 minutes of moderate or vigorous physical activity per day for at least for semesters to students in grades 6 – 8 as a part of their daily class schedule to meet district physical education requirements for these students. A class period is approximately 45 minutes per day.

Physical education classes are offered for each grade level Kinder – 12.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held two meetings. Additional information regarding the district's School Health Advisory Council is available from the school nurse, Candi Requenez.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness.

Other Health Related Matters

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to Anna Garcia to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the District Principal.

Tobacco Prohibited

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

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

Asbestos Information

All school districts in the state of Texas are required to notify parents, faculty, and staff about the availability of the Asbestos Management Plan. A copy of this plan is available in the superintendent's office.

Pest Management Plan

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

All pesticides are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Luis Alvarado, the district's IPM coordinator at (956) 605-5091.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Anna M. Garcia, at (956)481-3110.

HOMEWORK POLICY

Homework is an out-of-class assignment given to students during the independent phase of a lesson prior to summative assessment. Homework must be carefully examined and constructed so that it becomes a meaningful part of learning. Homework assignments shall be planned in accordance with the following principles:

- If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the each student. Homework shall follow modeling and guided practice of the lesson plan.
- The homework assignment must pertain to previously taught skills.
- Homework assignments must be adapted to individual needs. (Modifications)
- Homework assignments must be reasonable in view of the students' home resources.
- Every homework assignment must be properly evaluated.
- Homework should be an integral part of the classroom activities; it should never be busy work nor construed to be punishment.
- Special projects may require more time. Studying for exams is not considered homework.

The time required for students to do homework shall not exceed the time reflected below:

K – 5 th Grades	Approximately 30 minutes of homework daily.
6 th – 12 th Grades	Approximately 50 minutes (3 times a week) per subject.

Homework will not be assigned during the following: TAKS Testing, Stanford 10 Testing, Thanksgiving Holidays, Christmas Break Holidays, Spring Break, and Easter Holidays.

IMMUNIZATIONS

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>.

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, tetanus, and pertussis; measles, mumps, and rubella; 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 TDSHS. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber stamp validation.

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and 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.

IMMUNIZATION REQUIREMENTS

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Documentation

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it. The month, day, and year that the vaccine was received must be recorded on all school immunization records created or updated after September 1, 1991.

TB Skin Test

PK entry and all new students to the district.

Exemptions:

The law allows the following:

- (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child, and
- (b) parents / guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief.

The law does not allow parents / guardians to elect an exemption simply because of inconvenience (a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem).

Immunization Requirements

2014 – 2015 Texas Minimum State Vaccine Requirements for Students Grades K – 12

See Appendix C

IN-SCHOOL SUSPENSION

A student that is placed in In-School Suspension shall not participate nor attend any school-sponsored or school-related extracurricular activities, including out-of-town school sponsored or school related extracurricular activities throughout the duration of his/her placement in ISS.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Notification of Law Violations

The District is also 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 for 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.

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonable possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow parents to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor; the student may produce a note on his or her own behalf. Documentation regarding the reason for the absences will be required.
- If a student becomes ill during the school day, the school nurse or other district personnel determines that that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor; the nurse will document the time of the day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

LEAVING CAMPUS DURING LUNCH

District Closed Campus Lunch Policy

With safety as the primary consideration, the following district-wide closed campus lunch policy will be implemented:

- No student shall be permitted to leave campus during lunch unless the student is signed out by the parent. A parent or guardian must sign their child out for lunch, and the parent or guardian must sign the student back in. Sign in and sign out will take place at the campus front office counter with the designated secretary.
- Students who leave campus during lunch without being signed out by a parent or without approval from administration shall be subject to disciplinary action in accordance with the Student Code of Conduct.
- Any student who is tardy 3 times for the class period following lunch will have the privilege of leaving campus for lunch revoked for the remainder of the school year.

Students may bring lunch from home or have a lunch delivered at the designated lunch period.

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.

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 will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, below, may be administered to a LEP student, or; for a student up to grade 5, a Spanish version of STAAR. 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) will also 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 these decisions in conjunction with the LPAC.

LOST and FOUND

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district cannot be responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK BECAUSE OF AN ABSENCE

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding “attendance for credit” or final grade.

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

A student removed to Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student’s high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District.

In-School Suspension (ISS) Makeup Work

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, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district.

MEDICINE AT SCHOOL

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container; provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container.
- Nonprescription medication provided by the parent, along with a written request.

- Herbal or dietary supplements provided by the parent required by the student's individualized education plan (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent 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.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse for more information. [See policy FFAF(LEGAL).]

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.]

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, San Isidro ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex:
Mario A. Alvarado 481-3111
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
Anna M. Garcia 481-3105
- All other concerns regarding discrimination: See the Superintendent, Mr. Mario A. Alvarado.

PHYSICAL EXAMINATIONS / 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 in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

PRAYER

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher; the score received on any criterion-references or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A middle school student (junior high) must have an overall average of 70 or above, as well as an average of 70 or above in at least three of the following subjects: language arts, mathematics, social studies, and science.

A student may be retained more than once in grades 5 – 8 with consent of a committee of the student’s teacher(s) and two administrators. The Attendance Committee may also be a part of this process if the circumstance is based upon attendance.

In addition, at certain grade levels a student-with limited exceptions-will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

If a student in grades 3 – 8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

Students will also have multiple opportunities to retake EOC assessments.

Certain students – some with disabilities and some with limited English proficiency – may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in middle school or beyond who did not perform satisfactorily on a state-mandated assessment test or as determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards of student grades and absences will be mailed to parents at the end of every six weeks. At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of the grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy.

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

SAFETY

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal safety hazards, such as intruders on campus and threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of an injury to their child.

Prepared Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or other emergency, or if the campus must restrict access due to a security threat.

SCHOOL HEALTH SERVICES

Requirements for Enrollment

Health clearance from the Nurse's Office is required for enrollment into the San Isidro I.S.D. All new students entering the school district must be cleared by the Nurse's Office. New students are those who were not enrolled the previous year.

Student Enrollment and Emergency Form

A student enrollment and emergency form must be completed for every student upon enrollment into the school district.

Emergency Care and First-Aid

"First-Aid is the immediate, temporary care given to a person in case of an accident or sudden illness, before the services of a health professional." A Student Emergency Card must be filed for every student at each campus. It will be updated yearly and readily accessible in case of an emergency.

Major Illness or Injuries

Appropriate first-aid will be administered and the parents contacted immediately. The nurse will accompany the student to a medical facility and remain with the student until the parents arrive. Every effort will be made by the nurse to contact the student's parents. All major illnesses or accidents will be reported to the principal and to the nurse.

Minor Illness or Injuries

First-aid will be administered to students who suddenly become ill or have minor accidents in school. The parents will be notified of the student's illness or accident by phone. Parents are responsible for taking their children for medical attention.

Medication

A student may have an illness which requires medication for relief or cure that does not prevent his attending school. If possible, such medication should be given by the parents and taken at home. However, if the student needs to take his/her medication during school hours in order to assume full participation in the school program, dispensing the medication may become the responsibility of the school.

- The school nurse or assigned employee is responsible for storing and dispensing of medication.
- For legal purposes, a written permission from the parent will be obtained for dispensing medications to a student.

- Each student’s medication will have affixed a prescription label from a U.S. pharmacy, including his/her name, the name of the drug and the directions concerning dosage. **Medication must be in the original container.** Instructions about the duration of the medication period must be included in the medication form signed by the parent or legal guardian.
- A written record of each dose administered indicating the amount of medication, date and the time administered will be kept for each student.
- The school nurse will explain to the teachers the possible side effects of the medication.
- At the end of the school year, all medication will be returned to the parent or will be destroyed.

If my child should need medication administered during school hours and I provide the medication as stated above, I give consent for the San Isidro ISD school nurse or assigned employee to administer medication.

Si mi hijo/hija llega a necesitar que se le administre medicamento durante las horas de escuela y yo proveo la medicina como es requerida como mencionado en esta forma, yo doy mi consentimiento para que la enfermera de la escuela de San Isidro o otra persona asignada le de el medicamento a mi hijo/hija.

Parent’s Signature/Firma de Padres

Date/Fecha

Minor first-aid is given to students at school. Medication cannot be given to the students unless:

- **Written request to dispense medication is signed by the parents.**
- **Written request to dispense the medication is signed by the student’s doctor.**
- **Prescription is from a U .S. pharmacy and is in the original labeled container with the student’s name, date, dosage, and the name of the doctor.**

Primeros auxilios se les da a los estudiantes en la escuela. Medicinas no seran dadas en la escuela mientras que:

- **Los padres legales firmen la forma para dar medicamento en la escuela.**
- **El doctor mande una receta para dar el medicamento.**
- **La receta tiene que ser de estados unidos, y estar en su frasco original conteniendo el nombre del estudiante, de el doctor, fecha y dosis.**

SEARCHES

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

Students’ Desks and Lockers

Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Jr. High and High school students will be assigned a locker for their tenure at the respective campus. Each student is responsible for keeping it clean and neat. Students may not write or place stickers on or in the lockers. Any student who vandalizes the lockers is subject to disciplinary action.

Telecommunications and other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district.

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with the law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others.

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact Mrs. Anna Garcia.

STANDARDIZED TESTING

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

Many colleges required either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and Act-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the Act-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

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, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

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

STAAR 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. .

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

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

TSI (Texas Success Initiative) 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 colleges 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.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering 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 may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uil.utexas.edu/athletics/health/steroidinformation.html>.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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 TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS

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 <http://www.texasuicideprevention.org/> or contact the school counselor for more information related to suicide prevention services available in your area.

TARDIES

San Isidro ISD regards punctuality as essential to student success and to the smooth operation of the school. Persistent tardiness to school or to the individual classes causes disruptions to the classroom which are detrimental to the individual student and to the class as a whole. Students are expected to report to class before the tardy bell rings. Each teacher will be responsible for documenting student tardies. Three tardies will equal one unexcused absence in that particular class.

For each grading period:

- 1st to 3rd unexcused tardy = lunch detention
- 4th unexcused tardy and every one thereafter = 1 day in ISS
 - Students who have been assigned to ISS during a semester because of tardies will lose their semester exam exemption for that semester.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

Textbooks and other district approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

TRANSPORTATION

School-Sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The District makes school bus transportation available to all students. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in District vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner.
- Keep feet, books, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.

- Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

The following procedure will be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

- A conference involving the principal, the student, the driver, and the parent(s) may be required.
- The administrator may suspend the student’s bus riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
- In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to put the student temporarily off the bus at the next “bus” stop and contact his/her parents, and call the administrator in charge.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended – both this year and in the coming years – littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so. A student has full responsibility for the security of his/her vehicle and will make certain it is locked and that the keys are not given to others.

A student will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons, which are found in his/her car and will be subject to disciplinary action by the District as well as referral for criminal prosecution. Searches of vehicles may be conducted at any time, with or without the presence of the student. An administrator will supervise the search.

Cars must be properly parked in assigned areas. Failure to comply with this regulation may result in disciplinary action and/or the removal of the car at the owner’s expense. Repeated offenses will result in the loss of parking privileges. The school will not assume any responsibilities for damage or loss incurred while vehicles are parked on school premises.

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit the school. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. **STUDENTS MAY NOT BRING VISITORS TO SCHOOL.**

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the nurse for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

STUDENT CODE OF CONDUCT

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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, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the San Isidro 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 of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Student Code of Conduct will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code shall 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 expelled from the District.

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

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

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

Reporting Crimes

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

Revoking Transfers

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

Participating in Graduation Activities

The district has the right to limit 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 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 DAEP, or expulsion during the semester immediately preceding graduation.

STANDARDS for CERTAIN 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 for grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order; and discipline.
- Adhere to the requirements of the Student Code of Conduct.

GENERAL CONDUCT VIOLATIONS

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, the DAEP Placements, 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 district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle.
- Threaten a district student, employee, or volunteer; including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists.
- 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.
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing.
- Cause an individual to act through the use of or threat of force.
- 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.
- Deface or damage school property – including textbooks, lockers, furniture, and other equipment – with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code.

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;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;

- Mace or pepper spray;
- Pornographic material;
- Tobacco products, including electronic cigarettes;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Possess a telecommunication device, including a cellular telephone, or other electronic device at school or at a school-related or school-sponsored event.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- 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.
- Possess or sell look-alike drugs or attempt to pass items off 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.
- Abuse over-the-counter drugs. Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties.
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

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 district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting", either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage the illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed 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

Student 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.

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

DISCIPLINE MANAGEMENT TECHNIQUES

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

Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law; may bring into consideration varying techniques and responses.

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 may restrict or revoke a student's transportation privileges, in accordance with law.

Students with Disabilities

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

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

In deciding whether to order suspension, DAEP placement, or expulsion, 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 understand the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules. Many behaviors can be managed successfully by the classroom teacher.

- Verbal correction, oral or written —verbal reprimands or warnings.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary or permanent confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts (listing steps for improvement).
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.

- 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,
- 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.
- Out-of-school suspension, as specified in the Out-of-School 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.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Expulsion, as specified in the Expulsion section of this Code.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator will notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made and a conference scheduled as appropriate, within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office.

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

REMOVAL FROM THE SCHOOL BUS

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

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

Routine Referral

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

Formal Removal

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

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

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

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

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

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

Returning Student to a Classroom

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

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

OUT-OF-SCHOOL SUSPENSION

Misconduct

Students may be suspended for any behavior listed in the Code as a **General Conduct Violation, DAEP offense, or expellable offense.**

In deciding whether to order out-of-school suspension, the district will take into consideration:

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

Process

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

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

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

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

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

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

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

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

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

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

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:

- 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.
- Involvement in criminal street gang activity.
- 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 involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

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

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.
- 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 under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.
 - 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.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.

- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this code).
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution.
 2. A court or jury finds that the student has engaged in delinquent conduct, or
 3. The superintendent or designee has a reasonable belief 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's parent 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 shall be transferred to a DAEP.

EMERGENCIES

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

PROCESS

Removals to a DAEP shall be made by the designated administrator.

Conference

When a student is removed from class for a DAEP offense, the 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 shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

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

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall 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 the 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 duration of a student's placement in a DAEP shall be determined by the campus principal.

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

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

<u>CONDUCT</u>	<u>MAXIMUM LENGTH of TIME</u>
Discretionary (may)	31 – 90 days
Mandatory (shall / must)	31 days to one calendar year

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

Exceeds One Year

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

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

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

Exceeds School Year

Students who commit offenses requirement 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 superintendent or campus administrator must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior that violates the district's Code.

Exceeds 60 Days

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

APPEALS

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

Appeals regarding the decision to place a student in a DAEP should be addressed to the superintendent in accordance with policy FOC(LEGAL).

Student or parent appeals regarding the process used for the placement decision, such as issues related to the administrator's handling of the conference or proper notice being provided, should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office.

RESTRICTIONS DURING PLACEMENT

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

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

PLACEMENT REVIEW

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the superintendent or campus principal 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 appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

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

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication, 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 initiating 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 shall 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 shall make a record of the proceedings.

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

Withdrawal During Process

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

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a 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 Procedures

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

PLACEMENT and/or EXPULSION FOR CERTAIN SERIOUS OFFENSES

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

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Student

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

Appeal

A student or the student's parent may appeal the placement by requesting a conference with the board's 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 permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code.

The student must:

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

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

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

Hearings and Required Findings

The student must first have a hearing before the board's designee, who must determine that in addition to the circumstances above that allowed 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 placement until:

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

Newly Enrolled Students

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

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student may be expelled for:

Engaging in the following, no matter where it takes place:

- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.

Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:

- Aggravated assault.
- Sexual assault.
- Aggravated sexual assault.
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Breach of computer security.

Engaging in conduct relating to a false alarm or report (including a bomb threat or a terroristic threat involving a public school).

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, as measured from any point on the school's real property boundary line, or while attending a school sponsored or school related activity on or off school property.

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony.
- 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.

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

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 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 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 Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

MANDATORY EXPULSION: MISCONDUCT THAT REQUIRES EXPULSION

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

Under Federal Law

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

Under the Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports 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.
 - An illegal knife, such as knife with a blade over 5 ½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device.
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson.
 - 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 Disciplinary Alternative Education Program (DAEP). A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

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

Process

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

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

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

Hearing

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

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

After the due process hearing, if the student is expelled, the board or 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 campus administrator 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 correlated to the seriousness of the offense, the student's age and grade level, the frequency of the misbehavior; the student's attitude, and statutory requirements.

The duration of a student's expulsion shall 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 may modify the length of the expulsion on a case-by-case basis.

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

WITHDRAWAL DURING PROCESS

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

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

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

ADDITIONAL MISCONDUCT

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

RESTRICTIONS DURING EXPULSION

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

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

NEWLY ENROLLED STUDENTS

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrolment 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 occurs, the student shall be given verbal written 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.

Glossary

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

Abuse is improper or excessive use.

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

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

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

Arson occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion and

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. 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 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 Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of the school.

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

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

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

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

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

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

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

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

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

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

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

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

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

Firearm Silencer means any device designed, made, or adapted to muffle the report of a firearm.

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

Harassment is:

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

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

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

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

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

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

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

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

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

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

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

Serious 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 a coercion, as defined by Section 1.07, Penal Code; or**
4. **Conduct that constitutes the offense of:**
 - a. **Public lewdness under Section 21.07, Penal Code;**
 - b. **Indecent exposure under Section 21.08, Penal Code;**
 - c. **Criminal mischief under Section 28.03, Penal Code;**
 - d. **Personal hazing under Section 37.152; or**
 - e. **Harassment under Section 42.07(a)(1), Penal Code, 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 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 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 Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicles tires.

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

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

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

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

