

Detroit Independent School District

2013-2014



Student Handbook & Code of Conduct

Parents and Guardians,

Please review the 2013-2014 DISD Student Handbook and Student Code of Conduct with your child. Your signature on the forms located in your child's Student Enrollment Packet is an acknowledgement of yours and your child's understanding and accountability for their behavior (sample forms are located within these documents). As required by state law, the DISD Board of Trustees has officially adopted *this* Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

Thank you,

DISD Board of Trustees

Detroit Independent School District
110 East Garner
Detroit, Texas 75436
903-674-6131

School Board Members

Mr. Dale Miller-President
Mr. Dwayne Nance-Vice President
Mrs. Frances Fletcher-Secretary
Mr. Jeff Blanton-Member
Mr. Michael Davis-Member
Mr. Bobby Bryan-Member
Mr. Randy Smith-Member

Central Office

Jolea Coleman-Administrative Assistant
Greg Jones-Business Manager
Sandy Galley-PEIMS Coordinator & Food Service Director
Rick Landis-Maintenance & Transportation Director
Anthony Eilers -Technology Director

Administration

Mark Keahey- Superintendent
Brian Howie-MS/HS Principal
Ella Duren-Elementary Principal
Becky McCain-Head Start/Early Childhood Director
Lance Connot-Athletic Director
Jeff Allensworth-Girls Athletic Coordinator
Karen Francis- Special Education Director

**Acknowledgment of Electronic Distribution of
Student Handbook**

My child and I have been offered the option to receive a paper copy of or to electronically access at www.detroiteagles.net the Detroit ISD Student Handbook and the Student Code of Conduct for 2013–2014.

I have chosen to:

- ☐ Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- ☐ Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

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 I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the principal at Brian Howie, High School/Middle School, 903-674-2646, bhowie@detroiteagles.net or Ella Duren, Elementary, 903-674-3137, eduren@detroiteagles.net

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

SAMPLE DOCUMENT

FORMS TO BE RETURNED ARE LOCATED IN THE STUDENT ENROLLMENT PACKET

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 DISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing 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. [See **Directory Information** for more information.]*

Directory Information

DISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- 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 _____ (student's name), **(do give)** **(do not give)** the district permission to use the information in the above list for the specified school-sponsored purposes.

Parent signature _____ Date _____

SAMPLE DOCUMENT

FORMS TO BE RETURNED ARE LOCATED IN THE STUDENT ENROLLMENT PACKET

**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. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** for more information.]

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 _____ (student's name), 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 _____

SAMPLE DOCUMENT

FORMS TO BE RETURNED ARE LOCATED IN THE STUDENT ENROLLMENT PACKET

Consent/Opt-Out Form

Dear Parent:

The district is required by federal law to notify you and obtain your consent for or denial of (opt-out) your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as "protected information survey" that concerns one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has a close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and to certain physical exams and screenings.

Following are activities requiring parental notice and consent or opt-out for the 2012–2013 school year. Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to Superintendent. The Superintendent will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

Opt-out for nonemergency physical exam or screening

Signature of Parent or Guardian _____

SAMPLE DOCUMENT

FORMS TO BE RETURNED ARE LOCATED IN THE STUDENT ENROLLMENT PACKET

PARENTAL CONSENT

I understand and accept to the responsibilities outlined in the District's Student Code of Conduct (SCOC) and the Student Handbook (SH).

I also understand and agree that my child shall be held accountable for the behavior and consequences outlined in both books at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location.

I understand that any student who violates the SCOC and the SH shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of the law.

I understand that the SH contains information that my child and I may need during the school year.

I understand that corporal punishment is an option that my child may be administered during the school year. **Please circle the option you would like for Detroit ISD to use concerning corporal punishment.**

I do agree to give consent for corporal punishment.

I do not agree to give consent for corporal punishment.

Signature of Parent or Guardian _____

Signature of Student _____

Date _____

SAMPLE DOCUMENT

FORMS TO BE RETURNED ARE LOCATED IN THE STUDENT ENROLLMENT PACKET

APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [http://pol.tasb.org/Policy/Download/1018?filename=FFI\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/1018?filename=FFI(LOCAL).pdf) .

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:

- 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
- 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:

- 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
- Interferes with a student's education or substantially disrupts the operation of a school.

Table of Contents

PREFACE	1
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	3
PARENTAL INVOLVEMENT	3
Working Together	3
Parent Involvement Coordinator	4
PARENTAL RIGHTS	4
Obtaining Information and Protecting Student Rights	4
“Opting Out” of Surveys and Activities	4
Inspecting Surveys	4
Requesting Professional Qualifications of Teachers and Staff	5
Reviewing Instructional Materials	5
Displaying a Student’s Artwork, Photos, and Other Original Work	5
Accessing Student Records	5
Granting Permission to Video or Audio Record a Student	6
Removing a Student Temporarily from the Classroom	6
Removing a Student from Human Sexuality Instruction	6
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	7
Excusing a Student from Reciting a Portion of the Declaration of Independence	7
Requesting Limited or No Contact with a Student through Electronic Media	7
Requesting Notices of Certain Student Misconduct	7
Prohibiting the Use of Corporal Punishment	7
School Safety Transfers	8
Requesting Classroom Assignment for Multiple Birth Siblings	8
Parents of Students with Disabilities with Other School-Aged Children in the Home	8
Request for the Use of a Service Animal	8
Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services	8
Parents of Students Who Speak a Primary Language Other than English	9
Accommodations for Children of Military Families	9
Student Records	10
Directory Information	11
Directory Information for School-Sponsored Purposes	12

Release of Student Information to Military Recruiters and Institutions of Higher Education	12
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS..	13
ABSENCES/ATTENDANCE	13
Compulsory Attendance.....	13
Exemptions to Compulsory Attendance	14
Failure to Comply with Compulsory Attendance	14
Attendance for Credit.....	15
Official Attendance-Taking Time.....	16
Parent’s Note after an Absence.....	16
Doctor’s Note after an Absence for Illness.....	16
Driver License Attendance Verification	16
ACADEMIC PROGRAMS	16
AWARDS AND HONORS	17
BULLYING	17
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	18
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	18
CLASS RANK / HIGHEST RANKING STUDENT	19
CLASS SCHEDULES	20
COLLEGE AND UNIVERSITY ADMISSIONS	20
COLLEGE CREDIT COURSES.....	21
COMPLAINTS AND CONCERNS	21
CONDUCT	21
Applicability of School Rules.....	21
Disruptions of School Operations	22
Social Events.....	22
CONTAGIOUS DISEASES / CONDITIONS	22
COUNSELING	23
Academic Counseling.....	23
Personal Counseling.....	23
Psychological Exams, Tests, or Treatment.....	23
COURSE CREDIT	23
CREDIT BY EXAM—If a Student Has Taken the Course.....	23
CREDIT BY EXAM—If a Student Has Not Taken the Course.....	24
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	24

Dating Violence	24
Discrimination.....	25
Harassment.....	25
Sexual Harassment and Gender-Based Harassment	25
Retaliation	25
Reporting Procedures.....	26
Investigation of Report	26
DISCRIMINATION	26
DISTANCE LEARNING	26
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	27
School Materials	27
Nonschool Materials...from students	27
Nonschool Materials...from others.....	28
DRESS AND GROOMING	28
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES.....	30
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	30
Possession and Use of Other Personal Electronic Devices.....	30
Instructional Use of Personal Telecommunications and Other Electronic Devices	30
Acceptable Use of District Technology Resources	31
Unacceptable and Inappropriate Use of Technology Resources	31
END-OF-COURSE (EOC) ASSESSMENTS	31
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	32
Standards of Behavior.....	32
Offices and Elections	33
FEES	33
FUND-RAISING	34
GANG-FREE ZONES	34
GENDER-BASED HARASSMENT.....	34
GRADE CLASSIFICATION	34
GRADING GUIDELINES	34
GRADUATION	35
GRADUATION PROGRAMS.....	36
Certificates of Coursework Completion	37
Students with Disabilities	37

Graduation Activities	37
Graduation Speakers	38
Graduation Expenses	38
Scholarships and Grants.....	38
HARASSMENT	38
HAZING	38
HEALTH-RELATED MATTERS	38
Bacterial Meningitis.....	38
Food Allergies.....	40
Physical Activity for Students in Elementary and Middle School	40
School Health Advisory Council (SHAC).....	41
Other Health-Related Matters	41
Physical Fitness Assessment.....	41
Vending Machines	41
Tobacco Prohibited	41
Asbestos Management Plan	41
Pest Management Plan.....	41
HOMELESS STUDENTS	42
HOMEWORK.....	42
IMMUNIZATION	42
LAW ENFORCEMENT AGENCIES	42
Questioning of Students.....	42
Students Taken Into Custody	43
Notification of Law Violations	43
LIMITED ENGLISH PROFICIENT STUDENTS	44
MAKEUP WORK	44
Makeup Work Because of Absence.....	44
DAEP Makeup Work.....	45
In-school Suspension (ISS) Makeup Work.....	45
MEDICINE AT SCHOOL.....	45
Psychotropic Drugs.....	46
NONDISCRIMINATION STATEMENT.....	46
NONTRADITIONAL ACADEMIC PROGRAMS	46
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS.....	46

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE	47
PRAYER.....	47
PROMOTION AND RETENTION.....	36
RELEASE OF STUDENTS FROM SCHOOL	49
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	49
RETALIATION	49
SAFETY	49
Accident Insurance.....	50
Drills: Fire, Tornado, and Other Emergencies.....	50
Fire Drill Bells	50
Tornado Drill Bells	50
Emergency Medical Treatment and Information	50
Emergency School-Closing Information	50
SAT, ACT, AND OTHER STANDARDIZED TESTS	50
SCHOOL FACILITIES	51
Use by Students Before and After School	51
Conduct Before and After School.....	51
Use of Hallways During Class Time	51
Cafeteria Services	51
Library.....	51
Meetings of Noncurriculum-Related Groups.....	52
SEARCHES	52
Students’ Desks and Lockers	52
Electronic Devices	52
Vehicles on Campus	52
Trained Dogs.....	53
Drug-Testing	53
SEXUAL HARASSMENT.....	53
SPECIAL PROGRAMS	53
STANDARDIZED TESTING	53
SAT/ACT (Scholastic Aptitude Test and American College Test).....	53
STAAR (State of Texas Assessments of Academic Readiness).....	53
Grades 3–8	53
End-of-Course (EOC) Assessments for Students in Grades 9–12... Error! Bookmark not defined.	

TAKS (Texas Assessment of Knowledge and Skills)	54
STEROIDS	55
STUDENTS IN PROTECTIVE CUSTODY OF THE STATE	55
STUDENT SPEAKERS	55
SUICIDE AWARENESS	56
TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)	56
TARDINESS.....	56
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS	56
TRANSFERS	57
TRANSPORTATION.....	57
School-Sponsored Trips.....	57
Buses and Other School Vehicles	57
VANDALISM.....	58
VIDEO CAMERAS.....	58
VISITORS TO THE SCHOOL	58
WITHDRAWING FROM SCHOOL	58
Glossary	60
APPENDIX III: Use of Student Work in District Publications	68
Index	1

PREFACE

To Students and Parents:

Welcome to school year 2013–2014! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The DISD 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 two 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.

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

Both students and parents should become familiar with the DISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook.

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 (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct 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 the 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.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the principal.

Also, please complete and return to your child’s campus the following forms [included in this handbook or provided in the forms packet accompanying this handbook]:

1. Student and Parent Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See Obtaining Information and Protecting Student Rights and Directory Information for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the district's central office or online at www.detroitagles.net

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the DISD Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** and **Academic Programs**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at MS/HS office 903-674-2646 or Elementary office at 903-674-3137 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [For further information, see policies at GKG and contact your school secretary or principal.]
- Participating in campus parent organizations. Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the principals.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Donna Pyeatt and may be contacted at 903-674-2646.

PARENTAL RIGHTS

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. [For further information, see policy EF (LEGAL).]

“Opting Out” of Surveys and Activities

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for 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. [See policies EF and FFAA.]

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 a 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.

[Also see Removing a Student from Human Sexuality Instruction for additional information.]

Displaying a 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, and other original works on the district's Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications 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.

[See Student Records.]

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 video or voice recording of your child. State law, however, permits the school to make a video 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.

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 the Texas Education Agency.

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.

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 campus principal for additional information.

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. [See **Pledges of Allegiance and a Minute of Silence** and policy EC (LEGAL).]

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

You may request that your child be excused from 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. [See policy EHBK (LEGAL).]

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.

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.

Requesting Notices of Certain Student Misconduct

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

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 return the form included in the forms packet OR 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:

- Education Code 37.0832 defines the request of a transfer of your child to another classroom or campus if your child has been determined by the district to be a victim of bullying as the term. Transportation is not provided for a transfer to another campus. See the campus principals for this information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.

[See **Bullying** policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]
- 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. [See policy FDE.]

Requesting Classroom Assignment for Multiple Birth Siblings

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

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 be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB (LOCAL).]

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.

Options and Requirements for 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 (RtI). The implementation of RtI has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If 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 prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities***. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, ***A Guide to the Admission, Review, and Dismissal Process***.

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Karen Francis at 903-674-2244.

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, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The

district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

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

A parent or eligible student may inspect records during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

The address of the principals' offices is: 110 East Garner, Detroit, Texas 75436

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 principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences**, and **Student or Parent Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at www.detroiteagles.net

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

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, the parent or an eligible student may prevent release of a student's directory information. 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. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in this handbook OR included in the forms packet.]

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes:

- School programs
- Athletic events
- Honor roll
- Student awards
- Class activity reports

For these specific school-sponsored purposes, the district would like to use your child's student name, address, telephone listing, email address, photograph, date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at

Directory Information.

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

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

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact your campus principal.

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 compulsory attendance, the other with attendance for course credit—are of special interest to students and parents. They are discussed below.

School attendance requirement for participation in extracurricular activities:

Students who are absent from school on any given day (Full or Partial Days) are not eligible to participate in extracurricular events/activities that same day or evening. This will include events/activities relating to athletics, FFA, BETA, FCCLA, OAP, Academic UIL, Student Council, grade level activities, and other school related clubs/organizations not listed. Medical absences, which consist of attending school for a partial day and providing documented proof of presence at a doctor’s appointment for the same day, will not count as an absence for the purpose of extracurricular participation. Absence from school for the purpose of participation in co-curricular or extracurricular events/activities will not count as an absence for the purpose of extracurricular participation.

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 policy FEA.]

Students enrolled in prekindergarten or kindergartens are required to attend school.

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 instruction program as a result of a diagnostic reading instrument.

A student in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

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.

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 student notifies his or her teachers and 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.

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 from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent 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 a criminal offense.

If a student is age 18 or older, the student may be subject to penalties as a result of the student's violation of the state compulsory attendance law.

[See policy FEA (LEGAL).]

*An after-school detention should only be administered after students have been late to class or misplaced/forgotten materials, or have **left early** and/or been **tardy** on at least three occasions.

MORE THAN 3 VIOLATIONS IN A SIX WEEKS WILL RESULT IN ASD BEING SERVED FOR EACH VIOLATION.

Attendance for Credit

To receive credit in a class, a student 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 for the class if he or she completes a plan, approved by the principal, that 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 for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student 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, if appropriate. [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. Elementary 10:00 a.m. and MS/HS @ the beginning of each class period.

Official attendance is taken every day. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Parent's Note after an Absence

Students and Parents are encouraged to maintain an independent record of their individual child's school attendance.

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

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 return to school, a student absent for more than 5 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.

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. [See policy FEC (LOCAL).]

Driver License Attendance Verification

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

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** in this handbook and policies at EIF.]

AWARDS AND HONORS

Texas Scholar Program

Texas Scholar is not a graduation program. It was implemented by the Red River County Coalition to motivate High School students to take courses designated to better prepare them to compete in a high tech, global economy.

Texas Scholars must complete the Recommended High School Program or Distinguished Achievement Program with the addition of a fourth (4th) year upper level math and science course.

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 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 "cyber bullying."

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 administration will investigate any allegations of bullying or 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. [Also see **School Safety Transfers.**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in Home Economics, Career Prep, Vocational Agriculture, Principles of Technology and Business Education.

DISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all-educational and CTE programs. [Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.]

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 a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

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

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

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://sapn.nonprofitoffice.com>

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

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

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

Reports may be made to:

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

CLASS RANK / HIGHEST RANKING STUDENT

Recognition for academic honors will be given to the following seniors:

Valedictorian- Highest-ranking student

Salutatorian- Second highest-ranking student

Honor Students: For the graduating class, students with an overall GPA in the top 10 will be recognized as honor students.

The determination of class rank will be as follows:

- Final Senior Ranking will be determined when final grades are posted for all Dual Credit classes. Fifth year students, homebound students, and students from non-accredited schools will not be ranked.
- Students will be ranked by weighted Grade Point Averages. A scale giving higher points for advanced classes will be used.
- Grades from all four years of an accredited high school will be applicable.
- In order to be eligible for the Valedictorian/Salutatorian recognition, a student must attend Detroit High School the last two years of his or her high school career.
- All classes will be used in calculation class rank EXCEPT the following: Correspondence courses, credit by exam, summer school course, office aide, concurrent enrollment, athletics, and physical education.
- Points will be assigned for a class once, regardless of the number of hours the class meets, or the number of credits assigned for a class.
- Students will receive grade points according to the table below plus 1/10 of the grade point that will equal the last digit of the actual grade earned. These points will be given upon completion of each yearlong course.

Quality of Work	Distinguished	Recommended	Minimum	Basic
Superior 100	16	13	10	7
Excellent 90-100	15	12	9	6
Good 80-89	14	11	8	5
Fair 70-79	13	10	7	4
Failing 0-69	0	0	0	0

*Graduation Plans are subject to change. TEA plans for the SBOE to approve graduation requirements in January, 2014, for the 2014-15 school year so that schools can begin pre-registration for the Fall of 2014. New state course offerings will be approved in July, 2014, for use in the Fall.

Example Student A: Student A receives a grade of 87 in Algebra I, a minimum course. According to the table, the student will be awarded 8 grade points plus 1/10 of the grade point that represents the last digit of the actual grade earned which are 7. Therefore, student A will receive 8.7 grade points for the grade of 87 in Algebra I.

[For further information, see policy EIC.]

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.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

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. The University through an independent review process will consider additional applicants.

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 or the principal for further information about automatic admissions, the application process, and deadlines.

[See also **Class Rank/Highest Ranking Student** for information specifically related to how the district calculates a student's rank in class].

COLLEGE CREDIT COURSES

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 Paris Junior College;
- Certain CTE courses.

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.

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 principal's or superintendent's office www.detroit eagles.net

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.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these 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 period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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 at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of 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.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event may be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

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 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.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 9-12 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.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

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. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact Donna Pyeatt 903-674-2646.

[Also see Suicide Awareness.]

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 state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports requires a psychological examination, test, or treatment.

[For more information, refer to policies EHBA (LEGAL), FFE (LEGAL), and FFG (EXHIBIT).]

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 for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam 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 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.

[For further information, see the counselor and policy EHDB (LOCAL).]

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 or to accelerate to the next grade level.

A student will earn course credit with a passing score of at least 90 on the exam. Depending on the student's grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies.

[For further information, see policy EHDC (LOCAL).]

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. [See policy FFH.]

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. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. 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. A copy of the district's policy is available in the principal's office, in the superintendent's office, or online at www.detroit eagles.net

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.

Two types of prohibited harassment are described below.

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.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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, counselor, principal, or other district employee. The student's parent may make the report. See policy FFH (LOCAL) for the appropriate district officials to whom to make a report.

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.

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.

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

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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.

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

DISCRIMINATION

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

DISTANCE LEARNING

Distance learning and correspondence courses include 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. [Also see **Extracurricular Activities, Clubs, and Organizations**] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

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 the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school yearbook is available to students.

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

[See Directory Information for School-Sponsored Purposes.]

Non-school Materials...from students

Students must obtain prior approval from the campus principals 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 non-school 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 student bulletin board as the location for approved non-school 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 non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal’s approval will be removed.

Non-school Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principals for prior review. The campus principals 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 non-curriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Caps, hats, doo-rags, hoods and anything similar to those will not be worn in buildings.
- The only visible piercing allowed will be earrings in girls' ears.
- Hair shall be kept clean and well groomed (out of the eyes) and shall not be cut in patterns or styles that are distracting, lewd, offensive, obscene, or of unnatural color. Hair will not be permitted to be a distraction to self or others.
- All clothing must be buttoned, zipped, or otherwise closed appropriately (undergarments may not be visible.)
- Boys are not permitted to wear barrettes, hair bands, rubber bands, etc.
- Shirts that are excessive in length will be tucked in.
- Sleeveless shirts or tops, of any kind, are not permitted.
- No sagging pants.
- Shorts may not be shorter than the top of the knee when standing.

- Tattoos will be covered at all times. Students may wear approved, temporary “Spirit” tattoos.
- Shoes or other appropriate footwear must be worn at all times. No bare feet or house shoes will be allowed.
- No pajamas/pajama pants, or work-out gear unless pre-approved by the campus principal.
- Students shall follow appropriate personal hygiene practices relative to body and clothing cleanliness.
- No holes in jeans, slacks, shorts, capris, skirts, etc. above the knee exposing undergarments or flesh. Such holes must be patched permanently.
- **NO POCKET KNIVES ALLOWED**

Females:

- Dresses, blouses, shirts, shall not have low front or back necklines. Strapless garments and tank tops are not permitted.
- Crop tops or bare midriffs are not permitted (measured with both arms raised.)
- Dresses and skirts may not be shorter than knee-length.

Males:

- Jeans, slacks, jumpsuits, or overalls will all be acceptable.
- No male student may wear earrings.
- Neatly trimmed facial hair for high school students (discretion of principal.) No facial hair is permitted in Junior High.
- Sleeveless shirts or tops, of any kind, are not permitted.

The administration shall have the authority to rule against any individual’s piercing, garment worn or grooming which is deemed inappropriate or disruptive to normal school operation.

The student dress code will apply to students on a daily basis as well as during attendance at school sponsored activities.

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.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications 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.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, authorized personnel may search a student's personal telecommunications device. [See **Searches** and policy FNF.]

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

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 the items.

In limited circumstances and in accordance with law, authorized personnel may search a student's personal electronic device. [See **Searches** and policy FNF.]

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly 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 in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

END-OF-COURSE (EOC) ASSESSMENTS End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, 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.

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

and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

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

Also see **Graduation** for additional information.

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.

State law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition, govern eligibility for initial and continuing participation in many of these activities. 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. [See <http://www.uil texas.org> for additional information.]

The following requirements 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 an 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.
- A student is allowed in a school year up to 30 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 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 such as the band, choir, FFA, Beta Club, Student Council, FCCLA and drill and athletic teams 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 standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups** on page.]

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Beta Club, Student Council, Class Officers, FFA and FCCLA.

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.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credits that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit might be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 30 days before the event. [For further information, see policies at FJ and GE.]

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.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

GRADE 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

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. See **Graduation** below, **Course Credit** on page, and **Standardized Testing** on page for additional information regarding EOC assessments.

GRADUATION

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the 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 must meet the following credit and course requirements for graduation under the programs listed:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	3	4	4
Social Studies, including Economics	4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1 (effective for grade 9 in 2010– 2011 school year and thereafter)	1	1
Locally required courses	1 Technology	1 Technology	1 Technology
Electives**	6.5 credits	6.5 credits	5.5 credits
Miscellaneous			Completion of 4 Advanced Measures***

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
TOTAL	24 credits	28 credits	28 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, or social studies for the required credit of physical education. The student's ARD committee, Section 504 committee, or other campus committee, as applicable, will make this determination.

** 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.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, 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 every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus 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.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has 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 who receives special education services 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 commencement ceremony.

[See policy 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 Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes a STAAR Modified or STAAR Alternate EOC assessment, the score on the EOC assessment will not be used as 15 percent of the final course grade and is not required to be used toward the student's cumulative score for graduation.

Commencement Activities

Graduation activities will include:

- Senior Reception or Dinner
- Senior Commencement Exercises

Commencement Speakers

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

A student must meet local 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.

[For student speakers at other school events, see **Student Speakers** on page.]

[See FNA (LOCAL) and the Student Code of Conduct.]

Commencement 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 the 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. [See **Student Fees** on page.]

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 counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page.]

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.

The district will not tolerate hazing. 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.

[Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria can cause it. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

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

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It 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 Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

- Please note that, although the state literature required to be distributed by school districts has not yet been revised, entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to 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.

Also refer to **Immunizations**, below, for more information.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the district nurse at 903-674-3137.

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 3 meetings. Additional information regarding the district's School Health Advisory Council is available from the school nurse, Geraldine Sprools. [See also policies at BDF and EHAA.]

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. See policies at BDF and EHAA.

[See Removing a Student from Human Sexuality Instruction for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principals 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 superintendent. [See policies at CO and FFA.]

Tobacco Prohibited

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Albert McCoin, the district's designated asbestos coordinator.

Pest Management Plan

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

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

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Donna Pyeatt.

HOMEWORK

Homework will be assigned periodically as a means to support classroom instruction and provide students with an opportunity to practice the skills taught in all academic areas.

IMMUNIZATION

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, the district can honor only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), 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, rubella (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB (LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

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

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 student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or 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.

[For further information, see policies FL (LEGAL) and GRAA (LEGAL).]

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

Makeup Work Because of 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 will be permitted to make up tests and to turn in projects due in any class missed because of 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 a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

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, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL).]

MEDICINE AT SCHOOL

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 policies at 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, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

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 or principal.

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 or principal for 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, DISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Mark Keahey, 110 East Garner, Detroit, Texas 75436 (903)-674-6131
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Donna Pyeatt
- All other concerns regarding discrimination: See the superintendent, Mark Keahey.

[See policies FB (LOCAL) and FFH (LOCAL).]

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma.**]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

The UIL, which governs participation in the athletic program, requires physical examinations of students to be conducted periodically and after certain physical injuries and under certain

conditions. The UIL constitution and by-laws as well as the athletic director may be referenced for information regarding physical examinations.

Eye exams, Hearing exams, and other routine health screenings will be preformed by our school nurse Geraldine Sprools.

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.**]

State law requires that one minute of silence 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. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC(LEGAL) for more information.]

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-referenced 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 student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification.**]

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 assessments 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 assessments.

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.

[See Standardized Testing.]

Parents of a student who does not perform satisfactorily on his or her 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. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing** for more information about 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, school counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is 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 school 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 additional information, see the school counselor or principal and policy EIF(LEGAL).] 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.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day.

Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every six weeks.

At the end of the first three weeks of a grading period parents will be given a written progress report of their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal or 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. [See policy EIA (LOCAL) and **Grading Guidelines**.]

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation on page.**]

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 ensuring school safety. A student should:

- Avoid conduct that is likely to put the student or others 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 any safety hazards, such as intruders on campus or 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 injury to their child.

Drills: Fire, Tornado, 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.

Fire Drill

Alarm Sounds leave the building

Administrator Directive may return to the building

Weather Drill

Administrator Directive “Weather Alert” move to the designated locations

Administrator Directive return to the classroom

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 another emergency, or if the campus must restrict access due to a security threat.

If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways: Global Connect call-out system or web-site posting.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See Standardized Testing.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Cafeteria

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials.

Extracurricular participants are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the Sponser.

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See Sandy Galley, Food Services Coordinator, to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

*There will be a \$30.00 limit to cafeteria charges.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- • Elementary Library 8a.m.-3p.m.
- Middle/High School Library 8a.m.-3p.m.

Meetings of Non-curriculum-Related Groups

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL).

A list of these groups is available in the principal's office.

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.

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.

Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated 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.

[See policy FNF (LEGAL) for more information.]

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. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. 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 the student's parent also refuses a search, 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. Trained dogs may also conduct searches of classrooms, common areas, or student belongings when students are not present. School officials may search an item in a classroom, a locker, or a vehicle to which a trained dog alerts.

Drug-Testing

The District requires drug testing of any student who chooses to participate in school-sponsored extracurricular activities.

[For further information, see policy FNF (LOCAL).]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

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 Donna Pyeatt at 903-674-2646.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the 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.

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. See **Promotion and Retention** for additional information.

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

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

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, 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.

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

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

TAKS (Texas Assessment of Knowledge and Skills)

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

For a student in grade 11 during the 2012–2013 school year, the student will be assessed with what is termed the “exit-level” TAKS in the subject areas of mathematics, English/language arts, social studies, and science, for which satisfactory performance is required for graduation. Any student in grade 12 who has not met the passing standard on the exit-level TAKS will have an opportunity to retake the exam in accordance with timelines established by TEA.

Also see Graduation for more information.

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. Beginning in fall 2013, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Bodybuilding, 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.uiltexas.org/health/steroid-information>.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas 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 the custody of the state 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.

Please contact Donna Pyeatt, who has been designated as the district's liaison for children in the conservatorship of the state, at 903-674-2646 with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: graduation ceremonies, homecoming and PTO events. The subject of the speech of any student speaking at a school-sponsored event shall be clearly designated in advance. Students shall speak only on the designated subject. As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-

sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

[See policy FNA (LOCAL) regarding other speaking opportunities and **Graduation** for information related to student speech at graduation ceremonies.]

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 Web site: <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 the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- <http://www.texassuicideprevention.org>
- <http://www.dshs.state.tx.us/mhservices-search/>

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

See Standardized Testing.

TARDINESS

At the HS/JH a student who is tardy to class by more than 10 minutes will be counted absent. At the Elementary: 3 tardies = an absence (Local) and 3 Leave Early Instances = an absence (Local). Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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.

[See School Safety Transfers, Bullying, and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Service, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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 living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's Web site.

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. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Jackie Rick Landis, Transportation Director, at 903-674-2646 ext. 264

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 at the designated stop.
- Keep feet, books, instrument cases, 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 school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

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 for years to come—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.

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 district schools. 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.

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 clinic 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.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

FERPA refers to the federal Family Educational Rights and Privacy Act that grant specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR Alternate is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services that meet the participation requirements, as determined by the student's ARD committee.

STAAR Modified is an alternative state-mandated assessment based on modified achievement standards that are administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grade 11 and is required for graduation for these students. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Qualified instructors teach courses, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

DETROIT ISD COMPUTER AND INTERNET USE POLICY

The use of networked computers is an integral part of the curriculum and instruction in the DISD. The DISD's computer network has been established for educational purposes. The term educational purpose includes, but is not limited to, access to libraries and databases, news and current events, information management, classroom activities, media center projects, research, and career development and credit recovery software. However, despite its enormous educational opportunities, the Internet also contains the potential for abuse. It is the opinion of DISD that the educational opportunities and benefits far outweigh the negatives of the Internet. DISD is not responsible for ensuring the accuracy or usability of any information found on external networks. For safety purposes, DISD employs both an Internet filter and firewall. DISD maintains compliance with CIPA (Children's Internet Protection Act.)

DISD administration and Board of Trustees expects all employees and students to abide with the on-line Acceptable Use Procedures. Failure to follow guidelines may result in disciplinary action. Parent(s)/guardian(s) will be given the opportunity to determine their child's access to the Internet at the beginning of each school year. The DISD will not be responsible for any and all claims arising out of or related to the usage of this interconnected computer system.

Responsibilities of Students

The use of the computers and networks is a privilege and not a right, inappropriate use will result in the cancellation of those privileges and/or disciplinary action by school officials. A student's activities, while using the computers and networks, including the Internet, in school, must be in support of education and research consistent with the educational objectives of DISD. In addition, a student accessing the Internet from a school site is responsible for all on-line activities, which take place through the use of his or her account. When using any Internet site, students must comply with rules appropriate for that site.

Responsibilities of Educators

Educators will be responsible for explaining the Acceptable Use and Internet Safety Policy for Computers and Networks, for monitoring student activity while using computers and networks, including the Internet, and for taking reasonable precautions to prevent students from accessing inappropriate material. In addition, the school system will utilize software-filtering programs to reduce the likelihood that students will access inappropriate sites. In order to increase the protection of all users and to provide for network security, educators will keep any passwords or lists of passwords secure.

Responsibilities of Parents

Parents and guardians are responsible for reading and discussing with their children the acceptable/appropriate and unacceptable uses of the computers and networks, including the Internet safety, as described in this document.

Consequences of Violation

The policies, procedures and rules for acceptable/appropriate use of computers and networks are contained in the Student Handbook and the Student Code of Conduct. They are intended to

make the computers and networks safe, reliable, and educationally appropriate for users. They are also intended to minimize the burden of administering the networks, so that more time can be spent enhancing services. Use of the computers and networks is a privilege and not a right. Violation of the policies, procedures, and rules of DISD concerning the use of computers and networks may result in loss of computer privileges and Internet access, disciplinary actions under the Code of Conduct, and/or appropriate legal action. DISD reserves the right to determine whether specific uses of the computers and networks, including the Internet are acceptable or inappropriate. The principals or designees will review information and facts to determine in their professional judgment the severity of the violation and will follow district policy and guidelines to administer consequences.

Security

Security on any computer system is a high priority, especially when the system involves many users. If a user identifies or has knowledge of a security problem on the network/Internet, the user must notify a system administrator as soon as possible. The security problem should not be shown or demonstrated to other users. Attempts to log on the network system as another user or a system administrator will result in cancellation of user privileges and disciplinary action. DISD reserves the right to deny access to any user identified as a security risk or having a history of problems with other computer systems. All DISD student usage of the Internet and networks is subject to monitoring by DISD personnel for inappropriate use.

Disclaimer

DISD makes no warranties of any kind, whether expressed or implied, for the service it is providing and is not responsible for any damages suffered by users. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its negligence or user errors or omissions. DISD is not responsible for phone/credit card bills or any other changes incurred by users. Use of any information obtained via the Internet is at the users own risk. DISD specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Exception of Terms and Conditions

All terms and conditions as stated in this document are applicable to DISD. The terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. Terms and conditions shall be governed and interpreted in accordance with the laws of the State of Texas and the United States of America.

Terms and Conditions

The following terms and conditions apply to all computer and network usage, including the Internet.

- Users shall not erase, rename, or make unusable anyone else's computer files, programs or disks.
- Users shall not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources.
- Users shall not tamper with computers, networks, printers or other associated equipment except as directed by the teacher or librarian.

- Users shall not write, produce, generate, copy propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
- Users shall not copy, change or transfer any software or documentation provided by DISD, teachers, or another student without permission from authorized staff members.
- Users shall not use a computer or network for unlawful purposes, such as the illegal copying or installation of software or transmission or reception of any material in violation of federal or state regulations. This includes but is not limited to copyrighted material threatening or obscene material, or protected trade secrets
- Users shall not use DISD computers or networks for any non-instructional or non-administrative purpose (e.g. inappropriate games or activities for personal profit).
- Users shall not take home technology equipment (hardware or software) without written permission of a school administrator.
- Users shall not let other persons use their name, logon, password or files for any reason (except for authorized staff members).
- Users shall not use or try to discover another user's password.
- No student is to use the Internet without the supervision of a teacher or librarian.
- Users shall not download files from the Internet without prior approval and supervision of a librarian or teacher.
- Users shall not deliberately use the computer to annoy or harass others with language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.
- Students shall promptly disclose to a teacher or school administrator any message that the student feels is inappropriate or that makes the student feel uncomfortable.
- Do not communicate any credit card number, bank account, or any other financial information
- For student protection, personal information regarding users must not be provided across the Internet (e.g., last names, pictures, addresses, telephone numbers, or social security numbers) unless authorized by the students' parents and the administration.
- It is unacceptable to send chain letters or pyramid schemes to lists or individuals and any other type of use, which would cause congestion of the Internet/network or otherwise interfere with the work of others.
- Users should not expect that files stored on computer servers would always be private.
- Note that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- A fee may be charged for printed materials.

- All users must have a signed Acceptable Use and Internet Safety Policy for Computers and Networks on file with DISD before use of computer and network facilities is allowed.

Inappropriate Language

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- Students and employees shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Students and employees shall not post information that could cause damage or a danger of disruption.
- Students and employees shall not engage in personal attacks, including prejudicial or discriminatory attacks, based on a person's race, gender, sexual orientation, religion, national origin or disability, or engage in any other harassment or discrimination prohibited by school district policy or by law.
- Students and employees shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them messages, they must stop.
- Students and employees shall not knowingly or recklessly post false or defamatory information about a person or organization.

Internet Safety Policy for DISD

Introduction

It is the policy of DISD to: prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; prevent unauthorized access and other unlawful online activity; prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254 (h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bonafide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the DISD online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: unauthorized access, including so-called 'hacking,' and other unlawful activities; and unauthorized disclosure, use and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the DISD staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

The campus Computer Literacy teachers or designated representatives will provide age-appropriate training for students who use the DISD Internet facilities. The training provided will be designed to promote the DISD commitment to:

- The standards and acceptable use of Internet services as set forth in the DISD Internet Safety Policy
- Student safety with regard to; safety on the Internet; appropriate behavior while online, on social networking web sites, and in chat rooms; cyber bullying awareness and response
- Compliance with the
- E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of DISD's acceptable use policies.

Adoption

The DISD Board of Trustees at a public meeting, following normal public notice, has adopted this Internet Safety Policy.

Parental Information and Authorization-District Network and Internet Resources

The Detroit Independent School District provides opportunities for students to have access through the Internet to electronic mail, databases, libraries, museums, and other information sources as part of its overall instruction program and for the purposes specified in the Network and Internet Use Policy.

I have read the Network and Internet Use Policy included within the Student Handbook and Student Code of Conduct. I understand the conditions for use of the network and Internet resources provided by the DISD for the purpose of promoting education excellence and supporting instructional goals.

By my signature below, I consent to my child having access to the Internet through DISD Network and release the school district from any responsibility for information my child may obtain in the course of using the Internet.

Further I agree that any use of the network and Internet under my child's user ID or account must be consistent with that policy. I understand that District employees have the authority to monitor Network usage, including electronic messages sent and received to ensure compliance with the policy, and by this Agreement consent to that access.

I understand that my child is responsible for any transactions that occur under his or her user ID or account, that any violation of that policy will be considered a violation of the Student Code of Conduct, and that my child may be denied access to the District's electronic resources in addition to any other disciplinary action.

Parent's Signature: _____ Date: _____

Parent's Printed Name: _____ Campus: _____

Student User Agreement-District Network and Internet Resources

I have read the Network and Internet Use Policy included within the Student Handbook and the Student Code of Conduct. I understand the conditions for use of the network and Internet resources provided by the DISD for the purpose of promoting education excellence and supporting instructional goals.

By my signature below, I agree that any use of the Internet under my user ID through DISD Network will release the school district from any responsibility for information I may obtain in the course of using the Internet.

Further I agree that any use of the network and Internet under my user ID or account must be consistent with that policy. I understand that District employees have the authority to monitor Network usage, including electronic messages sent and received to ensure compliance with the policy, and by this Agreement consent to that access.

I understand that I am responsible for any transactions that occur under my user ID or account, that any violation of that policy will be considered a violation of the Student Code of Conduct, and that I may be denied access to the District's electronic resources in addition to any other disciplinary action.

Student's Signature: _____ Date: _____

Student's Printed Name: _____ Campus: _____

SAMPLE DOCUMENT

FORMS TO BE RETURNED ARE LOCATED IN THE STUDENT ENROLLMENT PACKET

MEDIA FORM FOR DETROIT ISD 2013-2014

Print Student's Full Name: _____

Grade Level: _____ Campus: _____

Parent or Guardian:

DISD campuses use technology and media sources to educate its student body as well as to recognize and honor student achievements in addition to promoting the District.

Please circle YES or NO in response to each of the following media permission requests. When you are finished, please sign and date this form and have your student return it to your child's campus as soon as possible.

1. I give DISD permission to make or have still photographs made of my child for publications on the campus Web site as well as affiliated, DISD teacher Web sites, other internet sites used by the District, and Detroit's local newspapers. I understand that my child's photograph will appear with his/her name. I also understand that my child's photo may remain on the District web site for a period of up to one year from the original date of publication.

YES/NO

2. I give DISD permission to make or have still photographs made of my child for the yearbook, awards assembly, music shows, newsletters, sporting events, etc.
* If you do not want your child's photo taken for any reason, please discuss this with them so they understand they will not be included in the above. In some cases we will need to block their photo from group shots.

YES/NO

3. I give DISD permission to videotape or allow the videotaping of my child for the following purposes:

- For educational and demonstrative use in the classroom and on campus. I understand that some classes and campus related activities integrate video projects into the curriculum
- For inclusion in DISD's District Web site, and other web sites utilized by the District.

YES/NO

4. I give DISD permission to audiotape or allow the audiotaping of my child or permission to allow _____ interviewing of my child by a local news reporter.

YES/NO

5. Occasionally, the DISD wishes to display or publish student artwork, photos taken by the student, or other original work on the district's Web site, a Web site affiliated or sponsored by the district, such as campus or classroom Web site, and in district publications in or around the campus. The district agrees to only use these student projects in this manner.

YES/NO

I have selected my preference for the Detroit ISD media permission requests listed above. To all listed media requests I have agreed to, I do hereby agree to hold harmless the Detroit ISD from any claims or causes of action directly related to the photographing, videotaping, audio taping, or on-line publishing of my child or their works.

PRINT PARENT OR GUARDIAN'S FULL NAME: _____

SIGNATURE: _____ DATE: _____

Index

- absences
 - attendance review committee, 57
 - doctor's note, 15
 - excused, 13
 - extenuating circumstances, 15
 - for college visits, 14
 - for competition, 29
 - makeup work, 42
 - military families, 10
 - parent's note, 15
 - unexcused, 14
 - See also attendance.
- academic programs, 16
 - nontraditional, 44
 - parent involvement, 3
 - See also graduation, requirements.
- accelerated instruction
 - attendance, 13, 14
 - defined, 57
 - reading instruction, 13
- accident insurance, 47
- ADA/Section 504 coordinator, 44
- admission, review, and dismissal (ARD) committee, 35
- admissions
 - college and university, 18
 - University of Texas at Austin, 19
- Advanced Placement (AP) courses, 19
- anaphylaxis, 43
 - See also food allergies.
- asbestos, 39
- attendance, 13
 - college visits, 14
 - compulsory, 13
 - doctor's note, 15
 - driver license, 16
 - exemptions, 13
 - extenuating circumstances, 15
 - failure to attend, 14
 - for credit, 14
 - military families, 10
 - official attendance-taking time, 15
 - parent's note, 15
 - removing a student from the classroom, 6
 - students 18 or older, 13
 - unexcused absences, 14
- attendance review committee, 14, 22
 - defined, 57
- automatic admission, 18
- awarding credit, 21
- awards, 16
- bacterial meningitis, 36
 - communicability, 37
 - defined, 37
 - prevention, 37
 - symptoms, 37
 - See also contagious diseases.
- bilingual programs, 9, 41
- bullying, 16
 - counseling, 17
 - cyberbullying, 16
 - investigation, 25
 - school safety transfer, 8
 - See also hazing.
- buses, 54
 - pick-up and drop-off locations, 54
 - required conduct, 54
 - routes and schedules, 54
- cafeteria, 49
 - nutrition, 49
- career and technical education (CTE), 17
 - college credit courses, 19
 - counseling, 21
 - nondiscrimination statement, 17
- Celebrate Freedom Week, 7
- cell phones, 27
- certificate of attendance, 35
- certificate of coursework completion, 35
- child abuse, 17
- class changes, 54
- class rank, 18
- class schedules, 18
- clubs. See extracurricular activities.
- college
 - admissions, 18
 - credit, 19

- University of Texas at Austin, 19
- visits, 14
- complaints, 11, 19
- conduct, 20
 - at social events, 20
 - before and after school, 48
 - disrupting school operations, 20
 - on school buses, 54
 - on school transportation, 20
 - use of hallways, 49
 - when school rules apply, 20
- contagious diseases, 21
 - bacterial meningitis, 36
 - See also health-related matters; immunization.
- corporal punishment, 8
- correspondence courses. See distance learning.
- counseling
 - academic, 21
 - personal, 21
 - psychological exams/treatment, 21
- credit
 - by exam, 22
 - for coursework, 21
- dating violence, 23
- Declaration of Independence
 - excusing a student from reciting, 7
- Department of Public Safety (DPS), 16
- diabetes, 43
- directory information, 2, 12
- disabled students, 8
- discrimination, 23
- distance learning, 25
- distribution, 26
 - nonschool materials
 - by others, 26
 - by students, 26
 - school materials, 26
- doctor's appointments, 14, 46
- dress code, 27
- driver license, 16
- drug testing, 50
 - See also steroids.
- dual-credit programs, 19
- earning credit, 21

- elections for student clubs and organizations, 30
- electronic media
 - contact between student and staff, 7
- end-of-course (EOC) assessments, 51
 - special education, 35
 - students with disabilities, 35
 - See also credit; grades; graduation; standardized tests.
- English as a second language, 9, 41
- extracurricular activities, 29
 - conduct, 29
 - eligibility, 29
 - fees, 30
 - meetings, 49
 - offices and elections for student clubs and organizations, 30
 - See also meetings of noncurriculum-related groups.
- fees, 30
 - graduation, 36
 - waivers, 30
- fire drills, 47
- food allergies, 38
 - See also anaphylaxis.
- foster students, 53
- fund-raising, 31
- gang-free zones, 31
- gender-based harassment, 24
- grades, 31
 - classification by credits, 31
 - end-of-course (EOC) assessments, 31
 - See also credit; graduation; report cards; standardized tests.
- grading guidelines, 31
- graduation, 32
 - activities, 35
 - advanced/distinguished achievement, 34
 - certificates of coursework completion, 35
 - end-of-course (EOC) assessments, 32
 - exit-level tests, 32
 - expenses, 36
 - individualized education program (IEP), 35
 - personal graduation plan (PGP), 46
 - programs, 32

- requirements, 32
- student speakers, 36
- students with disabilities, 35
- See also credit; grades; standardized tests.
- grants, 36
- grooming standards, 27
- hall pass, 49
- harassment, 23
 - gender-based, 24
 - investigation, 24
 - reporting, 24
 - retaliation, 24
 - sexual, 24
- hazing, 36
 - See also bullying.
- health education
 - School Health Advisory Council, 3
- health-related matters, 36
 - asbestos, 39
 - food allergies, 38
 - nutrition, 49
 - pest management, 39
 - physical fitness, 38, 39
 - screenings, 44
 - tobacco, 39
 - vending machines, 39
- homeless students, 39
- homework, 3, 39
 - electronic and social media, 7
 - See also makeup work.
- honors, 16
- human sexuality instruction, 6
 - curriculum, 7
 - removing a child from class, 7
 - reviewing materials, 7
- IEP. See individualized education program (IEP).
- immunization, 40
 - exemptions for reasons of conscience, 40
 - medical exemptions, 40
 - required immunizations, 40
- individualized education program (IEP)
 - and eligibility for extracurricular activities, 29
 - defined, 57
 - graduation, 35
 - instructional materials, 5, 54
- International Baccalaureate (IB) courses, 19
- joint high-school and college programs, 19
- laptops, 27
- law enforcement, 40
 - notification of law violations, 41
 - questioning of students, 40
 - students taken into custody, 40
 - verification of officer's identity and authority, 41
- learning difficulties, 9
- leaving school during day, 46
- legal guardian
 - defined, 1
- liaison for homeless children and youths, 39
- liaison for students in custody of the state, 53
- library, 49
- limited English proficiency (LEP), 41
 - STAAR-L, 52
- makeup work, 42
 - during in-school suspension, 42
 - for absences, 42
 - in DAEP, 42
 - penalties, 42
- medical emergency, 48
- medicine, 43
 - allergies, 43
 - asthma, 43
 - diabetes, 43
 - emergencies, 43
 - herbal or dietary supplements, 43
 - nonprescription, 43
 - prescription, 43
 - psychotropic drugs, 43
- meditation, 45
- meetings of noncurriculum-related groups, 49
- metal detectors, 50
- military families, 10
- military recruiters, 12
- minute of silence, 7, 44
- mobile phones, 27
- multiple birth siblings, 8
- National School Lunch Program, 49
- netbooks, 27

newspaper (school newspaper), 26
 No Child Left Behind (NCLB) Act, 57
 no pass, no play, 25, 29
 nondiscrimination, 44
 nurse. See school nurse.
 organizations, student. See extracurricular activities.
 parent
 access to student records, 10
 being involved, 3
 defined, 1
 noncustodial, 7
 organizations, 3
 rights, 4
 volunteering, 3
 parent involvement coordinator, 4
 parenting and paternity awareness, 6
 personal appearance, 27
 personal graduation plan (PGP), 46
 pest management, 39
 physical activity, 38
 physical examinations, 4, 44
 physical fitness assessment, 39
 pledges of allegiance, 44
 excusing a student from reciting, 7
 police. See law enforcement.
 police dogs, 50
 prayer, 45
 privacy
 and personal telecommunications devices, 27
 during an investigation of prohibited conduct, 24
 FERPA, 57
 on district-owned equipment and networks, 50
 student records, 10, 11
 programs
 before and after school, 48
 progress reports, 46
 prohibited conduct, 23
 investigation, 24
 reporting, 24
 See also bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
 promotion and retention, 45
 personal graduation plan (PGP), 46
 STAAR, 45
 See also credit; grades; standardized tests.
 protected information, 4
 published material
 from outside sources, 26
 from students, 26
 school materials, 26
 recording
 permission, 6
 release from school, 46
 with illness, 46
 religion
 and immunization, 40
 and removal from the classroom, 6
 and surveys, 4
 holy days, 13
 nondiscrimination, 44
 report cards, 46
 parent's signature, 47
 parent-teacher conferences, 46
 See also grades.
 retaliation, 17, 24
 rights
 noncustodial parent, 7
 parental, 4
 student, 4
 safety, 47
 drills, 47
 emergency medical treatment and information, 48
 emergency preparedness, 47
 emergency school closing, 48
 insurance, 47
 on campus, 47
 student conduct, 47
 video cameras, 55
 SAT/ACT, 51
 scholarships, 36
 School Breakfast Program, 49
 school closings, 48
 school facilities, 48
 before and after school, 48

- cafeteria, 49
- meetings, 49
- School Health Advisory Council, 6, 38
 - defined, 58
- school nurse, 21, 38, 40, 43, 44, 46
 - emergency medical treatment and information, 48
 - student exemption from immunization, 40
- searches, 49
 - desks and lockers, 49
 - district-owned equipment and networks, 50
 - drug testing, 50
 - metal detectors, 50
 - personal electronic devices, 27, 50
 - trained dogs, 50
 - vehicles, 50
- service animals, 9
- sex education. See human sexuality instruction.
- sexting, 28
- sexual abuse of a child, 17
 - counseling options, 18
 - reporting, 18
 - warning signs, 17
- sexual harassment, 24
- SHAC. See School Health Advisory Council.
- special education, 8, 9
 - graduation, 35
 - standardized tests, 35
- special programs, 50
 - coordinator, 50
- standardized tests, 51
 - end-of-course (EOC) assessments, 51
 - limited English proficiency (LEP), 42
 - SAT/ACT, 51
 - special education, 35
 - STAAR, 51
 - students with disabilities, 35
 - TAKS, 52
 - THEA, 52
 - See also credit; grades; graduation; promotion and retention.
- State of Texas Assessments of Academic Readiness (STAAR), 51
 - Alternate, 52
 - defined, 58
 - Modified, 52
 - promotion and retention, 45
 - retaking, 45
 - STAAR-L, 52
- steroids, 53
 - See also drug testing.
- Student Code of Conduct, 1, 7, 20, 26, 27, 28, 29, 36, 39, 47, 48, 49, 50, 54, 55, 57
- student groups, 30, 31, 49
 - See also extracurricular activities.
- student records, 5, 10
 - colleges and postsecondary schools, 11
 - confidentiality, 10
 - copies, 11
 - corrections, 11
 - court orders, 11
 - custodian, 11
 - directory information, 12
 - driver license attendance verification, 16
 - government agencies, 10
 - institutions of higher education, 12
 - military recruiters, 12
 - released with permission, 11
 - school officials, 10
 - students 18 or older, 10
- student speakers, 53
 - See also graduation, student speakers.
- student work, display of, 5
- students with disabilities, 8
 - graduation, 35
 - standardized tests, 35
- students with learning difficulties, 9
- suicide awareness, 53
- summer school, 53
- surveys, 4
 - inspecting, 5
 - opting out, 4
- tablets, 27
- tardiness, 54
- teacher qualifications, 5
- technology, 27
 - acceptable use of district resources, 28
 - confiscated devices, 27

- instructional use of personal electronic devices, 28
- personal electronic devices, 28
- personal telecommunications devices, 27
- prohibited uses of district resources, 28
- recording still and video images
 - prohibited, 27
- searches of personal devices, 27
- unauthorized use, 27
- tests, 5, 6
 - confidentiality, 10
 - credit by exam, 22
 - personal electronic devices, 27
 - scores, 5
 - See also standardized tests.
- Texas Assessments of Knowledge and Skills (TAKS), 52
 - See also graduation.
- Texas Higher Education Assessment (THEA), 52
- Texas Virtual School Network (TxVSN), 19, 25
- textbooks, 5, 54
- Title IX Coordinator, 44
- tobacco prohibited, 39
- top 25 percent, 18
- top ten percent, 18
- tornado drills, 48
- transfers, 54
 - multiple birth siblings, 8
 - safety reasons, 8
 - special education, 8
 - students who engage in bullying, 8, 17
 - victims of bullying, 8
- transportation, 54
 - school-sponsored trips, 54
- UIL. See University Interscholastic League.
- unexcused absences, 14
- university admissions. See college_admissions.
- University Interscholastic League (UIL), 29
 - drug testing and athletic competition, 53
- use of school facilities, 48
- vandalism, 55
- vending machines. See health, vending machines.
- video cameras, 55
- visitors, 55
 - career day, 56
 - classroom observation, 55
 - parents, 55
- vocational education. See career and technical education (CTE).
- withdrawing from school, 56
- yearbook, 26



STUDENT CODE OF CONDUCT 2013-2014

Table of Contents

STUDENT CODE OF CONDUCT	1
Purpose.....	1
School District Authority and Jurisdiction	1
Reporting Crimes	1
Revoking Transfers	1
Participating in Graduation Activities	1
Standards for Student Conduct	1
General Conduct Violations.....	1
Disregard for Authority.....	1
Mistreatment of Others	1
Property Offenses.....	2
Possession of Prohibited Items	2
Possession of Telecommunications or Other Electronic Devices.....	2
Illegal, Prescription, and Over-the-Counter Drugs	3
Misuse of Technology Resources and the Internet	3
Safety Transgressions	4
Miscellaneous Offenses	4
Discipline Management Techniques	1
Students with Disabilities	1
Techniques	1
Notification	2
Appeals	2
Removal from the Regular Educational Setting	1
Routine Referral.....	1
Formal Removal.....	1
Returning Student to Classroom	1
Out-of-School Suspension	1
Misconduct.....	1
Process	1
Disciplinary Alternative Education Program (DAEP) Placement	1
Discretionary Placement: Misconduct That May Result in DAEP Placement	1
Misconduct Identified in State Law	1

Table of Contents

Mandatory Placement: Misconduct That Requires DAEP Placement.....	2
Sexual Assault and Campus Assignments	3
Emergencies	3
Process	3
Conference	3
Placement Order.....	3
Coursework Notice	3
Length of Placement	4
Exceeds One Year	4
Exceeds School Year	4
Exceeds 60 Days	4
Appeals	4
Restrictions during Placement	5
Placement Review.....	5
Additional Misconduct.....	5
Notice of Criminal Proceedings.....	5
Withdrawal during Process	6
Newly Enrolled Students	6
Emergency Placement Procedure	7
Placement and/or Expulsion for Certain Offenses.....	1
Registered Sex Offenders	1
Review Committee.....	1
Newly Enrolled Student.....	1
Appeal	1
Certain Felonies	1
Hearing and Required Findings	2
Length of Placement	2
Newly Enrolled Students	2
Expulsion	3
Discretionary Expulsion: Misconduct That May Result in Expulsion	3
Any Location	3
At School, Within 300 Feet, or at a School Event	3
Within 300 Feet of School	4
Property of Another District	4

Table of Contents

While in DAEP	4
Mandatory Expulsion: Misconduct That Requires Expulsion	5
Under Federal Law	5
Under the Texas Penal Code	5
Under Age Ten	6
Emergency	6
Process	6
Hearing	6
Board Review of Expulsion	7
Expulsion Order	7
Length of Expulsion	7
Withdrawal during Process	8
Additional Misconduct	8
Restrictions during Expulsion	8
Newly Enrolled Students	8
Emergency Expulsion Procedures	9
DAEP Placement of Expelled Students	9
Glossary	1
Index	1

STUDENT CODE OF CONDUCT

Purpose

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

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

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, 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 Detroit ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code Shall is 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.

Because the district's board of trustees adopts the Student Code of Conduct, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- 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 local law enforcement when an administrator suspects that a crime has been committed on campus.

Revoking Transfers

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

Participating in Graduation Activities

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

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

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

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

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

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

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

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

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

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, 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. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- 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;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered being weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day.
- Use of telecommunication device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass 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. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of 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 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

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

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

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

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law 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 appreciate the wrongfulness of the student's conduct.

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, 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.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- 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.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.
- Zero Tolerance for hitting/striking an employee:

If an employee is intentionally, knowingly, or recklessly struck (assault) by a student, local police authorities will be called immediately.

*Mandatory removal of student- 3 days of OSS, then ISS, until the police have conducted their investigation.

After the investigation, if a DAEP committee meeting is warranted, the committee will have access to all information (including all statements) provided about the incident before making a decision.

*A team of school employees will receive training in Nonviolent Crises Intervention Restraint and will be permitted to use reasonable force to repel a physical assault upon himself/herself or a physical assault on another person.

Notification

The principal or appropriate administrator shall 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 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 or the central administration office or through Policy online at the following address: www.detroit eagles.net
Consequences shall not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

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

- 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
- 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 shall 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 shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

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

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

Returning Student to Classroom

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

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

Out-of-School Suspension

Misconduct

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

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

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- 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 suspension shall be determined by the appropriate administrator, but shall not exceed three school days.

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

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are assigned to the program.

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

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

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- 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. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim'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

The designated DAEP committee shall make removals to a DAEP.

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

Length of Placement

The designated DAEP committee shall determine the duration of a student's placement in a DAEP

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.

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

Exceeds One Year

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

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

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

Exceeds School Year

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

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

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
- The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent 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). All other appeals regarding a placement in a DAEP should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central

administration office or through Policy online at the following address:

<http://www.detroitagles.net>

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

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is 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 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:

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

Disciplinary Alternative Education Program (DAEP) Placement

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 Procedure

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 Offenses

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

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the 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 shall be in either DAEP or JJAEP for at least one semester.

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

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

Review Committee

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

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

Newly Enrolled Student

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

Appeal

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

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes

certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- 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:

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- 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 a 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. (See glossary for "under the influence.")

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable, volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

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

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

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

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- Conduct that constitutes the offense of:
- Public lewdness under Section 21.07, Penal Code;
- Indecent exposure under Section 21.08; Penal Code;

- Criminal mischief under Section 28.03, Penal Code;
- Personal hazing under Section 37.152; or
- 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 under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school 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.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.

- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a 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:

- 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,

- An opportunity to testify and to present evidence and witnesses in the student's defense, and
- An opportunity to question the district's witnesses.

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

The board of trustee's delegates to the superintendent 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 its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent 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 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:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However,

the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

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

Withdrawal during Process

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

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

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

Additional Misconduct

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

Restrictions during Expulsion

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

No district academic credit 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-enrollment charter school until the period of the expulsion is completed.

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

- The out-of-state district provides the district with a copy of the expulsion order, and
- 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:

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

Emergency Expulsion Procedures

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

DAEP Placement of Expelled Students

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

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:

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

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

Arson is:

- A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
- Any vegetation, fence, or structure on open-space land; or
- Any building, habitation, or vehicle:
- Knowing that it is within the limits of an incorporated city or town,
- Knowing that it is insured against damage or destruction,
- Knowing that it is subject to a mortgage or other security interest,
- Knowing that it is located on property belonging to another,
- Knowing that it has located within it property belonging to another, or
- 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.
- 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
- A crime that involves intentionally starting a fire or causing an explosion and in so doing:
- Recklessly damages or destroys a building belonging to another, or
- 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:

- 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
- 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:

- 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
- Interferes with a student's education or substantially disrupts the operation of a 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.

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

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

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

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

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

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

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

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

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

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- 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, 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:

- Conduct that meets the definition established in district policies DIA (LOCAL) and FFH (LOCAL); or
- 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 or 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; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

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

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - a. Indecent exposure under Section 21.08; Penal Code;
 - b. Criminal mischief under Section 28.03, Penal Code;
 - c. Personal hazing under Section 37.152; or
 - d. 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 schoolwork 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.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

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

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- 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;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; 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 smoothbore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Index

- absences
 - attendance review committee, 60
 - doctor's note, 17
 - excused, 15
 - extenuating circumstances, 16
 - for college visits, 15
 - for competition, 32
 - makeup work, 45
 - military families, 10
 - parent's note, 17
 - unexcused, 15
 - See also attendance.
- academic programs, 17
 - nontraditional, 47
 - parent involvement, 3
 - See also graduation, requirements.
- accelerated instruction
 - attendance, 14, 15
 - defined, 60
 - reading instruction, 15
- accident insurance, 50
- ADA/Section 504 coordinator, 47
- admission, review, and dismissal (ARD)
 - committee, 38, 9, 20
- admissions
 - college and university, 21
 - University of Texas at Austin, 21
- Advanced Placement (AP) courses, 21
- anaphylaxis, 46
 - See also food allergies.
- appeals process
 - board review of expulsion, 26
 - DAEP appeals, 17, 19
 - discipline management techniques, 10
 - sex offender registry, 20
- asbestos, 42
- attendance, 14, 4
 - college visits, 15
 - compulsory, 14
 - doctor's note, 17
 - driver license, 17
 - exemptions, 15
 - extenuating circumstances, 16
 - failure to attend, 15
 - for credit, 16
 - military families, 10
 - official attendance-taking time, 16
 - parent's note, 17
 - removing a student from the classroom, 6
 - students 18 or older, 14
 - unexcused absences, 15
- attendance review committee, 16, 24
 - defined, 60
- authority of the district, 2
- automatic admission, 21
- awarding credit, 24
- awards, 17
- bacterial meningitis, 39
 - communicability, 40
 - defined, 39
 - prevention, 40
 - symptoms, 40
 - See also contagious diseases.
- bilingual programs, 9, 44
- board of trustees, 1
- bullying, 17
 - counseling, 18
 - cyberbullying, 18
 - investigation, 27
 - school safety transfer, 8
 - See also hazing.
- buses, 57
 - pick-up and drop-off locations, 57
 - required conduct, 58
 - routes and schedules, 57
- cafeteria, 52
 - nutrition, 52
- campus rules, 4, 8
- career and technical education (CTE), 18
 - college credit courses, 22
 - counseling, 23
 - nondiscrimination statement, 19
- Celebrate Freedom Week, 7
- cell phones, 30
- certificate of attendance, 38
- certificate of coursework completion, 38

- cheating. *See* prohibited behavior.
- child abuse, 19
- class changes, 57
- class schedules, 21
- classroom rules, 4, 8
- clubs. *See* extracurricular activities.
- college
 - admissions, 21
 - credit, 21
 - University of Texas at Austin, 21
 - visits, 15
- complaints, 11, 22
- computers, 7
 - abusive behavior, 7
 - breach of security, 7
 - cyberbullying, 7
 - hacking/cracking, 7
 - illegal activity, 7
 - online impersonation, 7
 - threatening behavior, 7
 - vandalism, 7
 - See also* technology resources.
- conduct, 22
 - at social events, 23
 - before and after school, 52
 - disrupting school operations, 22
 - on school buses, 58
 - on school transportation, 23
 - use of hallways, 52
 - when school rules apply, 22
- confiscation of student property
 - confiscation of property. *See* discipline management techniques.
- contagious diseases, 23
 - bacterial meningitis, 39
 - See also* health-related matters; immunization.
- corporal punishment, 7
- correspondence courses. *See* distance learning.
- counseling, 9
 - academic, 23
 - personal, 23
 - psychological exams/treatment, 24
- courtesy, 4
- credit
 - by exam, 24
 - for coursework, 24
- crimes
 - aggravated robbery, 6, 14, 15, 20, 22
 - breach of security, 7, 22
 - criminal mischief, 2, 6
 - criminal proceedings and placement in DAEP, 18
 - felonies, 2, 6, 14, 15, 18, 20, 21, 22, 23, 24, 25
 - reporting, 2
 - Title 5 offenses, 14, 15, 20, 21, 33
 - expulsion and placement, 21
 - hearing and required findings, 21
 - length of placement, 21
 - newly enrolled students, 21
- dating violence, 25
- Declaration of Independence
 - excusing a student from reciting, 7
- delinquent conduct, 15, 18, 21, 30
- demonstrations, 8
- Department of Public Safety (DPS), 17
- detention. *See* discipline management techniques.
- diabetes, 46
- directory information, 2, 12
- disabled students, 8
- disciplinary alternative education program (DAEP), 14, 20
 - appeals. *See* appeals process.
 - coursework notice, 16
 - discretionary placement, 14
 - elementary school students, 14
 - emergency placement, 16, 19
 - grade classification, 14
 - length of placement, 16
 - mandatory placement, 15
 - 300 foot rule, 15
 - notice of criminal proceedings, 18
 - placement review, 18
 - pre- and post-assessments, 17
 - process, 16
 - restrictions during placement, 18
 - under age six, 15
 - under age ten, 15
- discipline management techniques, 9

- alternative educational setting, 10
- appeals. *See* appeals process.
- behavioral contracts, 9
- bus privileges, 10
- confiscation of property, 9
- counseling, 9
- criminal prosecution, 10
- DAEP. *See* disciplinary alternative education program (DAEP).
- demerits, 9
- detention, 9
- expulsion. *See* expulsion.
- extracurricular organizations, 10
- in-school suspension, 9
- loss of privileges, 10
- notification, 10
- out-of-school suspension, 10
- probation, 10
- referral. *See* routine referral.
- refusal to accept, 5
- rewards, 9
- school duties, 9
- students with disabilities, 9
- time-out, 9
- discrimination, 25
- distance learning, 27
- distribution, 28
 - nonschool materials
 - by others, 28
 - by students, 28
 - school materials, 28
- doctor's appointments, 15, 49
- dress code, 29, 4, 8
- driver license, 17
- drug testing, 53
 - See also* steroids.
- drugs, 7
 - marijuana, 7
 - over-the-counter, 7
 - paraphernalia, 7
 - prescription, 7
 - under the influence, 7
- dual-credit programs, 21
- earning credit, 24
- elections for student clubs and organizations, 33
- electronic media
 - contact between student and staff, 7
- end-of-course (EOC) assessments, 54
 - special education, 38
 - students with disabilities, 38
 - See also* credit; grades; graduation; standardized tests.
- English as a second language, 9, 44
- expulsion, 22
 - 300 foot rule, 22
 - additional misconduct, 27
 - and DAEP placement, 28
 - emergency, 25, 28
 - for serious misbehavior committed while in DAEP, 23
 - length, 26
 - mandatory, 24
 - newly enrolled students, 27
 - process, 25
 - restrictions, 27
 - under age six, 25
 - under age ten, 25
 - withdrawal during process, 27
- extracurricular activities, 32
 - conduct, 33
 - eligibility, 32
 - fees, 33
 - meetings, 52
 - offices and elections for student clubs and organizations, 33
 - See also* meetings of noncurriculum-related groups.
- falsification of records, 8, 32
- fees, 33
 - graduation, 39
 - waivers, 34
- fire drills, 51
- food allergies, 41
 - See also* anaphylaxis.
- formal removal from class, 12
 - returning student to the classroom, 12
- foster students, 56
- fraternity, 14, 32
- fund-raising, 34
- gang-free zones, 34
- gangs, 14, 30, 32

- gender-based harassment, 26, 5, *See also* prohibited behavior.
- grades, 34
 - classification by credits, 34
 - end-of-course (EOC) assessments, 35
 - See also* credit; graduation; report cards; standardized tests.
- grading guidelines, 34
- graduation, 35
 - activities, 38
 - advanced/distinguished achievement, 37
 - certificates of coursework completion, 38
 - end-of-course (EOC) assessments, 35, 36
 - exit-level tests, 35
 - expenses, 39
 - individualized education program (IEP), 38
 - participation, 2
 - personal graduation plan (PGP), 49
 - programs, 35
 - requirements, 35
 - student speakers, 38
 - students with disabilities, 38
 - See also* credit; grades; standardized tests.
- grants, 39
- grooming standards, 29
- hall pass, 52
- harassment, 25
 - gender-based, 26
 - investigation, 26
 - reporting, 26
 - retaliation, 26
 - sexual, 26
- hazing, 39
 - See also* bullying.
- health education
 - School Health Advisory Council, 3
- health-related matters, 39
 - asbestos, 42
 - food allergies, 41
 - nutrition, 52
 - pest management, 42
 - physical fitness, 41, 42
 - screenings, 47
 - tobacco, 42
 - vending machines, 42
- homeless students, 42
- homework, 3, 42
 - electronic and social media, 7
 - See also* makeup work.
- honors, 17
- human sexuality instruction, 6
 - curriculum, 6
 - removing a child from class, 6
 - reviewing materials, 6
- IEP. *See* individualized education program (IEP).
- immunization, 43
 - exemptions for reasons of conscience, 43
 - medical exemptions, 43
 - required immunizations, 43
- individualized education program (IEP)
 - and eligibility for extracurricular activities, 32
 - defined, 60
 - graduation, 38
- instructional materials, 5, 57
- International Baccalaureate (IB) courses, 21
- joint high-school and college programs, 21
- jurisdiction of the district, 2
 - 300 foot rule, 2
- juvenile justice alternative education program (JJAEP), 20, 27
- laptops, 30
- law enforcement, 43
 - notification of law violations, 44
 - questioning of students, 43
 - students taken into custody, 43
 - verification of officer's identity and authority, 44
- learning difficulties, 9
- leaving school during day, 49
- legal guardian
 - defined, 1
- liaison for homeless children and youths, 42
- liaison for students in custody of the state, 56
- library, 52
- limited English proficiency (LEP), 44
 - STAAR-L, 55
- lunch period, 2
- makeup work, 45

- during in-school suspension, 45
- for absences, 45
- in DAEP, 45
- penalties, 45
- medical emergency, 51
- medicine, 46
 - allergies, 46
 - asthma, 46
 - diabetes, 46
 - emergencies, 46
 - herbal or dietary supplements, 46
 - nonprescription, 46
 - prescription, 46
 - psychotropic drugs, 46
- meditation, 48
- meetings of noncurriculum-related groups, 52
- military families, 10
- military recruiters, 13
- minute of silence, 7, 48
- mobile phones, 30
- multiple birth siblings, 8
- National School Lunch Program, 52
- netbooks, 30
- newspaper (school newspaper), 28
- No Child Left Behind (NCLB) Act, 60
- no pass, no play, 27, 32
- nondiscrimination, 47
- nurse. *See* school nurse.
- organizations, student. *See* extracurricular activities.
- parent
 - access to student records, 10
 - being involved, 3
 - defined, 1
 - noncustodial, 7
 - organizations, 3
 - rights, 4
 - volunteering, 3
- parent involvement coordinator, 4
- parent-teacher conferences, 9
- personal appearance, 29
- personal graduation plan (PGP), 49
- pest management, 42
- physical activity, 41
- physical examinations, 4, 47
- physical fitness assessment, 42
- placement review committee, 12, 20
- plagiarism. *See* prohibited behavior: cheating.
- pledges of allegiance, 47
 - excusing a student from reciting, 7
- police. *See* law enforcement.
- police dogs, 53
- posting
 - of the Student Code of Conduct, 1
- prayer, 48
- preparation for class, 4
- privacy
 - and personal telecommunications devices, 30
 - during an investigation of prohibited conduct, 26
 - FERPA, 60
 - on district-owned equipment and networks, 53
 - student records, 10, 11
- programs
 - before and after school, 51
- progress reports, 50
- prohibited behavior, 8
 - 300 foot rule, 15, 22
 - assault, 5, 12, 15, 18, 22, 23, 33
 - at another district, 23
 - blackmail, 5
 - bullying, 5
 - cheating, 8
 - coercion, 5
 - cyberbullying, 7
 - dating violence, 5
 - deadly conduct, 23
 - false accusations, 8
 - fighting, 5
 - fire extinguishers discharged without cause, 8
 - forgery. *See* falsification of records.
 - gambling, 8
 - gender-based harassment, 5
 - graffiti, 6
 - harassment, 5
 - hazing, 5
 - hit lists, 5

- hoaxes, 8
- inappropriate conduct, 5
- inciting violence, 8
- indecent exposure, 5, 15
- insubordination, 5
- leaving school grounds, 5
- misuse of technology resources, 7
- on school buses, 5
- online impersonation, 7
- profanity, 5
- recording without consent, 5
- repeated offenses, 8
- robbery, 6
- sexting, 7
- sexual abuse, 5
- sexual assault, 17
- sexual harassment, 5
- stealing, 6
- terroristic threat, 33
- theft, 6
- threats, 5, 8
- throwing objects, 8
- vandalism, 6
- prohibited conduct, 25
 - investigation, 26
 - reporting, 26
 - See also bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
- prohibited items
 - air guns, 6
 - alcohol, 25
 - ammunition, 6
 - clubs, 23, 24
 - drugs, 25
 - firearms, 15, 23, 24
 - fireworks, 6
 - knives, 23
 - lighters, 6
 - mace, 6
 - matches, 6
 - other dangerous items, 6, 23
 - other weapons, 24
 - pepper spray, 6
 - pornography, 6
 - stun guns, 6
 - tire deflation device, 24
 - tobacco, 6
- promotion and retention, 48
 - personal graduation plan (PGP), 49
 - STAAR, 48
 - See also credit; grades; standardized tests.
- property, 4
- protected information, 4
- protests. *See* demonstrations.
- published material
 - from outside sources, 28
 - from students, 28
 - school materials, 28
- recording
 - permission, 6
- release from school, 49
 - with illness, 49
- religion
 - and immunization, 43
 - and removal from the classroom, 6
 - and surveys, 4
 - holy days, 15
 - nondiscrimination, 47
- removal from the regular educational setting, 12
- report cards, 50
 - parent's signature, 50
 - parent-teacher conferences, 50
 - See also grades.
- respect, 4
- retaliation, 18, 26, 2, 15, 22, 25
- rights
 - noncustodial parent, 7
 - parental, 4
 - student, 4
- routine referral, 12
- safety, 50, 4, 8
 - drills, 51
 - emergency medical treatment and information, 51
 - emergency preparedness, 50
 - emergency school closing, 51
 - insurance, 50
 - on campus, 50
 - student conduct, 50

- video cameras, 58
- SAT/ACT, 54
- scholarships, 39
- School Breakfast Program, 52
- school closings, 51
- school facilities, 51
 - before and after school, 51
 - cafeteria, 52
 - meetings, 52
- School Health Advisory Council, 6, 41
 - defined, 61
- school nurse, 23, 41, 43, 46, 47, 49
 - emergency medical treatment and information, 51
 - student exemption from immunization, 43
- searches, 52
 - desks and lockers, 52
 - district-owned equipment and networks, 53
 - drug testing, 53
 - personal electronic devices, 31, 53
 - trained dogs, 53
 - vehicles, 53, 2
- secret society, 14, 32
- self-defense, 13, 14, 22
- self-discipline, 4
- serious misbehavior, 23
- service animals, 8
- sex education. *See* human sexuality instruction.
- sex offender, 2, 20
 - appeal of placement as a registered sex offender, 20
 - newly enrolled student, 20
- sexting, 31
- sexual abuse, 5, *See also* prohibited behavior.
- sexual abuse of a child, 19
 - counseling options, 19
 - reporting, 19
 - warning signs, 19
- sexual harassment, 26, 5, *See also* prohibited behavior.
- SHAC. *See* School Health Advisory Council.
- sorority, 14, 32
- special education, 8, 9
 - graduation, 38
 - standardized tests, 38
- special programs, 53
 - coordinator, 53
- standardized tests, 54
 - end-of-course (EOC) assessments, 54
 - limited English proficiency (LEP), 45
 - SAT/ACT, 54
 - special education, 38
 - STAAR, 54
 - students with disabilities, 38
 - TAKS, 55
 - THEA, 55
 - See also* credit; grades; graduation; promotion and retention.
- standards for student conduct, 4
- State of Texas Assessments of Academic Readiness (STAAR), 54
 - Alternate, 55
 - defined, 61
 - Modified, 55
 - promotion and retention, 48
 - retaking, 49
 - STAAR-L, 55
- steroids, 56
 - See also* drug testing.
- Student Code of Conduct, 1, 7, 22, 28, 30, 31, 32, 33, 39, 42, 50, 52, 53, 57, 58, 60
- student groups, 33, 34, 52
 - See also* extracurricular activities.
- student handbook
 - conflict with Student Code of Conduct, 1
- student records, 5, 10
 - colleges and postsecondary schools, 11
 - confidentiality, 10
 - copies, 11
 - corrections, 11
 - court orders, 11
 - custodian, 11
 - directory information, 12
 - driver license attendance verification, 17
 - government agencies, 11
 - institutions of higher education, 13
 - military recruiters, 13
 - released with permission, 11

- school officials, 10
- students 18 or older, 10
- student speakers, 56
 - See also graduation, student speakers.
- student work, display of, 5
- students with disabilities, 8, 1, 20
 - discipline management techniques, 9
 - graduation, 38
 - standardized tests, 38
- students with learning difficulties, 9
- suicide awareness, 56
- summer school, 56
- surveys, 4
 - inspecting, 4
 - opting out, 4
- suspension
 - in-school. *See* discipline management techniques.
 - out-of-school, 10, 13
- tablets, 30
- tardiness, 57
- teacher qualifications, 5
- technology, 30
 - acceptable use of district resources, 31
 - confiscated devices, 31
 - instructional use of personal electronic devices, 31
 - personal electronic devices, 31
 - personal telecommunications devices, 30
 - prohibited uses of district resources, 31
 - recording still and video images
 - prohibited, 30
 - searches of personal devices, 31
 - unauthorized use, 30
- technology resources
 - district policy, 7
 - See also* computers.
- tests, 5, 6
 - confidentiality, 10
 - credit by exam, 24
 - personal electronic devices, 30
 - scores, 5
 - See also standardized tests.
- Texas Assessments of Knowledge and Skills (TAKS), 55
 - See also graduation.
- Texas Higher Education Assessment (THEA), 55
- Texas Virtual School Network (TxVSN), 21, 27
- textbooks, 5, 57
- time-out. *See* discipline management techniques.
- Title 5 offenses. *See* crimes.
- Title IX Coordinator, 47
- tobacco prohibited, 42
- top 25 percent, 21
- top ten percent, 21
- tornado drills, 51
- transfers, 57
 - campus assignments, 15
 - multiple birth siblings, 8
 - safety reasons, 8
 - special education, 8
 - students who engage in bullying, 8, 18
 - victims of bullying, 8
- transportation, 57, 2
 - discipline management techniques, 10
 - rules for conduct, 5
 - school-sponsored trips, 57
- UIL. *See* University Interscholastic League.
- unexcused absences, 15
- university admissions. *See* college_admissions.
- University Interscholastic League (UIL), 32
 - drug testing and athletic competition, 56
- use of school facilities, 51
- vandalism, 58
- vending machines. *See* health, vending machines.
- video cameras, 58
- visitors, 58
 - classroom observation, 59
 - parents, 58
- vocational education. *See* career and technical education (CTE).
- withdrawing from school, 59
- yearbook, 28

