

# **Terrell Independent School District**

## **DISTRICT-WIDE STUDENT HANDBOOK And CODE OF CONDUCT**

**2019-2020**



***Terrell Proud, Tiger Strong***

[www.terrellisd.org](http://www.terrellisd.org)



## Terrell Independent School District Non-Discrimination Statement

In its efforts to promote nondiscrimination and as required by law, Terrell ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to Boy Scouts and other designated youth groups. The following District representatives have been designated to coordinate compliance with these legal requirements.

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Stacey Ellis  
Position: Executive Director of Human Resources  
Address: 700 N Catherine Street, Terrell, TX 75160  
Telephone: 972.563.7504

The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Debi Rogers  
Position: Executive Director Special Education  
Address: 700 N Catherine Street, Terrell, TX 75160  
Telephone: 972.563.7580

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## Distrito Escolar Independiente de Terrell Notificación de No Discriminación

En un esfuerzo para promover que no haya discriminación y como lo requiere la ley, Terrell ISD, no discrimina en base de raza, religión, color, origen nacional, género, sexo, discapacidad, edad, o cualquier otra base prohibida por la ley, en proporcionar servicios educacionales, actividades, y incluso programas de CTE, y proporciona igualdad de acceso a los Boy Scouts y otros designados grupos juveniles. Los siguientes representantes del Distrito han sido designados para coordinar el cumplimiento de estos requisitos legales.

El Distrito designa a la siguiente persona para coordinar sus esfuerzos para cumplir con Título IX las Enmiendas de Educación de 1972, como modificada:

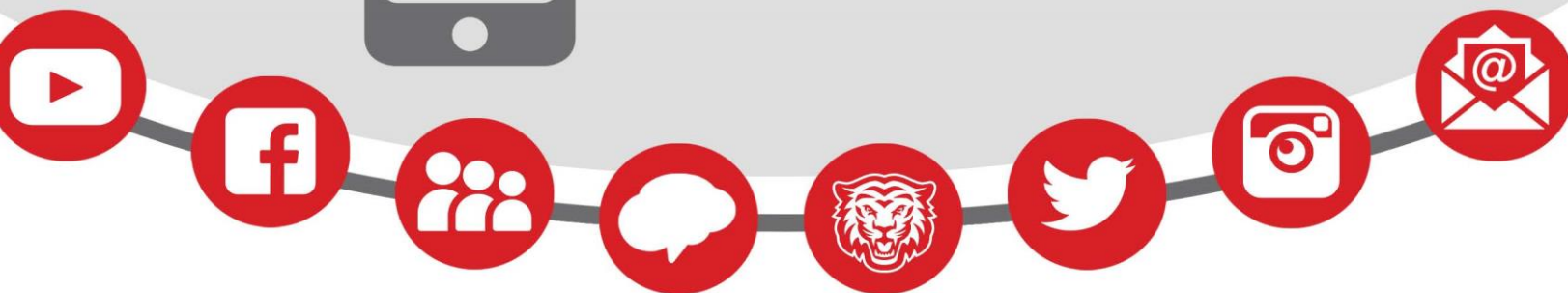
Nombre: Stacey Ellis  
Título: Directora Ejecutiva de Recursos Humanos  
Dirección: 700 N. Catherine Street, Terrell, TX 75160  
Teléfono: 972.563.7504

El Distrito designa a la siguiente persona para coordinar sus esfuerzos para cumplir con Título II de la Acta de Americanos con Discapacidades de 1990, como modificada, que incorpora y amplía los requisitos de Acta Sección 504 de Rehabilitación de 1973, como modificada:

Nombre: Debi Rogers  
Título: Directora Ejecutiva de Servicios Especiales  
Dirección: 700 N. Catherine Street, Terrell, TX 75160  
Teléfono: 972.563.7580



# TIGERS CONNECT



## **Parent Portal: [terrellisd.org/parentportal](http://terrellisd.org/parentportal)**

View your students' classes, grades, and attendance records through the Parent Portal.

## **Remind: Text @dd2c6 to 81010**

Receive important text messages reminders, announcements and updates directly from TISD.

## **Facebook: [facebook.com/terrellisd](https://facebook.com/terrellisd)**

Stay connected with daily TISD posts featuring student photos, announcements, updates, and upcoming events through the TISD Facebook page.

## **Twitter: @terrellisd**

Stay connected with daily TISD Twitter posts featuring important announcements, upcoming events, and extra-curricular updates.

## **Instagram: @tisd**

See fun photos from across the District by following TISD on Instagram. Share your photos with us by using the hashtag #TerrellProud and #TigerStrong.

## **YouTube: Terrell ISD**

Watch TISD videos featuring District events, monthly Tiger Coffee Talks with Superintendent Micheal French, Bond progress and more.

## **TISD E-Newsletter: Sign up at [terrellisd.org/tigernews](http://terrellisd.org/tigernews)**

Receive monthly electronic newsletters featuring TISD students, upcoming events, and important District updates.

## **Terrell Tiger News: [terrelltigernews.weebly.com](http://terrelltigernews.weebly.com)**

Stay up-to-date on the latest Terrell Tiger News featuring outstanding students, organizations, staff, and schools.

**Terrell I.S.D.  
Administration**  
700 N. Catherine St.  
Terrell, TX 75160  
(972) 563-7504  
(972) 563-1406 (fax)

**Terrell ISD Central Office Staff**

<b>Micheal French</b>	<b>Superintendent</b>
<b>Dr. Jason Gomez</b>	<b>Deputy Superintendent</b>
<b>Dr. Larry Polk</b>	<b>Assistant Superintendent</b>
<b>Crystal Shirley</b>	<b>Executive Director, Business</b>
<b>Stacey Ellis</b>	<b>Executive Director, Human Resources &amp; Student Services</b>
<b>Debi Rogers</b>	<b>Executive Director, Special Services</b>
<b>Julie Fisher</b>	<b>Executive Director, Secondary Student Achievement</b>
<b>Dr. Shannon Trimble</b>	<b>Executive Director, Elementary Student Achievement</b>
<b>Judy Armstrong</b>	<b>Director, Administrative Service</b>
<b>Olivia Rice</b>	<b>Director, Communications &amp; Marketing</b>
<b>Dr. Juan Solis</b>	<b>Director, Human Resources &amp; Student Services</b>
<b>Shuck Wieland</b>	<b>Director, Human Resources &amp; Student Services</b>
<b>Ronnie Buchanan</b>	<b>Director, Maintenance</b>
<b>Micah Taylor</b>	<b>Director, School Innovation &amp; Strategic Planning</b>
<b>Diana Tidwell</b>	<b>Director, School Nutrition</b>
<b>Jammie Hayes</b>	<b>Director, Special Services</b>
<b>Stan Heisel</b>	<b>Director, Technology/Special Projects</b>
<b>Gary Mork</b>	<b>Terrell ISD Police Chief</b>

**School Board Members**

<b>Dena Risinger–President</b>	<b>Reginald Williams–Vice-President</b>
<b>Lisa Asher</b>	<b>Channy Ory</b>
<b>Josh Graham</b>	<b>Monty Westbrook</b>
<b>Ann McDonald</b>	

[www.terrellisd.org](http://www.terrellisd.org)

## Compliance Coordinators

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: **Executive Director of Human Resources & Student Services**, 700 N. Catherine St., Terrell, TX 75160, 972-563-7504.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: **Executive Director of Special Services**, 700 N. Catherine St., Terrell, TX 75160, 972-563-7580.
- Liaison for Homeless and Foster Children and Youths, **Director of Human Resources & Student Services**, 700 N. Catherine St., Terrell, TX 75160, 972-563-7504.
- Federal Programs Director, who works with parents of students participating in Title I programs: **Executive Director of Student Achievement**, 700 N. Catherine St., Terrell, TX 75160, 972-563-7504.
- Services for Students with Disabilities, for parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time: **Executive Director of Special Services**, 700 N. Catherine St., Terrell, TX 75160, 972-563-7580.

## ***Terrell ISD Campus Directory and Hours***

(All campuses open 30 minutes prior to classes starting)

### **Burnett Elementary**

921 S. Rockwall St.

Terrell, TX 75160

(972)563-1452

(972)563-4782 (fax)

*4-year-old: all day*

Hours: 8:14am-3:45pm

Early Release: 12:30pm

*3-year-old: sessions*

Morning Session: 7:30am–11:15am

Afternoon Session: 11:30a –3:15pm

Early Release: 11:15am (No afternoon session)

### **Gilbert Willie, Sr Elem.**

1400 S. Rockwall. St.

Terrell, Texas 75160

(972)563-1443

(972)563-4783 (fax)

Hours: 8:14am–3:45pm

Early Release: 12:30pm

### **Long Elementary**

300 Creekside Dr.

Terrell, Texas 75160

(972)563-1448

(972)563-4780 (fax)

Hours: 8:14am–3:45pm

Early Release: 12:30pm

### **Wood Elementary**

121 Poetry Road

Terrell, Texas 75160

(972)563-3750

(972)563-4774 (fax)

Hours: 8:14am–3:45pm

Early Release: 12:30pm

### **Furlough Middle School**

1351 Colquitt Road

Terrell, Texas 75160

(972)563-7501

(972)563-5721 (fax)

Hours: 7:30am–3:05pm

Early Release: 12 Noon

### **Terrell High School**

400 Poetry Road

Terrell, Texas 75160

(972)563-7525

(972)551-5727 (fax)

Hours: 7:30am–3:15pm

Early Release: 12 Noon

### **DAEP**

103 Ninth Street

Terrell, Texas 75160

(972)563-6319

Hours: 7:30am–3:05pm

Early Release: 12 Noon

### **TAEC – Phoenix School**

103 Ninth Street

Terrell, Texas 75160

(972)551-5796

Morning Session: 7:30am-11:40am

Afternoon Session: 11:40am-3:05pm

### **Child & Adolescent School**

1200 E. Brin Street

Terrell, Texas 75160

(972)551-8960

### **Global Leadership Academy**

305 W. College Street

Terrell, Texas 75160

(972)551.5796

Hours: 7:45am-4:10pm

Early Release: 12 noon





## **TISD Student and Parent Acknowledgement Form**

### **School Year 2019-2020**

Students and parents: The following bolded and numbered sections are acknowledgement statements confirming that you have accessed and thoroughly read each of these sections of the 2019-2020 Terrell ISD Student Handbook and Code of Conduct at [www.terrellisd.org](http://www.terrellisd.org).

Each student must have this form completed and on file at their campus.

Please initial each section acknowledgement and complete **both** sides of this form completely. Failure to initial, sign, complete, and return this form indicates your acceptance of the information in each section.

Student Name: (Print) Last, First: \_\_\_\_\_

Parent Name: (Print) Last, First: \_\_\_\_\_

Grade: \_\_\_\_\_ Campus (circle one): WHB JFK JWL WES GLA HFMS THS Phoenix

#### **1. Acknowledgment of Electronic Distribution of Student Handbook and Code of Conduct**

\_\_\_\_\_ I accept responsibility for accessing the Student Handbook and Code of Conduct by visiting the web address listed above, and by doing so agree to abide by administrative procedures and policies of TISD.

If you cannot access the Terrell ISD website for the Student Handbook and Code of Conduct, please contact your student's campus for assistance.

#### **2. Consent to Display a Student's Original Works and Personal Information** (Please read section)

\_\_\_\_\_ My child's work may be electronically displayed and produced by TISD, accompanied by his/her name.

\_\_\_\_\_ My child's work may be electronically displayed and produced by TISD, but I **do not** want his/her name to accompany the work.

**AND** please initial your approval on **ONE** of the following:

\_\_\_\_\_ I give TISD permission to have my child's photograph accompany his/her electronically displayed work.

\_\_\_\_\_ I do not want TISD to include my child's photograph with his/her electronically displayed work.

I hereby give the above permissions and release Terrell ISD from any liability resulting from or connected with the publication of such work.

#### **3. Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law** (Please read section)

\_\_\_\_\_ I consent to the District to video or audio record my student when not otherwise permitted by law.

\_\_\_\_\_ I do not consent to the District to video or audio record my student when not otherwise permitted by law.

#### **4. Corporal Punishment** (Please read section)

Please initial the statements below. (One or more statements must be initialed.)

\_\_\_\_\_ My child may receive corporal punishment, following guidelines, AND with prior consent from me (the parent/guardian).

\_\_\_\_\_ I do not want my child to receive corporal punishment and understand that other disciplinary measures will be utilized.

#### **5. Directory Information, School Sponsored Purposes** (Please read section)

\_\_\_\_\_ I give permission to release Directory Information for School Sponsored Purposes.

\_\_\_\_\_ I do not give permission to release Directory Information for School Sponsored Purposes.

(Failure to initial, sign, and return this form indicates your acceptance of releasing directory information.)

#### **6. Directory Information, Other Purposes** (Please read section)

\_\_\_\_\_ I give permission to release Directory Information for Other Purposes.

\_\_\_\_\_ I do not give permission to release Directory Information for Other Purposes.

(Failure to initial, sign, and return this form indicates your acceptance of releasing directory information.)

**7. Release of Student Information to Military Recruiters and Institutions of Higher Learning** (Please read section)

\_\_\_\_\_ I give permission to release my student's information to Military Recruiters.

\_\_\_\_\_ I do not give permission to release my student's information to Military Recruiters.

\_\_\_\_\_ I give permission to release my student's information to Institutions of Higher Learning.

\_\_\_\_\_ I do not give permission to release my student's information to Institutions of Higher Learning.

*(Failure to initial, sign, and return this form indicates your acceptance of releasing the above information.)*

**8. Student Participation in a Federally Funded Survey, Analysis, or Evaluation** (Please read section)

\_\_\_\_\_ I give permission for my student to participate in a federally funded survey, analysis, or evaluation.

\_\_\_\_\_ I do not give permission for my student to participate in a federally funded survey, analysis, or evaluation.

**9. "Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information** (Please read section)

\_\_\_\_\_ I give permission for my student to participate in other types of surveys or screening that will disclose personal information.

\_\_\_\_\_ I do not give permission for my student to participate in other types of surveys or screening that will disclose personal information.

**10. TISD Acceptable Use Policy for Technology and Internet** (Please read section)

\_\_\_\_\_ I give permission for my student to use TISD technological resources and will abide by any and all restrictions for approved purposes. I understand that violations may result in withdrawal of privileges and other disciplinary actions.

\_\_\_\_\_ I decline permission for my student to use TISD technological resources.

**11. State Assessments and Cell Phones or Other Electronic Devices** (Please read section)

\_\_\_\_\_ I have read Terrell Independent School District's policy on cell phone use during state administered tests. I understand the consequences if there is a violation of this policy.

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**Student and Parent Signatures**

Signatures for acknowledgement and acceptance of information presented in TISD's Student Handbook and Code of Conduct and initialed statements above.

Signature of student: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

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

Telephone: \_\_\_\_\_ Date: \_\_\_\_\_

*After initialing and signing this document, please return to your student's campus by September 13, 2019, or within 10 days of enrollment.*



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## Preface

### Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Terrell ISD Student Handbook is a general reference guide that is divided into two sections:

**Section I: Parental Rights** will help you respond to school-related issues regarding curriculum and the school environment.

**Section II: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

**Note:** Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Terrell ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.terrellisd.org](http://www.terrellisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student’s campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

For questions about the material in this handbook, please contact your student’s campus administration.

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child,



your child's school, or the District. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The District or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the District contacts you, please contact your child's school. Please see **Safety** for information regarding contact with parents during an emergency situation.

Also, please read carefully, complete, and return to your child's campus, the ***TISD Student and Parent Acknowledgement Form*** provided on previous pages, or in the forms packet distributed at the beginning of the year or upon the student's enrollment at each campus.

NOTE: References to policy codes are included so that parents can refer to board policy, and is available for review in the District administration office or on the district's website: [www.terrellisd.org](http://www.terrellisd.org).

### **Accessibility**

If you have difficulty accessing the information in this document because of disability, please contact the district office at 972-563-7504.

## **SECTION I: PARENTAL RIGHTS**

This section of the Terrell ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

### **COMPACT FOR LEARNING AND TITLE 1 INFORMATION**

#### ***TISD Compact for Learning for school year 2019-2020***

**Compact:** A voluntary agreement that brings two groups together to work as partners.

**Staff Pledge: I will...**

- Believe that all students can learn at high levels
- Maintain high expectations for self, students, and other staff
- Be a positive role model for all students
- Continue efforts to develop and grow professionally
- Provide high quality curriculum and learning materials to support student engagement
- Utilize effective instructional methods and implement them consistently to meet individual student needs and learning styles
- Provide a safe, pleasant, and caring atmosphere
- Respect the cultural differences of students and their families
- Explain assignments clearly and provide meaningful homework that supports the curriculum
- Assist students in the development of personal and civic responsibility
- Help students learn to resolve conflicts in an appropriate and positive manner
- Provide opportunities for ongoing communication with parents:
  - Annual parent-teacher conference
  - Frequent reports about student progress
  - Opportunities to talk with staff and volunteer or observe in the classroom
- Provide parents with assistance in understanding academic achievement standards and assessments and how to monitor student progress

**Parent Pledge: I will...**

- Read with and/or to my child each day
- Volunteer in my child's school, classroom and for other events that support the campus and/or District
- Attend parent conferences and other school activities and events
- Participate in decisions relating to the education of my child, as appropriate.
- Review my child's homework
- Be aware of what my child is learning and communicate regularly with school staff
- Help my child get to school on time and to attend school regularly
- Encourage my child to show positive school behavior
- Monitor TV watching and encourage positive use of personal time
- Provide adequate rest, food, and medical attention so that my child is ready to learn

**Student Pledge: I will...**

- Put forth my best efforts in all that I do
- Attend school regularly and get to school on time
- Show positive school behavior
- Complete assignments and return homework on time to my teacher
- Show respect for myself, other people, and property
- Accept responsibility for my own actions

# **TISD Parent and Family Engagement Policy 2019-2020**

## **TISD Mission Statement**

The mission of the Terrell Independent School District, a community of unique, diverse people, is to provide an exceptional academic learning experience in a safe, nurturing environment, challenging our students to achieve academic excellence and to be responsible, productive and ethical members of a changing society.

## **Statement of Purpose**

Terrell ISD is dedicated to providing a quality education for every student in our District. To accomplish this goal, we are inviting parents and community members to partner with us to help all students on all campuses succeed. Parent and community engagement will help our schools move from “good” to “great.”

The purpose of parent engagement is to form a home-school relationship that involves the home and the school working together to promote high achievement for all children. To this end, goals for students will be distributed to all parents in the District. The District Learning Compact tells how staff, parents, and students will support these learning goals. The District will provide extra assistance, through Title I and other programs, to help students meet the learning expectations.

**1.** The school District will involve parents in the joint development of the District’s plan and the process of school review and improvement.

Terrell ISD will include parents in reviewing, planning, and evaluating the Title I program and program requirements. Parents will participate in an annual review of the effectiveness of parental engagement strategies through the Site-Based Decision Making Team Committee and the District Educational Improvement Committee. The District will make a special effort to recruit parents of children participating in the Title I program.

**2.** The District will provide the assistance and other support necessary to assist schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance.

To the extent appropriate, the District will coordinate Title I, Part A, parental engagement strategies with other programs through joint meetings and trainings.

Terrell ISD and the Region X Educational Service Center will provide support and training to principals, teachers, staff, and parents to promote parent engagement.

**3.** The District will build the schools’ and parents’ capacity for strong parent engagement.

The District, with campus support, will provide:

- **Volunteer training** is on the Terrell ISD website, [www.terrellisd.org](http://www.terrellisd.org), with instructions and videos. All volunteers are required to annually view the training video on the TISD website, complete the volunteer application form, and complete the criminal history form. When all requirements are completed, each volunteer is contacted and asked to come to the Central Administration Office (700 N. Catherine Street) to get a photo identification badge; a United States photo ID must be shown before the volunteer photo badge can be issued. The badge must be worn when volunteering at schools or school-sponsored

events. **Individuals who attend school field trips must complete the training, the application form, the criminal history form, and get a volunteer badge before going on a field trip.**

Opportunities for parent engagement are included in the “Parents as Partners” brochure, which will be given to parents at the beginning of the year, and is also posted on the District website in both English and Spanish.

- **ESSA – Every Student Succeeds Act:**
  - **Parent and Family Engagement** - Both state and local education plans under ESSA are required to be developed in consultation with many education stakeholders with an explicit mention of parents in the process. The district will include a written parent and family engagement policy in their education plan that welcomes all families and seeks to strengthen the partnership between families, school and community to improve student outcomes. The parent and family engagement policy mandates each school to convene an annual meeting with parents and families to explain the curriculum, types of academic assessments used to measure student progress, the challenging state academic standards and the proficiency levels students are expected to meet. Every Student Succeeds Act (ESSA) Public Law 114-95 Section 1116 provides guidance on Parent and Family Engagement. Details of these guidelines may be located at the following website: <http://www.esc16.net/upload/page/0370/PublicLaw%20.pdf>
  - **Local Education Plans** -The district is responsible for making information on each assessment required by the federal government and other assessments required by the state to be publicly available to parents and families. In addition, parents are allowed to request the qualifications of their child’s classroom teacher.
  - **Report Cards - State Report Cards** - States will publicly disseminate a state report card annually that is concise, widely accessible and developed in consultation with parents. **Local Report Cards** - Districts will publicly disseminate a local report card annually that is concise, widely accessible and developed in an understandable format. The District makes available to parents, teachers, principals, schools, and the community the results of the District’s campus report cards as well as system safeguards of each school.
- **Title I –**
  - Title I is the largest program supporting elementary and secondary education in the Every Student Succeeds Act (ESSA)—the new law that reauthorized the Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB) which governs the K-12 public school system at the federal level.
  - The following TISD campuses are Title I Schoolwide campuses:
    - Gilbert Willie, Sr. Elementary
    - J. W. Long Elementary, and
    - Dr. Bruce Wood Elementary.

- A district that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis.
- The district will also (1) Provide assistance to parents to understand the State's academic standards, the State and local assessment standards, and how to work with educators to improve their child's achievement (2) Provide materials and training to help parents work with their child, such as literacy and technology training (3) Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners (4) In so far as it is feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs (5) Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand (6) Provide reasonable support for family engagement activities.
- **Annual Meeting:** Parents will be informed of the date/time of the annual meeting by a letter or newsletter sent home with students and a notice posted on the District website. At the annual meeting parents will learn about Title I services, requirements, and how they can be involved in the education of their children. The meeting will be held during the first six weeks of school for the 2019-2020 school year.
- **Parent meetings/training/conferences** will be provided at various times throughout the year to meet the needs of parents.
- **Frequent Information on student progress** – Parents will be notified of:
  - A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and standards students are expected to meet.

-Assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills (TEKS) and the state student achievement standards based on the State of Texas Assessments of Academic Readiness (STAAR) will be communicated through school wide meetings, a letter from the principal, and/or district website.

-An explanation of the grading policy and the timeline for receiving written student progress reports (3-week progress reports, 6-week report cards).

-Parents must also sign up for the District's Parent Portal by contacting the main office of their student's campus. The Parent Portal will allow parents to go online and look at attendance, grades and/or missing assignments on a daily basis.

- **The District Compact for Learning** – A compact is a voluntary agreement that brings two groups together to work as partners. TISD is inviting parents to share the responsibility for improved student performance by agreeing to support the District Compact for Learning. The compact is included in the Student Handbook, posted on the District website, and given to parents during the annual Title I Parent Meeting.
- **The School-Parent Compact** – Each Title I school will develop with parents, a school-parent compact that tells how the staff, students, and parents will share the responsibility for improved student academic achievement. The compact will describe how the school-home partnership will help students achieve state academic standards and will be included in the school Parental and Family Engagement Policy.
- **Parent-Staff Communication** – Communication with parents will be in a format and a language that they can understand. All information relating to school and parent programs will be sent to parents in a timely manner. Parents may request a meeting with the principal and/or teacher by phone, email, or in writing. All parent requests for meetings will be handled in a timely manner. Information will be given to parents in a variety of ways, such as teacher notes, phone calls, newsletters, emails, the District website, school marquees, and parent/teacher conferences. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. (Henderson and Mapp, 2002).
- **Notifications:** The District distributes the required notifications in the District-wide Student Handbook and Code of Conduct which is given to all parents, electronically or as a hard copy, within the first six weeks of the school year. The parent notifications are also posted on the District website and given to parents at Title I schools (Willie, Long, and Wood Elementary) during the annual Title I meeting.



### **Additional Communication Resources Include:**

District Website: [www.terrellisd.org](http://www.terrellisd.org)

Parent Portal: [terrellisd.org/parentportal](http://terrellisd.org/parentportal) (contact your student's campus for assistance)

Remind: Text @dd2c6 to 81010

Facebook: [www.facebook.com/terrellisd](http://www.facebook.com/terrellisd)

Twitter: [@terrellisd](https://twitter.com/terrellisd)

Instagram: @tisd

YouTube: Terrell ISD

TISD E-Newsletter: Sign up at [terrellisd.org/tigernews](http://terrellisd.org/tigernews)

Terrell Tiger News: [terrelltigernews.weebly.com](http://terrelltigernews.weebly.com)

For additional information on additional communication resources, please contact your student's campus or TISD administration.

**Accessing Complaint Forms** – Complaint forms may be obtained in the principal's office or online at: [www.terrellisd.org](http://www.terrellisd.org).

**Title I Contact** – District Contact: Executive Director of Student Achievement.

**Limited English Proficient Students – Outreach** – *Statutory Citation §1112 (g) (4); 3302 (e) (1) (A) and (B) (i-iii)-Title I-A and Title III-A*

**Limited English Proficient Students – Language Instruction Educational Programs**

*Statutory Citation §1112 (g) (1) (A) (i-viii) and (3); 3302 (a) (1-8)- Title I-A and Title III-A*

**Limited English Proficient Students – Insufficient Language Instruction Educational Programs** *Statutory Citation §1112 (g) (1) (B); 3302 (b)- Title I-A and Title III-A*

All students enrolled in the District will complete a Home Language Survey as a part of the enrollment registration procedures. District procedures will be followed regarding screening for ELL (English Language Learners) services; eligibility for services will be determined on an individual basis. Based on assessment results, limited English proficient students will be placed in appropriate programs to meet language and academic needs. The District will coordinate with other programs, such as special education, as needed.

The District has informed all parents, in the District-wide student handbook, of how they can become actively involved in their child's education in the District Parent and Family Engagement Policy and the District Compact for Learning. Each Title I campus also outlines opportunities for parental involvement in the Campus Parent and Family Engagement Policy and the Parent-School Compact. This information is reviewed during the annual parent meeting.

The District provides an ESL (English as a Second Language) class for parents. The class is "free" and is offered at a time and location that is convenient for parents. Interested parents may contact District Bilingual/ESL (English as a Second Language) Specialist.

The District also partners with the Trinity Valley Community College Adult Education Program to provide an ESL class and a GED Preparation Program. Additional information is available on the TVCC webpage, [www.TVCC.edu](http://www.TVCC.edu). Go to the homepage, click on departments, and then click adult education for details.

The District's Bilingual/ESL (English as a Second Language) Specialist, assists with parent outreach to make sure that parents of limited English proficient students are informed and are given full opportunity to participate in their children's education. The Specialist is responsible for training and monitoring the Language Proficiency Assessment Committee (LPAC) to ensure that all program requirements are met for limited English proficient students. Parents are informed of why a student is identified for services, level of progress in learning English, methods of instruction, how the student's needs will be met, how the student can exit the program, parent rights, and how other services, such as Special Education, are provided.

**Reporting Information for Safe and Drug Free School Choice (SDFSC) – Statutory Citation §4114 (d) (2) (C) – Title IV-A**

**Program Activity for Safe and Drug Free School Choice (SDFSC) – Statutory Citation §4115 (b) (1) (D) (i): 4115 (b) (2) (D) – Title IV-A**

**Victim of a Violent Crime - Statutory Citation §9532 (a) Title IX**

**Persistently Dangerous School - Statutory Citation §9532 (a)**

The District must offer an opportunity to attend a safe public school or public charter school within the District to any student if he or she:

- becomes a victim of a violent criminal offense, as determined by State law, in or on the grounds of the public school the student attends;
- attends a persistently dangerous school, as determined by State criteria.

Districts that have one or more schools identified as persistently dangerous, must, in a timely manner:

- notify parents of each student attending the school that the State has identified the school as persistently dangerous;
- offer the students the opportunity to transfer to a safe public school, including a safe public charter school within the District; and
- for those students who accept the offer, complete the transfer

The District must also:

- develop a corrective action plan;
- submit the plan to the state for approval; and
- implement that plan in a timely manner.

Districts that have students who have been victims of a violent criminal offense in or on school grounds that the student attends, must, in a timely manner:

- notify the parent of their right to transfer the child to another school; and
- inform the parent that schools to which the student transfers must not be designated as “persistently dangerous,” including public charter schools, if available.

The District defines “timely manner” as:

- Victims of a violent criminal offense – within 14 days of the incident
- Persistently dangerous school – 14 days prior to the beginning of the school year and at the time of enrollment for new students

**Homeless Students Statutory Citation: §722 (g) (6) (A) (iv, vii), Title I-A**

The District, with the assistance from the Homeless Liaison, the Director of Student Services, 972-563-7504 will inform the parents/guardians of homeless students of their educational opportunities at the time of enrollment.

The District will ensure that:

- all homeless students will have equal access to the same education as all other students enrolled in the District;
- that schools, with the assistance of the local liaison, will promptly identify homeless students; and
- parents of homeless students receive information such as the Student Handbook and Code of Conduct, notices about parent meetings, transportation information, student progress reports, reports cards, state academic assessment data and all District/campus information.

## **NOTICES TO PARENTS**

### **Asbestos Management Plan**

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the Terrell ISD Maintenance office. If you have any questions, please contact 972-563-2424.

### **Pest Management Plan**

The District applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the Terrell ISD Maintenance Department at 972-563-2424.

### **Additional Notices**

Other important notices in the Student Handbook cover the following topics:

- Student participation in a survey, analysis, or evaluation;
- Opting out of surveys and data collection activities;
- Requesting the professional qualifications of teachers and staff;
- Requesting a transfer of your child to a safe public school;
- Assistance to students who have learning difficulties;
- Student records;
- Bacterial meningitis;
- Career and technical programs;
- ESSA parent-guardian notifications, and
- School lunch programs.

Please take some time to review these notices and other important information contained in the Student Handbook.

## **CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

### **Consent to Conduct a Psychological Evaluation**

A District employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

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

### **Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14**

A student under the age of 14 must have parental permission to receive instruction in the District's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the District's health education classes.

### **Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law**

State law 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 cocurricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The District will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See Video Cameras for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

## **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 district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet **Or** submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

### **Note:**

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

## **Limiting Electronic Communications with Students by District Employees**

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. SEE Policy DG (LOCAL)

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.

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.

## **Objecting to the Release of Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);

- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the 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 the forms packet.]

As allowed by state law, the District has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all District publications and announcements, the District has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; 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; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the District wishes to use the information for the school-sponsored purposes listed above.

*For all other purposes*, the District has identified the following as directory information: student name; address; date of birth; degrees, honors and awards received; grade level; participation in officially recognized activities and sports; and enrollment status. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records**.

### **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)**

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 included in the forms packet is available if you do not want the District to provide this information to military recruiters or institutions of higher education.



## **Participation in Third-Party Surveys**

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

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—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 Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information***

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

- 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. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See (LOCAL) policies EF and FFAA.]

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

## **REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION**

### **Reciting a Portion of the Declaration of Independence in Grades 3–12**

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).]

### **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).]

### **Religious or Moral Beliefs**

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

### **Tutoring or Test Preparation**

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

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

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

## **RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES**

### **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.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

### **Participation in Federally Required, State-Mandated, and District Assessments**

You may request information regarding any state or District policy related to your child's participation in assessments required by federal law, state law, or the District.

### **Student Records**

#### ***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 school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to your child, and

- Teaching materials and tests used in your child’s classroom.

### ***Authorized Inspection and Use of Student Records***

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

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

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

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

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

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

- When District school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including District health or District medical

staff); a person or company with whom the District has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school District/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the District discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and

the student qualifies for free or reduced-price meals, the District will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the District denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended 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 or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the District's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** and **Complaints and Concerns** for an overview of the process.]

The District's policy regarding student records found at policy FL(LOCAL) is available from the principal or superintendent's office or on the District's website at [www.terrellisd.org](http://www.terrellisd.org).

The parent 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.

## **Teacher and Staff Professional Qualifications**

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 whether the teacher is currently teaching in the field of discipline of his or her certificate. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

## **STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### **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://tea.texas.gov>.

## **Parental Role in Certain Classroom and School Assignments**

### ***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).]

### ***Safety Transfers/Assignments***

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with District administrators if your child has been determined by the District to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [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.]
- Request the transfer of your child to another District 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. If the victim does not wish to transfer, the District will transfer the assailant in accordance with policy FDE.

### **Service/Assistance Animal Use by Students**

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

## **Students in the Conservatorship of the State (Foster Care)**

A student who is currently in the conservatorship (custody) of the state and who enrolls in the District after the beginning of the school year will be allowed credit-by-examination opportunities outside the District's established testing windows, and the District will grant proportionate course credit by semester (partial credit) when a student does only pass one semester of a two semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the District's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the District's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another District but does not meet the graduation requirements of the receiving 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.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of any applications for admission or for financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

[See also **Credit by Examination for Advancement/Acceleration** and **Students in Foster Care** for more information.]

## **Students Who Are Homeless**

Children who are homeless will be provided flexibility regarding certain District provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;



- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements

If a student in grade 11 or 12 is homeless and transfers to another school District but does not meet the graduation requirements of the receiving 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.

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See also **Credit-by-Examination for Advancement/Acceleration** and **Homeless Students** for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

### **Special Education Referrals**

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

**Note:** A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

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

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

### **Contact Person for Special Education Referrals**

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Executive Director of Special Education at 972.563.7580.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

### **Section 504 Referrals**

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

### **Contact Person for Section 504 Referrals**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Executive Director of Special Services at 972-563-7580..

[See also **Students with Physical or Mental Impairments Protected under Section 504**]

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

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

### **Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education**

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the District is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

### **Students 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.

### **Students with Physical or Mental Impairments Protected Under Section 504**

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Director of Special Education at 972.563.7580.

[Also see policy FB.]

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the Student 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. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your student's campus.

### **ABSENCES/ATTENDANCE**

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

#### **Compulsory Attendance**

##### ***Age 19 and Older***

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 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.]

##### ***Between Ages 6 and 19***

State law requires that a student between the ages of 6 and 19 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.

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

##### ***Prekindergarten and Kindergarten***

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

## **Exemptions to Compulsory Attendance**

### ***All Grade Levels***

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;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **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. Please see that section for more information.

### ***Secondary Grade Levels***

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides paperwork signed by the relevant military branch showing that the student's absence was related to enlistment.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the District's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- A student serving as an election clerk, if the student makes up any work missed.

The District will also excuse an absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

## **Failure to Comply with Compulsory Attendance**

### ***All Grade Levels***

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.

### ***Students with Disabilities***

If a student with a disability is experiencing attendance issues, the student’s ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a re-evaluation, and/or modifications to the student’s Individualized Education Program or Section 504 plan, as appropriate.

### ***Age 19 and Older***

After a student age 19 or older incurs a third unexcused absence, the District will send the student a letter as required by law explaining that the District may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student’s enrollment, the District may implement a Behavior Improvement Plan.

### ***Between Ages 6 and 19***

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the District will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a Behavior Improvement Plan, school-based community service, referrals to in-school counseling and/or other social services. Any other measures considered appropriate by the District will also be initiated.

The truancy prevention facilitator for the District is the Director of Student Services. If you have questions about your student and the effect of his or her absences from school, please contact the campus administrator or the truancy prevention facilitator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the District, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

## **Attendance for Credit or Final Grade (Kindergarten Through Grade 12)**

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, 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 or a final grade 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 or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days (90% rule). In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- 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 review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- 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 or a final grade.

The student or parent may appeal the committee's decision to the Board by following policy FNG(LOCAL).

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

### **Official Attendance-Taking Time (All Grade Levels)**

The District must submit attendance of its students to TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:15 am at all campuses. For TAEC (Phoenix Campus) the official attendance times will be: 10:15 am for the morning session and 2:00 pm for the afternoon session.

A student who is absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

### **Documentation After an Absence (All Grade Levels)**

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. This documentation must be turned in within **3 days** after the last day of absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the District reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the District to be excused or unexcused. 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, even if the parent provides a note explaining the absence.

### **Doctor's Note After an Absence for Illness (All Grade Levels)**

Within **3 days** of returning to school, a student absent for more than **3 consecutive days** because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

### **Driver License Attendance Verification (Secondary Grade Levels Only)**

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



## **ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)**

Terrell ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the District, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the District compiled by TEA based on academic factors and ratings;
- The District's financial management report, which will include the financial accountability rating assigned to the District by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

For inquiries about these reports, contact the TISD administration.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

## **ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST**

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Please contact the High School for information about this opportunity.

## **AWARDS AND HONORS (All Grade Levels)**

Each campus will have its own set of awards and honors (ie. attendance awards, honor roll, NJHS, NHS) that are awarded to students for their accomplishments throughout the year. For available awards on each campus, please contact the campus principal for more information. (Note: National Junior Honor Society (NJHS) is only awarded at Furlough Middle School and National Honor Society (NHS) is only awarded at Terrell High School)

## **BULLYING (All Grade Levels)**

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

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

- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by ROAR (Recognize, Observe, Act, Report) Card, reporting to a teacher, an administrator, or another school staff member.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom 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 the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

The District has a comprehensive process Recognize, Observe, Act, Report (ROAR) for investigating any allegations of prohibitive conduct.

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

[Also see **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, 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 (Secondary Grade Levels Only)**

The District offers career and technical education program clusters in the following areas: Middle School - STEM, Agriculture, and Career Development; High School – Business, Agriculture Sciences, Arts A/V, Finance, Manufacturing, Health Science, Marketing, STEM, Transportation, Architecture and Construction. Please note that the availability of the courses is dependent on student interest and/or staffing options. For information about admission to these programs, please contact any middle or high school counselor or the Director of CTE Programs.

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

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

[Also see **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/ Section 504 coordinator, who will address certain allegations of discrimination.]

## **CELEBRATIONS (All Grade Levels)**

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

[Also see **Food Allergies**]

## **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)**

The District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at any TISD campus, or administration. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or 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 school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [EnglishMSHB\\_CoC072017\\_0822aa.docx](#) [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 1](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 2](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

## **CLASS RANK/HIGHEST-RANKING STUDENT (Secondary Grade Levels Only)**

Refer to applicable Academic Handbook/Course Guide available on campus.

## **CLASS SCHEDULES (Secondary Grade Levels Only)**

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.

A student's class schedules can only be changed up to ten days after the beginning of each semester. After that period, schedule changes may be considered on a case-by-case basis. The counselor and the campus principal and/or assistant principal must approve any schedule changes.

## **COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)**

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

- Completes the distinguished level of achievement under the Foundation Graduation Program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); 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 student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. The University, through a holistic 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 school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** for information associated with the Foundation Graduation Program].

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

## **COLLEGE CREDIT COURSES (Secondary Grade Levels Only)**

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;
- Enrollment in pre-approved courses taught in conjunction and in partnership with Trinity Valley Community College (Terrell Campus) which may be offered on or off campus;
- Enrollment in pre-approved courses taught at other colleges or universities; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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.

To enhance the learning experience in Terrell ISD, the dual credit program has been expanded. In continuing partnership with Trinity Valley Community College, students in Terrell ISD are given the opportunity, starting in grade 9, to earn college credit through the dual credit program. Upon graduation from TISD, students who have taken the opportunity to participate in this program can also earn an Associates Degree from TVCC. Terrell ISD in partnership with an institute of higher learning will provide college preparatory courses in math and ELA. Please refer to the annual Academic Handbook.

## **Communications—Automated**

### ***Emergency***

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

[See **Safety** for information regarding contact with parents during an emergency situation.]

### ***Nonemergency***

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number or email address. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any

change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency situation.]

## **COMPLAINTS AND CONCERNS (All Grade Levels)**

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

Should a parent or student feel a need to file a formal complaint, the parent or student should file a District complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to 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 (All Grade Levels)**

### **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 as well as on District vehicles—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 are 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.

### **Campus Behavior Coordinator**

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The Assistant Principals at each campus are designated as the campus behavior coordinator.

### **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 will 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.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.



## Conduct Levels

The following level system will be used in conjunction with the step system to provide a more consistent discipline on and between campuses. The goal for any discipline system is for the student to be aware of their behaviors and to become self-managing to change those behaviors.

## Conduct Infractions & Consequences

NOTE: This is NOT an exhaustive list of infractions & consequences

<b>Level I Infractions (ON or within 300 ft of CAMPUS)</b> * This list includes but is not limited to:	<b>Level I Consequences</b> This list includes but is not limited to:
<ul style="list-style-type: none"> <li>• Altering/ destroying school records</li> <li>• Assault-simple, student</li> <li>• Bus conduct (A)</li> <li>• Campus disruption</li> <li>• Classroom disruption</li> <li>• Campus insubordination</li> <li>• Defacing school property; damaging textbooks &lt;\$50</li> <li>• Dress code (B)</li> <li>• Drug paraphernalia-possession</li> <li>• Fighting</li> <li>• Fireworks-possession</li> <li>• Identification bad infractions</li> <li>• Gambling</li> <li>• Inappropriate behavior</li> <li>• Inappropriate display of affection</li> <li>• Knife possession (any blade object)</li> <li>• Laser pointer possession</li> <li>• Leaving school grounds</li> <li>• Loitering</li> <li>• Non-attendance/tardy/ truant</li> <li>• Obscene material possession</li> <li>• Electronic device, inappropriate possession/ use</li> <li>• Profanity – not to an employee</li> <li>• Prohibited articles' possession</li> <li>• Reckless conduct</li> <li>• Theft &lt;\$25</li> <li>• Threat to a student</li> <li>• Tobacco-first infraction (C)</li> <li>• Trespassing on other District campuses</li> <li>• Walk-out / protest</li> <li>• Vandalism of student's property</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned school duties</li> <li>• Behavior contract</li> <li>• Confiscation of article</li> <li>• Discretionary classroom removal</li> <li>• Detention</li> <li>• Formal classroom removal</li> <li>• ISS – up to 10 days</li> <li>• Loss of privileges</li> <li>• Parent / student/ teacher conference</li> <li>• Restitution</li> <li>• Restricted dress code</li> <li>• Friday school</li> <li>• Suspension at home up to 3-days</li> <li>• Warning</li> <li>• Emergency removal</li> <li>• Any combination of Level 1 consequences</li> <li>• Mediation</li> <li>• Other</li> <li>• DAEP Placement: Elementary 5-90+ days Secondary 10-90+ days</li> </ul>

<b>Level II Infractions (ON or within 300 ft of CAMPUS) *</b> This list includes but is not limited to:			<b>Level II CONSEQUENCES</b> This list includes but is not limited to:
<ul style="list-style-type: none"> <li>• Altering/ destroying school records</li> <li>• Abusive language</li> <li>• Assault-simple, employee/ volunteer</li> <li>• Assault with bodily injury, student</li> <li>• Bullying/Cyberbullying</li> <li>• Calling 911</li> <li>• Defacing school property &gt;\$50</li> <li>• Drug/alcohol-possession/ influence- first infraction/ look-alike drugs</li> <li>• Extortion, coercion, blackmail</li> <li>• False claim against student/ employee</li> <li>• Fire alarm pulled/no evacuation</li> <li>• Fireworks' ignition</li> <li>• Felony-on or within 300' of campus</li> <li>• Felony-not within 300', but a danger</li> <li>• Gang activity</li> <li>• Harassment of personnel</li> <li>• Hazing</li> <li>• Indecent exposure</li> <li>• Inappropriate display of body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Illegal access to technology, on or off campus</li> <li>• Improper photography/ video or audio recording</li> <li>• Look-alike weapon</li> <li>• Major campus disruption</li> <li>• Persistent campus misbehavior</li> <li>• Persistent classroom misbehavior</li> <li>• Persistent Level I Infractions</li> <li>• Profanity to an employee</li> <li>• Racial slurs</li> <li>• Retaliation</li> <li>• Serious campus misbehavior</li> <li>• Serious classroom misbehavior</li> <li>• Sexual harassment</li> <li>• Tampering with an Automatic External Defibrillator</li> <li>• Technology abuse/ destruction/ threat</li> <li>• Technology – possession of materials to destruct</li> <li>• Theft &gt;\$25</li> <li>• Threat to a student</li> <li>• Threat to an employee</li> <li>• Title 5 felony-off campus</li> <li>• Tobacco-second infraction (see tobacco policy)</li> </ul>	<ul style="list-style-type: none"> <li>• Vandalism of student's property &gt;\$50</li> <li>• Violation of Behavior Intervention Plan</li> <li>• Weapon-possession</li> <li>• Continuation of other District's AEP placement.</li> <li>• Over-the-counter medication abuse/ misuse</li> <li>• Prescription medication abuse/misuse</li> <li>• Mind-altering or mood-altering substance abuse</li> <li>• Selling/ distributing prescription medications</li> <li>• Selling/ distributing over-the-counter medications, amounts exceeding package directions</li> <li>• Public lewdness</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Emergency removal</li> <li>• DAEP Placement: Elementary 5-90+ days Secondary 10-90+ days</li> <li>• Any combination of the above listed Level II Consequences</li> <li>• Expulsion</li> <li>• Other</li> </ul>

<b>Level III Infractions (ON or within 300 ft of CAMPUS) *</b> This list includes but is not limited to:			<b>Level III CONSEQUENCES</b> This list includes but is not limited to:
<ul style="list-style-type: none"> <li>• Aggravated assault</li> <li>• Aggravated kidnapping</li> <li>• Aggravated sexual assault</li> <li>• Arson</li> <li>• Assault of a District employee or volunteer; on or off school property</li> <li>• Bomb threat/hoax</li> <li>• Fire alarm pulled – building evacuated.</li> <li>• Criminal mischief &gt;\$1500</li> <li>• Club-weapon possession</li> <li>• Deadly conduct</li> <li>• Firearm (1-calendar year expulsion)</li> <li>• Hit list</li> <li>• Indecency with a child</li> <li>• Knife possession – illegal length or type</li> </ul>	<ul style="list-style-type: none"> <li>• Prohibited weapon possession (Penal code 46.05)</li> <li>• Drug/ alcohol infraction – use / influence / possession – felony</li> <li>• Drug/ alcohol – second infraction for use/ influence/ possession</li> <li>• Drug/ alcohol infraction- sell/ give/ deliver – felony / misdemeanor</li> <li>• Manslaughter</li> <li>• Murder</li> <li>• Retaliation against a school employee</li> <li>• Serious / persistent misbehavior at the TAEC/ DAEP</li> <li>• Sexual assault</li> </ul>	<ul style="list-style-type: none"> <li>• Criminally negligent homicide</li> <li>• Expellable offense committed on another District's campus</li> <li>• Terrorist threat</li> <li>• Aggravated robbery of a student on or off school property</li> <li>• 37.007 (a) Penal Code retaliation against an employee on or off school property</li> <li>• Destruction/ theft of an Automatic External Defibrillator</li> <li>• Title 5 felony on or within 300 feet of campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Restitution</li> <li>• Any combination of the above listed Level II Consequences</li> </ul>

- (A) – See Bus Conduct policy
- (B) – See Dress Code policy
- (C) – See Tobacco policy

## Discipline Process

The following Step System is interconnected with the above Conduct Levels.

### ***Step System for Elementary & Secondary Schools***

Appropriate behavior is expected of every student in Terrell schools. All campuses will continue to encourage good behavior at all times.

When there is a need for discipline consequences, TISD will employ a step system on all campuses. This system will ensure consistent discipline of students throughout the District. Mandatory placements to DAEP or Mandatory Expulsion as defined by Texas Education Code Chapter 37 and TISD Board Policy will be enacted and bypass the Step System if an issue warrants the placement.

This system will follow the parameters set forth for ISS, OSS, and DAEP.

For steps 3-9, the campus counselor(s) may be used as an additional support for the student. Counseling conferences will not be used in lieu of any step.

For Dress Code violations, the students will receive one warning.

Based on the severity of the discipline infraction, steps may be skipped. The Principal has the final decision on any step.

(NOTE: Elementary Schools conduct Thursday night school and the Secondary Schools conduct Friday night school)

### ***Discipline Steps***

1st Referral	Conference & Warning
2nd Referral	Conference & Detention (lunch or after school)   removal of privileges
3rd Referral	Conference & Counseling Referral and Thursday/Friday School
4th Referral	Conference & ISS
5th Referral	Conference & ISS
6th Referral	Mandatory Parent Conference & ISS
7th Referral	Conference & ISS or OSS (possible DAEP placement)
8th Referral	Conference & ISS or OSS (possible DAEP placement)
9th Referral	Mandatory Parent Conference, ISS or OSS, AND DAEP placement

### ***Consequences for Tardies, Dress Code, no ID***

The following consequences for tardies, dress code and no ID will be used per teacher per class. Every campus will have student body meetings at the beginning of the year and express the importance of getting to all classes on time and following all school rules that includes dress code. These meetings will be considered to be the first warning for tardies and dress code. Not all campuses will be issuing IDs to students, but those that do, IDs are expected to be displayed at all times.

Dress code violations that cannot be corrected, per the Dress Code Section of this handbook – ISS remainder of day AND consequence ladder.

#### **Consequences for Tardies, Dress Code, no ID**

##### **All Schools**

- 1<sup>st</sup> – 3<sup>rd</sup> Offense – Warning from teachers/staff
- 4<sup>th</sup> and Subsequent Offenses – Follow Discipline Step System

## **COUNSELING**

### **Academic Counseling**

#### ***Elementary and Middle/Junior High School Grade Levels***

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

#### ***High School Grade Levels***

High school 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 year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

In the 2014-2015 school year, beginning with 9<sup>th</sup> grade students, there will be opportunities for students to earn Endorsements, Performance Acknowledgements, and Distinguished Level of Achievement toward graduation under the Foundation School Program.

##### ***Endorsements***

An endorsement is a course of study that a student will choose (in writing) to earn during high school. The categories for endorsements are:

1. STEM
2. Business and Industry
3. Public Services
4. Arts and Humanities
5. Multidisciplinary

A student may enroll in courses in more than one endorsement area before the student's junior year.

To earn an endorsement a student must successfully complete a total of 26 credits that include the foundation school requirements; four math credits; four science credits; and two additional elective credits. Each area of endorsement has specific requirements for the attainment of the endorsement.

##### ***Performance Acknowledgement***

Allows a student to earn a *performance acknowledgement* that is placed on the student's diploma and transcript. Terrell ISD will adopt requirements on which the performance acknowledgement can be earned. The areas that could be earned: 1. Outstanding performance in a dual credit course, in bilingualism and biliteracy, on college AP exam, on the PSAT, on the SAT, or on the ACT; or 2 for earning a nationally or internationally recognized business or industry certification or license.

### *Distinguished Level of Achievement*

A student can earn the distinguished level by successfully completing 26 credits consisting of the foundation program requirements, plus Algebra II as one of the four math credits; credits for *at least* one endorsement; and a fourth science credit (advanced course). Distinguished Achievement acknowledgements will appear on the diploma and transcript. A student must earn distinguished level of achievement (including Algebra II) to be eligible for automatic admissions based on rank within the top 10% of the graduating class.

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.

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

### **Personal Counseling (All Grade Levels)**

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

[Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness**.]

### **COURSE CREDIT (Secondary Grade Levels Only)**

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters 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**

In accordance with House Bill 2694 and using guidelines established by the State Board of Education the following credit by examination guidelines shall be applied:

- TISD will provide examinations to thoroughly test comprehension of the information presented in specific subject areas.
- Credit by examinations from the University of Texas at Austin, credit by examinations from Texas Tech University, subject area advanced placement examinations developed by the College Board and examinations offered through the College Level Examination Program will be honored as suitable examinations. There are no locally developed credit by examinations adopted by the Board.

- If the student fails to achieve the designated score on an applicable examination for a subject before the beginning of the school year in which the student would ordinarily be required to enroll in a course in that subject (in accordance with local course sequence), the student must satisfactorily complete the course to receive credit for the course.
- Secondary students will be given credit if the student earns a score of 80% or above on a District approved exam or the student scores a 3 or higher on an applicable College Board Advanced Placement test, or a scaled score of 50 or higher on the CLEP test.
- If a student is awarded credit by exam, the District will list the exam score on the student's transcript, and the student will not be required to take the end-of-course exam for that subject.
- Districts must administer credit by examinations four times a year, unless the exam is administered by an entity other than a District (College Board or CLEP). In those cases, College Board and CLEP will establish testing dates and registration dates. It is the responsibility of the student to pre-register for all examinations.
- A student may not attempt the credit by the exam more than twice in the same subject.
- The test result will be the grade recorded for the course and will not be used in calculating GPA.
- Credit by examinations from Texas Tech and the University of Texas at Austin require the student to pre-register 45 days prior to the scheduled examination date. Examination dates will be established annually by the District.
- The District will not honor a request by a parent to administer a test on a date other than the published dates.

[For further information, see EHDC (LOCAL) and TEC 28.023.]

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)**

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, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the District's policy is available in the principal's office, the superintendent's office, and the district website. [See policy FFH(LOCAL).]

### **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, 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, which negatively affects the student.

## **Harassment**

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating 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.

In addition to dating violence as described above, two other 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, such as comforting a child with a hug or taking the child's hand. 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 or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

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

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

## **Reporting Procedures**

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other District employee. The student's parent may make the report. There are also information cards (ROAR cards) that any student can fill out and deposit into a secure, confidential locked receptacle that are checked several times a school day by counselors. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate District officials to whom to make a report.]

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

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

## **Investigation of Report**

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

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

During the course of an investigation and when appropriate, the District will take interim action to address the alleged prohibited conduct.

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

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

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

## **DISCRIMINATION**

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

## **DISTANCE LEARNING**

### **All Grade Levels**

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, Texas Virtual School Network (TxVSN), and instructional television. The District may deny a request to enroll in an electronic course if the course load is inconsistent with the student's high school plan, requirements for college admissions/industry certification, or the District offers a substantially similar course. Students may be held responsible for costs associated with distance learning courses.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), in order to earn credit in a course or subject, the student must receive permission from the principal and counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the District may not recognize and apply the course or subject toward graduation requirements or subject mastery. The Texas Virtual School Network (TxVSN) has been established by the state 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.

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.**]

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)**

### **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 yearbook, school posters, brochures, flyers, etc.

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

### **Non-school Materials**

#### ***From Students***

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

The campus principal will designate a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

#### ***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(LOCAL). To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to central administration for prior review. The materials will be approved or rejected 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(LOCAL) or GF(LOCAL).]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

## **DRESS AND GROOMING (All Grade Levels)**

The District's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The Board gives authority to campus principals to strengthen the District's basic Student Dress Code as necessary.

Please note: The Global Leadership Academy students have parameters and a standard of dress that are separate from the following standards.

Student ID's will be required for every student to have in their possession. The campus principal has the discretion to require students display their ID.

Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

### **Grooming**

- Male facial hair is allowed. Mustaches and beards must be neatly trimmed. The length of any facial hair will not be allowed past a #3 barber's trimmer guard
- If the male student is not wearing a beard, sideburns may not extend past the earlobes
- Mustaches are permitted provided they are neatly trimmed. The rest of the face and neck area should be clean shaven
- All students' hair shall be clean and well groomed at all times and shall not obstruct vision
- Extreme styles or unnatural hair colors are not allowed
- Symbols, letters, or designs cut in the hair are not allowed
- No ponytails, pig tails, duck tails, rat-tails, Mohawks or variations, or puff balls shall be allowed on male students
- Male students' hair length must not touch their shirt collar

### **Jewelry and Other Accessories**

- Excessive makeup and/or jewelry are not allowed
- All tattoos that are decided by campus administration to be inappropriate, offensive, obscene, or causes racial discord, must be covered and hidden from view
- Jewelry used in conjunction with body piercing such as nose rings, lip rings, eyebrow rings, or tongue studs are prohibited
- Students shall not wear gauges, plugs, spacers, etc.
- Male students may wear ear studs, but may not wear any type of earring that hangs down from the ear lobe
- Male students may not wear makeup
- Unless prescribed, sunglasses are not to be worn in school
- Chains on wallets are not permitted
- No chains, handcuffs, or any other accessory that suggests weaponry shall be used
- Head coverings of any kind are not permitted in the buildings
- Hair rollers are not allowed

### **Tops**

**Style:** Collared knit button polo style shirts or dress style buttoned shirts/blouses (long or short sleeve), turtlenecks

**Color:** Any solid, single color is permitted

- All tops should be appropriately fastened
- Tops may be untucked but not oversized
- Logos must not be larger than 2" x 2" inches, unless approved by campus administration. *School logos are not required*

### **Pants, Jeans, Shorts, Capris**

**Style:** Pleated or flat front docker-style slacks or pants (belted and full-length), jeans, walking style shorts. Pants with belt loops must have a belt

**Color:** Khaki, Black, or Navy Blue (solid, single colors)

- Hem of shorts must fall between the bottom of the knee and no more than 3 inches above the knee (in both front and back)
- Carpenter, cargo (including flat and puffed pocket), overall, painter, flood pants, hip-hugger, or low-rise style pants are not allowed
- Pants, jeans, shorts, capris must not have skin showing from beneath the material
- Bottoms (pants, jeans, capris, shorts, etc.) must be worn at the waist, appropriately sized, and be properly hemmed or cuffed. **Sagging is prohibited**
- Brads, studs or other adornments are not allowed on pants, shirts, or belts
- Athletic style shorts are only allowed during PE/Athletics, Cheer, Band, or Drill team classes
- At Terrell High School, students enrolled in Health Science Technology program may wear campus-approved scrubs on days designated by the HST instructor
- Sweat pants are not allowed

### **Jumpers, Skirts and Skorts**

**Color:** Khaki, Black, or Navy Blue (solid, single colors)

- Skirts may be longer than the knee and no shorter than 3 inches above the top of the kneecap. Slits are allowed, but not above the top of the kneecap
- Knee length skirts may have a kick-pleat (no more than 3 inches above the top of the kneecap), but not a slit
- Skorts length may be no longer than the top of the kneecap or shorter than 3 inches above the top of the kneecap. No slit is allowed
- Jumpers must be worn no more than 3 inches above the top of the kneecap (in both front and back). No slits are allowed
- Collared polo shirt, blouse, or turtleneck must be worn under the jumper at all times
- Shorts must be worn under skirts or jumpers for Pre-K through 6<sup>th</sup> grades
- Kick-pleats are allowed (no more than 3 inches above the top of the knee-cap). Slits are not allowed

### **Sweatshirts, Sweaters, Vests, and Pullovers**

**Color:** Any solid, single color

- Regular or hooded sweatshirts (including zip up sweatshirts), sweaters, vests, and pullovers must be appropriately sized in the shoulders, sleeves, and length
- Logos must not be larger than 2" x 2" – *School logos are not required*

- Stripes, checks, lettering, or other designs are not allowed on sweatshirts, vests, or sweaters
- Sleeveless or capped sleeve sweatshirts are not allowed
- Hoods shall not be worn on the head in the school buildings
- Higher education and military lettering and logos are permitted

### **Friday Spirit Day:**

#### **Shirt Colors: Red or White**

- Spirit shirts or standard dress code shirts may be worn on Fridays

### **College Spirit Day:**

#### **This day will be determined by Administration**

- College shirts (t-shirts, collared Polo-type, and dress type) and sweatshirts will be allowed on designated College Spirit Days

### **Socks, Hose/Tights**

- Socks must be worn with slacks, pants or shorts. Any matching solid, single color socks are allowed
- Hose and tights must be any solid, single color

### **Shoes, Boots, Tennis Shoes**

#### **Style (shoes and boots):** Must be closed-toe and closed-heel

- Para-military type boots, steel-toed boots or shoes, sandals, thongs, flip flops, house-shoes, open-toed or open-heeled shoes are not allowed
- Footwear must match
- Footwear that is designed to have shoestrings must have shoestrings, and the shoestrings must be appropriately tied. Velcro, buckles, or other types of fasteners must be fastened appropriately for the design of the shoe (closed, buckled, etc.)

### **Belts**

**Style:** Leather-like dress style belts must be worn at all times. – *Wearing belts is encouraged, but not required for Pre-K and K*

**Color:** Solid colored brown, black, white, or navy blue dress style

- Stripes, checks, or other designs on belts are not allowed
- Belts must be appropriate size
- Belts may not have metal studs, brads, or other adornments
- Belts must be worn inside loops at the waist

### **Outerwear: Coats**

**Color:** Any solid, single color

- Coats may be allowed in accordance with appropriate weather conditions
- Coats are allowed to be worn in classrooms
- Coats must be open front with zipper, buttons, Velcro, or other appropriate fasteners
- Trench coats and dusters are not allowed
- Stripes, checks, lettering, or other designs are not allowed on outerwear

### **Backpacks**

- Backpacks must be age and school appropriate. With the exclusion of the student's name or initials, the backpack may not be altered from its original state. This includes the addition of paint, tape, patches, symbols, stickers or any other embellishments

### **Additional Guidelines**

- Clothing must be appropriately sized
- Skinny, baggy, sagging, or torn pants, jeans, capris or shorts are not allowed
- Pants with belt loops must have a belt
- Tops and bottoms may not be the same color. (Example: Students may not wear a navy blue shirt with navy blue pants.)
- Clothing items cannot be worn in any way that reflects gang affiliation, conceals contraband, or creates a distraction
- All clothing must be properly hemmed, clean and free from holes or tears
- Spandex, nylon, and stretch-type materials are not allowed
- A tie may be worn with a dress shirt. String ties are not allowed
- Advertisements or symbols that promote or depict drugs, alcohol, tobacco products, and violence on all apparel, jewelry, or accessories are prohibited

Campus Administrators will have complete and final judgment on all matters concerning interpretation of the Student Dress Code. Matters concerning appearance and dress not specifically covered in the Student Dress Code Policy shall be within the discretion of the campus administration.

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 may 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.

For special events (ie. dances, prom, etc.), the principal of the campus hosting the event will publish, in a timely manner, a specific dress code for the event that will reflect modesty and taste. In the event that a specific dress code is not published, then the standards set forth in the approved dress code will apply. If there is a violation of the specific dress code for special events, the student will be given an opportunity to correct the problem. If not corrected, the student will not be allowed to attend the event.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)**

### **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 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, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF.]

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

### **State Assessments and Cell Phones or other Electronic Devices**

Texas Education Agency stated in the 2017-2018 *District and Campus Coordinator Manual* for the Student Assessment Program that:

*The use of cell phones during testing is not permitted for the following reasons:*

*Making or receiving calls disrupts the testing environment by disturbing other students.*

*Making or receiving calls could compromise the confidentiality of the test.*

*The text messaging and camera features of cell phones could be used to compromise the confidentiality of the test.*

The policy adopted and set forth by Terrell ISD states that, "Students will not be permitted to bring cell phones or other electronic media devices into the testing environment on state testing days".

Any student found to have a cell phone or electronic device in the testing environment will be subject to the following:

- The student's test will automatically be invalidated even if the student's test document has already been submitted to the test administrator.
- The student's cell phone will be confiscated immediately and will be used in an investigation into test security and confidentiality.
- Any other disciplinary actions will be decided at the campus level.

This policy was developed to comply with the Texas Education Agency mandate. This policy was further developed to help maintain and preserve the security and confidential integrity of the Texas Student Assessment Program (*see Texas Education Code, Chapter 39, Subchapter B, for a further definition of the secure testing program.*)

### **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, a student's personal electronic device may be searched by authorized personnel. [See **Searches** and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The District is not 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**

Violation of computer use policies, rules, or agreements signed by the student or the student's parent may result in the student's access being suspended or having access completely revoked for a time period determined by District administration, as well as additional disciplinary action in accordance with the Student Code of Conduct. [For more information see Policy CQ (LOCAL)].

1. The use of any technology (including, but not limited to, computers, network-delivered services, the Internet, audio-visual equipment, televisions, and DVDs) must support the educational goals of Terrell Independent School District. Use must be authorized by a TISD staff member and must lie within the bounds of TISD curriculum.
2. Accessing or transmitting any material that is considered inappropriate or is in violation of any federal or state law is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets.
3. Individual(s) involved in any of the following will be subject to disciplinary action in accordance with the TISD Student Code of Conduct:
  - Unauthorized use of District technology for non-educational purposes or outside the bounds of TISD curriculum
  - Accessing, transmitting, copying, or creating material that violates the Student Code of Conduct
  - Accessing, transmitting, copying, or creating material that is inappropriate, illegal, copyrighted, pornographic or obscene, stolen, threatening, discriminatory, harassing, or offensive
  - Violating or infringing upon the intellectual property, copyrighted or trademarked rights of another
  - Plagiarism or use of District technology to engage in academic dishonesty

- Attempts to bypass or disable the District's Internet filter or security systems or software
  - Attempts to access, alter, damage, or change network configuration, security, passwords, or individual accounts of another without written permission from the TISD Technology Department
  - Attempts 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 substantial disruption to the educational environment
  - Attempts to install unlicensed or unapproved software or technology on the network
  - Attempts to alter, destroy, hack, or disable District computer 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 of 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
  - Sending or posting electronic messages that are abusive, profane, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including off school property if the conduct causes substantial disruption to the educational environment
  - Use of e-mail or Web sites at school to encourage illegal behavior, engage in conduct that violates the Student Code of Conduct, or threatens school safety
4. TISD computers, the Internet, and other network-delivered services should not be used for personal, commercial, or financial gain or to otherwise conduct business that is unauthorized.
  5. When placing, removing, or restricting access to specific databases or the Internet or other network-delivered services, school officials shall apply the same criteria for educational suitability used to evaluate all other educational resources.

*Parents who have objections to the Internet or other network-delivered services may assume responsibility for imposing restrictions only on their child(ren). Any parent wishing to restrict his/her child's access to such service must provide the school with this restriction in writing by declining permission on the District's Acceptable Use Policy for Technology and Internet Parental Permission Form.*

## **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 ['Before You Text' Sexting Prevention Course](#), 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.

### **Acceptable Use Policy Parental Permission Form and Student Contract**

The Terrell Independent School District (TISD) students are being provided access to and use of the Internet and other network information resources.

TISD understands that the Internet provides access to content, which could be highly objectionable and offensive and would not want students to view. We understand that the District’s safeguards are a good faith effort to avoid undesirable or inappropriate access, but are not foolproof. We understand that access to these materials can occur even accidentally.

TISD understands also that if a student violates the TISD Acceptable Use Policy for Technology and the Internet that student will be held accountable and will be subject to:

1. Loss of access or revocation of privileges, and
2. Additional disciplinary action may be determined by District administrators in accordance with the Student Code of Conduct, including suspension, DAEP placement, or expulsion depending on the severity of the incident.

In the case that a student accesses inappropriate information on the Internet or through a computer, that student is required to immediately report it to the supervising adult in the classroom or library.

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.

By initialing and signing the accompanying form (in the front of this handbook), you release TISD (and its employees and representatives) from and accept responsibility for any liability arising from or related to the student’s use of the Internet and other networked information resources.

(If permission is denied, the student will not be permitted to utilize or access the Internet through District computers.)

### **END-OF-COURSE (EOC) ASSESSMENTS**

[See **Graduation and Standardized Testing**]

## **ENGLISH LANGUAGE LEARNERS (All Grade Levels)**

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

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 that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)**

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by

law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

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

- A student who receives, at the end of a grading period, a grade below 70 in any academic class—other than 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 who receives special education services and who fails to meet the standards in the Individualized Education Program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 absences not related to post-District competition, unlimited absences for post-District competition prior to state, and unlimited 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, 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 certain issue arises that violates the organization's established standards of behavior and is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will also apply.

## **Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. Contact each campus for the specific criteria on the election process of student officers.

## **FEES (All Grade Levels)**

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 optional courses offered for credit that require use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- In some cases, a fee for a course taken through distance learning.

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

### **FUNDRAISING (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the campus principal at least 14 days before the event. The principal will then send it to the Director of Student Services for final approval. [For further information, see policies FJ(LOCAL) and GE(LOCAL).]

### **GANG-FREE ZONES (All Grade Levels)**

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-LEVEL CLASSIFICATION (Grades 9–12 Only)**

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

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

## **GRADING GUIDELINES (All Grade Levels)**

The primary purpose of grades is to provide a snapshot of student progress toward mastery of learning goals. Grades are tools to guide discussions as students and parents partner with the school for students' success. In grades Pre K through grade twelve, achievement is reported to parents in a variety of ways: report cards, three-week progress reports, and individual state assessment reports at appropriate grade levels.

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

AP and dual credit classes may follow District administrative guidelines regarding the number of grades taken each six weeks. [See policy EIA (LOCAL).] Dual credit grading guidelines are subject to the grading policy of the partnering institution(s).

### **Beliefs and Expectations**

The following are beliefs and expectations for assignments and grades given based on a student's academic progress:

- Grades include both formative and summative assessments.
- Grades provide clear and consistent feedback.
- Grades reflect content knowledge.
- Grades are an indicator of progress toward mastery of learning objectives.
- Grades are an opportunity to motivate students to take ownership of, and responsibility for, their own learning.
- Behavior and effort are assessed separately from learning objectives.
- Grades are a method of communication between school, students, and parents.

### **Academic Grades**

#### *Formative Assessment*

Formative assessment is used during learning to provide information to teachers and students about student learning progress. It helps to identify and remediate individual and class deficiencies in learning and may or may not result in a grade. It is used at a time when adjustments may be made to teaching and learning activities to ensure students achieve learning goals based on the curriculum; therefore, formative reassessment happens as a regular part of the

process. Formative assessment must be academic in nature and support the learning objective. Formative assessment includes a variety of formats such as, but not limited to:

- Daily practice
- Class discussions
- Teacher observations
- Classroom assignments
- Classroom presentations
- Homework
- Quizzes

#### *Summative Assessment*

Summative assessment is used after instruction to measure student growth related to standards and is given at a particular point to determine if a student has mastered the learning objective. Summative assessment includes a variety of formats such as, but not limited to:

- Tests
- Projects
- Major presentations
- Major papers
- District assessment

#### *Grade Calculations for Pre K through Grade 12*

Formative grades represent 50% of the six weeks grade. Summative grades represent 50% of the six weeks grade. Students will have a minimum of six (6) recorded formative assessment grades and a minimum of two (2) recorded summative assessment grades during the six-week grading period. Progress reports will reflect a minimum of three (3) recorded formative assessment grades and a minimum of one (1) recorded summative assessment grade.

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

## **GRADUATION (Secondary Grade Levels Only)**

### **Requirements for a Diploma Beginning with the 2014–15 School Year**

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

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



Students who entered the ninth grade from the years 2005 to 2013 must follow the Academic Handbook/Course guide for the appropriate year. Students who entered high school *before* the 2014-2015 school year have the option to graduate un the new Foundation High School Program.

[Also see **Standardized Testing** for more information.]

### **Testing Requirements for Graduation**

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

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

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** for more information.]

### **Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

### **Credits Required**

Students entering 9<sup>th</sup> grade for the school year 2014-2015 will follow a 22-credit Foundation School Program (FSP). The requirements for FSP are:

- 4 credits in English language arts (English I, II, III, and an advanced ELA)
- 3 credits in math (Algebra 1, geometry, and an advanced math credit)
- 3 credits in science (Biology, IPC or an advanced science credit, and another advanced science credit)
- 3 credits in social studies (U.S. History, .5 economics, .5 government, and either world history or world geography, or a new course [not yet developed by TEA] combining world history and world geography)
- 2 credits in languages other than English (flexible in 2<sup>nd</sup> LOTE credits for students who, due to disability, are unlikely to complete two courses in the same language)
- 1 credit in fine arts
- 1 credit P.E.
- 5 credits in electives (may include CTE or certification courses)

In addition to the requirements for the Foundation School Program, TISD requires all students to complete speech communications and/or its equivalent.

### **Personal Graduation Plans**

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

Please also review [TEA's Graduation Toolkit](#)

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

## **Available Course Options for all Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the District may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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. [See policy FMH (LEGAL)]

## **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 Individualized Education Program (IEP) and in accordance with state rules.

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 Individualized Education Program, 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 Individualized Education Program and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation 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, if that program is applicable based on the school year in which the student entered high school, 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 Individualized Education Program, the student's ARD committee will determine whether the general End-Of-Course (EOC) assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules.

In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

## **Graduation Activities**

Graduation activities will include:

- Senior Awards Ceremony
- Commencement

Students who have met coursework requirements consistent for graduation but have not yet demonstrated satisfactory performance on EOC assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

The following students and student groups may be recognized at graduation ceremonies:

- Top 10 Percent Graduates
- Top 10 graduates
- Honor Graduates
- National Honor Society Graduates
- Graduates with Dual Credit Hours
- Salutatorian
- Valedictorian

## **Graduation Speakers**

Selected graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. The student council president and senior class president will be eligible to give these remarks; however, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the District's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian and salutatorian may also have speaking roles at the graduation ceremony.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers**]

## **Graduation Expenses**

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both 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**]

## **Scholarships and Grants**

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

## **HARASSMENT**

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

## **HAZING (All Grade Levels)**

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(LOCAL) and FNCC(LOCAL).]

## **HEALTH-RELATED MATTERS**

### **Student Illness (All Grade Levels)**

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

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

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

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

## **Bacterial Meningitis (All Grade Levels)**

State law requires the District provide information about bacterial meningitis:

- **What is meningitis?**

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

- **What are the symptoms?**

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- **How serious is bacterial meningitis?**

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

- **How 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. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- **How can bacterial meningitis be prevented?**

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

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

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

You should seek prompt medical attention.

- **Where can you get more information?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, [Centers for Disease Control and Prevention](#), and the Department of State Health Services, [Department of State Health Services](#).

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

[Also refer to **Immunization** for more information.]

## **Food Allergies (All Grade Levels)**

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. For inquiries about the District's food allergy management plan, contact the Coordinator of Nurses at 972.563.1448.

[Also see policy FFAF and **Celebrations**]

### **Head Lice (All Grade Levels)**

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

### **Physical Activity Requirements**

#### ***Elementary School***

In accordance with (LOCAL) 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.

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

#### ***Middle School***

In accordance with (LOCAL) policies at EHAB, EHAC, EHBG, and FFA, the District will ensure that 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.

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

### **School Health Advisory Council (SHAC) (All Grade Levels)**

During the preceding school year, the District's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the District's SHAC is available from the Coordinator of Nurses at 972.563.7504.

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

[See policies at BDF(LOCAL) and EHAA(LOCAL).]



## **Student Wellness Policy/Wellness Plan (All Grade Levels)**

Terrell ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Coordinator of School Nurses with questions about the content or implementation of the District's wellness policy and plan.

## **Other Health-Related Matters**

### ***Physical Fitness Assessment (Grades 3–12)***

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 principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

### ***Vending Machines (All Grade Levels)***

The District has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. [See (LOCAL) policies at CO and FFA.]

### ***Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)***

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

The District and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and (LOCAL) policies at FNCD and GKA.]

### ***Asbestos Management Plan (All Grade Levels)***

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 the Asbestos Coordinator, at 972.563.2424.

### ***Pest Management Plan (All Grade Levels)***

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an

emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the District IPM coordinator, at 972.563.2424.

### **HOMELESS STUDENTS (All Grade Levels)**

You are encouraged to inform the District if you or your child(ren) are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the District's homeless education liaison, Director of Student Services, at 972.563.7504.

[See also **Students Who Are Homeless**]

### **HOMEWORK (All Grade Levels)**

TISD recommends and supports a reasonable amount of homework on various days to reinforce concepts and skills taught in the classroom. Homework must be an extension of the class work/time and should be relevant and meaningful. Students are expected to turn in their homework assignment to their teacher on time.

### **ILLNESS**

[See **Student Illness** under **Health-Related Matters**]

### **IMMUNIZATION (All Grade Levels)**

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://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website:  
<http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

## **LAW ENFORCEMENT AGENCIES (All Grade Levels)**

### **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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a students' identity, where the child may have engaged in conduct indication a need of supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- 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 from a juvenile court to take a student into custody.

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a 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 FL(LEGAL)]

### **LEAVING CAMPUS (All Grade Levels)**

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must

be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other District personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

### **During Lunch**

All TISD campuses are closed campuses for lunch.

### **At Any Other Time During the School Day**

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

### **LOST AND FOUND (All Grade Levels)**

A "lost and found" collection area 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 is not 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 (All Grade Levels)**

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

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

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

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of 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 (All Grade Levels)**

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 (All Grade Levels)**

The student’s parent must provide medication that must be administered to a student during school hours. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized District employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container.
- Nonprescription medication, 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.

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

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

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

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

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

## **NONDISCRIMINATION STATEMENT (All Grade Levels)**

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

youth groups. The following District representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Executive Director of Human Resources and Student Services at 972.563.7504.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Executive Director of Special Services at 972.563.7580.

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

## **PARENT AND FAMILY ENGAGEMENT (All Grade Levels)**

### **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 and engagement 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 school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the your student's school office at 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 policy GKG(LOCAL) and **Volunteers**]
- 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(LOCAL) and BQB(LOCAL), and contact Central Administration at 972.563.7504.
- Serving on the School Health Advisory Council (SHAC), assisting the District in ensuring local community values are reflected in health education instruction and other



wellness issues. [See (LOCAL) policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**]

- Serving on a committee to determine criteria to be used to evaluate the overall performance of the District and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about District operations. [See (LOCAL) policies at BE and BED for more information.]

## **PHYSICAL EXAMINATIONS/HEALTH SCREENINGS**

### **Athletics' Participation (Secondary Grade Levels Only)**

A student who wishes to participate in, or continue participation in, the District's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the District to require a physical examination.

### **Spinal Screening Program**

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

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

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

### **Other Examinations and Screenings (All Grade Levels)**

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

[See policy FFAA.]

## **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)**

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 **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 for more information.]

## **PRAYER (All Grade Levels)**

Each student has a right to pray individually, voluntarily, and silently or to 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.

In grades 1-2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, and a grade of 70 or above in math and reading.

In grades 3-8, promotion to the next grade shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or more in three of the following areas: language arts, mathematics, science, and social studies.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See Policy EI] Grade level is determined based on the number of credits obtained, not years in school.

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) assessments, if the student is enrolled in a public Texas school on any day after school starts 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 assessments 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.

In order for the student to be promoted to the next grade level, successful performance on the reading and math assessments in grades 5 & 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.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which a STAAR 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled. [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 classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

A 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 guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor 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.

A principal of a high school shall designate a school counselor or school administrator to review Personal Graduation Plan options with each student entering grade nine. The personal graduation plan options reviewed must include the distinguished level of achievement and endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a personal graduation plan for the student.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans**]

### ***High School Grade Levels***

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. [See **Grade Level Classification**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing** for more information about EOC assessments.]

## **RELEASE OF STUDENTS FROM SCHOOL**

[See **Leaving Campus**]

## **REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels)**

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the

end of 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 District 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. The District may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the District, but you are entitled to request the option to provide a handwritten signature of acknowledgement instead.

### **Conferences**

Parents and teachers are encouraged to establish and maintain frequent communication about student progress. Students and parents may expect teachers to request conference:

1. if the student is not maintaining passing grades,
2. if the student presents any other problem to the teacher, or
3. in any other case the teacher considers necessary.

Teachers are instructed not to confer with parents during class time. This is to ensure all students receive a full day of instruction. [See **Working Together** for instructions to schedule a conference.]

### **Parent Portal**

The Student Data System provides a comprehensive Parent Portal. Parents must establish an account in the Parent Portal and through that account access up to date, key information about all students in their family.

Access to the portal is a free service; access to a computer with Internet connection is the only requirement. Parents of current TISD students are eligible to activate a Parent Portal account, after agreeing to the terms and conditions of use. To set up an account on the Portal, please contact your child's campus.

## **RETALIATION**

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

## **SAFETY (All Grade Levels)**

Student safety on campus, at school-related events, and on District vehicles 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 is expected to:

- 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, Campus Behavior Coordinator or designee, 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 through the Student UIL/Athletic Accident Insurance Program, low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

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

### **Emergency Medical Treatment and Information**

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents must keep emergency care information up-to-date (name of doctor, emergency phone numbers, emails, 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 or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The District will rely on contact information on file with the District to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the District has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the District will alert the community in the following ways: any DFW Television Station, Terrell ISD webpage, and any Terrell ISD social media.

## **SAT, ACT, AND OTHER STANDARDIZED TESTS**

[See **Standardized Testing**]

## **SCHOOL FACILITIES**

The community and Terrell ISD 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, littering, defacing, or damaging school property is not tolerated. Students will be required to make restitution for damages they cause and shall be subject to disciplinary consequences in accordance with the Student Handbook and Code of Conduct.

### **Use by Students Before and After School (All Grade Levels)**

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.

- Please check with the student's campus on the certain areas and times available.

Unless the teacher or sponsor overseeing an 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, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

### **Conduct Before and After School (All Grade Levels)**

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

### **Use of Hallways During Class Time (All Grade Levels)**

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.

### **School Nutrition Services (All Grade Levels)**

The District participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the District's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the District that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced price meals. See your campus Food Service staff or contact the District School Nutrition Department (972.563.7504) to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the District will notify the parent. The student will be allowed to charge 3 consecutive meals. The District will present the parent with a schedule of repayment for any outstanding account balance. If the District is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

### **Library (All Grade Levels)**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

### **Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led noncurriculum-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 (All Grade Levels)**

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

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

Searches of desks or lockers may be conducted at any time there is reasonable suspicion 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.



## **Telecommunications and Other Electronic Devices (All Grade Levels)**

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) and **Electronic Devices and Technology Resources** for more information.]

## **Vehicles on Campus (Secondary Grade Levels Only)**

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.]

Only students with valid driver's licenses and insurance and who obtain a THS parking permit shall be allowed to park on school property. Students must provide a current copy of the Insurance Card for the vehicle. If the student's name is not listed on the Insurance document, parking privileges will be denied. In order to obtain a parking permit, the student shall present license and insurance information, complete application, and pay a fee determined by the high school administration.

A student who wishes to park his/her automobile on campus must purchase a parking permit for each automobile that he/she will be driving on campus. If it becomes necessary for a student to drive another vehicle to school for a short period of time, Administrator approval is required.

From the first day of school, students will have ten school days to purchase a parking permit. After the tenth day, students without parking permits will be issued a parking notification. If a student is issued three (3) or more notifications, the student will lose their parking privileges for an additional ten (10) days. The fine for parking violations is \$15.00 per notification.

Vehicles parked on District property are under the jurisdiction of the District. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the District will conference with law enforcement and the student's parking privileges on the High School campus will be immediately cancelled.

The District may, in certain circumstances, contact law enforcement even if permission to search is granted.

The campus or District is not responsible for loss or damage to vehicles parked on the parking lot.

Purchasing a parking pass will include the student in the TISD mandatory drug-testing program as a requirement for parking on the Terrell High School Campus.

### **Trained Dogs (All Grade Levels)**

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. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

### **Metal Detectors (All Grade Levels)**

Metal detectors may be used for safety purposes at any time. [For further information, see policy FNF (LOCAL).]

### **Drug Testing (Secondary Grade Levels Only)**

The District requires mandatory drug-testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property. Students shall be randomly tested throughout the school year.

The purposes of the drug-testing program are to prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol; help enforce a drug-free educational environment; deter student use of illegal and performance-enhancing drugs or alcohol; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

Drug test results shall be used only to determine eligibility for participation in extracurricular activities or to receive a parking permit. Positive drug test results shall not be used to impose disciplinary sanctions or academic penalties.

Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

### **Orientation Meeting**

The District shall schedule at least one meeting each semester with potential student participants and their parents in preparation for participation in the program the following semester. The meeting will be a presentation on the district's website, [www.terrellisd.org](http://www.terrellisd.org), under the Parent Tab. The presentation explains the mandatory drug testing program, the policy, and the procedures. A consent form will be provided by each organization.

Each student and his or her parent shall be required to sign a consent form annually prior to participation in the mandatory drug-testing program. If a student or parent refuses to sign a form granting consent for the mandatory drug-testing program, the student shall not be allowed to participate in any school-sponsored activities for which such testing is required or to receive a parking permit. No parent signature shall be required when the student is 18 years of age or older.

### **Confidentiality**

All results of drug testing under this program shall be confidential and shall be disclosed only to the student, the student's parents, and designated District officials. No drug test results shall be maintained in a student's records.

## **Testing Laboratory**

The Board shall contract with a licensed medical facility or third-party administrator recommended by the campus principal to conduct testing of students' urine samples for the presence of drugs. The campus principal shall oversee the program conducted by the selected testing laboratory.

The District shall not accept for any part of its drug-testing programs any test results submitted by a parent or student from drug tests not performed by the District's contracted testing laboratory as part of the District's drug-testing programs.

## **Procedures**

Samples shall be taken under conditions that are no more intrusive to students than the conditions experienced in a public restroom. The Superintendent or designee, in cooperation with the selected testing laboratory, shall develop administrative regulations for collection and testing.

## **Substances For Which Tests May Be Performed**

The District shall reserve the right to have the laboratory test for:

1. Any substances that are illegal to buy, possess, use, sell, or distribute under state or federal law, including but not limited to marijuana, cocaine, phencyclidine (PCP), propoxyphene, opiates, hallucinogens, and metabolites of any of these substances;
2. Prescription drugs;
3. Performance-enhancing drugs, including steroids; and
4. Alcohol.

## **Random Testing**

Random tests shall be conducted on as many as 18 dates throughout the school year. No less than five percent and no more than 40 percent of the students participating in the District's drug-testing programs shall be randomly selected for each random test date.

Using confidential student numbers, the testing laboratory shall generate a random list of students for each date. All students in the District's drug-testing programs shall be eligible for testing at each test date.

Students shall not be notified in advance of any drug test. When selected for testing, each student shall be escorted by a District employee to the school's testing site and shall remain under employee supervision until a sample has been provided.

## **Refusal Or Failure To Submit To Testing Or Tampering**

If a student is absent on the day of the random test, a sample shall be collected on the next random testing date.

Any student who is subject to mandatory testing but refuses to be tested on a designated test date, tampers with any sample, or assists others in tampering with any sample shall be subject to the same consequences as a student having a confirmed positive test result.

It will be considered a refusal to test if a student is unable to provide a sample within a reasonable time period. A reasonable time period shall be at least three hours or prior to the collection group leaving, whichever is later.

## ***Positive Test Results***

All positive test results under this program shall be confirmed by a second, more definitive test before being reported to the District as positive.

The District shall take the following steps upon receiving a confirmed positive test result from the testing laboratory:

1. The campus principal shall notify the athletic director, the coach or activity sponsor, and the Superintendent, as applicable.
2. The campus principal shall notify and schedule a meeting with the student, the student's parent, and the coach or sponsor of the activity in which the student participates.
3. At the meeting, the campus principal shall provide the student and parent a copy of the test results and an opportunity to offer an explanation. The student or parent shall have five school days following the meeting to provide a medical explanation for the positive results.

## ***Consequences***

### ***First offense***

Upon a first offense of receiving a confirmed positive drug test result, the consequences shall be as follows:

1. The student shall be suspended from participation in school-sponsored extracurricular activities, and/or the student's parking permit shall be suspended for 30 calendar days beginning on the date the principal receives notice of the results. If the student submits certification from a health-care provider that participation in an activity is not a risk to the student's health, the student shall be permitted to participate in practices for the activity during this period.
2. The student and his or her parents shall be encouraged to seek intervention, assessment, and counseling.
3. The student shall remain in the pool for random drug-testing selection during the suspension period and shall be subject to random testing at any time during that period. In order to be eligible for reinstatement at the end of the suspension period, the student must not produce a positive drug test during that period.

### ***Second offense***

Upon a second offense of receiving a confirmed positive drug test result, the consequences shall be as follows:

1. The student shall be suspended from participation in school-sponsored extracurricular activities, and/or the student's parking permit shall be suspended for 180 calendar days beginning on the date the principal receives notice of the results. If the student submits certification from a health-care provider that participation in an activity is not a risk to the student's health, the student shall be permitted to participate in practices for the activity during this period.
2. The student and the parents shall be encouraged to seek intervention, assessment, and counseling.

3. The student shall remain in the pool for random drug-testing selection during the suspension period and shall be subject to random testing at any time during that period. In order to be eligible for reinstatement at the end of the suspension period, the student must not produce a positive drug test during that period.

#### *Third offense*

Upon a third offense of receiving a confirmed positive test drug result, the consequences shall be as follows:

1. The student shall be suspended from participation in school-sponsored extracurricular activities, and/or the student's parking permit shall be suspended for one calendar year beginning on the date the principal receives notice of the results. If the student submits certification from a health-care provider that participation in an activity is not a risk to the student's health, the student shall be permitted to participate in practices for the activity during this period.
2. The student and the parents shall be encouraged to seek intervention, assessment, and counseling.
3. The student shall remain in the pool for random drug-testing selection during the suspension period and shall be subject to random testing at any time during that period. In order to be eligible for reinstatement at the end of the suspension period, the student must not produce a positive drug test during that period.

#### *Fourth offense*

Upon a fourth offense of receiving a confirmed positive test drug result, the student shall no longer be permitted to participate in school-sponsored extracurricular activities, and/or the student's parking permit shall be suspended for the remainder of the student's enrollment in the District.

### **Appeals**

A student or parent may appeal any decision made under this policy in accordance with FNG (LOCAL). The student shall be ineligible for participation in any school-sponsored extracurricular activities or reinstatement of parking privileges while the appeal process is pending.

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

### **SEXUAL HARASSMENT**

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

### **SPECIAL PROGRAMS (All Grade Levels)**

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, 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 the Terrell ISD Administration at 972.563.7504.

## **STANDARDIZED TESTING**

### **Secondary Grade Levels**

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

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

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

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

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 or to ensure students are College, Career & Military Ready. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

#### **STAAR (State of Texas Assessments of Academic Readiness)**

##### ***Grades 3–8***

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called 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 A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

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

### ***High School Courses—End-of-Course (EOC) Assessments***

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

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

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

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

STAAR L, which is a linguistically accommodated assessment, will be available for English language learners who require this type of testing accommodation.

[Also see **Graduation** for additional information.]

## **STEROIDS (Secondary Grade Levels Only)**

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 IN FOSTER CARE (All Grade Levels)**

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

Contact the Director of Student Services at 972-563-7504, for assistance.

## **STUDENT SPEAKERS (All Grade Levels)**

The District provides students the opportunity to introduce the following school events: High school pep rallies, High school drill team shows, High school band concerts, High school fine arts nights, High school banquets, Tigerettes, Cheerleaders, Athletic activities, fall/spring, FFA activities, DECA activities, and National Honor Society activities. 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 speakers at graduation ceremonies.]

## **SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

## **SUICIDE AWARENESS (All Grade Levels)**

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

## **SUMMER SCHOOL (All Grade Levels)**

Terrell I.S.D. provides various academic opportunities for students during the summer months. At grades K-12, summer opportunities are limited to accelerated activities for students not mastering the designated state mandated tests required for promotion or who have received a failing grade.



At Terrell High School, non-core courses may be taken for credit, initial credit and/or advancement. A fee to cover cost of staff salary and related expenses may be assessed. In addition, minimum enrollment may be required for classes to be offered.

### **TARDIES (All Grade Levels)**

See **Discipline Ladder System for Tardies, Dress Code, and No ID.**

### **TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)**

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 student/parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Students may be charged a fee for damages. In that case, students will be placed on a fine list and will lose the privilege to attend certain school functions until fines are paid. Students remain on the fine list through their senior year and will not be allowed to walk at the graduation ceremony unless all fines are paid.

### **TRANSFERS (All Grade Levels)**

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

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

### **TRANSPORTATION (All Grade Levels)**

#### ***School-Sponsored Trips***

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests 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 residing in the District.

School buses shall be considered an extension of the classroom, and students are expected to conduct themselves accordingly. Students being transported in school-owned vehicles shall comply with the Student Handbook and Code of Conduct.

Adults other than drivers, coaches and sponsors of a field trip are not allowed to board or ride any bus without prior approval from the transportation director or campus principal.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. Parents must provide **written** notice to the school and Goldstar Bus Services (972-563-3939) if a student is to ride a different bus on any given day or if the student is to get off the bus at a stop different from his/her regular stop. It is the District's policy that all students ride the correct bus to and from their designated pick-up areas.

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 Gold Star Transportation Services.

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

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

## General Information

1. Bus transportation is a service that Terrell I.S.D. offers eligible students residing in the District.
2. Each school bus is equipped with seat belts. Students are required to use seat belts for safety while being transported.
3. Each school bus is equipped with a camera. This camera will videotape all students riding the school bus. These tapes will be used to ensure the safety and well-being of each bus rider.
4. In order to remain eligible to ride a bus, students must follow ALL RULES.
5. It is the responsibility of the parent/guardian to provide transportation for any student not eligible to ride the school bus.
6. All students will be expected to ride the bus to which they are assigned.
7. Students will board and get off the bus at designated stops only. The students must have a note signed by the parent and a member of the school office staff in order to get on or off at a different stop
8. It is the **responsibility of the parent** to provide transportation to school if a child misses the bus.
9. The bus driver will not release a student from his or her bus to anyone who is not a Terrell ISD employee or parent/guardian with proper identification.

## Conduct on the Bus

The school bus is an extension of the classroom; students are required to follow the policies and procedures outlined in the Student Code of Conduct.

Students are required to follow all safety rules on the bus: (including but not limited to):

1. Remain seated while the bus is moving
2. Do not distract the driver while he is driving.

3. Do not move around the bus without permission.
4. Keep the aisle completely clear.
5. Follow all instructions and cooperate with the driver.

### **Conferencing with the Bus Driver**

If it becomes necessary to talk with the driver:

1. The bus driver is a trained professional who has the safety of **ALL** students in mind.
2. The bus driver is expected to stay on schedule so he/she will not be able to stay and talk during the route with students on the bus.
3. It is illegal to get on the bus to confront a driver (intentionally or unintentionally).
4. The General Manager for Gold Star Bus can be reached at 972-563-3939 to handle any complaints or concerns.

### **Waiting for the Bus**

1. The Student Code of Conduct does apply at the bus stop.
2. Be at your bus stop before scheduled pick-up time. The driver will not wait or honk.
3. Stand on the sidewalk or back from the roadway while waiting for the bus.
4. Stand clear of the bus until it comes to a complete stop.
5. When the bus approaches, prepare to load immediately.

### **Boarding the Bus**

1. Do not push, shove or crowd in any way.
2. Use the handrail and steps.
3. Go directly to your seat and buckle your seatbelt.

### **Departing the Bus**

1. Stay seated and seatbelted until the bus is completely stopped.
2. Do not push, shove or crowd in any way.
3. Use the handrail and steps.
4. After exiting the bus, walk away; do not stand next to or walk toward the bus.
5. If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.

### **Crossing the Street or Highway**

1. All students are expected to cross the street in **FRONT OF THE BUS**.
2. Students are expected to look at the driver **AND** check both directions before crossing the street.
3. **CAUTION!!** The student must be alert for vehicles that do not stop when the bus is loading and unloading.

### **Accidents or Emergencies**

1. Follow the driver's instructions
2. Stay with the group.
3. Do not do anything to escalate an already tense situation.

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

## Transportation Discipline Level System

Transportation Discipline Level System	
Level 1 Infractions	Level 1 Consequence
<ul style="list-style-type: none"> <li>• Failure to remain seated, seatbelted, and facing forward</li> <li>• Drinking and/or eating (gum chewing included)</li> <li>• Rude and/or discourteous behavior toward another student, bus monitor, and/or bus driver</li> <li>• Excessive noise</li> <li>• Not keeping aisle clear</li> <li>• Crossing the roadway at the back of the bus</li> <li>• Getting on/of the bus at an incorrect bus stop without parental/administrator written permission</li> <li>• Spraying cologne/perfume</li> <li>• Improper use of electronic devices</li> <li>• Any other violation deemed appropriate for this level by GST</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> referral – Warning letter to parents</li> <li>• 2<sup>nd</sup> referral – 2 day removal of bus privileges</li> <li>• 3<sup>rd</sup> referral – 5 day removal of bus privileges</li> <li>• 4<sup>th</sup> referral – 10 day removal of bus privileges</li> <li>• 5<sup>th</sup> referral – 30 day removal of bus privileges</li> <li>• 6<sup>th</sup> referral – bus privileges may be removed for the remainder of the year</li> </ul>

Level 2 Infractions	Level 2 Consequences
<ul style="list-style-type: none"> <li>• Vandalism/destruction of bus property *</li> <li>• Having any body part or object out of the bus window</li> <li>• Throwing any objects out of bus windows **</li> <li>• Horseplay, scuffling, pushing, etc.</li> <li>• Possession or use of tobacco or e-cigarettes</li> <li>• Physical contact to bus monitor or bus driver</li> <li>• Any other violation deemed appropriate for this level by GST</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> referral – 10 day removal of bus privileges</li> <li>• 2<sup>nd</sup> referral – 30 day removal of bus privileges</li> <li>• 3<sup>rd</sup> referral – bus privileges may be removed for the remainder of the year</li> </ul> <p>Note - * Removal of bus privileges until the student and parent compensates Gold Star Transportation for the cost of repairs. GST may determine additional days of removal may be warranted</p> <p>Note - ** Along with removal of bus privileges, the student and parent will compensate other individuals if damage occurs to personal property</p>

Level 3 Infractions	Level 3 Consequences
<ul style="list-style-type: none"> <li>• Verbal or Physical Assault</li> <li>• Fighting (mutual combat)</li> <li>• Indecent exposure</li> <li>• Harassment/sexual harassment</li> <li>• Prohibitive Conduct (Must make ROAR notification to campus with investigation)</li> <li>• Possession, use, or threat of use with a weapon(s)</li> <li>• Possession, use, or distribution of drugs or alcohol</li> <li>• Tampering with Emergency Latches/Hatches</li> <li>• Any other violation deemed appropriate for this level by GST</li> </ul>	<ul style="list-style-type: none"> <li>• For offenses in this category, investigation and consequences will be a collaborative effort between Gold Star Transit and Terrell ISD</li> <li>• Removal of bus privileges for 30 days or more (based on severity) may be determined</li> <li>• Any TISD consequence including ISS, OSS, DAEP, or Expulsion will be considered (based on severity)</li> <li>• Law enforcement or other agencies may also be notified based on the infraction</li> </ul>

## **VANDALISM (All Grade Levels)**

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 (All Grade Levels)**

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses, in common areas, and according to applicable law, may be used in special education classrooms. Students will not be told when the equipment is being used.

The principal may 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 (All Grade Levels)**

### **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.

### **Visitors Participating in Special Programs for Students**

Throughout the year, the District may invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Unauthorized Persons**

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

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

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

[See also Student Code of Conduct.]

### **VOLUNTEERS (All Grade Levels)**

We appreciate so much the efforts of parent, grandparent, guardians, and other volunteers that are willing to serve our District and students. All prospective volunteers must submit to a **criminal background check**. Volunteers should submit required paperwork for the criminal background check at least ten (10) business days prior to the activity for which they are volunteering. Refusal to complete a form, no form on file or an unsatisfactory background check will result in the parent/guardian/person not being allowed to volunteer for activities. In addition to submitting the criminal background check, all volunteers will also be required to complete a Volunteer Program Application and view videos for volunteer training. The volunteer training video will include a review of District policies and procedures, the volunteer code of ethics, volunteer guidelines and emergency drill procedures. There are various ways to volunteer: in the classroom, workroom, cafeteria, playground, and home projects. **Younger children are not allowed when volunteering.** Volunteers will be required to follow sign-in procedures and wear official identification. Contact the campus principal for information.

For more information on Volunteering in Terrell ISD, please contact your student's campus or TISD Administration at 972.563.7504.

### **VOTER REGISTRATION (Secondary Grade Levels Only)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

## **WITHDRAWING FROM SCHOOL (All Grade Levels)**

A student under age 18 may be withdrawn from school only by a parent/guardian. 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 school 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 age 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-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**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 or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

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

**DFPS** is the Texas Department of Family Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

**ESSA** is the Every Student Succeeds Act passed by the federal government in December 2015.

**FERPA** refers to the federal Family Educational Rights and Privacy Act that grants 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 Districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.



**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**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.

**PGP** stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, and for any student in middle school 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.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**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, along with providing assistance with other student and employee wellness issues.

**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 A** is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, 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 STAAR EOC assessments 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 a classroom, campus, or District vehicle. 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.

**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.

**TSI assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TxVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school Districts. Courses are taught by qualified instructors, 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.

## **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 [www.terrellisd.org](http://www.terrellisd.org). Below is the text of Terrell ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on 01/22/2018

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee.

The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or

disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

The principal or designee shall refer to FDB for transfer provisions.

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Retention of records shall be in accordance with CPC(LOCAL).

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

# **Student Code of Conduct**

## **Accessibility**

If you have difficulty accessing the information in this document because of disability, please contact TISD Administration Office at 972.563.7504.

## **Purpose**

The Student Code of Conduct (“Code”) 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), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Terrell 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. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

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

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

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

## **School District Authority and Jurisdiction**

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

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

## **Campus Behavior Coordinator**

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

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

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

## **Searches**

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

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

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

## **Reporting Crimes**

The principal, campus behavior coordinator, and other school administrators as appropriate 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.

## **Security Personnel**

To ensure sufficient security and protection of students, staff, and property, the board employs Police Officers and Security Guards. In accordance with law, the board has coordinated with the Terrell ISD Police Chief and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE (LOCAL).

## **“Parent” Defined**

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

## **Participating in Graduation Activities**

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

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

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

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



## Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 144, 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 Handbook and Code of Conduct.

## General Conduct Violations

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

### Disregard for Authority

Students shall not:

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

### Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses**)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, 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 individual 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 and/or Expulsion for Certain Offenses**)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses**)

## **Possession of Prohibited Items**

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;

- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

\*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 146. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

### **Possession of Telecommunications or Other Electronic Devices**

Students shall not:

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

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

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement and Expulsion** for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, 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 or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

## **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, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

### **Students with Disabilities**

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

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

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

### **Techniques**

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.

- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 138.
- Placement in a DAEP, as specified in **DAEP** on page 139.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 146.
- Expulsion, as specified in **Expulsion** on page 149.
- 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.

### **Prohibited Aversive Techniques**

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.

- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

## **Notification**

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

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

## **Appeals**

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

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



## **Removal from the School Bus**

In certain instances, a Gold Star Transportation bus driver may refer a student to their supervisor. If an incident warrants further action by Gold Star Transportation and Terrell ISD, the referral may be also referred to the Campus Behavior Coordinator or designee's office to maintain effective discipline on the bus. The Campus Behavior Coordinator or designee must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

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

## **Removal from the Regular Educational Setting**

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

### **Routine Referral**

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

### **Formal Removal**

A teacher may also initiate a formal removal from class if:

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

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

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

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

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

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

### **Returning a Student to the Classroom**

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

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

### **Misconduct**

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

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

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

### **Process**

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

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

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

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

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

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

### **Coursework During Suspension**

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

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

### **Disciplinary Alternative Education Program (DAEP) Placement**

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

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

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

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in 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 campus behavior coordinator shall take into consideration:

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

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### **Discretionary Placement: Misconduct That May Result in DAEP Placement**

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

A student may be placed in a DAEP for the following conduct violations:

#### ***Misconduct Identified in State Law***

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

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

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

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

- Engages in conduct punishable as a felony.
- Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion**.) (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 **Expulsion**.)
- 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. (See **glossary**.)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 149.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  - 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.

## **Process**

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

### ***Conference***

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

At the conference, the campus behavior coordinator or 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.

### ***Consideration of Mitigating Factors***

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

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

### ***Placement Order***

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order 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 a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

### **Length of Placement**

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

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

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

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

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

#### ***Exceeds One Year***

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

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

#### ***Exceeds School Year***

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

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

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

#### ***Exceeds 60 Days***

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.

The student or parent may appeal the decision of the Campus Behavior Coordinator or other administrator to the campus principal. The decision of the campus principal may be appealed to the Director of Student Services. In accordance with Texas Education Code 37.009, the Director of Student Services is the designee of the Board of Trustees. The decision of the Director of Student Services is final and may not be appealed.

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

## **Restrictions During Placement**

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

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, a review of the student's original reason for placement, length of placement, behavior, and academic standing while being placed in DAEP will be considered. The review will determine the possibility of the student being 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 behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

## **Additional Misconduct**

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



## **Notice of Criminal Proceedings**

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

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee 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 campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

### **Newly Enrolled Students**

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to 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 is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, 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.

### **Transition Services**

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

### **Placement and/or Expulsion for Certain Offenses**

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

#### **Registered Sex Offenders**

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

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

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

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

### ***Review Committee***

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

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

### ***Newly Enrolled Student***

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

### ***Appeal***

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

### **Certain Felonies**

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

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

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

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

### ***Hearing and Required Findings***

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

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

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

### ***Length of Placement***

The student is subject to the placement until:

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

### ***Placement Review***

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In 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 have the opportunity to present arguments for the student's return to the regular classroom or campus.

### ***Newly Enrolled Students***

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

## Expulsion

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

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

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

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 139)

#### *Any Location*

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

### ***At School, Within 300 Feet, or at 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. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

### ***Within 300 Feet of School***

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

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

### ***Property of Another District***

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

### ***While in DAEP***

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

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

### **Mandatory Expulsion: Misconduct That Requires Expulsion**

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

#### ***Under Federal Law***

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

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

#### ***Under the Penal Code***

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
  - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

**Note:** A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting 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. [See policy FNCG(LEGAL).]
  - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)

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

## **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.

## **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.

## **Process**

If a student is believed to have committed an expellable offense, the campus behavior coordinator 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 campus behavior coordinator or other administrator may place the student in:

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



### ***Hearing***

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

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Director of Student Services authority to conduct hearings and expel students.

### **Board Review of Expulsion**

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

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

The board shall hear statements made by the parties at the review and shall 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***

Before ordering the expulsion, these considerations shall be taken:

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

If 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 Director of Student Services shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

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

### **Length of Expulsion**

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

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

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

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

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

Students who commit offenses that require expulsion at the end of 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 re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

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

### **Additional Misconduct**

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

### **Restrictions During Expulsion**

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a 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:

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

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

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

## **Emergency Expulsion Procedures**

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student 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.

## **Transition Services**

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

## Glossary

**Abuse** is improper or excessive use.

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

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

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

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

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
  - a) Any vegetation, fence, or structure on open-space land; or
  - b) Any building, habitation, or vehicle:
    - 1) Knowing that it is within the limits of an incorporated city or town,
    - 2) Knowing that it is insured against damage or destruction,
    - 3) Knowing that it is subject to a mortgage or other security interest,
    - 4) Knowing that it is located on property belonging to another,
    - 5) Knowing that it has located within it property belonging to another, or
    - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
  - a) Recklessly damages or destroys a building belonging to another, or
  - b) Recklessly causes another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

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

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

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

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

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

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

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

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

**Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

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

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

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

**Deadly conduct** under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

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

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

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

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

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

**Explosive weapon** is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

**False alarm or report** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

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

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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;

2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

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

**Graffiti** includes markings with 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.

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

**Harassment** includes:

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

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

**Hit list** is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

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

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

**Machine gun** as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

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

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

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

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

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
  - a) An explosive weapon;



- b) A machine gun;
  - c) A short-barrel firearm;
- 2. Armor-piercing ammunition;
- 3. A chemical dispensing device;
- 4. A zip gun;
- 5. A tire deflation device;
- 6. An improvised explosive device; or
- 7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

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

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

**Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

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

**Serious misbehavior means:**

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

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

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.

- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

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

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

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

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

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;

- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

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

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

**Zip gun** is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.