

ROSCOE COLLEGIATE HIGH SCHOOL 2018-2019 STUDENT HANDBOOK

ROSCOE COLLEGIATE ISD MISSION

The goal of the Roscoe Collegiate P-20 System Model for Student Success is to develop a collaborative, sustainable and replicable model for breaking the generational poverty cycle through higher education (EARLY COLLEGE) while supplying critical agricultural STEM workforce shortage areas that will be critical to meeting the daunting challenge of feeding and clothing nine billion people on the planet by 2050.

ROSCOE COLLEGIATE HIGH SCHOOL MISSION

Roscoe Collegiate High School through partnerships with TSTC and WTC will provide each student with an accelerated, rigorous and blended education leading to an Associate Degree or as many college credit hours as possible along with a STEM endorsement in the Biomedical or Engineering track, upon graduation. The staff is committed to providing personalized and supportive instruction that will enable students to meet the high academic standards of state assessments, college entrance exams and the requirements of college curriculum.

Motto

**“PLOWBOYS/PLOWGIRLS CULTIVATING YOUNG MINDS TO MEET
TOMORROW’S CHALLENGES”**

Dear Parent and Student:

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 the publication thoroughly and to discuss it among your family. If you have any questions about the information here, we encourage you to ask for an explanation from the student's teacher, the school counselor, or campus administrator.

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

Thank you.

Kim Alexander, Ed.D
Superintendent

PARENT AND STUDENT SIGNATURE PAGES

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy or to electronically access at www.roscoe.esc14.net the Roscoe Collegiate High School Handbook and Student Code of Conduct.

I have chosen to:

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

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Student Code of Conduct***. If I have any questions regarding this handbook or Code, I should direct those questions to the Dean of Secondary Education at jbolton@roscoe.esc14.net

STUDENT SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

PRINT STUDENT NAME: _____

DATE: _____

Extracurricular Activities

☐ I CONSENT ☐ DO NOT CONSENT for my child to leave campus for school sponsored extracurricular, co-curricular and other state approved absences.

Field Trips:

☐ I CONSENT ☐ DO NOT CONSENT for my child to go on field trips and other special events that are sponsored by the school District.

Publications, Video Interactive TV, and Internet Consent

Students in Roscoe ISD sometimes are asked to be part of school or District publicity, publications, or public relations activities. For example, pictures and articles about school activities may appear in school publications or be given to local newspapers. Students may also participate in distance learning, virtual field trips, and video conferencing through interactive television, which involves transmitting the student's voice and image to the distance sites. Participating in an interactive TV transmission is not a violation of any person's privacy rights.

☐ I CONSENT ☐ DO NOT CONSENT for my child's name, art work, voice, or picture (video or still) to appear in any school publicity or publication, school buildings, school videos, or website.

Progressive Discipline

Progressive discipline means that there are different levels of student misbehavior with corresponding levels of appropriate levels disciplinary consequences. A student who repeatedly does not respond to the appropriate consequence for misbehavior "will progress" to the next level of discipline.

In a system of progressive discipline, two students who have committed the same offense may receive different disciplinary consequences. The reason for this is that one student may be a first-time offender, having no previous record of misbehavior, while the other student may have a previous history of misbehavior.

Under the progressive discipline plan, repeated violations of the Code of Conduct at a lower level (Level I for example) may automatically progress to a consequence from a higher level (Level II for example.)

STUDENT SIGNATURE: _____

DATE: _____

PARENT SIGNATURE: _____

DATE: _____

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Roscoe ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within 10 days of child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. **[See Directory Information on page 17 for more information.]**

Roscoe ISD has designated the following information about your child as directory information: name, address, telephone listing, e-mail address, photograph, degrees, honors, awards received, date of birth, place of birth, major field of study, dates of attendance, grade level, most recent school attended, security recordings unless used to impose discipline, participation in officially recognized activities and sports, height & weight of members of athletic teams.

☐ **I CONSENT** ☐ **I DO NOT CONSENT** for Roscoe ISD to release directory information for district publications and positive publicity (yearbook, newsletters, district website, awards, honors, PTA, booster clubs, local news media, etc.) **EXAMPLE:** If you do not consent, your child's name would not appear in the newspaper if he or she won an award and your child will not be pictured in the yearbook.

PARENT/GUARDIAN SIGNATURE _____ **DATE:** _____

PRINT STUDENT NAME: _____ **GRADE:** _____

Parent's Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student of Information to Military Recruiters and Institutions of Higher Education** on page 20 for more information.]

☐ I CONSENT ☐ I DO NOT CONSENT to the release of requested information to military recruiters.

☐ I CONSENT ☐ I DO NOT CONSENT to the release of requested information to institutions of higher education.

Consent/Opt-Out Form

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

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

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

☐ I CONSENT ☐ I DO NOT CONSENT for my child to participate in any protected information surveys.

PARENT/GUARDIAN SIGNATURE: _____

Date _____

STUDENT SIGNATURE: _____

Date _____

Signature Page
Board Approval
Roscoe Collegiate High School
2018-2019 Student Handbook

 _____ Signature	<u>7-16-18</u> _____ Date
 _____ Signature	<u>7-16-18</u> _____ Date
 _____ Signature	<u>7-16-18</u> _____ Date
 _____ Signature	<u>7.16.18</u> _____ Date
 _____ Signature	<u>7-16-18</u> _____ Date
 _____ Signature	<u>7-16-18</u> _____ Date
 _____ Signature	<u>7-16-18</u> _____ Date



TEXAS A&M AGRI LIFE EXTENSION

Memorandum

To: Parents of _____

From: Roscoe Collegiate ISD and Texas A&M Agri Life Extension Service's 4-H and Youth Development Program

Subject: Your Child's Enrollment in the 4-H and Youth Development Program

Roscoe Collegiate ISD and the Texas A&M Agri Life Extension Service's 4-H and Youth Development Program have developed a unique partnership unlike any other in Texas. As a part of this partnership, we are pleased to offer your child/children enrollment into the 4-H and Youth Development Program. This will allow youth to participate in 4-H activities at Roscoe, Nolan County, and Statewide.

The Roscoe Collegiate 4-H Club meets the fourth Friday of every Month. The meetings start at 8:05 a.m. There are many different afterschool activities for your child/children to participate in. Information will be sent home with your child/children each time a new project is offered. You can also find more information on the Roscoe Collegiate 4-H Facebook page or the Nolan County 4-H Facebook page.

As part of the Roscoe Collegiate collaborative with the Texas 4-H and Youth Development Program, all Roscoe Collegiate students in grades 3-12 receive access to many benefits of this school wide program.

By signing below, then you and your child/children have complete access to the Texas 4-H and Youth Development Program and will follow all the rules of the Roscoe Collegiate Independent School District and Texas 4-H and Youth Development Program. These items are attached, but do not need to be completed. Your agreement with Roscoe Collegiate Independent School District's Rules and Policies will be sufficient to meet the needs of Texas A&M Agri Life Extension Service's 4-H and Youth Development Program.

To initiate the 4-H benefits of the Roscoe Collegiate School Wide Program, please sign below:

Parent Printed Name

Parent Signature

Sincerely,

Kim Alexander

Roxanna Reyna
Program Specialist

Zach Wilcox Superintendent
CEA-Ag

RCISD

RCISD/TAMU Agri. Life

Nolan Count

TABLE OF CONTENTS

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to Greg Althof, P.O. Box 10, Roscoe, TX 79545. You will be notified of the time and place where you may review these materials.

NOTICE TO PARENTS

STATEMENT OF NONDISCRIMINATION

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Kim Alexander
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Tamara Alexander.
- All other concerns regarding discrimination: See the superintendent Kim Alexander

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

ASBESTOS MANAGEMENT PLAN

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the superintendent's office. If you have any questions, please contact the superintendent.

PEST MANAGEMENT PLAN

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the superintendent.

ADDITIONAL NOTICES

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

- Requesting the professional qualifications of teachers and staff;
- Requesting a transfer of your child to a safe public school;
- Assistance to students who have learning difficulties;
- Student records;
- Bacterial meningitis;
- Career and technology programs;

- Homeless students;
- School lunch programs.

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

Roscoe Collegiate High School: An Early College High School

The mission of Roscoe Collegiate High School through partnerships with TSTC and WTC is to provide each student with an accelerated, rigorous, and blended education leading to an Associate Degree or up to 60 college credit hours upon graduation. The staff is committed to providing personalized and supportive instruction that will enable students to meet the high academic standards of state assessments, college entrance exams, and the requirements of college curriculum.

Roscoe I.S.D. is responsible for the preparing of its students to meet the challenges that they will face in tomorrow's world. It is our responsibility to:

“Produce productive, active, and social members for society.”

The American Creed

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many states; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and defend it against all enemies.

Pledge of Allegiance to the Flag

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands one nation, under God, indivisible with liberty and justice for all.

Texas Pledge

Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.

School Song

The eyes of Roscoe are upon you
all the livelong day.
We will ever stand beside you
in the good ol' Roscoe way.
In the darkest hours or brightest
faithful we will be.
Faithful to the White and Purple,
'til eternity.

PREFACE

To Students and Parents:

Welcome to school year 2018-2019! 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 Roscoe ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

SECTION I—PARENTAL RIGHTS AND RESPONSIBILITIES – Contains notices that the district must provide to all parents, as well as other 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; then and sign and return the required sections.

SECTION II—OTHER INFORMATION FOR STUDENTS AND PARENTS – This section is organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Roscoe ISD 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 Roscoe website and a hardcopy is available in the office of the Dean of Secondary Education.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect student handbook provisions will be made available to students and parents through newsletters and other communications.

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

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

Also, please complete and return to your child's campus the following required forms included in this handbook or the forms packet accompanying this handbook.

1. Parental Acknowledgment Form;
2. Student Directory Information Form
3. Release of Information to Military Recruiters and Institutions of Higher Learning Forms;
4. Consent/Opt-Out Forms

[See Obtaining Information and Protecting Student Rights on page 11 and Directory Information on page 18 for more information.]

Please note the references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review online at www.roscoe.esc14.net.



SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Roscoe ISD Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or Dean of Secondary Education any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling on page 31.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or the Dean of Secondary Education, please call the school office at 325-766-3327 or 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 67.]
- Becoming a school volunteer. [For further information, see policies at GKG and contact the Dean of Secondary Education.
- 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 Kim Alexander.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council on page 58.]

- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF (LEGAL).]

“Opting Out” of Surveys and Activities

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

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

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

[Also see Removing a Student Temporarily from the Classroom on page 9 and Removing a Student from Human Sexuality Instruction on page 14 for additional information.]

Displaying a Student's Artwork and Projects

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

[See Student Records on page 15.]

Granting Permission to Video or Audio Record a Student

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

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

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

The district uses only state approved curriculum and abstinence programs for 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 this 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 Dean of Secondary Education for additional information.

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See Pledges of Allegiance and a Minute of Silence on page 65 and policy EC (LEGAL).]

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

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

Requesting Limited or No Contact with a Student through Electronic Media

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

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

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 Dean of Secondary Education.

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to your 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.]

Requesting School Safety Transfers

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the board or the superintendent to be a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent for information. [See policy FDB.] Transportation is not provided for a transfer to another campus. See the superintendent for information. [See Policy FDB.] [See Bullying on page 24 and policy FFI(LOCAL).]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See the district's (LOCAL) policy on School Safety Transfers.]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See the district's (LEGAL) and (LOCAL) policies on School Safety Transfers.]

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities with Other School-Aged Children in the Home

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

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a

special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

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

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

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

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

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

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Kirk Stroman

Phone Number: (325) 235-8621

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.

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Tamara Alexander

Phone Number: (325) 766-3327

Additional Information:

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

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

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el periodo de evaluación, dicho periodo se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los

padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Kirk Stroman

Número de teléfono: (325) 235-8621

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Tamara Alexander

Número de teléfono: (325) 766-3327

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

Accommodations for Children of Military Families

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.
- In addition, absences related to a student visiting with his or her parent related to leave or the district may excuse deployment activities.

Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is the elementary principal and may be contacted at 766-3323. Roscoe Elementary qualifies as a school-wide Title I campus, which means we use Title I funds to provide services for all students in grades K-5. The Parent Involvement Policy and the Parent/Student/Teacher Compacts are given to each child in elementary at the start of school.

Student Records

Both federal and state law safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights. For purposes of student records, an “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court, or enrolls in a post-secondary institution, control of the records go to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District staff members who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.

- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

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

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

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

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

Superintendent's office address: 1101 West 7th; P.O. Box 579, Roscoe TX 79545.

High School office address: 700 Elm, Roscoe, TX 79545

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the Dean of Secondary Education. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 67, and **Student or Parent Complaints and Concerns** on page 30 for an overview of the process.]

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available on the district's website www.roscoe.esc14.net.

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records – such as a

teacher's personal notes about a student that are shared only with a substitute teacher – do not have to be made available to the parents or student.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

Directory Information

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

However, the parent or an eligible student may prevent release of a student's directory information. This objection must be made in writing to the Dean of Secondary Education within ten school days of your child's first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information” included in this handbook.]

Directory Information for School-Sponsored Purposes

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

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

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

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

Bacterial Meningitis

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

- What is meningitis?
Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria can cause it. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- What are the symptoms?
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- How serious is bacterial meningitis?
If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread?
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).
The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- How can bacterial meningitis be prevented?
Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.
- Where can you get more information?
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Bacterial Meningitis

The 82nd Texas Legislature, Regular Session, 2011, revised existing statutory requirements for higher education students related to vaccination against bacterial meningitis. The revision now requires all entering students to show evidence of an initial bacterial meningitis vaccine or a booster dose during the five-year period proceeding, and at least 10 days prior to, the first day of the first semester in which the student initially enrolls at an institution.

An entering student includes a first-time student of an institution of higher education or private or independent institution of higher education and includes a transfer student, or a student who previously attended an institution of higher education before January 1, 2012, and who is enrolling in the same or another institution of higher education following a break in enrollment of at least one fall or spring semester.

SECTION II: IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference for when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the Dean of Secondary Education at 325-766-3327.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day. If a student 18 or older has more than five unexcused absences in a semester, however, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA]

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

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

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events.

- Religious holy days;
- Required court appearances
- Activities related to obtaining United States Citizenship
- Service as an election clerk; and

- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.
- For students in the conservatorship (custody) of the state, Mental health or therapy appointments; or Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student who is absent without permission from school; from any class; from required special programs, such as additional special instruction (termed "accelerated instruction" by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

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

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

If the student is over age 18, the student's parents shall not be subject to penalties as a result of their child's violation of state compulsory attendance law. [See FEA(LEGAL)]

Absenteeism not only affects a child's performance and progress in school, but also directly affects every taxpayer in Roscoe ISD. The amount of school support money received from the state is determined by the total average daily attendance during the school year. This means that every day a student is not in attendance at school, the district loses state funds.

Attendance for Credit or Final Grade

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

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the Dean of Secondary Education, then the student will be referred to the

attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC]

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

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

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

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

When a student receives notice of excessive absences, it is the student's responsibility to pick up "**An Appeal for Credit**" form in the office. If credit is lost because of excessive absences, the student or parent may appeal the committee's decision to the District Board of Trustees by filing a written request with the Superintendent.

The options the District provides for a student to make up work or regain credit that was lost due to absences, include, but are not limited to the following:

1. Assignment to an Alternative Education Program in extreme situations
2. Credit by exam or locally devised exams may be used for students to regain credit, but the student incurs the cost up to \$50.00
3. Use of an online credit recovery program to make up courses.
4. Saturday School

Official Attendance-Taking Time

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

Official attendance is taken every day during the second instructional hour or at 9:30 am.

A student who is absent for any portion/part 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

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. The student has two (2) days to turn in a note before the absence is considered unexcused. An unexcused absence will not be changed to excused after the two-day period has expired. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Doctor's Note After an Absence for Illness

Upon return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. [See FEC (LOCAL).] Upon receiving six (6) absences in a semester for any reason other than those pre-approved by the Dean of Secondary Education, the student will be required to have documentation other than a parent note.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a drivers' license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license. A student must be in attendance at 90% or better at the time of request in order to receive a VOE from the office.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.][See Academic Counseling on page 33.]

AWARDS AND HONORS

Each year during May there will be an Awards Assembly scheduled at night to honor students for their Academic Achievement. Invitations will be sent to students and parents that will be receiving awards. [See Academic Counseling on page 31.]

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school

property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

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

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

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

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

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

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

The Dean of Secondary Education 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.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI(LOCAL).]

David's Law (effective September 1, 2017)

Education Code:

Under David's Law, Texas public schools will have the authority to address cyberbullying that occurs off-campus. Schools will be required to notify a bullying victim's parents of a bullying incident within three business days after the incident is reported and must notify the parents of an aggressor within a reasonable amount of time. School procedures for reporting bullying incidents must include anonymous reporting for students. Schools will be able to

expel students who engage in very serious bullying. This includes bullying that (i) encourages another student to commit suicide (i.e., suicide baiting), (ii) incites violence against another student, or (iii) involves releasing indecent photos of another student. Strong protections from civil or criminal liabilities will be given to schools and school personnel who report criminal bullying to law enforcement officials. There will be new provisions in the law to promote mental health education, including education about the effects of grief and trauma on a student's mental health and learning. The role of school counselors will be expanded to include mediating interpersonal conflicts among students, including accusations of bullying.

Civil Code:

David's Law will make it easier to obtain an injunction (similar to a protective order) from a Texas court to prevent continual cyberbullying against a student. Victims will be able to have the court issue an injunction against not only the cyberbully, but also against the cyberbully's parents, requiring those parents to take action to stop their child from cyberbullying. The Texas Supreme Court's office will make easy-to-use forms available to the general public to allow parents to obtain an injunction against ongoing cyberbullying of their children without the need for hiring a lawyer.

Criminal Code:

The definitions in the harassment provisions of Texas criminal laws will be modernized to better include the current ways cyberbullies attack victims through smart phones and social media. Cyber-harassment against a child that includes suicide baiting or the violation of an injunction against cyberbullying will be a much more serious criminal offense than before, up to Class A Misdemeanor.

CAREER AND TECHNOLOGY EDUCATION (CTE) PROGRAMS

The Roscoe Collegiate Independent School District offers career and technology education programs in agricultural science and business education. Admission to these programs is based on interest, aptitude, age, appropriateness, and class space available.

Roscoe Collegiate ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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 should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

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

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

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

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

<http://sapn.nonprofitoffice.com/>

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

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

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

Reports of abuse or neglect may be made to:

CPS division of the Texas Department of Family and Protective Services.

(1 800-252-5400 or on the web at <http://www.txabusehotline.org>).

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

All students at Roscoe High School will be ranked according to the following format.

Computation of grades will be based on a cumulative formula (class ranking), considering all high school grades received since enrolling in the ninth grade in the core subject areas of English, Math, Science, Social Studies, and Foreign Language. Class rank will be calculated using the semester grades in all eligible courses in grades 9-12 and will include the last semester of WTC dual credit courses for graduating seniors. [Grades will be weighted according to policy EIC] These grades will not be indicated on the Academic Achievement Record. College

classes taken for Dual Credit in any of the core subject areas will be included for ranking purposes and will be weighted, 10 extra points per course. Credit by Exam, or Correspondence courses will not be counted in the grade ranking.

Students entering grade 9 in the 2017-2018 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

Students that complete the Recommended or Distinguished Achievement Program will be ranked before Minimum program students.

Transfer students:

- Will receive the extra grade points only for the courses that are offered at Roscoe High School.
- Will receive the numerical grade that was earned in courses at another school
- Letter grades will be converted as follows:
A – 95 B – 85 C- 75 F- 69 and below

All grades on a student's transcript, including failing grades, repeated courses, and summer school, shall be included in determining a student's grade point average and rank in class. (Policy EIC)

COLLEGE AND UNIVERSITY ADMISSION

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

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

Beginning with ninth graders in the 2017-2018 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming residents freshman. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2015 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. [For further information, see policies at EIC.]

Valedictorian/Salutatorian

In each graduating class, the valedictorian is the student with the highest high school grade point average and the salutatorian is the second highest four-year grade point average. Students, who wish to be considered for valedictorian, salutatorian, or honor student, must attain the Distinguished Diploma. Grades will be computed to 4 or more decimal places as needed, to eliminate ties of honor students. If a tie should still exist, the student's college entrance scores will be used, if they have taken the same tests. If they have not taken the same college entrance exams then the student that has taken the most honors classes and college level classes will be the highest-ranking senior.

Transfer students may be considered for valedictorian and salutatorian if 50% of their credits were earned at Roscoe High School. The rank calculated at the end of the Spring Semester at WTC of the senior year will be the final calculation, will be the one recognized at graduation, and will be the rank placed on the final transcript. In order to be in the Top Ten, students must be on the Distinguished Graduation Program. The top ten academically ranked graduating seniors will be recognized at the graduation exercises.

Early graduation students may be eligible for Valedictorian, Salutatorian, Top Ten, or top 10% honors. The same rules apply as for other students. [See policy EIC]

To qualify to give the valedictorian and salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to an AEP, a three-day suspension, or expulsion during his or her last two semesters.

CLASS SCHEDULES

The Dean of Secondary Education and or counselor must approve all changes in student schedules. Schedules will not be changed unless a legitimate reason is given to the Dean of Secondary Education, counselor, and/or teacher involved. They must feel that a change is justified and advantageous to the student. The student may submit a schedule request, but the parent must also sign request.

The master schedule will dictate the possibility of some schedule changes. Students enrolled in a 1 credit course will not be allowed to drop the class after the first semester without making a formal written appeal stating the reasons for the change. The academic placement committee, made up of:

- 1) the Dean of Secondary Education
- 2) the counselor
- 3) the teacher of the class the student is wanting to change from
- 4) the teacher of the class the student is wanting to change to
- 5) the student and/or the parent may be asked to attend.

The committee will meet and determine if the change will be granted. Schedules will not be changed after the first week (5 days) of school without approval of the Dean of Secondary Education and or counselor. [See Academic Counseling on page 31.]

COLLEGE DAYS

Two days can be taken for college visitation by juniors or seniors and may be considered an exemption to compulsory attendance, provided the student receives approval from the counselor or the Dean of Secondary Education, follows the campus procedures to verify such a visit, and makes up any work missed.

COLLEGE CREDIT COURSES

Students in high school may be granted credit for college courses taken from TSTC or WTC or taught at the District high school by qualified personnel to fulfill units for high school graduation under the following provisions:

Students in grades 9–12 may earn college academic credit while in high school.

Roscoe ISD will offer college level courses through Distance Learning and Western Texas College, Snyder, Texas and Texas State Technical College, Sweetwater, Texas. Courses offered will be selected from the Core Curriculum requirements of college universities.

Academically strong high school students may enroll in freshman or sophomore college-level courses through the dual credit program after they become TSI (Texas Success Initiative) compliant. With the approval of the Dean of Secondary Education and/or counselor, you may earn high school credit and college credit simultaneously by taking certain college courses. Your grades will be recorded on both your high school and college transcripts. The grade you earn at a college or through correspondence will not be used in figuring the GPA and class rank.

The TSI Assessment test must be taken (unless the student is exempt) and passed prior to enrolling in any college level courses. To qualify for an exemption, you must have the following:

ACT composite of 23 with a minimum of 19 on both English and Math; or

SAT math score of 530 and a 480 on the reading and writing.

STAAR pending with TEA

Before taking any dual credit course, the student should check with the college or university they are planning to attend to verify that the course will count for college credit.

Currently Roscoe ISD is paying for these courses including the cost of books. An official transcript or grade report will be required from the college to verify credit.

The grade must be a minimum of a “C” to qualify for high school credit or a “B” to qualify for the Distinguished Achievement Program. Roscoe ISD will pay for the following expenses for students during the 2017-2018 school year.

1) College Entrance Exams

2 during their high school career (If the school pays for a test and the student is absent from the test, they forfeit that fee. (Students who qualify for the free-reduced lunch program can take the ACT twice and SAT twice free of charge. The counselor must submit a fee waiver.)

2) CLEP Tests

Students will schedule and pay for their own CLEP tests.

If a student passes the CLEP they can bring a copy of their scores and a receipt for their fee and Roscoe ISD will reimburse them up to \$75.00.

3) TSI Assessment

If students do not meet the TSI requirement on the STAAR test and are required to take a placement test, Roscoe ISD will pay for the test.

4) College Classes

Roscoe ISD will pay the college tuition fees and books for courses taken prior to high school graduation. Should the student make less than a “C” in the course, drop the course, or withdraw from school prior to completing the course, they will be responsible for reimbursing the school for the entire cost of the course, including books and fees.

COMPETITIONS

All District Competitions take precedence over Invitational Competitions.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or the Dean of Secondary Education. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district’s policy manual. A copy of this policy may be obtained in the Dean of Secondary Education’s or superintendent’s office or on the district’s Web site at www.roscoe.esc14.net.

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

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (part of this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mailing on district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

Students who owe money for computer repairs or missing parts will be required to check out and check in their computer daily until the fee is settled with the school. **Please contact the business office at 325-766-3629 to make arrangements for repayment.**

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a ***Student Code of Conduct*** that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the ***Student Code of Conduct***. Students and parents should be familiar with the standards set out in the ***Student Code of Conduct***, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purpose of summer instruction.

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.

Permission of parents before the administration of corporal punishment is not required. However, every effort will be made to notify parents when corporal punishment has been administered.

Disruptions of School Operations

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 district vehicles.

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.

CONTAGIOUS DISEASES / CONDITIONS

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

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

CORRESPONDENCE COURSES

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. [For further information, see policies at EEJC.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or Dean of Secondary Education to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 6 through 11 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, CTE, and vocational opportunities, as well as information on the importance of postsecondary education.

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact the counselor's office.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological exam, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to FFE (LEGAL) and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9-12 will earn credit for a course only if the final grade is a 70 or above. For a 2 semester (1) credit course, the students grade 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 a 70, the student will be required to retake the semester in which she/he failed.

To determine semester averages, each six weeks grade and the semester exam will count 25%.

- 1) If a student fails the first semester of a course, and passes the 2nd semester, they may receive full credit for the course if the two-semester average is at least 70.
- 2) If a student passes the first semester of a course and fails the second semester, they will not receive credit for the 2nd semester, regardless of the two-semester average.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher, counselor, Dean of Secondary Education, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, correspondence courses, or independent study supervised by a teacher.

The counselor or Dean of Secondary Education would determine if the student is eligible take an exam for the purpose of receiving credit in the course. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

A student may not use this provision, however, to regain eligibility to participate in extracurricular activities. [For further information, see the counselor and policies EEJA.]

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The district's board of trustees approves the exams offered by the district, 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 2017-2018 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity.

During each testing window provided by the district, a student may attempt a specific exam only once.

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.]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

Dating Violence

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

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

Discrimination

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

Harassment

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

interferes with the student's academic performance. A copy of the district's policy is available on the district's Web site.

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

Sexual Harassment and Gender Based Harassment

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

Examples of prohibited 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.

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

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, Dean

of Secondary Education, or other district employee. The student's parent may fill out a report. See policy FFH (LOCAL) for the appropriate districts officials to whom to make a report.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

In the event 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.

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

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

DISCRIMINATION

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 33.]

DISTANCE LEARNING

Distance learning systems are usually interactive, including both audio and video, with live broadcasting. Distance learning is a valuable tool in the delivery of training and education to widely dispersed students in remote locations or instances where the instructor travels to the student site to be with the student at the time of instruction. This instruction might include delivery of concurrent college classes, or a regular high school course from another location or school.

Student expectations are the same as if the instructor were in the classroom with the student. Students are expected to listen attentively, participate in class discussions, and maintain a positive learning environment.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the Dean of Secondary Education, 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 Dean of Secondary Education.

Nonschool Materials...from students

Students must obtain prior approval from the Dean of Secondary Education before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the

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

The Dean of Secondary Education has designated the front entryway of each campus building as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

Nonschool Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Dean of Secondary Education for prior review. The Dean of Secondary Education will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GE.]

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

In preparation for life after secondary education, students should learn that the context of the situation might dictate the appropriateness of dress and personal appearance. School is a business environment designed to prepare students to excel in the world of work and future educational institutions. Accordingly, the standard of dress and grooming required is set to that purpose. Requiring students to follow these dress and grooming standards contributes toward their preparation for future endeavors.

Roscoe ISD feels that there is a direct correlation between student appearance, attitude, and student performance. Clothing that is too casual or distracting has an adverse effect on learning. We also believe that the dress code should prepare the student for the rules of dressing in the

work place in the future. At school activities dress must be appropriate to the occasion. Those not dressed appropriately may be asked to leave.

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:

Tops, blouses, shirts, dress:

- No see-through blouses, shirts or dresses will be worn
- Tank tops or V-neck sweaters may only be worn with a shirt underneath.
- No sundresses, spaghetti strap tops, halter tops, strapless or low cut tops will be worn without a shirt underneath.
- No inappropriate sleeveless tops (large or gaping armholes) will be worn without a shirt underneath.
- No cleavage will be visible.
- Proper undergarments must be worn at all times and at any time should not be visible.
- All boys' shirttails that fall below the middle of the palm, when arms are extended straight down to the side, **will be required to tuck it in.**
- Shirts must be long enough to cover the midriff, when seated and when arms are raised overhead.
- No oversized clothing will be worn.
- All girls' shirttails will be an appropriate length or tucked in.

Shorts, pants, skirts, and dresses:

- Bottoms of shorts, dresses, or skirts must extend 6 or fewer inches from the bottom of the outside hem of the garment to the knee while the student is in an upright kneeling position.
- Slits in skirts will be measured from the top of the slit.
- No biker or tight fitting spandex type shorts, cut offs, warm-ups or non-hemmed shorts will be worn.
- No boxer shorts or inappropriate wind shorts will be worn
- Pajama pants are prohibited. Excessively loose clothing that results in sagging are prohibited. Pants will fit in the waist, length and seat. Belts, when needed, should fit around the waist or must be worn appropriately.
- Pants must be worn outside of shoes or boots.

Hair:

- Should be clean and neatly groomed.
- Should be away from the face for proper vision.
- Should be acceptable to community standards.

- Should avoid extreme hair styles that attract undue attention - examples include but are not limited to unusually died or colored hair, long or short Mohawk styles, and shaved designs in the hair.
- Boys' hair should not be longer than the top of a dress shirt collar.
- Boys will not be allowed to wear ponytails.
- Dreadlocks will not be allowed.
- Boys' hair and/or sideburns will not reach below the earlobe.

Facial hair:

- Facial hair (beards, mustaches, etc.) is not allowed. (There will be tools available for students to shave in the office. If this causes you to be tardy to class, it will be count towards detention).

Jewelry:

- Male students may not wear earrings.
- Female students may not wear more than two (2) earrings in each ear. Other body piercings should not be visible. Piercing jewelry should be removed.

Miscellaneous:

- Startling, unusual, or immodest attire of any sort shall not be permitted.
- Items that are lewd, offensive, vulgar, and obscene are prohibited. This includes, but is not limited to items depicting nudity, vulgarity, or profanity.
- Items that advertise, or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (legal).
- Hats, caps, picks, combs, hoods on jackets, sweatbands or headbands, scarves, bandanas, or other head coverings are prohibited in the classroom or school building.
- Chains shall not be worn.
- Tattoos should be covered so they may not be seen. This includes hand drawn pictures in ink.
- Male students shall not wear nail polish.
- To avoid substantial disruption of the educational program and to promote safety and order, items that depict or imply ethnic or racial hatred or prejudice are prohibited (e.g. confederate flags, swastikas, Ku Klux Klan, Black Panther, Neo-Nazi, Black Power, Arian Nation, or other hate group).

Students may be asked to change clothes, turn clothes “inside-out”, or otherwise reasonably comply with the administrator’s attempts to bring the student’s dress or grooming into compliance with this code. Students may be required to return home if they are dressed

inappropriately for school or may be given different clothing to wear for the remainder of the day.

Administrators may use their discretion in questions concerning the dress and grooming code. Where there is a question regarding dress or grooming the Dean of Secondary Education's decision will be final.

The Dean of Secondary Education shall have the authority to designate a stricter Code for certain activities.

Repeated violation of the dress and grooming code by a student will be considered to be insubordination and will subject the student to escalating disciplinary consequences.

Students will need to wear appropriate clothing to all extra-curricular activities and will be required to meet higher standards, example – shirttails tucked in.

It is the responsibility of all school personnel to enforce the dress code.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess telecommunications devices, including cell phones; however, such devices shall not be visible, audible or in use during the instructional periods from morning entry bell to afternoon dismissal bell, including during all testing.

Students who violate this policy shall be subject to established disciplinary measures. The first time a telecommunications device is confiscated, it may be picked up at the end of the school day and subject to a \$15.00 return fee. The second time a telecommunications device is confiscated; only a parent or guardian may pick up the device after paying a \$15.00 return fee.

District employees will confiscate any telecommunications devices found in use during instructional periods. Parents shall be notified within 2 days after the device is confiscated. Communications devices confiscated beyond the second time can be held for a period of 30 days. At the end of this time period, parents may pick up the device for a \$15.00 return fee.

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

Possession and Use of Other Electronic Devices

Students are not permitted to possess such items as pagers, radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, electronic devices or games at school, unless prior permission has been obtained from the Dean of Secondary Education. (Small portable devices, IPODS, with earphones will be allowed in the non-instructional areas. If a student becomes a distraction because of the portable device at any time during the school day, he/she will be subject to disciplinary action and the device will be collected.) Any student who brings an electronic device, such as an IPOD, will be doing so at his/her own risk. The school is at no time responsible for damage or loss of personal property such as radios, IPODS, communication or electronic devices. Without such permission, teachers will collect the items and turn them

in to the Dean of Secondary Education's office. The Dean of Secondary Education will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment 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 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 may, in certain circumstances, be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

State law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing inter-district competition, govern eligibility for participation in many of these activities. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class, including dual credit (college) courses, may not participate in extracurricular activities for at least three school weeks or until the appropriate time has expired.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.

- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed a maximum of 15 absences in a school year for extracurricular activities.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Please note: 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 local policy will apply in addition to any consequences specified by the organization’s standards of behavior. [For further information, see policies at FM and FO.]

Extracurricular Code of Conduct

The term “extracurricular activities” means any non-curricular event or membership or participation in groups, clubs, and organizations recognized and approved by the Board of Trustees and the school district and sponsored by the district or campus. All University Interscholastic League (UIL) and non-UIL activities and student organizations, such as Student Council, Honor Society, and Cheerleaders are extracurricular. Extracurricular activities also include, but are not limited to public performances, contests, and club events. All extracurricular activity participants including elected and appointed officers of all campus organizations are subject to the provisions of this Extracurricular Code of Conduct.

Academic Eligibility for Participation in extracurricular activities is governed by the UIL and all of these requirements must be met to compete.

Student participation in extracurricular activities is encouraged. Roscoe ISD makes extracurricular activities available as an extension of the regular school program, with an important difference: participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Students engaging in extracurricular activities represent, themselves, but also other students and the school district when performing, competing, or participating in extracurricular activities and while wearing uniforms and other clothing that identifies the student in the community or public in any setting as Roscoe ISD students. For this reason, their behavior must be exemplary and reflect the finest attributes of the total Roscoe ISD student body at all times and places.

Important goals of the extracurricular program are to give students direction in developing self-discipline, responsibility, pride, loyalty, leadership, teamwork, respect for authority, and healthy living habits.

Because participation in extracurricular activities is a privilege and not a right, Roscoe ISD is authorized to set higher standards for participants in extracurricular activities than it would for those students who choose not to participate in these activities. A coach and/or sponsor has the authority to set higher standards for participation in their sponsored activity. A coach and/or sponsor may decide that a student’s return to the extracurricular activity would not be in the

best interest of the other students or the activity therefore, the student would not be allowed to return.

If a participant quits any activity, it is up to the coach's discretion, if the individual will be given an overnight grace period. If the next morning the participant still wants to quit, this will be final, and be in effect for the remainder of the activity for that year. To return the next year, the participant should meet with the coach and/or sponsor to decide if it is in the best interest of the other students or the activity.

Sanctions will increase with each offense and can lead up to a student being removed from that organization for up to one year for persistently failing to abide by organization conduct expectations. Students placed in In-School Suspension for general misconduct violations will be ineligible for participation or attendance at all extracurricular activities during the term of their placement. Students are eligible to resume participation at 8:00 AM on the day after their In-School Suspension is completed.

No student may be permitted to participate in any form of extracurricular activities when discovered by school officials or ticketed by law enforcement officers of any improper conduct or malicious mischief consisting of a misdemeanor or felony, or conduct in school or class which creates a special discipline problem. Any student possessing, using, selling, or delivering alcohol, tobacco, a controlled substance, or any dangerous drug including over the counter medication not used as directed will be denied the privilege of participating in extracurricular activities.

Suspension from all extracurricular activities will be for the following time periods unless otherwise specified in the rules of conduct for a specific activity:

1st Offense – seven (7) days from the date it was determined that an Extracurricular Code of Conduct violation occurred.

2nd Offense – thirty (30) days from the date that it was determined that an Extracurricular Code of Conduct violation occurred.

3rd Offense – one (1) calendar year from the date that it was determined that an Extracurricular Code of Conduct violation occurred.

In the event that the violation occurs when a student is not involved in an activity, the punishment will be enforced when their activity begins.

Students may wipe out an offense if he/she voluntarily attends a school approved drug or alcohol awareness program, at their own expense. The coach, counselor, and campus administrator must approve this program.

Students placed in the Wallace or Alternative School for disciplinary reasons or Expelled from the Regular Education Program shall be suspended from participating or attending all extracurricular activities during the assignment to the Alternative Program or until their return from the suspension to Roscoe ISD.

Returning students, and their parents, will be required to meet with all sponsors and coaches upon their return to the regular program. The student will not be allowed to return to active participation until all requirements have been met for that organization.

The Dean of Secondary Education will not ordinarily interfere in a coach or sponsor's judgment regarding appropriate discipline, but has the authority to increase or decrease the punishment based on his or her assessment of the situation.

Fidget Spinners

Fidget Spinners are banned from all buildings at Roscoe Collegiate High School. They will be confiscated by faculty and/or administration.

Letter Jackets

Letter jackets will be awarded to students using the following standards:

I. Athletics

- A. Football -Two quarters played in varsity competition
- B. Basketball – Two games played in varsity competition
- C. Track – Advance to the next level beyond District competition
- D. Cross Country - Advance to the next level beyond District competition
- G. Power Lifting - Advance to the next level beyond District competition

II. Academics

- A. UIL Competition - Advance to the next level beyond District competition
- B. National Honor Society – Spanish National Honor Society
- C. Student Council - Minimum of 2 years serviced or 40 hours of student council service

III. Fine Arts

A. Band

Minimum of 12 points (based on accomplishments and participation during grades 9-12)

- B. One-Act Play - Minimum of two years participation or;
Advance to the next level beyond Zone competition

IV. Cheerleading - Minimum of two years participation

V. FFA

- A. Must have been an active FFA member for the past two years
- B. Must have satisfactorily competed in at least one leadership event or FFA speaking event and at least one career development event.

VI. Edu-Drone

- A. Minimum one year of Participation in Edu-Drone and passing the FFA part 107 license exam.

VI. Edu-Vet

- A. Minimum one year of Participation in Edu-Vet and obtaining the Texas Vet Tech level 1 license exam.

A student is eligible to receive only one letter jacket award during his or her high school career.

A student may opt to wait to receive a letter jacket through another of the aforementioned organizations, even though he or she is currently eligible to receive a jacket through a particular organization.

A student may opt to wait until his or her junior year to receive a letter jacket, even though he or she may become eligible prior to that time.

A student who is in his or her junior or senior year, and who has participated in one of the aforementioned organizations two previous years (without quitting) is eligible to receive a letter jacket for participating, even though he or she has yet to meet the other prescribed standards of that organization.

The standard letter jacket for Roscoe High School will consist of a gray wool body with purple vinyl sleeves.

Offices and Elections

Due to the additional responsibilities of these positions, it is expected that students elected to office will demonstrate the maturity, self-discipline, and academic leadership qualities commiserate with those positions. The sponsors and school administration reserve the right to disqualify a student from holding an office for failure to demonstrate these qualities.

FEES

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

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

- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when the district provides uniforms.
- 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, but that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See and Other School Vehicles on page]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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

Debt Notice:

Any student who does not take care of their financial obligations before they graduate will not be allowed to participate in their commencement ceremony. This debt begins rolling over from the time a student enters the seventh grade up until the end of his/her senior year.

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. [For further information, see policies at FJ and GE.]

Permission for fund raising activities must be made to the Dean of Secondary Education at least two (2) weeks before the event. [For further information, see policies FJ and GE.] Except as approved by the Dean of Secondary Education, fund-raising is not permitted on school property.

Concession stands can be requested from the Dean of Secondary Education's office.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GRADE LEVEL CLASSIFICATION

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

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

GRADING GUIDELINES

In grades 6-12, achievement is reported to parents as:

A=90-100	B= 80-89	C= 70-79	F=Below 70
----------	----------	----------	------------

Incomplete Grades

Incomplete grades must be taken care on in a timely manner. Students are allowed the same number of class days to complete a missing/incomplete assignment as the number of class periods missed. NO INCOMPLETE GRADES will be allowed beyond a maximum of six weeks.

College Class Grading Policy

At the 5 week grading period if a student has a grade less than 70 in a course, they are assigned to Saturday School, until the next 5 week grading period or until they can show they are in good standing in the class. These students can be assigned to Saturday School at any time their grade falls below 70 if deemed necessary by the instructor, facilitator, or administrator.

Saturday School will provide them the support they need to correct the failing course grade.

TxEIS Gradebook

Teachers will enter grades in the grade book as “exact” grades. Senate Bill 2033, states that every student’s grade must reflect the student’s relative mastery of an assignment, project, six weeks or semester grade. A student will receive the grade they earn.

Six Weeks and Semester Grades

Numerical grades are used on all records and report cards. To earn credit in a course, a student must receive a grade of 70 based upon course-level or grade-level standards.

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades 7-8

In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 9-12

Grade-level advancement for students in grades 9-12 shall be earned by course credits.

The highest grade a student can receive for an **unexcused absence is 70.**

Six Week grades are determined by using the following formula:

Tests or major assignments = 60%

Daily Work = 40%

A teacher may use a different grading policy if he/she develops a policy (syllabus) that is pre-approved by the Dean of Secondary Education.

Semester Test Requirements

The semester test must be a comprehensive written exam over the entire semester. All subjects (teachers) will be required to give a written final in their subject area if a student is not exempt in your class, due to absences. This test must be turned in to the office a week prior to exams.

Exemptions – Grades 9 – 12, who are currently taking regular high school courses will have the opportunity to be exempted from semester finals based on grades and attendance. Exemptions will be for all students in grades 9 – 12. Every student will be required to take two of the four core subjects per semester. Math and ELA first semester/Biology and Social Studies second semester. **For the purpose of exemptions all absences count. Absence from one class period counts for a full day absence.**

- Maintain an 80 average per class with 0 absences
- Maintain an 85 average per class with 1 absence
- Maintain a 90 average per class with 2 absences
- Maintain a 95 average per class with 3 absences

If a student has too many absences for 1 class period they lose exemptions for all classes.

If a student owes money for any reason, they will automatically lose all exemptions.

GRADUATION

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program to perform satisfactory on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History.

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

GRADUATION REQUIREMENTS BEGINNING 2014-2015

Discipline					TOTAL CREDITS
English Language Arts	ENGLISH I	ENGLISH II	ENGLISH III	ADVANCED ENGLISH COURSE	4
Mathematics	ALGEBRA I	GEOMETRY	ADVANCED MATH COURSE	ENDORSEMENT MATH	4
Science	BIOLOGY	IPC OR ADVANCED SCIENCE	ADVANCED SCIENCE	ENDORSEMENT SCIENCE	4
Social Studies	WORLD HISTORY OR WORLD	U.S. HISTORY	U.S. GOVERNMENT ECONOMICS		3
Physical Education	P.E.				1
Languages Other Than English	SPANISH I	SPANISH II			2
Fine Arts	BAND OR MUSIC APPRECIATION				
Electives					7
Total Credits					26

Endorsements		
STEM	Includes courses directly related to: <ul style="list-style-type: none"> • science, including environmental science • technology, including computer science • engineering • advanced math 	
Business and Industry	Includes courses directly related to: <ul style="list-style-type: none"> • database management • information technology • communications • accounting • finance • marketing • graphic design • architecture • construction • welding • logistics • automotive technology • agricultural science • HVAC 	
Public services	Includes courses directly related to: <ul style="list-style-type: none"> • health sciences and occupations • education and training • law enforcement • culinary arts and hospitality 	
Arts and Humanities	Includes courses directly related to: <ul style="list-style-type: none"> • political science • world languages • cultural studies • English literature • history • fine arts 	
Multidisciplinary Studies	Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement	
Distinguished achievement	<ul style="list-style-type: none"> • Four credits in math, including credit in Algebra II • Four credits in science • Completion of curriculum requirements for at least one endorsement 	
Performance acknowledgment	<ul style="list-style-type: none"> ▪ for outstanding performance <ul style="list-style-type: none"> • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT for earning a nationally or internationally recognized business or industry certification or license	

*Roscoe Collegiate ISD requires 26 credits for the Foundation School Program except for the AEP/DAEP placements.

* 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 for Students Under the Foundation Graduation Program

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

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

Available Course Options for all Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

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

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

AEP/DAEP students may graduate under the following if determined appropriate by the Leadership Team:

Students assigned can graduate under the minimum foundation requirement of 22 credits including the following:

- 4 English Language Arts (ELA I; II, III and Advanced English)
- 3 Mathematics (Algebra I, Geometry and 1 advanced Math)
- 3 Social Studies (World Geography or World History, U.S. History and Government/Economics)
- 3 Science (Biology, IPC or Advanced Science, additional advanced science)
- 2 Foreign Language
- 1 Fine Arts
- 1 Physical Education
- 5 Electives

WTC – ASSOCIATE’S DEGREE

Communication Foundational Component Area: 6 Mandatory Course 3 ENGL 1302 Composition II One course from the following: 3 SPCH 1315 Public Speaking SPCH 1321 Business & Professional Speaking	Creative Arts Foundational Component Area: 3 One course from the following: 3 ARTS 1301 Art Appreciation DRAM 1310 Introduction to Theater DRAM 2366 Development of Motion Picture MUSI 1306 Music Appreciation
Mathematics Foundational Component Area: 3 One course from the following: 3 MATH 1314 College Algebra MATH 1324 Math Business & Social Sciences I MATH 1332 Contemporary Math I MATH 1342 Elementary Statistics Methods MATH 1442 Elementary Statistics Methods MATH 2313 Calculus I MATH 2413 Calculus I	American History Foundational Component Area: 6 Mandatory Course 3 HIST 1301 United States History I One course from the following: 3 HIST 1302 United States History II HIST 2301 Texas History
Life & Physical Sciences Foundational Component Area: 6 Two courses from the following: 6 AGRI 1415 Horticulture BIOL 1406 Biology for Science Majors I BIOL 1407 Biology for Science Majors II BIOL 1408 Biology for Non-Science Majors I BIOL 1409 Biology for Non-Science Majors II BIOL 2401 Anatomy & Physiology I BIOL 2402 Anatomy & Physiology II CHEM 1411 General Chemistry I CHEM 1412 General Chemistry II GEOL 1401 Earth Sciences I GEOL 1402 Earth Sciences II PHYS 1401 College Physics I PHYS 1402 College Physics II PHYS 1415 Physical Science I PHYS 1417 Physical Science II PHYS 2425 University Physics I PHYS 2426 University Physics II	Gov't/Political Science Foundational Component Area: 6 Mandatory Courses 6 GOVT 2305 Federal Government GOVT 2306 Texas Government
Language, Philosophy & Culture Foundational Component Area: 3 One course from the following: 3 ENGL 2322 British Literature ENGL 2332 World Literature I ENGL 2326 American Literature ENGL 2341 Dramatic Literature HIST 2311 Western Civilization I HIST 2321 World Civilizations I	Social & Behavioral Science Foundational Component Area: 3 One course from the following 3 AGRI 2317 Agriculture Economics ECON 2301 Principles of Macroeconomics PSYC 2301 General Psychology PSYC 2314 Lifespan Growth & Development SOCI 1301 Introduction to Sociology
<div>Associate's Degree</div>	Component Area Option: 6 Mandatory Course 3 ENGL 1301 Composition I Three hours from the following: 3 EDUC 1300 Learning Frameworks OR PSYC 1300 Learning Frameworks EDUC 1100 OR PHED 1238 Fit & Well OR KINE 1238 PHED 1301 Intro to Physical Fitness
	TOTAL HOURS FOR CORE 42 Associate of Applied Science Degree: Must have a minimum of 15 hours in general education which includes at least 1 course from each of the following: Humanities/Fine Arts Social/Behavioral Sciences Mathematics/Natural Sciences
	ELECTIVES: 18 Required courses for High School graduation: SPAN 1411/1412 8 ENGL 2311 3 Career Pathway electives 7 TOTAL HOURS FOR THE ASSOCIATE'S DEGREE 60

Summer College Students:

- 1) Students that participated in the graduation ceremony at WTC, but are lacking less than 6 hours for the Associate's degree will be required to complete either/or both the Maymester, and Summer I, if necessary. They will also be required to be at the school M-Th from 8:00 - 12:00 while this course is in session. Upon successful completion (maintaining at least a "C" average) of the assignments due for the week, they may be released for the remainder of the week.
- 2) Students that are lacking hours to complete the Associate's Degree and have "opted" to remain in the RCHS system to complete this work, will also be required to take courses either/or during all of the following: Maymester, Summer I, Summer II. If the degree requirements are not completed by the end of the summer they will also be enrolled in the fall/spring semester(s) for a minimum of 4 hours per day in CTE classes. This class will be their "Practicum" class for their determined Pathway and may have a paid or unpaid apprenticeship connected with it. They will also be required to remain on the campus for additional hours per day until all college work has been successfully completed (maintaining at least a "C" average) for the week.

For Roscoe Collegiate High School, it is easiest to use either the Foreign Language or a combination of Foreign Language, Math, Economics, Psychology, Biology, since we already take these classes. ***Students must be TSI compliant before taking college classes*** (i.e. passing test scores on STAAR or TSI Assessment)

****TSTC – Industry level certificate available in Welding.**

Graduation Activities

Graduation activities will include:

- Baccalaureate and the Graduation ceremony

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

Graduation Expenses

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

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. If the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

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

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

[For student speakers at other school events, see STUDENT SPEAKERS on page 73.] [See FNA (LOCAL).]

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement (Advanced) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program (Advanced) may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the Dean of Secondary Education or counselor and policy EJ (LEGAL).]

HARASSMENT

[See Dating Violence, Discrimination, Harassment and Retaliation on page 33.]

HEALTH-RELATED MATTERS

HAZING

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

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

[Also see **Bullying** on page 24 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

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

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

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

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

Bacterial Meningitis

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, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher

education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to **Immunizations** on page 59 for more information.

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus Dean 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 at roscoe.esc14.net (Also see policy FFAF).

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the 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 TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity for Students in Middle School

The district offers 225 minutes to students in middle or junior high school to meet district physical education requirements for these grades. For additional information on the district's requirements and programs regarding middle, and junior high school student physical activity requirements, please see the Dean of Secondary Education.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 2 meetings. Additional information regarding the district's School Health Advisory Council is available from the superintendent or school nurse. [See also policies at BDF and EHAA.]

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the superintendent or Dean of Secondary Education. [See policies at CO and FFA.]

Tobacco Prohibited

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

Asbestos Management Plan **See page 3**

Pest Management Plan **See page 3**

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Marsha Alexander at 766-3327.

HOME-SCHOOLED STUDENTS

Students that enter Roscoe ISD after having been home schooled, will be in the grade they were last enrolled in a public school system. In order to accelerate to another level, the student must show mastery of the appropriate level TEKS. The student may be given CBE from Texas Tech University or appropriate end of course exams, released STAAR tests, course final exams or other locally approved testing instruments.

HOMEWORK

Students shall be able to see the purpose of homework and clearly understand assignments.

The teacher's responsibility is to assign effective, well-planned homework assignments that aid the student in the mastery of the TEKS (Texas Essential Knowledge and Skills). This includes providing the student with ample notice of impending homework assignments.

Parents are responsible for ensuring that their child completes all assigned homework each day. Regular monitoring of the homework provides a good overview of how and what the student is doing in their various subjects. Homework provides a regular channel of communication between the parent and the teacher.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the

student will not be immunized. For exemptions based on reasons of conscience, the district can honor only official forms issued by the Texas Department of State Health Services, Immunization Branch. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. This form must be notarized and submitted to the Dean of Secondary Education or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

Bacterial Meningitis

The 82nd Texas Legislature, Regular Session, 2011, revised existing statutory requirements for higher education students related to vaccination against bacterial meningitis. The revision now requires all entering students to show evidence of an initial bacterial meningitis vaccine or a booster dose during the five-year period proceeding, and at least 10 days prior to, the first day of the first semester in which the student initially enrolls at an institution.

An entering student includes a first-time student of an institution of higher education or private or independent institution of higher education and includes a transfer student, or a student who previously attended an institution of higher education before January 1, 2012, and who is enrolling in the same or another institution of higher education following a break in enrollment of at least one fall or spring semester.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Dean of Secondary Education 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 Dean of Secondary Education 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 Dean of Secondary Education ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the Dean of Secondary Education considers to be a valid objection.
- The Dean of Secondary Education ordinarily will be present unless the interviewer raises what the Dean of Secondary Education 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 Dean of Secondary Education 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 Dean of Secondary Education will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Dean of Secondary Education considers to be a valid objection to notifying the parents. Because the Dean of Secondary Education 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 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 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 GRAA (LEGAL).]

LEAVING CAMPUS

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 Dean of Secondary Education 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 middle school and high 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

Roscoe Collegiate ISD is a closed campus and no student is allowed to leave during lunch without a parent present; unless a parent provides a written note, and the student resides within walking distance of the 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 Dean of Secondary Education.

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

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing** on page 69, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

LOST AND FOUND

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district 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 Due to Absence

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

The student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time period specified by the teacher. [For further information, see policy EIAB (LOCAL).]

A student who does not make up assigned work within the time allotted by the teacher will receive an incomplete grade and be required to attend morning tutorials, after school detention, or Saturday School as assigned until satisfactory work is turned in.

An unexcused absence will also be given for a student's failure to check out/check in through the Dean of Secondary Education's office prior to leaving the campus/entering the campus, regardless of the reason. The grade for make-up work after an unexcused absence shall be no higher than 70.

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 Dean of Secondary Education and previously communicated to students.

Excused absence work will be accepted as follows: 1 day absent – 1 day to turn in work homework; 2 days absent – 2 days to turn in work; etc.

DAEP Makeup Work

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

In-school Suspension Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The

district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. [See policy FEA (LEGAL).]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

MEDICINE AT SCHOOL

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

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

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

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

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 Dean of Secondary Education for information. [See policy FFAF (LEGAL).]

Psychotropic Drugs

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

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

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Contact the athletic department at 325-766-3844; or the school nurse at 325-766-3323.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Dean of Secondary Education to excuse their child from reciting a pledge. [See Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags on page 14]

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC (LEGAL) for more information.]

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessment of Academic Readiness (STAAR), if the student is enrolled in a

public Texas school on any day between January 1 and April 15 and is a Texas resident during the week that the STAAR/TAKS is administered the first time.

- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the 8th grade STAAR assessments.

Parents of a student in grade 8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

A student in grade 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 Dean of Secondary Education 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. 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 policies at IEI.]

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 Dean of Secondary Education, counselor, or special education director.

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

RELEASE OF STUDENTS FROM SCHOOL/CLOSED CAMPUS

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures, before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the Dean of Secondary Education has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

Closed Campus and Lunch Rules [See **Leaving Campus** on Page 61.]

Leaving in student vehicle:

Students will be allowed to leave campus in their vehicles only under the following conditions:

- 1) The Dean of Secondary Education grants permission;
- 2) The student has a documentable reason and the parent has sent a note that morning or has personally called the office.

Anytime a student leaves school or is absent a note from the parent explaining the reason for the absence is required upon return to campus. An excuse slip from the doctor's office is required for any medical appointments during the school day.

Unless the school has a current court order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the child will be released to either parent.

A student will not be released from school at times other than at the end of the school day except with permission from the Dean of Secondary Education or designee and according to the campus sign-out procedures. Unless the Dean of Secondary Education or his designee has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course 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 11 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the Dean of Secondary Education and are designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL).]

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 Dean of Secondary Education 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.

Tutorials

Before school, (7:30-8:00 a.m.) after school tutorials (4:05-4:35 p.m.) or Saturday School (8:00 to noon) or weekly night school (4:05-8:05 pm) will be **required** of students who are failing one or more courses and will be provided by the subject area teachers. Should a student be

failing more than 1 subject, a schedule will be worked out with each of the teachers. This program will begin at the end of the first three weeks of school based upon student grades at that time.

RETALIATION

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 33.]

SAFETY

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

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

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Fire Drill Bells

- 3 blast of air horn - leave the building
- 1 blast of air horn - halt; stand at attention
- 2 blast of air horn - return to the classroom

Tornado Drill Bells

- 1 continuous blast of the air horn - move quietly but quickly to the designated locations
- 2 blast of air horn - return to the classroom

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have 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

School will only be dismissed or closed when severe weather creates the need. Student safety is of utmost importance; however, only severe situations will necessitate the closing or dismissal of school. School days missed because of bad weather will have to be rescheduled in order to comply with state law.

Notification of early dismissal or school closing will be made as soon as possible on KXOX -- 1240 AM Sweetwater radio station, KTXS TV, and SchoolWay App. It is important that you download the SchoolWay app to your personal cellular phone so that you can receive updated school information. The school will no longer be using the phone calling system.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the TSI Assessment).

Other Testing

Beginning in the 8th grade, students explore careers and identify interests and aptitudes by taking the EXPLORE or similar test.

Sophomore students are given the PLAN test in the fall of each school year. This test provides practice for the ACT and also provides interest and aptitude information.

The PSAT is available for all high school students in October of each year. The students must pay a fee to take this test.

SCHOOL FACILITIES

Use By Students Before and After School

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

The following areas are open to students before school, beginning at 7:15 a.m.

- Area in front of the high school
- The cafetorium.

- In case of bad weather, the cafetorium will be available.

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

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

Conduct Before and After School

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

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

Cafeteria Services

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. If your student was on free or reduced lunch the previous school year, you have 30 days to complete a new application. Information about a student's participation is confidential. See each building secretary to apply.

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

Meal Prices:	Students:	Adults
	Breakfast – Free	\$2.10
	Lunch - \$2.20	\$3.35

Charges: Your student will be allowed one charge. If your child does not have lunch money or money in his/her account, they will be allowed to charge one meal. A parent or guardian can go to the District home page and set up an account on mySchoolBucks for their child's lunch.

Library

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

Our high school and elementary school is fortunate to have separate libraries. Anything checked out of the library is the responsibility of the student. Students will be asked to pay for any damaged or over-due book(s). For a lost or damaged book, a student will pay the replacement cost of the book.

Students must have the librarian, the aide or teacher present to check out a library book.

Copying machines have been provided throughout the school, for use by students (with teacher supervision).

Meetings of Noncurriculum-Related Groups

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

A list of these groups is available in the Dean of Secondary Education'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 as permitted by law.

Students' Desks and Lockers

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

Students are fully responsible for the security and contents of their assigned desks and lockers. If students choose to have a lock on their locker, a copy of the combination must be turned in to the office.

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

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

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the *Student Code of Conduct*.]

Trained Dogs

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

Metal Detectors

For further information, see policy FNF (LOCAL).

Drug-Testing

The District believes that they have the responsibility to detect, deter, and prevent drug, alcohol, and tobacco use. The District reserves the right to adopt a testing program to test any

student who participates in extra-curricular/co-curricular activities. Drug testing will be administered at the discretion of the administration.

RGHS has a ZERO tolerance policy for any form of illegal drug or narcotic. Students in extra-curricular/co-curricular activities found to be in possession, use, consumption, distribution, purchase, sale, or manufacture of, or any other improper or unlawful involvement of any kind or description with illegal drugs, controlled substances, anabolic or androgenic steroids, “lookalike” drugs, drug paraphernalia, or substances or products that mask or tamper with any of these will be dismissed from the team, athletics, and/or program and referred to the RGHS administration for discipline.

After one calendar year, the student will be eligible to return to the program. The Administration will have the final determination as to whether the student will be allowed back in the program.

[For further information, see policy FNF (LOCAL) and also Steroids on page 76]

SPECIAL PROGRAMS

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

504/At Risk

Parents or teachers will need to complete a referral form for 504 Identification. Some testing may be required and will require the parent’s permission. Roscoe ISD coordinates with Region 14 Education Service Center in use of their tapes and training programs for services for Dyslexia.

Some students do not qualify for special services, but still need assistance to be successful in school. Tutorial programs are provided during the school day, as well as, Early School and After School programs.

Bilingual Education (English As a Second Language)

The mastery of basic English language skills is a prerequisite for effective participation in the state’s educational program. Bilingual education and special language programs can meet the needs of those students and facilitate their integration into the regular school curriculum. Within the first four weeks following the first day of school, the LPAC (Language Proficiency Assessment Committee) shall determine the number of limited English proficient students on each campus. An education program will be designed in accordance with TEA requirements for qualified students. Placement in this program will be determined by state guidelines

including the home language survey, testing done through ESL, parental permission and LPAC decision.

Gifted/Talented

Roscoe I.S.D. offers a gifted/talented program for qualified students. Evaluation of students is an on-going process during the school year. Formal nominations for the program are taken in the fall semester. Identification for Kindergarten students will be completed by March 1. The policy used by Region 14 will be used for identification of students.

Migrant

Students will be identified as migrant by state standards and state guidelines will be followed for programs.

Special Education

Special education and related services are provided in accordance with federal and state guidelines. Roscoe ISD is a member of the West Central Texas Shared Service Arrangement. Upon completion of a referral for special education services, this information is sent to the WCTSSA. The comprehensive assessment is then completed by this organization. After assessment is completed, an ARD committee determines the best educational plan for that student. For further information, or concerns, please contact the WCTSSA at 207 Musgrove, Sweetwater, TX 79556 or phone them at 235-8621 or the counselor or Dean of Secondary Education at 1301 West 7th, Roscoe, TX 79545, phone 766-3327.

STERIODS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at http://www.uil.utexas.edu/athletics/health/steroid_information.html.

STUDENT SPEAKERS

In addition to any limited public forum established under the authority of the federal Equal Access Act (FNAB), the District establishes a limited open forum for student speakers at all school events at which a student is to publicly speak in any official role or capacity. Student speakers at such events may voluntarily express a religious or any other viewpoint on an otherwise permissible subject for the occasion. Student speakers at such events shall not engage in obscene, vulgar, offensively lewd, or indecent speech.

The Superintendent, in consultation with the Dean of Secondary Education, shall annually prepare and distribute a list of school events at which students will publicly speak in any official role or capacity, and the list shall include high school graduation exercises.

The Superintendent, in consultation with the Dean of Secondary Education, shall develop a method using neutral criteria for selecting the students who will publicly speak in any official role or capacity at school events and graduation.

At each and every school event at which a student is to publicly speak in any official role or capacity, the District shall include an oral written statement, or both an oral and written statement, that the student's speech does not reflect the endorsement, sponsorship, position or expression of the District.

Religious Groups and Activities

In addition to any non-curriculum-related student groups formed and operating under the authority of the Equal Access Act (FNAB), students at any grade level shall be permitted to initiate and organize student-only religious groups and activities before, during, or after school hours and shall be permitted the same access to school facilities and opportunities for announcements and advertising, if any, as other non-curriculum-related groups.

Role of School Employees

School employees shall have no sponsorship role in any student-initiated, non-curriculum-related group or activity, religious or otherwise, that meets in school facilities immediately before or after school or during non-instructional school hours; nor shall student-initiated, non-curriculum-related groups or activities, religious or otherwise, be permitted to have regular participation or supervision by adults who are not affiliated with the school.

School employees may be present at student-initiated, non-curriculum-related groups, activities, and meetings, religious or otherwise, held in school facilities immediately before or after school or during non-instructional school hours for the limited purpose of maintaining order and discipline, protecting the well-being of students and District property, and to assure that student attendance and participation is voluntary.

SUMMER SCHOOL

Summer school will be offered and information will be made available to students and parents through the Dean of Secondary Education.

STAAR (STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated tests such as STAAR/EOC in the following subjects:

- Mathematics, annually in grades 3–9
- Reading, annually in grades 3–9
- Writing, including spelling and grammar, in grades 4 and 7
- English language arts in grades 9 and 10
- Social studies in grades 8, 10, and 11
- Science in grades 5, 8, and 9?

Any other subject and grade required by federal law [See policy EKB (LEGAL).]

TARDINESS

If a student is tardy to class by more than 15 minutes the student will be counted absent. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the *Student Code of Conduct*. Three tardies in a class will equal 1 absence.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

State-approved textbooks are provided to students free of charge for each subject or class. 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 book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent; however, the student will be provided textbooks for use at school during the school day.

TRANSFERS

[See Other Parental Rights, on page 7 and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education, on page 16, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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

A parent or legal guardian of a student, who is traveling to a destination other than home following an extracurricular activity which would make it extremely inconvenient or impossible for the parent or legal guardian to pick the child up at school upon return with the school group from such an event, may provide a written note requesting that the child be permitted to ride home with that parent or legal guardian, due to above stated circumstances. However, the note must be personally delivered to the appropriate activity sponsor by that parent or legal guardian. Upon delivery of such a note from that parent or legal guardian, the Roscoe Independent School District would thereby be relieved of any legal responsibility for safe delivery of that student to Roscoe from that extracurricular activity.

Failure to act within the above stated guidelines will result in disciplinary consequences up to and including temporary suspension or permanent removal from that activity for the remainder of that current school year.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

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 Dean of Secondary Education at 325-766-3323 or 325-766-3327.

See the **Student Code of Conduct** for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

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

Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

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

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

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.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or

damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the **Student Code of Conduct**.

VIDEO CAMERAS

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

The Dean of Secondary Education may review the video/audio recordings to document student misconduct. Discipline will be in accordance with the **Student Code of Conduct**.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the Dean of Secondary Education's office and must comply with all applicable district policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the Dean of Secondary Education 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.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Visitors Participating in Special Programs for Students

On High School Career Day Roscoe ISD invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

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 high school office.

VOTER REGISTRATION

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 or our designated sponsor

WITHDRAWING FROM SCHOOL

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

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

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

GLOSSARY

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

ACT-Aspire is the assessment that took the place of the ACT Plan and is designed as a preparatory and readiness assessment for the ACT in 10th Grade.

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's parents are part of the committee.

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

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

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

FERPA - 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 district wide tests, etc.

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

LAT stands for Linguistically Accommodated Testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

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

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

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 5 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 Assessment of Academic Readiness, the state's new standardized achievement test currently given to students in certain subjects in grades 3 – 8.

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

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

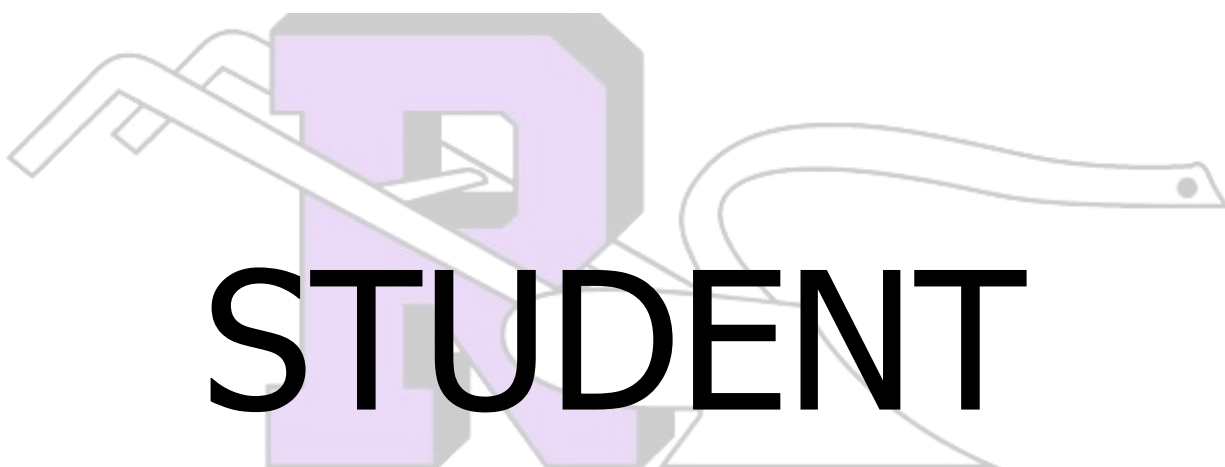
Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board; identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or

require the Dean of Secondary Education 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 - 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 -Texas Success Initiative Assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshman students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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



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

This Student Code of Conduct has been adopted by the Roscoe 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 Dean of Secondary Education. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

Contents

This Code is organized into the following sections:

1. School District Authority and Jurisdiction	81
2. Standards for Student Conduct	82
3. General Conduct Violations	82
4. Discipline Management Techniques	85

5. Removal from the Regular Educational Setting	87
6. Out-of-School Suspension	89
7. DAEP Placement.....	89
8. Placement and/or Expulsion for Certain.....	90
9. Serious Offenses	90
10. Expulsion	97
11. Glossary	104

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

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

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

The district has the right to search a student's locker 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 Code, or other reasons.

PARTICIPATION IN GRADUATION ACTIVITIES

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

Students will be ineligible to participate in any role, including speaking, at graduation if they have been engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to DAEP or expulsion during the semester immediately preceding graduation. This will include speaking rights of the Valedictorian and Salutatorian.

STANDARDS FOR STUDENT CONDUCT

Each student is expected to:

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

GENERAL CONDUCT VIOLATIONS

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections on Suspension,

DAEP Placement, 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.

Students shall not:

Disregard for Authority

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

Mistreatment of Others

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence.
- 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

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

Possession of Prohibited Items

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

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

- 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 Computers and the Internet

- 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

- 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

- 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.

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

Students with Disabilities

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

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

In deciding whether to order suspension, DAEP placement, or expulsion, 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, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment.
- Out-of-school suspension, as specified in the Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain 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

Notification

The Dean of Secondary Education or appropriate administrator will notify a student's parent by phone or in writing of any violation that may result in a suspension, 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 Dean of Secondary Education's office or the central administration office through Policy On Line at the following address: www.roscoe.esc14.net.

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

REMOVAL FROM THE SCHOOL BUS

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

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

Routine Referral

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

Formal Removal

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

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

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator 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 teacher removes a student from the regular classroom and a conference is pending, the Dean of Secondary Education may place the student in:

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

Returning Student to Classroom

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

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

OUT OF SCHOOL SUSPENSION

Misconduct

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

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

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

Process

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

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

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

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

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

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

For purposes of DAEP, elementary classification shall be kindergarten-grade6 and secondary classification shall be grades 7-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

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

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

elf-defense (see glossary),

- Intent or lack of intent at the time the student engaged in the conduct, and

- The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary)
- Involvement in criminal street gang activity. (See glossary)
- Any criminal mischief, including a felony.

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.

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 abuse 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:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Emergencies

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

Process

The campus Dean of Secondary Education or superintendent will make removals to a DAEP.

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.

Consideration of Mitigating Factors

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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.

Course Work Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the course work.

Length of Placement

The campus Dean of Secondary Education and/or superintendent will determine the duration of a student's placement in DAEP.

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.

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

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

Exceeds One Year

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

- The student is a threat to the safety of other students or to district employees, or
- 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 Dean of Secondary Education and/or superintendent must determine that:

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

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent 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 Dean of Secondary Education's office or the central administration office or through Policy On Line at the following address: www.roscoe.esc14.net.

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

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

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

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

Placement Review

The Dean of Secondary Education and or superintendent, at intervals not to exceed 120 days will provide a student placed in a DAEP a review of his or her status, including academic status. 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 a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state 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 Expulsion for Certain Serious Offenses

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

Registered Sex Offenders

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

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

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its 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 ARD committee must make the placement review of a student with a disability who receives special education services.

Newly Enrolled Student

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

Appeal

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

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to 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, regardless of whether the action is mandatory or discretionary, 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:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See glossary)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

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

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

Within 300 Feet of School

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.
- Carrying on or about the student's person a handgun, a location-restricted knife, or a club, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, as defined by federal law. (See glossary.)

Property of Another District

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

While in DAEP

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

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

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

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

Under the Texas Penal Code

- Carrying on or about the student's person the following, as defined by the Texas Penal Code:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See glossary.)
 - A club, as defined in state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.

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

Under Age Ten

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

Emergency

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

Process

If a student is believed to have committed an expellable offense, the Dean of Secondary Education 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 Dean of Secondary Education may place the student in:

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

Hearing

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

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

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

The hearing shall be conducted by the board of trustees and the decision to expel shall be made by the board.

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

Board Review of Expulsion

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

The board 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

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

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

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

Length of Expulsion

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

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

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

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

2. Extended expulsion is in the best interest of the student.

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

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

Withdrawal during Process

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

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

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

Additional Misconduct

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

Restrictions during Expulsion

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

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program or another district-approved program.

Newly Enrolled Students

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

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

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

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district 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:

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

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student 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 10 years of age.



GLOSSARY

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

Abuse is improper or excessive use.

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

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

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

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

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

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

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

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

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

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

Chemical dispensing device is defined by Texas Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Texas Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

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

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular

or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

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

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

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

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

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

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

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

Explosive weapon is defined by Texas Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

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

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

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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;

2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

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

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

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

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, 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 defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

Knuckles as defined by Texas Penal Code 46.01 are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

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

Machine gun as defined by Texas Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

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

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

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.

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

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

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

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

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

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

Serious misbehavior means:

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

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 the Dean of Secondary Education.

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

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

Short-barrel firearm is defined by Texas Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

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

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

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

Title 5 felonies are those crimes listed in Title 5 of the Texas Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05, Texas Penal Code;
- Kidnapping under Section 20.03, Texas Penal Code;
- Trafficking of persons under Section 20A.02, Texas Penal Code;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06, Texas Penal Code;
- Assault under Section 22.01, Texas Penal Code;
- Aggravated assault under Section 22.02, Texas Penal Code;
- Sexual assault under Section 22.011, Texas Penal Code;
- Aggravated sexual assault under Section 22.021, Texas Penal Code;
- Unlawful restraint under Section 20.02, Texas Penal Code;
- Continuous sexual abuse of a young child or children under Section 21.02, Texas Penal Code;
- Bestiality under Section 21.09, Texas Penal Code;
- Improper relationship between educator and student under Section 21.12, Texas Penal Code;
- Voyeurism under Section 21.17, Texas Penal Code;
- Indecency with a child under Section 21.11, Texas Penal Code;
- Invasive visual recording under Section 21.15, Texas Penal Code;
- Disclosure or promotion of intimate visual material under Section 21.16, Texas Penal Code;
- Sexual coercion under Section 21.18, Texas Penal Code;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04, Texas Penal Code;
- Abandoning or endangering a child under Section 22.041, Texas Penal Code;
- Deadly conduct under Section 22.05, Texas Penal Code;
- Terroristic threat under Section 22.07, Texas Penal Code;
- Aiding a person to commit suicide under Section 22.08, Texas Penal Code; and
- Tampering with a consumer product under Section 22.09, Texas Penal Code.

[See FOC(EXHIBIT).]

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

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

Zip gun is defined by Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.