

**Student Handbook  
and  
Code of Conduct**



**DEWEYVILLE I.S.D.**



**2017-2018**

[www.deweyvilleisd.com](http://www.deweyvilleisd.com)

# Table of Contents

<b>Table of Contents .....</b>	<b>1</b>
<b>Preface.....</b>	<b>11</b>
<b>Section I: Parental Rights.....</b>	<b>13</b>
Consent, Opt-Out, and Refusal Rights .....	13
Consent to Conduct a Psychological Evaluation .....	13
Consent to Display a Student’s Original Works and Personal Information.....	13
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14 .....	13
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law .....	13
Prohibiting the Use of Corporal Punishment.....	14
Limiting Electronic Communications with Students by District Employees .....	14
Objecting to the Release of Directory Information .....	15
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only) .....	15
Participation in Third-Party Surveys .....	16
Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation .....	16
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information .....	16
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction .....	17
Human Sexuality Instruction.....	17
Reciting a Portion of the Declaration of Independence in Grades 3–12.....	18
Reciting the Pledges to the U.S. and Texas Flags.....	18
Religious or Moral Beliefs .....	18
Tutoring or Test Preparation .....	18
Right of Access to Student Records, Curriculum Materials, and District Records/Policies .....	19
Instructional Materials.....	19
Notices of Certain Student Misconduct to Noncustodial Parent .....	19
Participation in Federally Required, State-Mandated, and District Assessments.....	19

Student Records.....	19
Accessing Student Records .....	19
Authorized Inspection and Use of Student Records .....	20
Teacher and Staff Professional Qualifications .....	23
Students with Exceptionalities or Special Circumstances .....	23
Children of Military Families .....	23
Parental Role in Certain Classroom and School Assignments .....	24
Multiple Birth Siblings .....	24
Safety Transfers/Assignments .....	24
Service/Assistance Animal Use by Students .....	24
Students in the Conservatorship of the State (Foster Care) .....	24
Students Who Are Homeless .....	25
Students Who Have Learning Difficulties or Who Need Special Education Services .....	25
Students Who Receive Special Education Services with Other School-Aged Children in the Home .....	27
Students Who Speak a Primary Language Other than English .....	27
Students with Physical or Mental Impairments Protected Under Section 504 .....	27
<b>Section II: Other Important Information for Students and Parents.....</b>	<b>28</b>
Absences/Attendance .....	28
Compulsory Attendance .....	28
Age 19 and Older .....	28
Between Ages 6 and 19 .....	28
Prekindergarten and Kindergarten .....	29
Exemptions to Compulsory Attendance .....	29
All Grade Levels .....	29
Secondary Grade Levels .....	29
Failure to Comply with Compulsory Attendance .....	30
All Grade Levels .....	30
Students with Disabilities .....	30
Age 19 and Older .....	30
Between Ages 6 and 19 .....	30

Attendance for Credit or Final Grade (Kindergarten–Grade 12) .....	31
Official Attendance-Taking Time (All Grade Levels) .....	32
Documentation after an Absence (All Grade Levels).....	32
Doctor’s Note after an Absence for Illness (All Grade Levels).....	33
Driver License Attendance Verification (Secondary Grade Levels Only) .....	33
Accountability under State and Federal Law (All Grade Levels).....	33
Awards and Honors (All Grade Levels) .....	34
Bullying (All Grade Levels).....	34
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only) .....	35
Celebrations (All Grade Levels).....	35
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels).....	36
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) .....	37
Class Schedules (Secondary Grade Levels Only) .....	37
College and University Admissions (Secondary Grade Levels Only).....	37
College Credit Courses (Secondary Grade Levels Only).....	38
Communications—Automated .....	38
Emergency.....	38
Nonemergency.....	39
Complaints and Concerns (All Grade Levels) .....	39
Conduct (All Grade Levels).....	39
Applicability of School Rules .....	39
Campus Behavior Coordinator.....	39
Disruptions of School Operations .....	40
Social Events .....	40
Counseling.....	41
Academic Counseling.....	41
Elementary and Middle/Junior High School Grade Levels .....	41
High School Grade Levels.....	41
Personal Counseling (All Grade Levels).....	41
Course Credit (Secondary Grade Levels Only) .....	41
Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels) .....	42

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject.....	42
Kindergarten Acceleration .....	42
Students in Grades 1–5 .....	42
Students in Grades 6–12 .....	43
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) .....	43
Dating Violence .....	43
Discrimination .....	44
Harassment .....	44
Sexual Harassment and Gender-Based Harassment .....	44
Retaliation .....	45
Reporting Procedures .....	45
Investigation of Report .....	45
Discrimination .....	46
Distance Learning.....	<b>Error! Bookmark not defined.</b>
All Grade Levels.....	<b>Error! Bookmark not defined.</b>
Texas Virtual School Network (TxVSN) (Secondary Grade Levels) .....	<b>Error! Bookmark not defined.</b>
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	46
School Materials .....	46
Nonschool Materials .....	46
From Students.....	46
From Others .....	47
Dress and Grooming (All Grade Levels) .....	47
Electronic Devices and Technology Resources (All Grade Levels) .....	51
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones .....	51
Possession and Use of Other Personal Electronic Devices .....	51
Instructional Use of Personal Telecommunications and Other Electronic Devices .....	52
Acceptable Use of District Technology Resources.....	52
Unacceptable and Inappropriate Use of Technology Resources.....	52
End-of-Course (EOC) Assessments.....	53

English Language Learners (All Grade Levels).....	<b>Error! Bookmark not defined.</b>
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	53
Standards of Behavior.....	54
Offices and Elections.....	54
Fees (All Grade Levels) .....	54
Fundraising (All Grade Levels).....	55
Gang-Free Zones (All Grade Levels) .....	55
Gender-Based Harassment .....	55
Grade-Level Classification (Grades 9–12 Only).....	55
Grading Guidelines (All Grade Levels) .....	56
Graduation (Secondary Grade Levels Only).....	56
Requirements for a Diploma Beginning with the 2014–15 School Year .....	56
Testing Requirements for Graduation .....	57
Foundation Graduation Program.....	59
Credits Required .....	60
Available Endorsements .....	<b>Error! Bookmark not defined.</b>
Personal Graduation Plans.....	61
Available Course Options for All Graduation Programs .....	62
Certificates of Coursework Completion.....	62
Students with Disabilities.....	62
Graduation Activities .....	63
Graduation Speakers.....	63
Graduation Expenses .....	63
Scholarships and Grants.....	63
Harassment .....	63
Hazing (All Grade Levels) .....	63
Health-Related Matters .....	64
Student Illness (All Grade Levels).....	64
Bacterial Meningitis (All Grade Levels) .....	64
What is meningitis?.....	64
What are the symptoms? .....	64

How serious is bacterial meningitis? .....	65
How is bacterial meningitis spread? .....	65
How can bacterial meningitis be prevented? .....	65
What should you do if you think you or a friend might have bacterial meningitis? .....	65
Where can you get more information? .....	65
Food Allergies (All Grade Levels) .....	66
Head Lice (All Grade Levels).....	66
Physical Activity Requirements.....	67
Elementary School .....	67
Junior High/Middle School.....	67
School Health Advisory Council (SHAC) (All Grade Levels) .....	67
Student Wellness Policy/Wellness Plan (All Grade Levels).....	67
Other Health-Related Matters.....	67
Physical Fitness Assessment (Grades 3–12) .....	67
Vending Machines (All Grade Levels) .....	68
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property) .....	68
Asbestos Management Plan (All Grade Levels) .....	68
Pest Management Plan (All Grade Levels).....	68
Homeless Students (All Grade Levels) .....	69
Homework (All Grade Levels) .....	69
Illness .....	69
Immunization (All Grade Levels).....	69
Law Enforcement Agencies (All Grade Levels).....	70
Questioning of Students .....	70
Students Taken Into Custody .....	70
Notification of Law Violations.....	71
Leaving Campus (All Grade Levels) .....	71
During Lunch .....	72
At Any Other Time During the School Day.....	72
Lost and Found (All Grade Levels) .....	73

Makeup Work .....	73
Makeup Work Because of Absence (All Grade Levels) .....	73
DAEP Makeup Work.....	73
Elementary and Middle/Junior High School Grade Levels .....	73
Grades 9–12 .....	<b>Error! Bookmark not defined.</b>
In-School Suspension (ISS) Makeup Work (All Grade Levels) .....	74
Medicine at School (All Grade Levels) .....	74
Psychotropic Drugs .....	75
Nondiscrimination Statement (All Grade Levels) .....	75
Nontraditional Academic Programs (All Grade Levels) .....	<b>Error! Bookmark not defined.</b>
Parent and Family Engagement (All Grade Levels) .....	76
Working Together .....	76
Physical Examinations/Health Screenings .....	77
Athletics’ Participation (Secondary Grade Levels Only) .....	77
Other Examinations and Screenings (All Grade Levels) .....	77
Pledges of Allegiance and a Minute of Silence (All Grade Levels) .....	77
Prayer (All Grade Levels) .....	78
Promotion and Retention .....	78
Elementary and Middle/Junior High Grade Levels .....	78
High School Grade Levels.....	82
Release of Students from School .....	82
Report Cards/Progress Reports and Conferences (All Grade Levels) .....	82
Retaliation .....	83
Safety (All Grade Levels) .....	83
Accident Insurance.....	83
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies .....	83
Emergency Medical Treatment and Information .....	83
Emergency School-Closing Information.....	84
SAT, ACT, and Other Standardized Tests .....	84
Schedule Changes (Middle/Junior High and High School Grade Levels) .....	84
School Facilities .....	84

Use by Students Before and After School (All Grade Levels) .....	84
Conduct Before and After School (All Grade Levels) .....	85
Use of Hallways During Class Time (All Grade Levels) .....	85
Cafeteria Services (All Grade Levels) .....	85
Library (All Grade Levels) .....	85
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only) .....	86
Searches .....	86
Students' Desks and Lockers (All Grade Levels) .....	86
Telecommunications and Other Electronic Devices (All Grade Levels) .....	86
Vehicles on Campus (Secondary Grade Levels Only) .....	86
Trained Dogs (All Grade Levels) .....	87
Metal Detectors (All Grade Levels) .....	87
Drug Testing (Secondary Grade Levels Only) .....	87
Sexual Harassment .....	87
Special Programs (All Grade Levels) .....	87
Standardized Testing .....	87
Secondary Grade Levels .....	88
SAT/ACT (Scholastic Aptitude Test and American College Test) .....	88
TSI (Texas Success Initiative) Assessment .....	88
STAAR (State of Texas Assessments of Academic Readiness) .....	89
Grades 3–8 .....	89
High School Courses—End-of-Course (EOC) Assessments .....	89
Steroids (Secondary Grade Levels Only) .....	90
Students in Foster Care (All Grade Levels) .....	90
Student Speakers (All Grade Levels) .....	90
Substance Abuse Prevention and Intervention (All Grade Levels) .....	90
Suicide Awareness (All Grade Levels) .....	91
Summer School (All Grade Levels) .....	91
Tardies (All Grade Levels) .....	91
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) .....	91

Transfers (All Grade Levels) .....	91
Transportation (All Grade Levels) .....	92
School-Sponsored Trips .....	92
Buses and Other School Vehicles.....	92
Vandalism (All Grade Levels) .....	93
Video Cameras (All Grade Levels) .....	94
Visitors to the School (All Grade Levels) .....	94
General Visitors.....	94
Visitors Participating in Special Programs for Students .....	<b>Error! Bookmark not defined.</b>
Volunteers (All Grade Levels).....	94
Voter Registration (Secondary Grade Levels Only).....	94
Withdrawing from School (All Grade Levels).....	94
<b>Glossary .....</b>	<b>96</b>
<b>Appendix: Freedom from Bullying Policy.....</b>	<b>99</b>
Student Welfare: Freedom from Bullying.....	99
<b>Index.....</b>	<b>102</b>

## Preface

To Students and Parents:

Welcome to the 2017–18 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Deweyville I.S.D. Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

**Section I—Parental Rights**—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

**Section II—Other Important Information for Students and Parents**—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Deweyville I.S.D. Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at [www.deweyvilleisd.com](http://www.deweyvilleisd.com) and is available in hard copy upon request.

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

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

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

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does

not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

If you or your child has questions about any of the material in this handbook, please contact your child's campus principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

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

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 16 for more information.]

**Note:** References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office and an unofficial electronic copy is available at [www.deweyvilleisd.com](http://www.deweyvilleisd.com).

## **Section I: Parental Rights**

This section of the Deweyville I.S.D. Student Handbook includes information related to certain rights of parents as specified in state or federal law.

### **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 child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education 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 co-curricular 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** on page 94 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 policy FO(LOCAL) in the district’s policy manual.

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

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

**Note:** If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

### ***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. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

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

### ***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 child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; 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 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.]

The district has identified the following as directory information: Student’s name, address, telephone listing, email address, photographs, date and place of birth, major field of study, degrees, honors and awards, dates of attendance, grade level, most recent school attended, participation in recognized sports and activities, weight and height if a member of an athletic team, enrollment status, and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information at **Authorized Inspection and Use of Student Records** on page 20.

### ***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:** 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 scoliosis screenings, or any physical exam or screening permitted or required under state law. [See 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**

### ***Human Sexuality Instruction***

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

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

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

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

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

### ***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 U.S. 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 U.S. 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** on page 77 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 school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance 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 child'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,
- 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**

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 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** on page 15, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to 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.
- The right to 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** on page 15 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 principal 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. The address of the superintendent's office is 43200 State Hwy 87S, Orange, TX 77632.

The address(es) of the principals' offices are: Deweyville Elementary School, 43200 State Hwy 87S, Orange, TX 77632, and Deweyville Jr./Sr. High School, 171 Hwy 12E, Orange, TX 77632.

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** on page 82, and **Complaints and Concerns** on page 39 for an overview of the process.]

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

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

### ***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 certification. 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 [Military Family Resources at the Texas Education Agency](#).

## ***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 superintendent or campus 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** on page 34, policy FDB, and policy FFI.]

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.

### ***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 at least ten district business days before bringing the service/assistance animal on campus.

### ***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 only passes one semester of a two-semester course.

A student who is currently in the conservatorship 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.

[See also **Credit by Examination for Advancement/Acceleration** on page 42, **Course Credit** on page 41, and **Students in Foster Care** on page 90 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.

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** on page 42, **Course Credit** on page 41, and **Homeless Students** on page 69 for more information.]

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

If a student is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on

Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district's director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

If the school decides to evaluate the student, the school must complete the initial evaluation and the resulting report no later than 45 school days from the day the school receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period must 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 school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the school 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 30th 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 completion, the school must give you 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."

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

- [Texas Project FIRST](#)
- [Partners Resource Network](#)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Carmen Purgahn at 746-2731.

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

The designated persons to contact regarding a referral for evaluation applicable to Section 504 are the campus principals.

[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 the campus principal.

### **Absences/Attendance**

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

#### ***Compulsory Attendance***

##### **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 U.S. 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. [See on page 23 for that section.]

#### **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.

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.

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

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

### **All Grade Levels**

State law requires students to attend 90% of the days a class is offered. Students who have missed 10 or more days (or individual class periods) per semester must make up their work and time missed before participating in any extra-curricular activity. For example:

*Scenario A: A student misses first period ten times during the first semester. That student would have to make up all classwork and serve 48 minutes after school in order to participate.*

*Scenario B: A student misses ten days of school. That student would have to make up all classwork and 6 hours after school in order to participate.*

A student must be in attendance for at least four periods during the day to be deemed eligible for an extracurricular activity/event with the exception of medical, nurse, court, college day, or death of a close family member.

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 his or her child'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, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitators for the district are the campus principals. If you have questions about your student and the effect of his or her absences from school, please contact your campus administrator.

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 12–18 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–Grade 12)***

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. 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 the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during 2<sup>nd</sup> period at the high school level and at 9:00 AM.

A student 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. 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.

In addition, only six days of absences per year may be excused with a parent note. Once the student has missed six days of school and been excused with a parent note the remainder of the absences for the school year must be from a doctor or health clinic. Absences that occur without doctor or health clinic documentation will be unexcused.

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

Upon return to school, a student absent for more than three (3) consecutive days because of a personal illness must bring a statement from a doctor 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) and attendance form may be obtained from the 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)***

Deweyville I.S.D. 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;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and

- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the district's website at [www.deweyvilleisd.com](http://www.deweyvilleisd.com). Hard copies of any reports are available upon request to the district's administration office.

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

## **Awards and Honors (All Grade Levels)**

Students are recognized for various accomplishments each year. Merit awards, perfect attendance, and honor roll awards are presented on each campus. Other individual awards are also presented on each campus. For more information on awards presented on your child's campus you may contact the school.

## **Bullying (All Grade Levels)**

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

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

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, 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.

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

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

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 his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 24.]

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.

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

[See **Safety Transfers/Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43, **Hazing** on page 63, 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 programs in the following areas: family and consumer science, vocational agriculture, business education, and technology applications. Admission to these programs is based on pre-requisites and student interest.

These programs will be offered without regard to race, color, national origin, sex, or disability. Deweyville I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [See **Nondiscrimination Statement** on page 75 for the name and contact information for the Title IX coordinator and 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.

[See **Food Allergies** on page 66.]

## **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 each campus. 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

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

- [Child Welfare Information Gateway Factsheet](#)

- [KidsHealth, For Parents, Child Abuse](#)
- [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)**

Senior grade points shall be averaged at the end of the fifth six weeks to determine the valedictorian and salutatorian. The basis of this selection shall be the semester grade averages earned for all four years of high school. The top 15% of the graduating class will be designated as honor graduates. Students and parents should contact the high school counselor for further information.

[For further information, see policy EIC.]

### **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.

[See **Schedule Changes** on page 84 for information related to student requests to revise their course schedule.]

### **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, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the 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. For students who are eligible to enroll in the University during the summer or fall 2018 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See **Class Rank/Highest-Ranking Student** on page 37 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 56 for information associated with the foundation graduation program].

### **College Credit Courses (Secondary Grade Levels Only)**

Students in grades 9–12 have opportunities to earn college credit through enrollment in courses taught in conjunction and in partnership with Lamar State College-Orange (LSCO).

Eligibility requirements must be approved prior to enrollment in the courses. 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 and, if so, will affect a student's final course grade.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit 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.

### **Communications—Automated**

#### ***Emergency***

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

[See **Safety** on page 83 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. 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** on page 83 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 may be obtained in the principal's or superintendent's office or on the district's website at [www.deweyvilleisd.com](http://www.deweyvilleisd.com).

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 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 campus behavior coordinator at each district campus is listed below:

- Brad Haeggquist, Jr/Sr High Principal
- LaJuan Addison, Elementary Principal

### ***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.

## **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.

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 a request through the classroom teacher. 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.

[See **Substance Abuse Prevention and Intervention** on page 90 and **Suicide Awareness** on page 91.]

#### **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 Examination—If a Student Has Taken the Course/Subject (All Grade Levels)**

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

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

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

### **Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject**

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2017–18 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

## ***Kindergarten Acceleration***

### ***Students in Grades 1–5***

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

### ***Students in Grades 6–12***

A student in grade 7 or above will earn course credit with a passing score of at least 90 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

## **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, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website, [www.deweyvilleisd.com](http://www.deweyvilleisd.com). [See policy FFH.]

### ***Dating Violence***

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, 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, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

### ***Harassment***

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, 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 report may be made by the student's parent. [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, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

## ***Investigation of Report***

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

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

During the course of an investigation 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** on page 43.]

## **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 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 principals before selling, posting, circulating, or distributing 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 non-school material must include the name of

the sponsoring person or organization. The decision regarding approval will be made within two school days.

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

The principal has designated the campus office as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

### **Dress and Grooming (All Grade Levels)**

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

# DISD Elementary Dress Code

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

- Head coverings are not to be worn inside the building unless specified by a doctor. This includes hats and caps.
- Fishnets and bare midriffs are not allowed to be worn by boys or girls. If a student raises his/her arms and midriff shows, the shirt is too short and not allowed to be worn to school.
- Shoes are to be worn at all times. Bare feet are not acceptable. Taps, cleats or any type of metal, plastic or rubber devices attached to the soles or other parts of shoes (heelies) which might cause damage to the floor or create disturbances due to noise is not to be worn. House slippers are not allowed, nor are boots with steel toes. Flip flops and sandals are acceptable. Sneakers are needed for PE class.
- Hair should be brushed, combed and clean at all times. Hairstyles that cause a distraction are prohibited. Dyed hair must be of normal hair color. Hair may not cover the eyes of any student, male or female.
- Items of apparel that are not designated to be worn as outer clothing shall not be worn as outer clothing, regardless of color. Underclothing must be worn under outer wear. Underclothing should not be directly visible under outer clothing. (Bra straps and other underwear should not be seen at all.)
- Short pants, skirts and dresses must be at least to the fingertip length and must be worn at the natural waist line.
- Clothing must not be overly tight and revealing. Skirts and dresses which are slit up the sides may be defined as being revealing and cannot be slit more than two inches above the top of the knee. Halter tops, midriffs, cropped tops, and any other type of clothing that is bare back or unduly transparent is not permitted. No visible cleavage is allowed. Students are not allowed to wear clothing with revealing holes cut or torn in them. Jeans with holes more than two inches above the knee are prohibited.
- An item of clothing is not permitted if it has profanity or foul language or implication of inappropriate language/graphics or is otherwise actually or potentially disruptive to the educational process as reasonably determined by the principal or designee. This includes but is not limited to items of clothing that portray, advertise or advocate obscenity, violence, tobacco, alcohol or drugs.
- Writing, scarification temporary tattoos or drawing on any part of the body is not permitted. Any real tattoos are to be covered with clothing or other means (band-aids.)

- All spiked jewelry which includes but is not limited to collars, bracelets and necklaces is prohibited. Any clothing that can be used as a weapon will not be permitted (wallet chains.)
- Body piercing will not be allowed except for earrings in the ears. This includes belly rings, tongue rings, eyebrow piercings, nose piercings and lip piercings. \*Male students are not allowed to wear earrings including spacers.

## **DISD Deweyville Jr/Sr High Dress Code**

- Head coverings are not to be worn inside the building unless specified by a doctor. This includes hats and caps.
- With the exception of the first non-collar button, shirts must be buttoned at all times, unless an appropriate undershirt is worn. Dresses, blouses and shirts designed and made without sleeves are permitted as long as the straps measure at least 1 ½" wide and covers all undergarments. Anything less than 1 ½" is prohibited unless worn with an appropriate undershirt. Alteration (cutting of sleeves) of shirts and sweatshirts is not permitted. Fishnets and bare midriffs are not allowed to be worn by boys or girls. If a student raises his/her arms and midriff shows, the shirt is too short and not allowed to be worn at school.
- Shoes are to be worn at all times. Bare feet are not acceptable. Taps, cleats, or any type of metal, plastic, or rubber devices attached to the soles or other parts of the shoes (heelies) which might cause damage to the floor or create disturbances due to noise is not to be worn. House slippers are not allowed, nor are boots with steel toes unless worn in ag or shop classes. Flip flops and sandals are acceptable unless previously addressed as unsafe for an activity as designated by a teacher.
- Hair should be brushed, combed, and clean at all times and not worn with pins or curlers. Hairstyles that cause a distraction are prohibited. Dyed hair must be of normal hair color. Hair may not cover eyes of any student, male or female.
- Items of apparel that are not designed to be worn as outer clothing shall not be worn as out clothing, regardless of color. Underclothing must be worn under out wear. Underclothing should not be directly visible under outer clothing. (Bra straps and other underwear should not be seen at all.)
- Shorts, pants, skirts, and dresses must be no shorter than two inches above the top of the knee. Pants, skirts, and shorts must be worn at the natural waistline.

- Clothing must not be overly tight or revealing. Skirts and dresses which are slit up the sides may be defined as being revealing and cannot be slit more than two inches above the top of the knee. Halter tops, midriffs, cropped tops, and any other type of clothing with a bare back or which is unduly transparent, is not permitted. Shirts must be long enough to cover midriffs with the arms extended over the head. No visible cleavage is allowed. Students are not allowed to wear clothing that has revealing holes cut or torn into them. Jeans with holes more than two inches above the knee are prohibited. Pants with no pockets (yoga pants, leggings) must be worn with tops/blouses that are finger-tip length on both sides. No see-through pants will be allowed.
- No pajama pants or tops are permitted.
- An item of clothing is not permitted if it has on it profanity or foul language, or implication of inappropriate language/graphics or is otherwise actually or potentially disruptive to the educational process as reasonably determined by the principal or designee. This includes, but is not limited to items of clothing that portray, advertise, or advocate obscenity, violence, tobacco, alcohol, or drugs.
- Writing/scarification (cutting) or drawing on any part of the body is not permitted.
- Earrings that portray, advertise, or advocate obesity, violence, tobacco, alcohol, or drugs will not be permitted.
- Body piercing will not be allowed except for earrings in the ears of female students. This includes belly rings, tongue rings, eyebrow piercings, nose piercings, and lip piercings. Male students are not allowed to wear earrings, including spacers.
- Male students must be clean-shaven. Male students are now allowed to wear beards, goatees, and extreme sideburns below the ear lobe. Mustaches, if worn, must be neatly trimmed as to not extend beyond the upper lip. Students who must shave at school will pay a nominal fee, not to exceed \$1.50, for shaving supplies.
- All tattoos are to be covered with clothing or with other means necessary to cover them (band-aids.)
- All spiked jewelry which includes but is not limited to collars, bracelets, and necklaces is prohibited.
- Any clothing item or accessory that can be used as a weapon will not be permitted (wallet chains.)

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.

## **Electronic Devices and Technology Resources (All Grade Levels)**

### ***Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones***

The Jr. /Sr. High School permits students to possess personal mobile telephones. These devices must remain turned off during testing, unless they are being used for approved instructional purposes. Students may use their mobile telephones during lunch, in circumstances approved by the campus principal, and 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 or other designated adult 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** on page 63 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.

### ***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** on page 86 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***

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

## ***Unacceptable and Inappropriate Use of Technology Resources***

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['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.

## End-of-Course (EOC) Assessments

[See **Graduation** on page 56 and **Standardized Testing** on page 87.]

## 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.

**Students who are assigned to ISS or DAEP, or have been suspended or expelled from school are not eligible to attend practices or any school-sponsored activities on ANY campus, whether home or away, on the day of the assignment.**

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. [See **Transportation** on page 92.]

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](#); 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 (AP) or International Baccalaureate (IB) 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.
- When determining student eligibility for participation in extracurricular activities, students in AP and Honors classes will receive an extra 10 points. (For example, a student who receives a 60 in an AP or Honors class on their report card would be considered to have a 70 for eligibility purposes only.)
- Dual credit courses do not affect eligibility.

- 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. 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 violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

### ***Offices and Elections***

Certain clubs, organizations, and performing groups will hold elections for 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 driver training courses, if offered.
- 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.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit 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.]

### **Fundraising (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

### **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** on page 43.]

### **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
5	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

## **Grading Guidelines (All Grade Levels)**

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

[See **Report Cards/Progress Reports and Conferences** on page 82 for additional information on grading guidelines.]

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

### **Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year**

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

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

[Also see **Standardized Testing** on page 64 for more information.]

### ***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).

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.

### ***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** on page 87 for more information.]

### **Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs**

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate

administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed:

<b>Courses</b>	<b>Number of credits Minimum Program</b>	<b>Number of credits Recommended Program</b>	<b>Number of credits Advanced/ Distinguished Achievement Program</b>
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	3	4	4
Social Studies, including Economics	4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English	0	2	3
Fine Arts	1	1	1
Electives**	9.5 credits	5.5 credits	4.5 credits
Miscellaneous	0	0	Completion of 4 Advanced Measures***
<b>TOTAL</b>	<b>26 credits</b>	<b>26 credits</b>	<b>26 credits</b>

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

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

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

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

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

### ***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, as described on page 61.

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 bi-literacy, 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

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Electives	5	7

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

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

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

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

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

## **Personal Graduation Plans**

A personal graduation plan will be developed for each high school student. 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:** 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.

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

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP 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 IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

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:

- Graduation ceremony
- Project Graduation

## ***Graduation Speakers***

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

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 90.]

## ***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 **Fees** on page 54.]

## ***Scholarships and Grants***

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

## **Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

## **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.

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

[See **Bullying** on page 34 and policies FFI and FNCC.]

## **Health-Related Matters**

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

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

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

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS 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 to 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](#), and the [Department of State Health Services](#).

\* Please note that the TDSHS requires at least one meningococcal vaccination. Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 for a student enrolling in grades 7 through 12. State guidelines recommend this vaccination be

administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination 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.

[See **Immunization** on page 69 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. The district's food allergy management plan can be accessed through the food service director.

[See policy FFAF and **Celebrations** on page 35.]

### ***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 child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

## ***Physical Activity Requirements***

### **Elementary School**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–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.

### **Junior High/Middle School**

In accordance with 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 OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district’s requirements and programs regarding 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 two meetings. Additional information regarding the district’s SHAC is available from the high school principal.

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 and EHAA. See **Human Sexuality Instruction** on page 17 for additional information.]

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

Deweyville 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 the principal 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

physical education teacher 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. For more information regarding these policies and guidelines, see the food service director. [See 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 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 superintendent, the district's designated asbestos coordinator, at 409-746-2731.

### **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 U.S. 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 Joe Waldrum, the district's IPM coordinator, at 409-746-2685.

## **Homeless Students (All Grade Levels)**

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

For more information on services for homeless students, contact the campus counselors Homeless Children and Youth.

## **Homework (All Grade Levels)**

The purpose of homework is to enhance the classroom experiences. Homework shall not be punitive. For homework to be effective students, parents, and teachers must work together to provide an opportunity for success. Homework should represent independent practice and independent study related to a concept taught through direct instruction. Homework shall be evaluated in a timely manner, and students should be provided with specific feedback on their performance of the assigned task. Homework is part of the six weeks grade.

## **Illness**

[See **Student Illness** under **Health-Related Matters** on page 64.]

## **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, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (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 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 DSHS website at [Texas School & Child-Care Facility Immunization Requirements.](#)]

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

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

### ***Notification of Law Violations***

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy 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 child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow 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 child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

### ***During Lunch***

Deweyville schools are closed campuses and no students are allowed to leave during lunch without a parent. Students 18 years of age are not permitted to leave campus for the purpose of eating lunch or obtaining lunch and returning to school.

### ***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 box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district 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 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 **Attendance for Credit or Final Grade** on page 31.]

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***

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

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)**

Medication that must be administered to a student during school hours must be provided by the student's parent. 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. Nonprescription medication will not be purchased by the school to give to a student. 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.

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

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

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

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

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

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

### ***Psychotropic Drugs***

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

### **Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, Deweyville 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: Dr. Keith Jones, superintendent of schools, 409-746-2731.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Carmen Purgahn, Special Programs Director, 409-746-2731.
- All other concerns regarding discrimination: Contact the superintendent, Dr. Keith Jones, 409-746-2731.

[See policies FB, FFH, and GKD.]

## **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** on page 41.]
- 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 campus offices 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** on page 82.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 94.]
- Participating in campus parent organizations.

- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus offices.
- 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 policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 67.]
- 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 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.

### ***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 U.S. 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** on page 18.]

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

### **Promotion and Retention**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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

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

**Pre-kindergarten** students shall be graded through teacher observation of students' mastery of essential knowledge and skills. Grades will be recorded every 12 weeks. Grades will be recorded as: M=Mastery, which is the result of three consecutive S marks. Other grades are S=Satisfactory Progress, I=Improving, but not Satisfactory, N=Needs Improvement, and U=Unsatisfactory

**Kindergarten** students shall be graded through teacher observation of students' mastery of essential knowledge and skills. Grades will be recorded as: M=Mastery, which is the result of three consecutive S marks. Other grades are S=Satisfactory Progress, I=Improving, but not Satisfactory, N=Needs Improvement, and U=Unsatisfactory. Report cards will be sent home every 9 weeks. Students may be retained in kindergarten if teacher and parent believe it to be in the student's best interest.

**Grades 1-5** students shall be graded through teacher observation of students' mastery of essential knowledge and skills. Grades will be recorded as: A=90-100, B=80-89, C=70-79, F=below 70 for reading, language, and math for grades 1-3. Number grades will be recorded for social science in 4<sup>th</sup>-5<sup>th</sup> grades. Other subjects will receive letter grades of E=Excellent, N=Needs Improvement, and U=Unsatisfactory. Students may be retained if cumulative averages of all subjects are below 70, or the yearly average for reading, language, or math is below 70.

The formula for determining grades for each six weeks period shall be 50% major grades and 50% daily grades. For 1<sup>st</sup> grade only, the formula for determining grades shall be a combination of all grades averaged together. The teacher shall record 3 major grades and 10 daily grades for each student for each six weeks grading period. No less than one of the three major grades in each six weeks grading period shall be a major test grade. Major grades include but shall not be limited to magazine tests, chapter tests, unit tests, notebooks, lab folders, research papers, poetry and book reports, special projects, laboratories, major tests, and six weeks tests. Daily grades may include but shall not be limited to daily work, homework, tests, pop tests, daily quizzes, spelling grades, laboratories, and minor tests.

In addition, 5<sup>th</sup> grade students will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) in reading. Failure to pass the 5<sup>th</sup> grade STAAR reading test will result in denial of placement to 6<sup>th</sup> grade. Students have three opportunities to take and pass this exam.

**Grades 6-12** students shall be graded through teacher observation of students' mastery of essential knowledge and skills. For all courses, grades will be recorded as A=90-100, B=80-89, C=70-79, F=below 70.

The formula for determining grades for each six weeks period shall be 60% major grades and 40% daily grades. The teacher shall record a minimum of 3 major grades and 10 daily grades for each six weeks period. No less than one of the three major grades in each six weeks period shall be a major test grade. Major grades may include but shall not be limited to unit tests, research papers, poetry and book reports, special projects, and six weeks tests. Daily grades may include but shall not be limited to daily work, homework, pop quizzes, and daily quizzes.

Final grades for promotion shall be determined by averaging the 1<sup>st</sup> and 2<sup>nd</sup> semester grades, and credit for the full course is awarded at the end of the school year. If a student fails one semester of a two-semester course but passes the other, credit shall be given for the semester passed. In subjects that are one-semester courses, a one-half credit is earned, provided an average of 70 is earned.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on State of Texas Assessments of Academic Readiness (STAAR) in reading. Students will have three opportunities to take and pass this exam.

If a student 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 only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 64.]

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 take EOC assessments. [See **Graduation** on page 37 for more information about EOC assessments.]

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

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor 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.

## **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. [Also see **Grade Level Classification** on page 37.]

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

[See **Standardized Testing** on page 87.]

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.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. 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 at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For

additional information, see the school counselor 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.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 61.]

### ***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** on page 55.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 56 and **Standardized Testing** on page 87 for more information about EOC assessments.]

### **Release of Students from School**

[See **Leaving Campus** on page 71.]

### **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 at least once every six weeks.

At the end of the first three weeks of a grading period OR during the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in core classes (reading, English, math, science, social studies) 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** on page 76 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the campus principal 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** on page 56.]

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 7 days.

## **Retaliation**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

## **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, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

## ***Accident Insurance***

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

## ***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 should keep emergency care information up-to-date

(name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

### ***Emergency School-Closing Information***

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early 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 also alert the community in the following ways: Local news stations KFDM, KBMT, and KOGT as well as the district's website [www.deweyvilleisd.com](http://www.deweyvilleisd.com).

### **SAT, ACT, and Other Standardized Tests**

[See **Standardized Testing** on page 87.]

### **Schedule Changes (Middle/Junior High and High School Grade Levels)**

Schedule changes are granted based on availability and time of year. **Requests must be made in writing and signed by the parent or guardian for requests to be considered.** Requests may be given to the campus counselor.

### **School Facilities**

#### ***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.

**Elementary** students report directly to the cafeteria upon arriving at school if they eat breakfast. If they are not eating breakfast they report to the benches outside their homeroom classes. Once all car riders and bus riders have gone home there should be no students remaining anywhere on campus.

**High School** students are allowed in the cafeteria or library before school, beginning at 7:30.

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 and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior 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.

### ***Cafeteria 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 child's eligibility for free and reduced price meals or free milk. See the food service director 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 continue purchasing meals for up to up to \$20 and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

### ***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. The library is open for independent student use each day from 7:30-3:30.

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

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

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

### **Searches**

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

### ***Students' Desks and Lockers (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** on page 51 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 the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable 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 turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

### ***Trained Dogs (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. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

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

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

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

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 90.]

### **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

### **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, homeless students, students in foster care, 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 special programs coordinator or special education director.

### **Standardized Testing**

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

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, outside the normal school year, or in place of an elective. 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.

Students in grades 5 and 8 must pass STAAR reading in order to be promoted to the next grade level. Students 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(s), 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 on page 37.]**

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

## ***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:** 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 as well. 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** on page 78 for additional information.]

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

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

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

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.

[See **Graduation** on page 56 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.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

### **Students in Foster Care (All Grade Levels)**

In an effort to provide educational stability, the district will 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.

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

The district provides students the opportunity to introduce certain school events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 56 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: [Services for Children and Adolescents](#).

### **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)**

Deweyville I.S.D. does not offer summer school programs.

### **Tardies (All Grade Levels)**

A student is tardy if he/she is not in the assigned classroom when the tardy bell rings. Students will be sent to the office for each tardy. Students who arrive after more than 15 minutes of the class period has expired shall be counted as absent. Each semester the tardy policy will be as follows:

1<sup>st</sup> Tardy—student shall receive a warning

2<sup>nd</sup> Tardy—student shall receive one session of detention (20 minutes)

3<sup>rd</sup> Tardy—students shall receive two sessions of detention (40 minutes)

4<sup>th</sup> Tardy and each additional Tardy—students shall receive three sessions of detention (60 minutes)

5<sup>th</sup> Tardy—high school students lose semester exam exemptions

A student who has six or more tardies per semester may also lose his/her privilege to drive on campus.

### **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 parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

## **Transfers (All Grade Levels)**

Deweyville I.S.D. accepts applications for student transfers during the spring of each school year for the following school year. Transfer students must apply each year for approval. Current students who are transfers must go through the transfer process each year. Student transfers may be denied based on the following:

1. Students who failed any of the required STAAR/EOC tests for two years prior to the application for transfer, or have a low TPRI score for students in grades 1 and 2.
2. Students who have more than 10 absences per school year for two years prior to transfer request.
3. Students who have excessive discipline issues or have been in DAEP or ABU for the two years prior to the application for transfer.
4. Unsatisfactory results of parent/student interview.
5. Failure on district-developed tests for students who do not take STAAR/EOC due to home-schooling applicants.
6. Resides out of state.
7. If student transfer requires additional personnel or programs to meet the needs of the student the transfer will not be approved.
8. No more than 3 unexcused tardies per semester.

**Incomplete transfer packets, student records, or withholding information will result in denial or revocation of transfer.**

## **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 living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. 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.

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 the campus your child(ren) attends.

[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. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

### **Vandalism (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 and in common areas on campus. Students will not be told when the equipment is being used.

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

### **Visitors to the School (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.

### **Volunteers (All Grade Levels)**

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus counselor for more information and to complete an application.

### **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. 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.

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

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and U.S. 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 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.

**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.

**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 Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**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: 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.deweyvilleisd.com](http://www.deweyvilleisd.com). Below is the text of Deweyville ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

### **Student Welfare: Freedom from Bullying—Adopted 2-9-2012** FFI (LOCAL)

**BULLYING PROHIBITED** The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**DEFINITION** Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and 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; or Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. This conduct is considered bullying if it: Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and interferes with a student's education or substantially disrupts the operation of a school.

**EXAMPLES** Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**RETALIATION** 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** 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.

**FALSE CLAIM** 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.

**TIMELY REPORTING** 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.

**REPORTING PROCEDURES STUDENT REPORT** 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, counselor, principal, or other District employee.

**EMPLOYEE REPORT** 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.

**REPORT FORMAT** A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

**PROHIBITED CONDUCT** 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, 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.

**INVESTIGATION OF REPORT** 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.

**CONCLUDING THE INVESTIGATION** 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.

**NOTICE TO PARENTS** 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.

**DISTRICT ACTION 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.

**DISCIPLINE** 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.

**CORRECTIVE ACTION** 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 if 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.

**TRANSFERS** The principal or designee shall refer to FDB for transfer provisions.

**COUNSELING** 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.

**IMPROPER CONDUCT** 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.

**CONFIDENTIALITY** 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.

**APPEAL** A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

**RECORDS RETENTION** Retention of records shall be in accordance with CPC (LOCAL).

**ACCESS TO POLICY AND PROCEDURES** 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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Policy FFI(LOCAL) adopted on February 12, 2009

# Index

- absences
  - attendance review committee, 93
  - doctor's note, 34
  - excused, 30
  - extenuating circumstances, 32
  - for college visits, 30
  - for competition, 54
  - for playing "Taps", 31
  - for students in foster care, 30
  - makeup work, 72
  - military families, 24, 30
  - parent's note, 33, 34
  - unexcused, 31
  - See also* attendance.
- academic programs
  - parent involvement, 75
- accelerated instruction
  - attendance, 29, 31
  - defined, 93
  - failure to meet passing standards on state assessment, 29
  - reading instruction, 29
- accident insurance, 81
- accountability of the school district, 34
- ADA/Section 504 coordinator, 75
- admission, review, and dismissal (ARD)
  - committee, 61
- admissions
  - college and university, 39
  - University of Texas at Austin, 39
- Advanced Placement (AP) courses, 39
- anaphylaxis, 74
  - See also* food allergies.
- asbestos, 67
- assistance animals, 25
- attendance, 29
  - college visits, 30
  - compulsory, 29, 30
  - doctor's note, 34
  - driver license, 34
  - extenuating circumstances, 32
  - for credit, 32
  - for final grade, 32
  - military families, 24
  - official attendance-taking time, 33
  - parent's note, 33
  - principal's plan, 32
  - students 19 or older, 29
  - students with disabilities, 31
  - truancy court, 32
  - truancy prevention measures, 31
  - unexcused absences, 31
  - warning letter, 31
- attendance review committee, 32, 44
  - defined, 93
- automatic admission, 39
- awarding credit, 43
- awards, 35
- bacterial meningitis, 63
  - communicability, 64
  - defined, 64
  - prevention, 64
  - symptoms, 64
  - See also* contagious diseases.
- bilingual programs, 28, 53
- bullying, 35
  - counseling, 36
  - cyberbullying, 35
  - policy, 96
  - school safety transfer, 24
  - See also* hazing.
- bus rules, 90
- buses, 89
  - hazardous route pickup, 89

- pickup and drop-off locations, 89
- required conduct, 90
- routes and schedules, 89
- cafeteria, 83
- campus behavior coordinator, 41
- career and technical education (CTE), 36
  - college credit courses, 40
  - counseling, 43
  - nondiscrimination statement, 36
- Celebrate Freedom Week, 18
- celebrations, 36
- cell phones, 51
- certificate of attendance, 61
- certificate of coursework completion, 61
- child abuse, 37
- class changes, 89
- Class Rank, 38
- class schedules, 38
  - partial vs. full-time, 38
- classroom parties, 36
- clubs. *See* extracurricular activities.
- college
  - admissions, 39
  - credit, 39
  - University of Texas at Austin, 39
  - visits, 30
- communicable diseases
  - See* contagious diseases.
- communications, automated, 40
  - emergency, 40
  - nonemergency, 40
- community and student engagement
  - parental evaluation, 76
- complaints, 23, 41
- conduct
  - at social events, 42
  - before and after school, 82
  - campus behavior coordinator, 41
  - disrupting school operations, 41
  - on school buses, 90
  - on school transportation, 42
  - use of hallways, 83
  - when school rules apply, 41
- contagious diseases, 63
  - bacterial meningitis, 63
  - excluding from school, 63
  - leaving campus in case of illness, 71
- corporal punishment, 14
- correspondence courses. *See* distance learning.
- counseling
  - academic, 43
    - grades 7 and 8, 42
  - at elementary and middle/junior high school, 42
  - personal, 43
  - postsecondary education, 43
- credit
  - by exam, 43
    - for acceleration or advancement, 44
    - with prior instruction, 43
    - without prior instruction, 44
  - credit recovery, 43
  - for coursework, 43
  - partial credit, 43
- dating violence, 45
- Declaration of Independence
  - excusing a student from reciting, 18
- Department of Public Safety (DPS), 34
- diabetes, 74
- directory information, 12, 15
- disabled students, 25–28
- discrimination, 46
- distance learning, 48
- distribution
  - nonschool materials
    - by others, 49
    - by students, 49
  - school materials, 49
- Distribution, 49
- doctor's appointments, 30
- dress code, 50

driver license, 34  
     verification of enrollment form, 34  
 dual-credit programs, 39  
 early mental health intervention, 88  
 earning credit, 43  
 e-cigarettes. *See* electronic cigarettes.  
 elections for student clubs and  
     organizations, 55  
 electronic cigarettes, 67  
 electronic media  
     contact between student and staff, 14  
 end-of-course (EOC) assessments, 87  
 English as a second language, 28, 53  
 English language learner, 28, 53  
 exams. *See* tests.  
 extracurricular activities, 53  
     conduct, 54  
     eligibility, 53  
     fees, 55  
     meetings, 84  
     offices and elections for student clubs and  
         organizations, 55  
 fees, 55  
     graduation, 62  
     waivers, 56  
 fire drills, 81  
 Fitnessgram. *See* physical fitness  
     assessment.  
 food allergies, 65  
     management plan, 65  
     *See also* anaphylaxis.  
     *See also* celebrations.  
 foster care liaison, 87  
 foster students. *See* students in foster care.  
 foundation graduation program  
     distinguished level of achievement, 58  
     endorsements, 58  
     performance acknowledgments, 58  
     personal graduation plans (PGP), 60  
     *See also* graduation programs.  
 fundraising, 56  
 gang-free zones, 56  
 gender-based harassment, 46  
 grades, 57  
     classification by credits, 56  
 grading guidelines, 57  
 graduation  
     activities, 61  
     certificates of coursework completion, 61  
     end-of-course (EOC) assessments, 57  
     expenses, 62  
     individual graduation committee (IGC),  
         58, 62  
     individualized education program (IEP),  
         61  
     personal graduation plan (PGP)  
         for middle school or junior high, 79  
         under the foundation graduation  
             program, 60  
     programs  
         advanced/distinguished level of  
             achievement, 39  
         foundation program, 58  
     requirements, 57  
         for automatic college admissions, 39  
     student speakers, 62  
     students with disabilities, 61  
 Graduation, 57  
     *See Also* Credit; Grades; Standardized  
         Tests.  
 grants, 62  
 grievances. *See* complaints.  
 grooming standards, 50  
 hall pass, 83  
 harassment, 46–48  
     gender-based, 46  
     investigation, 47  
     reporting, 47  
     retaliation, 47  
     sexual, 46  
 hazing, 63  
     *See also* bullying.

head lice, 65

health education  
     School Health Advisory Council, 76

health instruction, 13

health screenings, 77

health-related matters  
     asbestos, 67  
     electronic cigarettes, 67  
     food allergies, 65  
     pest management, 67  
     physical fitness, 66, 67  
     sunscreen, 74  
     tobacco, 67  
     vending machines, 67

Health-Related Matters, 63

homeless students, 25, 68  
     diplomas, 25  
     school of origin, 25

homework, 75  
     electronic and social media, 14

Homework, 68  
     *See Also* Makeup Work.

honors, 35

human sexuality instruction, 17  
     curriculum, 18  
     removing a child from class, 18  
     reviewing materials, 18

IEP. *See* individualized education program (IEP).

IGC. *See* individual graduation committee (IGC).

illness  
     leaving campus, 71  
     *See also* contagious diseases.

immunization  
     exemptions for reasons of conscience, 68  
     medical exemptions, 69  
     required immunizations, 68

Immunization, 68

individual graduation committee (IGC)  
     defined, 94  
     graduation, 58, 62

individualized education program (IEP)  
     and eligibility for extracurricular activities, 54  
     defined, 93  
     graduation, 61

instructional materials, 19, 20, 88

International Baccalaureate (IB) courses, 39

joint high school and college programs, 39

laptops, 51

law enforcement  
     notification of law violations, 70  
     questioning of students, 69  
     students taken into custody, 69  
     verification of officer's identity and authority, 70

Law Enforcement, 69

learning difficulties, 26

leaving campus, 70  
     during lunch, 71  
     in case of student illness, 71  
     signing a student out, 71

legal guardian  
     defined, 11

liaison for homeless children and youths, 68

liaison for students in conservatorship of the state, 87

library, 83

lice. *See* head lice.

limited English proficiency (LEP). *See* English language learner

lost and found, 72

makeup work  
     during in-school suspension, 73  
     for absences, 72  
     in DAEP, 73  
     penalties, 72

Makeup Work, 72–73

medical emergency, 81

medicine  
     allergies, 74

- asthma, 74
- diabetes, 74
- herbal or dietary supplements, 74
- nonprescription, 74
- prescription, 73
- psychotropic drugs, 74
- sunscreen, 74
- Medicine, 73
- meditation, 77
- meetings of noncurriculum-related groups, 84
- mental health, 88
  - early intervention, 88
- military families, 24
- military recruiters, 16
- minute of silence, 19, 77
  - in observance of September 11, 2001, 77
- mobile phones, 51
- multiple birth siblings, 24
- National School Lunch Program, 83
- netbooks, 51
- newspaper (school newspaper), 49
- no pass, no play, 48, 54
- nondiscrimination, 75
- organizations, student. *See* extracurricular activities.
- parent
  - access to student records, 21
  - defined, 11
  - evaluating school and community engagement, 76
  - noncustodial, 19
  - organizations, 76
  - rights, 13–28
  - volunteering, 76, 91
- Parent
  - Being Involved, 75–76
- parenting and paternity awareness, 13
- pediculosis. *See* head lice.
- personal appearance, 50
- personal graduation plan (PGP)
  - for middle school or junior high, 79
  - under the foundation graduation program, 60
- pest management, 67
- physical activity, 66
- physical examinations, 17
  - athletic participation, 77
- physical fitness assessment, 67
- pledges of allegiance, 77
  - excusing a student from reciting, 18
- Police. *See* Law Enforcement.
- police dogs, 85
- prayer, 77
- privacy
  - and personal telecommunications devices, 51
  - during an investigation of prohibited conduct, 47
  - FERPA, 93
  - on district-owned equipment and networks, 84
  - student records, 21, 23
- programs
  - before and after school, 82
- Progress Reports, 80
- prohibited conduct, 45
  - investigation, 47
  - reporting, 47
- See also* bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
- promotion and retention
  - personal graduation plan (PGP) for middle school or junior high, 79
  - STAAR, 78
- Promotion and Retention, 78–79
  - See Also* Credit; Grades; Standardized Tests.
- protected information, 16
- psychological evaluation, 13

- published material
  - from outside sources, 49
  - from students, 49
  - school materials, 49
- recording
  - permission, 13
  - without parental consent, 13
- release of students from school. *See* leaving campus.
- religion
  - and immunization, 68
  - and surveys, 17
  - holy days, 30
  - nondiscrimination, 75
- religious or moral beliefs
  - and removal from the classroom, 19
- report cards
  - parent's signature, 80
  - parent-teacher conferences, 80
  - See also* grades.
- Report Cards, 80
- retaliation, 36, 47
- rights
  - noncustodial parent, 19
  - parental, 13–28
  - student, 16
- safety, 80
  - emergency medical treatment and information, 81
  - emergency preparedness, 81
  - emergency school closing, 81
  - fire, tornado, and severe weather drills, 81
  - football helmets, 54
  - insurance, 81
  - on campus, 80
  - on district vehicles, 80
  - preparedness drills, 81
  - student conduct, 80
  - UIL rules, 53
  - video cameras, 90
- SAT/ACT, 85
- schedules. *See* class schedules.
- scholarships, 62
- School Breakfast Program, 83
- school closings, 81
- school dances, 42
- school facilities
  - before and after school, 82
  - cafeteria, 83
  - meetings, 84
- School Facilities, 82
- School Health Advisory Council, 17, 66
  - defined, 94
- school nurse, 65, 68, 71, 73, 75
  - emergency medical treatment and information, 81
  - sending a student home in case of illness, 71
  - student exemption from immunization, 68
- searches, 84
  - desks and lockers, 84
  - district-owned equipment and networks, 84
  - personal electronic devices, 51, 84
  - trained dogs, 85
  - vehicles, 85
- Section 504. *See* students with disabilities.
- service animals, 25
- sex education. *See* human sexuality instruction.
- sexting, 52
- sexual abuse of a child, 37
  - counseling options, 37
  - reporting, 38
  - warning signs, 37
- sexual harassment, 46
- SHAC. *See* School Health Advisory Council.
- signing a student out. *See* leaving campus.
- special education, 26, 27
  - graduation, 61

- special programs, 85
  - coordinator, 85
- standardized tests
  - end-of-course (EOC) assessments, 87
  - English language learner, 53
  - SAT/ACT, 85
  - STAAR, 86
  - TSI assessment, 86
  - tutoring, 19
- Standardized Tests, 85
  - See Also* Credit; Grades; Graduation; Promotion and Retention.
- State of Texas Assessments of Academic Readiness (STAAR), 86
  - defined, 94
  - promotion and retention, 78
  - retaking, 78
  - STAAR Alternate 2, 87
- steroids, 87
  - See also* drug testing.
- Student Code of Conduct, 11, 20, 41, 49, 50, 51, 52, 55, 63, 67, 81, 82, 83, 84, 88, 89, 90, 93, 94
- student groups, 55, 56, 84
  - See also* extracurricular activities.
- student illness
  - leaving campus, 71
  - See also* contagious diseases.
- student records, 20
  - accrediting organizations, 22
  - colleges and postsecondary schools, 22
  - confidentiality, 21
  - copies, 23
  - corrections, 23
  - court orders, 22
  - custodian, 22
  - directory information, 15
  - driver license attendance verification, 34
  - financial aid, 22
  - government agencies, 22
  - institutions of higher education, 16
  - military recruiters, 16
  - released with permission, 22
  - school officials, 21
  - students age 18 or older, 21
- student speakers, 88
  - See also* graduation, student speakers.
- student work
  - display of, 13
  - publishing, 13
- students in conservatorship of the state.
  - See* students in foster care.
- students in foster care, 25, 87
  - diplomas for students in conservatorship of the state, 25
  - educational services, 87
  - enrollment assistance, 87
  - enrollment of students in conservatorship of the state, 25
  - exemptions to compulsory attendance, 30
  - foster care liaison, 87
- students with disabilities, 25–28
  - graduation, 61
  - nondiscrimination, 75
  - Section 504 of the Rehabilitation Act, 28, 75
- students with learning difficulties, 26
- substance abuse prevention and intervention, 88
- Suicide Awareness, 88
- Summer School, 88
- surveys, 16
  - inspecting, 17
  - opting out, 17
- tablets, 51
- tardiness, 88
- teacher and staff qualifications, 23
- technology
  - acceptable use of district resources, 52
  - confiscated devices, 51
  - instructional use of personal electronic devices, 52

- personal electronic devices, 51
- personal telecommunications devices, 51
- prohibited uses of district resources, 52
- recording still and video images
  - prohibited, 51
- searches of personal devices, 51
- unauthorized use, 51
- Technology, 51
- test preparation. *See* tutoring.
- tests, 19
  - confidentiality, 21
  - credit by exam, 43
  - exams for acceleration or grade advancement, 44
  - personal electronic devices, 51
  - scores, 20
- Tests
  - See Also* Standardized Tests.
- Texas Success Initiative (TSI) assessment, 86
- Texas Virtual School Network (TxVSN), 40, 48
- textbooks, 19, 88
- Title IX Coordinator, 75
- tobacco prohibited, 67
- top 25 percent, 39
- top ten percent, 39
- tornado drills, 81
- transfers, 89
  - multiple birth siblings, 24
  - safety reasons, 24
  - special education, 27
  - students who are victims of bullying, 36
  - students who engage in bullying, 24, 36
  - unsafe schools, 25
  - victims of bullying, 24
- transportation
  - school-sponsored trips, 89
- Transportation, 89
- truancy, 31
  - prevention measures, 31
  - truancy court, 32
- tutoring, 19
  - removal from classroom, 19
  - school services, 19
- UIL. *See* University Interscholastic League.
- unexcused absences, 31
- university admissions. *See* college admissions.
- University Interscholastic League (UIL), 53
  - condition of football helmets, 54
  - safety rules, 53
- use of school facilities, 82
- vandalism, 90
- vaping. *See* electronic cigarettes.
- vending machines. *See* health, vending machines.
- video cameras, 90
- visitors
  - career day, 91
  - classroom observation, 91
  - parents, 91
- Visitors, 91
- vocational education. *See* career and technical education (CTE).
- volunteers, 76, 91
- voter registration, 91
- withdrawing from school, 92
- yearbook, 49

# STUDENT CODE OF CONDUCT

## Purpose

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

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

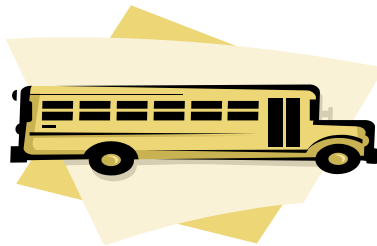
The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

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

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

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

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



## DEWEYVILLE I.S.D. STAFF TO KNOW

### ADMINISTRATIVE STAFF

Dr. Keith Jones	Superintendent
Mr. Brad Haeggquist	Junior/Senior High School Principal
Mrs. LaJuan Addison	Elementary School Principal
Mrs. Becky Gatewood	Junior/Senior High School Counselor
Mrs. Jennifer Parkhurst	Special Programs Administrator
Mr. Brandon Prouse	Athletic Director

### OFFICE PERSONNEL

Mrs. Betty Foster	Superintendent's Secretary/PEIMS
Mrs. Lisa McGlothin	Accounts Payable
Mrs. Janae Welch	Junior/Senior High School Secretary
Mrs. Brenda Wofford	Elementary School Secretary

### HEALTH SERVICES

Mrs. Lisa Brinson	Junior/Senior High School Nurse
Mrs. Katie Williams	Elementary School Nurse

### BOARD OF TRUSTEES

Mr. T. J. Hardin	President
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## **SCHOOL DISTRICT AUTHORITY AND JURISDICTION**

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

The district has disciplinary authority over a student:

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

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

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

### **Reporting Crimes**

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

## **Revoking Transfers**

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

## **STANDARDS FOR STUDENT CONDUCT**

Each student is expected to:

- Demonstrate courtesy, at ALL times.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

## **GENERAL CONDUCT VIOLATIONS**

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

## **DISREGARD FOR AUTHORITY**

Students shall not:

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

## **MISTREATMENT OF OTHERS**

Students shall not:

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

## **PROPERTY OFFENSES**

Students shall not:

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

## **POSSESSION OF PROHIBITED ITEMS**

Students shall not:

- Possess or use:
  - fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
  - a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
  - a “look-alike” weapon;
  - an air gun or BB gun;
  - ammunition;
  - a stun gun;
  - a pocketknife or other small knife
  - mace or pepper spray;
  - pornographic material;
  - tobacco products;
  - matches or a lighter;
  - a laser pointer for other than an approved use; or
  - any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion)

## **POSSESSION OF TELECOMMUNICATION DEVICES**

Students shall not:

- Display, turn on, or use cellular telephones and all other communication devices (whether they are activated or not) on school property during the school day unless approved for educational purposes on the Jr. / Sr. High School campus.

## **ILLEGAL PRESCRIPTION AND OVER-THE-COUNTER DRUGS**

Students shall not:

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

## **MISUSE OF COMPUTER AND INTERNET**

Students shall not:

- Violate computer use policies, rules, or agreements signed by the student or the student’s parent.
- 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 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 the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites at school to encourage illegal behavior or threaten school safety.

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

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

\*See attachment for Conduct Levels at the end of this document.

## Students with Disabilities

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

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

## Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.
- Sending the student to the office or other assigned area, or to in-school suspension.

- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment.
- Suspension from school for up to three days.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

## **Notification**

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

## **Appeals**

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy on Line at the following address: [www.deweyvilleisd.com](http://www.deweyvilleisd.com).

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

# REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

## Routine Referral

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

## Formal Removal

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

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

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

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

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

- Another appropriate classroom if available
- In-school suspension
- DAEP

## **Returning Student to Classroom**

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

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

## **Misconduct**

Students may be assigned to In-School Suspension (I.S.S.) for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding how to address the student's misconduct the district will take into consideration:

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

## **Process**

The appropriate administrator will determine any restrictions on participation in school sponsored or school-related extracurricular and co-curricular activities. However, students in DAEP or ISS will NOT be allowed to attend any practices or school functions of any kind on any campus on the day(s) they were assigned. This includes school activities that are held in other school districts.

## **DISCIPLINARY ALTERNATE EDUCATION PROGRAM (DAEP) PLACEMENT**

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

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

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

## **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.

- Any student who possesses, displays, or uses a stun gun while on school property or at a school-sponsored event, regardless of location, may be placed in the DAEP.
- Any student who records the voice or image of another student or district employee without the prior consent of the individuals being recorded may be placed in the DAEP. This includes the use of cell phone cameras.
- Fighting (mutual combat).
- Engages in deadly conduct.
- Possesses a non-illegal knife (blade less than 5 ½").
- Required to register as a sex-offender with no court supervision.
- Possess/use/distribute tobacco products.
- Continuous sexual abuse that occurs off-campus or at another school.
- Multiple offenses of profanity or abusive language toward students and/or school personnel or volunteers.

## **Misconduct Identified in State Law**

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

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

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

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

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

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see glossary) under Texas Penal Code 22.01(a) (1).
  - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence")
  - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
  - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
  - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.

- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school sponsored or school-related event and:
  1. The student receives deferred prosecution (see glossary),
  2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), **OR**
  3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

## **Sexual Assault and Campus Assignments**

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

## **Emergencies**

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

## **Process**

Removals to a DAEP will be made by the campus level administrator.

## **Conference**

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

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

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

## **Placement Order**

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

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

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

## **Length of Placement**

The duration of a student's placement in a DAEP will be determined by the campus level administrator.

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

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

### **Exceeds One Year**

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

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

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

## **Exceeds School Year**

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

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

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

## **Exceeds 60 Days**

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

## **Appeals**

Questions or complaints from parents regarding disciplinary measures should be addressed to the campus administration, in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy on Line at the following address: [www.deweyvilleisd.com](http://www.deweyvilleisd.com).

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

## **Restrictions during Placement**

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

The district will not provide transportation to students in a DAEP.

For seniors assigned to a DAEP who are eligible to graduate, and the placement in the program will

continue through graduation, the student will not be allowed to participate in the graduation ceremony and related graduation activities.

## **Placement Review**

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

## **Additional Misconduct**

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

## **Notice of Criminal Proceedings**

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

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

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

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

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

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

## **Withdrawal during Process**

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

## **Newly Enrolled Students**

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

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

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

## **Emergency Placement Procedure**

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

# **PLACEMENT AND/OR EXPULSIONS FOR OTHER SERIOUS OFFENSES**

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

## **Registered Sex Offenders**

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

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in DAEP for the duration of the supervision of the court.

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

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

## ***Review Committee***

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

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

## ***Newly Enrolled Student***

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

## ***Appeal***

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

## **Certain Felonies**

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

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

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

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

## ***Hearing and Required Findings***

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

1. Threatens the safety of other students or teachers,

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

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

### ***Length of Placement***

The student is subject to the placement until:

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

### ***Newly Enrolled Students***

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

## **EXPULSION**

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

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

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

#### ***Any Location***

A student may be expelled for:

- Serious and persistent misbehavior while assigned to DAEP.
- Engaging in the following, no matter where it takes place:
  1. Conduct that contains the elements of assault under Penal Code 22.01 (a) (1) in retaliation against

a school employee or volunteer.

2. Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
    1. Aggravated assault.
    2. Sexual assault.
    3. Aggravated sexual assault.
    4. Murder.
    5. Capital murder.
    6. Criminal attempt to commit murder or capital murder.
    7. Aggravated robbery

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

- 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:
  1. Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
  2. Engaging in deadly conduct. (See glossary)

### ***Within 300 Feet of School***

- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:
- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson.

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

### ***Property of another District***

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

### ***While in DAEP***

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

## **Mandatory Expulsion: Misconduct That Requires Expulsion**

A student must be expelled for 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:

### ***Federal Law***

- Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes:
  - a. 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.
  - b. The frame or receiver of any such weapon.
  - c. Any firearm muffler or firearm weapon.
  - d. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

## ***Texas Penal Code***

1. Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
  - a. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
  - b. An illegal knife, such as a knife with a blade over 5 inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
  - c. A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
  - d. A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (See glossary)
2. Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
  - e. Aggravated assault, sexual assault, or aggravated sexual assault.
  - f. Arson. (See glossary)
  - g. Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - h. Indecency with a child.
  - i. Aggravated kidnapping.
  - j. Aggravated robbery.
  - k. Manslaughter.
  - l. Criminally negligent homicide.
  - m. Continuous sexual abuse of a young child or children.
  - n. 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.

2. Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

## **Under Age Ten**

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

## **Emergency**

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

### **Process**

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

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

- a. Another appropriate classroom if available
- b. In-school suspension
- c. DAEP

## **Hearing**

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

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

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

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

The board of trustees delegates to the superintendent and the principal of the DAEP authority to conduct hearings and expel students.

## **Board Review of Expulsion**

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

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

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

## **Expulsion Order**

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

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

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

## **Length of Expulsion**

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

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

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

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

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

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

## **Withdrawal during Process**

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

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

## **Additional Misconduct**

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

## **Restrictions during Expulsion**

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

No district academic credit will be earned for work missed during the period of expulsion.

## **Newly Enrolled Students**

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

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

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

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

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

## **Emergency Expulsion Procedures**

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

## **DAEP Placement of Expelled Students**

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

## GLOSSARY

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

**Abuse** is improper or excessive use.

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

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

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

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

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

1. To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

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

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

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

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

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

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

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision. Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

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

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

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

3. Prevent or interrupt the occupation of a building, room, or place of assembly.

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

**Harassment** is:

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

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

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

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

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

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

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

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

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

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

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

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

Serious offenses include but are not limited to:

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

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

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

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

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).

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

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

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

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

<b>Student Code of Conduct</b>		
<b>Description of Level I</b>	<b>Procedures</b>	<b>Misconduct</b>
Misbehavior on the part of the students which impeded orderly classroom procedures or interferes with the orderly operation of the school.	<ol style="list-style-type: none"> <li>1. Immediate and consistent intervention by school personnel who supervises students or observes the misbehavior.</li> <li>2. The teacher may wish to discuss the misbehavior with parent, administrator, and/or support personnel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eating/drinking in unauthorized areas or times, includes chewing gum</li> <li>2. Inappropriate dress code</li> <li>3. Loud, boisterous noise</li> <li>4. Writing on desks, books, walls, etc</li> <li>5. Inappropriate items such as audio devices, squirt guns, cards, electronic games, toys, etc.</li> <li>6. PDA's</li> <li>7. Running</li> <li>8. Tardy</li> <li>9. Throwing objects</li> <li>10. Sleeping in class</li> <li>11. Violation of class procedures</li> <li>12. Bus and/or cafeteria misconduct</li> <li>13. Selling or soliciting merchandise not approved by principal</li> <li>14. Littering</li> <li>15. Disruption of educational process</li> <li>16. Violation of car rules on HS campus</li> </ol>
<b>Description of Level II</b>	<b>Procedures</b>	<b>Misconduct</b>
<p>The infractions which often result from the continuation of Level I misbehavior require the intervention of personnel on the administrative level because the use of Level I disciplinary responses/ options has failed to correct the situation.</p> <p>Also includes misbehaviors that disrupt orderly climate and conduct of the school. They're serious enough to require corrective action from administrative personnel.</p>	<ol style="list-style-type: none"> <li>1. Referral to administrator.</li> <li>2. Administrator meets with student and/or teacher to establish most appropriate response.</li> <li>3. Teacher is informed of the administrator's action.</li> <li>4. Parents are notified of the student's behavior.</li> <li>5. Proper, accurate record of the offenses and disciplinary actions maintained by the administrator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unmodified Level I behaviors</li> <li>2. Insubordination toward personnel</li> <li>3. Persistent bus/cafeeteria disturbance</li> <li>4. Interfering with teacher communicating with others</li> <li>5. Skipping classes/school</li> <li>6. Dress code violation</li> <li>7. Failure to complete assigned detention</li> <li>8. Falsification of records, excuses, etc</li> <li>9. Leaving school grounds w/o permission</li> <li>10. Loitering in unauthorized areas</li> <li>11. Misbehavior at school activity</li> <li>12. Excessive unexcused absences</li> <li>13. Cheating or copying others' work</li> <li>14. Lying or giving false information to staff</li> <li>15. Verbal threats of injury</li> <li>16. Name-calling and racial remarks</li> <li>17. Distributing unauthorized written material</li> <li>18. Possession of hazardous paraphernalia such as lighters, matches, etc.</li> <li>19. Harassment</li> <li>20. Gambling</li> <li>21. Possession of Rx or Non Rx drugs</li> </ol>
<b>Description of Level III</b>	<b>Procedures</b>	<b>Misconduct</b>
These acts of misconduct are more	1. Administrator initiates disciplinary	1. Unmodified Level II behaviors

<p>serious than Level I or Level II. Suspension may be used at this level.</p> <p>Based on conduct occurring on or off campus, or while at a school-sponsored or school-related event.</p>	<p>action by investigating the infraction and, if necessary, conferring with the teacher or the consequences.</p> <p>2. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary actions.</p> <p>3. An accurate record of offenses and disciplinary actions is maintained by the administrator.</p>	<p>2. Extortion (obtaining money or info by coercion or intimidation)</p> <p>3. Committing or attempting theft, extortion, blackmail, from an unwilling person</p> <p>4. Stealing (the act of taking and carrying away the personal property of another without the consent of the owner)</p> <p>5. Indecent proposition (unsolicited sexual proposal)</p> <p>6. Possession of obscene materials</p> <p>7. Flagrant disrespect to school personnel in words and or gestures</p> <p>8. Possession of fireworks/other explosive devices</p> <p>9. Possession, use, and/or concealment of any weapon, instrument or device which may be used to produce bodily harm or death not covered on Levels IV, V, and Zero Tolerance Plan</p> <p>10. Hazing</p> <p>11. Participating in any illegal organization such as a secret society or fraternity</p> <p>12. The continuing presence of the student in the regular classroom threatens the safety of other students/teacher</p> <p>13. Mooning</p>
<b>Description of Level IV</b>	<b>Procedures</b>	<b>Misconduct</b>
<p>These acts of misconduct are of such a serious nature they require removal to an AEP, ISS, or a Behavior Management Program.</p>	<p>1. The administrator initiates disciplinary action by investigating the infraction and, if necessary, conferring with the teacher on the consequences.</p> <p>2. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary actions.</p> <p>3. An accurate record of offenses and disciplinary actions is maintained by the administrator.</p>	<p>1. Continuation of unmodified Level III misbehaviors</p> <p>2. Engages in conduct that contains the elements of of assault under Section 22.01 (a)(1), Penal Code, or terroristic threat under Section 22.07, Penal Code.</p> <p>3. Engages in conduct that contains the elements of public lewdness under Section 21.07, Penal Code.</p> <p>4. Engages in conduct that contains the elements of indecent exposure under Section 21.08, Penal Code.</p> <p>5. Except as provided by Section 37.007(c) a student shall be removed from class and placed in an AEP under Section 37.008 if the student engages in the conduct of retaliation under Section 36.06 Penal Code against any school employee.</p> <p>6. Receives deferred prosecution for a felony listed in Title 5 of the Penal Code.</p> <p>7. A court or jury finds the student has engaged in delinquent conduct that constitutes a felony offense listed in Title 5 of the Penal Code.</p> <p>8. The superintendent of his designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Title 5 of the Penal Code.</p>
<b>Description of Level V (Expulsion)</b>	<b>Procedures</b>	<b>Misconduct</b>

<p>These acts of misconduct are grounds for immediate expulsion.</p> <p>A student can be removed from class and expelled without resort to an alternative expelled without resort to an AEP if a student, on the school property or while attending a school-sponsored or school-related activity on or off school property.</p>	<p>The administrator shall verify the act of misconduct. If act of misconduct calls for expulsion the procedures listed under expulsion in this plan should be followed.</p>	<ol style="list-style-type: none"> <li>1. Continuation of Level IV misbehaviors</li> <li>2. Uses, exhibits, or possesses: <ol style="list-style-type: none"> <li>a. Firearm as defined by Section 46.01(3)Penal Code</li> <li>b. Illegal knife as defined by Section 46.06(6)Penal Code local policy</li> <li>c. Club as defined by Section 46.01(1)Penal Code</li> <li>d. Weapon listed as a prohibited weapon under Section 46.05, Penal Code</li> </ol> </li> <li>3. Engages in conduct that contains the elements of: <ol style="list-style-type: none"> <li>a. Aggravated assault, sexual assault, or aggravated sexual assault</li> <li>b. Arson under Section 28.02 Penal Code</li> <li>c. Murder, capital murder, or criminal attempt to commit murder or capital murder</li> <li>d. Indecency with a child under Section 21.11 Penal Code</li> <li>e. Aggravated kidnapping under Section 20.04, Penal Code</li> <li>f. Engages in conduct specified in Section 37.006(1), (2), (3), or (4)</li> <li>g. If the conduct is punishable as a felony</li> </ol> </li> <li>4. Engages in conduct containing the elements of an offense involving use, possession of sale of drugs or alcohol, if punishable as a felony</li> <li>5. After being placed in an AEP for disciplinary reasons continues to engage in serious or persistent misbehavior that violates the district's student code of conduct</li> <li>6. Engages in conduct that contains the elements of any offense listed in Subsection (a) against any employee in retaliation as a result of being employed by the district.</li> <li>7. Brings a firearm, as defined by 18 U.S.C. Section 921 to school. The student must be expelled from the student's regular campus for a period of at least one year, except that: <ol style="list-style-type: none"> <li>a. The superintendent or other chief administrative officer of the school district may modify the length of the expulsion in the case of any individual student;</li> <li>b. The district of other local education agency may provide educational services to the expelled student in an AEP as provided by Section 37.008</li> </ol> </li> <li>8. Engages in conduct that contains the elements of the offense of criminal mischief under Section 28.03, Penal Code, if the conduct is punishable as a felony under that section.</li> </ol>
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## APPENDIX II:

### Student Handbook and Code of Conduct

#### Acknowledgement Form (Please fill out and return to school)

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation on from the student's teacher or campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you

My child and I have received a copy of the Deweyville I.S.D. Student Handbook and Code of Conduct for 2017-2018. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or code of conduct, I should direct those questions to the campus principal.

I know that I can access the handbook and code of conduct online at [www.deweyvilleisd.com](http://www.deweyvilleisd.com). I can also choose to receive a paper copy of this document. I am making my selection below with an x:

\_\_\_\_\_ I would like to receive a paper copy of the Student Handbook and Code of Conduct.  
\_\_\_\_\_ I accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

Printed name of student: \_\_\_\_\_

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

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

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

Campus \_\_\_\_\_

Grade Level \_\_\_\_\_

