



**2018–2019**

**Student Handbook &  
Student Code of Conduct**

***EISD Vision: For every child, success in life. Edgewood Proud!***

***Mission: Edgewood ISD provides an exceptional learning experience that engages, empowers and prepares students to compete and reach their highest potential in an ever-changing world.***





Roy Richard Soto, Sr. President  
Frank Espinosa, Vice-President  
Stella Camacho, Secretary  
Timothy W. Payne, Member  
Richard Santoyo, Member  
Martha Castilla, Member  
Edward Romero, Member

**SUPERINTENDENT**

Dr. Eduardo Hernandez  
5358 W. Commerce Street  
San Antonio, Texas 78237  
(210) 444-4500 (Voice) (210) 444-4548 (Fax)  
8:00 a.m. to 4:30 p.m.

**CURRICULUM AND INSTRUCTION, ELEMENTARY AND SECONDARY OFFICES**

Edgewood Service Center at Emma Frey South Building  
900 S. San Eduardo  
San Antonio, Texas 78237  
(210) 444-4500 (Voice) (210) 444-4548 (Fax)  
8:00 a.m. to 4:30 p.m.

**CAMPUS HOURS OF OPERATION**

Elementary Schools

**Student Attendance Hours: 7:45 a.m. to 3:15 p.m.**

Tutoring hours determined by individual campuses

Middle Schools

**Student Attendance Hours: 8:45 a.m. to 4:20 p.m.**

Tutoring hours determined by individual campuses

High Schools

**Student Attendance Hours: 8:45 a.m. to 4:20 p.m.**

Tutoring hours are determined by individual campuses

## **2018–19 School Year**

If you have difficulty accessing the information in this document because of disability, please contact central office at 210-444-4500 or [www.eisd.net](http://www.eisd.net).

## Table of Contents

SCHOOL BOARD .....	<b>Error! Bookmark not defined.</b>
Preface .....	<b>6</b>
Accessibility .....	7
Section I: Parental Rights .....	<b>8</b>
Consent, Opt-Out, and Refusal Rights .....	8
Right of Access to Student Records, Curriculum Materials, and District Records/Policies ...	12
Students with Exceptionalities or Special Circumstances.....	16
Section II: Other Important Information for Students and Parents	<b>21</b>
Absences/Attendance .....	21
Accountability under State and Federal Law (All Grade Levels) .....	25
Armed Services Vocational Aptitude Battery Test.....	25
Bullying (All Grade Levels).....	25
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only).....	27
Celebrations (All Grade Levels) .....	27
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels) .....	27
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only).....	28
Class Schedules (Secondary Grade Levels Only) .....	29
College and University Admissions and Financial Aid (Secondary Grade Levels Only) .....	29
College Credit Courses (Secondary Grade Levels Only) .....	31
Communications—Automated .....	31
Complaints and Concerns (All Grade Levels) .....	32
Conduct (All Grade Levels) .....	32
Counseling .....	33
Course Credit (Secondary Grade Levels Only) .....	34
Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels).....	34
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).....	35
Discrimination .....	37
Distance Learning .....	37
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	38
Dress and Grooming (All Grade Levels).....	39
Electronic Devices and Technology Resources (All Grade Levels) .....	41
End-of-Course (EOC) Assessments.....	43
English Language Learners (All Grade Levels) .....	43
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) .....	43

## Edgewood Independent School District Student Handbook

Fees (All Grade Levels) .....	45
Fundraising (All Grade Levels).....	46
Gang-Free Zones (All Grade Levels) .....	46
Gender-Based Harassment .....	46
Grade-Level Classification (Grades 9–12 Only) .....	46
Grading Guidelines (All Grade Levels).....	46
Graduation (Secondary Grade Levels Only) .....	46
Harassment .....	53
Hazing (All Grade Levels).....	53
Health-Related Matters.....	53
Homeless Students (All Grade Levels).....	58
Homework (All Grade Levels).....	58
Illness.....	60
Immunization (All Grade Levels) .....	60
Law Enforcement Agencies (All Grade Levels).....	63
Leaving Campus (All Grade Levels) .....	64
Lost and Found (All Grade Levels).....	65
Makeup Work.....	65
Medicine at School (All Grade Levels).....	66
Nondiscrimination Statement (All Grade Levels).....	67
Nontraditional Academic Programs (All Grade Levels).....	68
Parent and Family Engagement (All Grade Levels) .....	68
Physical Examinations/Health Screenings.....	69
Pledges of Allegiance and a Minute of Silence (All Grade Levels) .....	69
Prayer (All Grade Levels) .....	70
Promotion and Retention .....	70
Release of Students from School .....	72
Report Cards/Progress Reports and Conferences (All Grade Levels) .....	72
Retaliation .....	73
Safety (All Grade Levels).....	73
SAT, ACT, and Other Standardized Tests.....	75
Schedule Changes (Middle/Junior High and High School Grade Levels) .....	75
School Facilities .....	75
Searches .....	76
Sexual Harassment.....	77

Edgewood Independent School District Student Handbook

Special Programs (All Grade Levels).....	77
Standardized Testing.....	77
Steroids (Secondary Grade Levels Only) .....	79
Students in Foster Care (All Grade Levels).....	79
Student Speakers (All Grade Levels) .....	79
Substance Abuse Prevention and Intervention (All Grade Levels .....	79
Suicide Awareness and Mental Health Support (All Grade Levels) .....	79
Summer School (All Grade Levels) .....	80
Tardies (All Grade Levels).....	80
Transfers (All Grade Levels).....	80
Transportation (All Grade Levels) .....	80
Vandalism (All Grade Levels).....	81
Video Cameras (All Grade Levels) .....	81
Visitors to the School (All Grade Levels) .....	82
Volunteers (All Grade Levels).....	82
Voter Registration (Secondary Grade Levels Only).....	82
Withdrawing from School (All Grade Levels) .....	83
Glossary .....	84
Index.....	91





## Preface

To Students and Parents:

Welcome to the 2018–19 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

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

Both students and parents should become familiar with the Edgewood 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 district’s website at [www.eisd.net](http://www.eisd.net) and is available in hard copy upon request.

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

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

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

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

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

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

1. Acknowledgment Form **OR** Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and

4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 9 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 10 for more information.]

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

**Accessibility**

If you have difficulty accessing the information in this document because of disability, please contact central office at 210-444-4500 or [www.eisd.net](http://www.eisd.net).

## **Section I: Parental Rights**

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

### **Consent, Opt-Out, and Refusal Rights**

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

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

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

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

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

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

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

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

[See **Video Cameras** on page 815 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

### ***Prohibiting the Use of Corporal Punishment***

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

See policy FO(Local)

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

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

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

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

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

The district has identified the following as directory information: student name; 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. If you object to the release of the student information included on the directory information form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases and athletic programs. Also review the information at **Authorized Inspection and Use of Student Records** on page 13.

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

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

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

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

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sex 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 parent.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

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

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

### **“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information**

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.

**Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

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

### **Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction**

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

(SHAC) is involved with the selection of course materials for such instruction.

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

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

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

- Draw the Line/Respect the Line (DTL/RTL) promotes abstinence by providing students in grades 6, 7, and 8 with the knowledge and skills to prevent HIV, other sexually transmitted diseases (STDs) and unplanned pregnancy. Draw the Line/Respect the Line (DTL/RTL) helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. The grade 6 lessons emphasize limit setting and refusal skills in a nonsexual context. The grade 7 lessons feature short-term consequences of unplanned sex, information about sexually transmitted diseases, and applying refusal skills in a party context. The grade 8 lessons feature an HIV-positive speaker, story, or video, practicing refusal skills in dating contexts, and understanding the steps of putting on a condom. Note: NO condoms will be in the classroom. (EHAA Legal and Local)
- Reducing the Risk: Building Skills to Prevent Pregnancy, STDs & HIV (RTR) is a 16 session evidence-based program designed for high-school youth focused on the development of attitudes and skills that will help teens prevent pregnancy and the transmission of Sexually Transmitted Diseases (STDs/STIs), including HIV. RTR emphasizes abstinence but also teaches students how to protect themselves from pregnancy and STD using medically accurate information. The curriculum addresses skills such as risk assessment, communication, decision-making, planning, and refusal strategies throughout each session, role-plays, and take home activities. The activities motivate students to take steps to avoid high-risk behaviors. The Reducing the Risk Curriculum will be offered in Edgewood ISD high schools and will require active parent/guardian consent in order for students to participate in the program. (EHAA Legal and Local)

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

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

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

### ***Reciting the Pledges to the U.S. and Texas Flags***

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the 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 policy EC(LEGAL)

### ***Religious or Moral Beliefs***

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

### ***Tutoring or Test Preparation***

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

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

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

### **Right of Access to Student Records, Curriculum Materials, and District Records/Policies**

#### ***Instructional Materials***

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

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

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

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

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

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

## ***Student Records***

### **Accessing Student Records**

You may review your child's records:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

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

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 9, are:

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

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



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

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

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

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

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

- When District school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information. [See **Objecting to the Release of Directory Information** on page 9 for opportunities to prohibit this disclosure.]

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

The principal is custodian of all records for currently enrolled students at the assigned school. The Office of Student Records 210-444-8115 is the custodian of all records for students who have withdrawn or graduated.

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the District will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 5358 W. Commerce, San Antonio, Texas, 78237.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the District denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 72, and **Complaints and Concerns** on page 32 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or the districts website, [www.eisd.net](http://www.eisd.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 parent or student.

### ***Teacher and Staff Professional Qualifications***

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

## **Students with Exceptionalities or Special Circumstances**

### ***Children of Military Families***

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

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

#### **Multiple Birth Siblings**

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

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

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for more information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 25, and policies FDB and FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

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

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

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

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

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

Please contact the district Foster Care Liaison with any questions at (210) 444-7750.

[See also **Credit by Examination for Advancement/Acceleration** on page 34, **Course Credit** on page 34, and **Students in Foster Care** on page 79 for more information.]

### ***Students Who Are Homeless***

The McKinney-Vento Homeless Assistance Act defines homeless children and youth as individuals who lack a fix, regular and adequate nighttime residence. Students are required to complete a Student Residency Questionnaire (SRQ) yearly.

Students who are homeless have a right to immediate and appropriate enrollment without required documentation or paperwork, remain in their school of origin (the school in which the student was enrolled or last enrolled at the time) through the end of the school year, receive transportation assistance to their school of origin, and assistance.

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

If a dispute arises over eligibility, school selection, or enrollment decision a parent/guardian or unaccompanied homeless youth may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

Please contact the district Homeless Liaison with any questions at (210) 444-7750.

[See also **Credit by Examination for Advancement/Acceleration** on page 34, **Course Credit** on page 34, and **Homeless Students** on page 57 for more information.]

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

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

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

### ***Special Education Referrals***

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

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

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

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. School districts 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 school district to respond within the 15-school-day timeline.

### **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 the Director of Special Education, 210-444-8103.

### **Section 504 Referrals**

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

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

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is *504 Specialist* at 210-444-1024.

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page 20.]

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

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

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

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies. It is already in the last paragraph of the “Students Who Have Learning Difficulties or Who Need Special Education Services” section.

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

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

### ***Students Who Speak a Primary Language Other than English***

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

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

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

[See policy FB.]

[See also **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 17 for more information.]

## **Section II: Other Important Information for Students and Parents**

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the school campus' principal.

### **Absences/Attendance**

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

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

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

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

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

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

#### ***Exemptions to Compulsory Attendance***

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

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

- Religious holy days;
- Required court appearances;



- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.
- Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, step parent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

## **Secondary Grade Levels**

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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

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

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

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

### **All Grade Levels**

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

### **Students with Disabilities**

If a student with a disability is experiencing attendance issues, the student’s ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

## **Age 19 and Older**

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

## **Between Ages 6 and 19**

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

The truancy prevention facilitator for the district is the Truancy Coordinator. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

[See policies FEA(LEGAL) and FED(LEGAL).]

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

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

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

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

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

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

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

Official attendance is taken every day at 10:00 AM, which is during the second instructional hour as required by state rule.

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

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

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence.

All parent notes will be reviewed by the campus administrator in charge of attendance who will determine whether the reason stated in the note is acceptable. If the cause for the absence is acceptable, the absence will be excused. If the cause of the absence is not acceptable, the student's attendance record will reflect an unexcused absence.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

When a student's absence for personal illness exceeds three consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances. [See policy FEC(LOCAL).]

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

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

### **Accountability under State and Federal Law (All Grade Levels)**

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

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

This information can be found on the district's website at [www.eisd.net](http://www.eisd.net). Hard copies of any reports are available upon request to the district's administration office.

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

### **Armed Services Vocational Aptitude Battery Test**

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

Please contact the principal for information about this opportunity.

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

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by going on to our website and reporting under the "Edgewood Alert" link.

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

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

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

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

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

[See **Safety Transfers/Assignments** on page 16, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 35, **Hazing** on page 53, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

## **Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)**

Edgewood Independent School District offers Career and Technical Education programs in Architecture and Construction; Arts, A/V Technology and Communications; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics. Admission to these programs is based on interest and aptitude, prerequisite requirements, age appropriateness and class space available.

Endorsements are available in the areas of Business and Industry, Public services and STEM. Career and Technical Education courses provide relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

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

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

[See **Nondiscrimination Statement** on page 67 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

## **Celebrations (All Grade Levels)**

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

[See **Food Allergies** on page 55.]

## **Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child sexual abuse and other maltreatment of children which may be accessed at Edgewood ISD Police Department. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages

a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <http://www.dfps.state.tx.us/training/reporting/default.asp>.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 35.]

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

- [Child Welfare Information Gateway Factsheet](#)
- [Kids Health, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part One](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part Two](#)

Reports of abuse or neglect may be made to:

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

### **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)**

Individual grade point averages shall be computed for the purpose of determining eligibility for the honors of valedictorian and salutatorian as well as eligibility for awards and scholarships. In order to be considered for the top two rank positions, valedictorian and salutatorian, a student must have been continuously enrolled in his or her respective district high school for the last three full semester's, immediately preceding graduation. Students shall also be identified as honor graduates in the following categories based on their grade point averages. These grade point averages shall be determined by the point system described below: Summa Cum Laude: 100 and higher, Magna Cum Laude: 95–99, Cum Laude: 90–94.

For the purpose of this recognition and ranking, grade point averages shall stand at face value. Preliminary student rankings shall be calculated at the end of the student's freshman and sophomore years. For official GPA and ranking purposes, student calculations shall occur at the end of the second semester of the student's junior year and at the end of the first semester of his or her senior year. Final ranking for all junior potential graduates and seniors shall occur at the end of the third six-week grading period.

Each potential graduate's rank in class shall be determined for the purpose of reporting to colleges and/or prospective employers. Beginning with students who enter the ninth grade in 2015-2016, 2016-2107, and 2017-2018 school years, ten points will be added to course grades that are designated as Pre-AP, Advanced Placement, Dual Credit courses for all students. Beginning with students who enter the ninth grade in 2018-2019 and thereafter, five points will be added to course grades that are designated as Pre-AP and ten points will be added to Advanced Placement and Dual Credit courses for all students. No points shall be added to the second semester grade of AP courses if a student does not participate in the AP exam. For semester long courses, students must participate in the AP exam. These points shall be added at the time GPA is calculated.

Reclassification shall occur for 11th grade potential graduates who have signed a graduation contract and have accumulated the correct number of credits in each of the subject areas to meet the graduation requirement Board Policy EIC (Local).

### **Class Schedules (Secondary Grade Levels Only)**

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

[See **Schedule Changes** on page 75 for information related to student requests to revise their course schedule.]

### **College and University Admissions and Financial Aid (Secondary Grade Levels Only)**

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer/fall 2019, the University will be admitting the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon enrolling in their first course that is eligible for high school credit, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

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



**Prepare for TSI Test**

<b>TSI Math</b>	<b>TSI Reading</b>	<b>TSI Writing/Essay</b>
Elementary Algebra and Functions	Literary Analysis	Essay Revision
Intermediate Algebra and Functions	Main Idea and Supporting Details	Agreement
Geometry and Measurement	Inferences in a Text or Texts	Sentence Structure
Data Analysis, Statistics and Probability	Author's Use of Language	Sentence Logic
College Ready with a score of 350 to 390	College ready with a score of 351- 390	College ready with the score of 340 to 390 and 4-8 on the essay

**2018-2019 ACT Test Dates**

<b>Test Dates</b>	<b>Registration Deadline</b>	<b>Late registration Deadline</b>
September 8, 2018	August 3, 2018	August 17, 2018
October 27, 2018	September 21, 2018	October 5, 2018
December 8, 2018	November 2, 2018	November 23, 2018
February 9, 2019	January 11, 2019	January 18, 2019
April 13, 2019	March 8, 2019	March 22, 2019
June 8, 2019	May 3, 2019	May 17, 2019

**2018-2019 SAT Test Dates**

<b>Test Dates</b>	<b>Registration Deadline</b>	<b>Late Registration Deadline</b>
August 25, 2018	July 27, 2018	August 15, 2018
October 6, 2018	September 7, 2018	September 26, 2018
November 3, 2018	October 5, 2018	October 24, 2018
December 1, 2018	November 2, 2018	November 20, 2018
March 9, 2019	February 8, 2019	February 27, 2019
May 4, 2019	April 5, 2019	April 24, 2019
June 1, 2019	May 3, 2019	May 22, 2019

**PSAT and SAT SCHOOL DAY TEST DATE: October 10, 2018**

[See **Class Rank/Highest-Ranking Student** on page 28 for information specifically related to how the district calculates a student’s rank in class, and requirements for **Graduation** on page 46 46 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 16 for information on assistance in transitioning to higher education for students in foster care.]

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

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Alamo Colleges, the University of Texas at San Antonio, and the University of Texas at Austin.
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

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

**Communications—Automated**

***Emergency***

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

[See **Safety** on page 73 for information regarding contact with parents during an emergency situation.]

***Nonemergency***

Your child’s school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. Your consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school’s mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal. [See **Safety** on 78]

## **Complaints and Concerns (All Grade Levels)**

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

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

## **Conduct (All Grade Levels)**

### ***Applicability of School Rules***

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

### ***Campus Behavior Coordinator***

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator can be contacted by calling your child's school.

### ***Disruptions of School Operations***

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

## ***Social Events***

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. Guests must be cleared to participate in the school's social events. A student attending a social event is asked to notify a parent/guardian when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

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

## **Counseling**

### ***Academic Counseling***

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 7th–11th will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

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

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

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

### **High School Grade Levels**

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

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

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

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, 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 their campus counselor to determine the best course of action. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page 79, **Suicide Awareness and Mental Health Support** on page 79, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 27.]

### ***Group Counseling***

Student Support Staff also conducts group counseling as needed. Parent permission forms will be sent home for consent before any group sessions begin. All other counseling services included in this handbook will be allowable with the acknowledgement of the receipt of your handbook. All items that counselors will use during the school year will be on display in the beginning of the school year. If you elect that your child should not participate please contact your school counselor.

### **Course Credit (Secondary Grade Levels Only)**

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

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

The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination 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 examination.

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

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

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2018-2019 school year will be provided on the Student Support Services website.

The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, 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 examination only once.

If a student plans to take an examination, 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.]

### ***Students in Grades 1–5***

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

### ***Students in Grades 6–12***

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

### **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and [www.eisd.net](http://www.eisd.net). [See policy FFH.]

#### ***Dating Violence***

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

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

#### ***Discrimination***

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

## ***Harassment***

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

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

In addition to dating violence as described above, two other types of prohibited harassment are described below.

### ***Sexual Harassment and Gender-Based Harassment***

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

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

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

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

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

### ***Retaliation***

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

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

### ***Reporting Procedures***

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent. [See Board Policy FFH (LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

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

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

### ***Investigation of Report***

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

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

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

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

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

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

### **Discrimination**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 35.]

### **Distance Learning**

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

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.



## ***Texas Virtual School Network (TXVSN) (Secondary Grade Levels)***

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations on page 44]. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

A copy of policy EHDE is available online, [www.eisd.net](http://www.eisd.net). If you would like to receive a hard copy, contact your campus principal.

## **Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

### ***School Materials***

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

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

### ***Non-school Materials***

#### **From Students**

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

The principal may designate a specific location for approved non-school materials to be placed for voluntary viewing by students. Board Policy FNAA

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

[See FNG(LOCAL) for student complaint procedures.]

#### **From Others**

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

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent office for prior review. The superintendent or designee 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 DGBA, FNG, GF.]

Prior review will not be required for:

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

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

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

School Districts have jurisdiction regarding dress and grooming standards for students. District policy prohibits any clothing or grooming that in an administrator's judgment, may reasonably be expected to cause disruption of or interference with normal operations. Board Policy FNCA.

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:

1. The District prohibits pictures, emblems, or writing on clothing:
  - a) that are lewd, offensive, vulgar, obscene, satanic or that imply a double meaning message.
  - b) that advertise or depict tobacco, alcoholic beverages, drugs or any other prohibited substance.
  - c) that are associated with gangs or secret societies.
2. The student's appearance, dress and grooming must be such as not to interfere with the instructional program in general and must meet these minimal standards:
  - a) Any clothes that are suggestive or indecent or which cause distraction are prohibited. Specifically, tank tops, muscle shirts, halter-tops, spaghetti straps, exposed backs or midriffs, and see-through garments without a shell or shirt worn under the garments are prohibited.
  - b) Students must wear proper undergarments at all times and must not wear them as outer garments.
  - c) Blouses or shirts that show the mid-section will not be worn. In addition, if a blouse or shirt exposes the mid- section when arms are raised, a student will be expected to change.
  - d) Torn clothing will not be worn.
  - e) Shorts and skirts shall not be more than 4 inches above the knee and elementary student's 3rd-5th grade mid- thigh or longer (no spandex type or athletic shorts).
  - f) Sleeveless apparel must provide appropriate coverage (no tank tops, muscle shirts, or basketball type shirts; undergarments must not show).
  - g) Bandanas will not be worn, carried or used in any manner.

- h) Hats or head apparel are not permitted on campus or buses unless specifically approved by the campus administrator.
  - i) Appropriate footwear must be worn; footwear which has toes reinforced with steel, hard plastics or similar materials is specifically prohibited, as are beach sandals or other open-toed shoes that do not have straps to secure them.
  - j) Sunglasses may not be worn in the building unless the student has doctor's note. Contact lenses may not alter the natural appearance of the eyes.
  - k) Piercings may not be worn in any part of the body except for the ear lobes. Any type of distracting or dangerous jewelry is not permitted. Tattoos must be covered.
  - l) Any shirt, including oversized sports jerseys that are more than 4 inches longer than the top of the waistband will be tucked in.
  - m) Oversized sagging or baggy pants are prohibited. Pants must be within one waist size and worn at the waist. Pant length must not touch the ground nor be rolled at the hem.
  - n) Trench coats are prohibited.
  - o) Clear or mesh backpacks are required. (3<sup>rd</sup> grade and above)
  - p) No dangling chains or belts will be allowed.
  - q) Matching or similar clothes, which identify a gang or a group not approved by the school, will not be allowed.
3. Hair will be kept well-groomed for both male and female students. Conspicuous or non-traditional styles or colors of hair are prohibited.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to In-School Suspension for the remainder of the day or until the problem is corrected or until a parent or designee brings an acceptable change of clothing to the school. Repeated dress code offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases in accordance with the Student Code of Conduct. Organizations are allowed to set stricter dress codes.

## ***UNIFORMS***

Uniforms are mandatory for **all elementary school students** in Edgewood ISD.

Uniforms are as follows:

- Girls: White polo-styled shirts or blouses with short/long sleeves with collar  
Dark navy blue or khaki walking shorts, skirts, jumpers or slacks
- Boys: White polo-styled short/long sleeves shirts with collar  
Dark navy blue or khaki walking shorts, or slacks

Uniforms are mandatory for **all middle school students** in Edgewood ISD.

Uniforms are as follows:

- Girls: White polo-styled shirts or blouses with short/long sleeves with collar or school color shirt with logo  
Dark navy blue or khaki walking shorts, skirts, or slacks
- Boys: White polo-styled shirt short/long sleeves shirts with collar or school color shirt with logo  
Dark navy blue or khaki walking shorts, or slacks

Pants may have pockets in the front and back (maximum of four total pockets). Carpenter, INCD/Cargo, jogging/sweat pants/shorts, or overall dress/pants are not allowed. All clothing must also conform to specifications outlined in EISD guidelines. NO JEANS OR DENIM CLOTH MATERIAL WILL BE ALLOWED.

### ***FUNDING***

One uniform per child will be provided for those children whose family is unable to afford the required uniform. Request must be made to the Principal in writing no later than one week after the start of school.

Applications for assistance in buying uniforms will be available from the School District. If you need help or information on uniforms for the elementary students or middle school students, please call your school or the Executive Administration Office, 210-444-8108.

On a campus designated “spirit day”, the students may wear their school-color tee shirt. As always, you will receive previous notification of “spirit days”.

### ***GRACE PERIOD***

New students have a 30-day grace period beginning the day of registration to obtain the required uniform.

### ***DELEGATION OF AUTHORITY***

The principal of the campus may adopt a specific uniform rule as per approval of the Superintendent prior to adoption or any change in the uniform rule. The principal shall receive input from the campus site-based decision committee. Parents and students will be notified of the adoption of the uniform rule by the principal or any change in the uniform rule at least 90 days prior to effective date. The final decision as to whether the dress and grooming code has been violated rest with the campus administrator.

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

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

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

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

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

Confiscated telecommunications devices that are not retrieved by the student or the student’s parents will be disposed of after the notice required by law. Board Policy FNCE.

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. Board Policy FNF.

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

### ***Possession and Use of Other Personal Electronic Devices***

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

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

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

### ***Instructional Use of Personal Telecommunications and Other Electronic Devices***

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

### ***Acceptable Use of District Technology Resources***

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

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

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

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

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

### **End-of-Course (EOC) Assessments**

[See Graduation on page 46 and Standardized Testing on page 77.]

### **English Language Learners (All Grade Levels)**

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

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

The STAAR Spanish, as mentioned at **Standardized Testing** on page 78, may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

### **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**

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

Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See Transportation on page 80.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. See <http://www.uil-texas.org> for additional information.

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- A student is allowed in a school year up to 10 absences from a class during the school year for extracurricular activities or public performances. All extracurricular activities and public performances, whether UIL activities or others approved by the board, are subject to these restrictions.

For allegation of noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or <mailto:curriculum@tea.state.tx.us>, [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

## ***Standards of Behavior***

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

## ***Offices and Elections***

Certain clubs, organizations, and performing groups will hold elections for student officers.

## **Fees (All Grade Levels)**

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 80.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
- Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.



## Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 15 school days before the event. Board Policies FJ, GE

## Gang-Free Zones (All Grade Levels)

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

## Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 35.]

## Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
0-5.5	Grade 9 (Freshman)
6.0-11.5	Grade 10 (Sophomore)
12.0-17.5	Grade 11 (Junior)
18.0+	Grade 12 (Senior)

## Grading Guidelines (All Grade Levels)

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

[See **Report Cards/Progress Reports and Conferences** on page 72 for additional information on grading guidelines.]

## Graduation (Secondary Grade Levels Only)

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

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

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

### ***Testing Requirements for Graduation***

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

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

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

[See **Standardized Testing** on page 78 for more information.]

## **Foundation Graduation Program**

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

A student may earn an endorsement by successfully completing

- curriculum requirements for the endorsement
- a total of four credits in mathematics
- a total of four credits in science
- two additional elective credits EIF(LEGAL) EIF(LOCAL)

### **Endorsements Offered**

Art and Humanities, Business and Industry, Public Service, STEM, and Multidisciplinary Students are highly encouraged to earn a Distinguished Level of Achievement and Performance Acknowledgements. EIF(LEGAL) EIF(LOCAL)

### **Distinguished Level of Achievement**

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science
- Completion of curriculum requirements for at least one endorsement EIF(LEGAL) EIF(LOCAL)

### **Performance Acknowledgments**

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science
- Completion of curriculum requirements for at least one endorsement

For outstanding performance- 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 EIF(LEGAL) EIF(LOCAL)

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

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

### Credits Required

The foundation graduation program requires completion of the following credits:

Student Who Entered 9th Grade in the 2017 School Year		Graduation Requirements For Students Who Entered 9th grade on or before 2016		
Discipline	Foundation FSP	*MHSP	*RHSP	*DAP
English Language Arts	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>An advanced English course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV or approved alternate course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
<b>Please Note: English Language Learners (ELL) must follow the program as prescribed by the LPAC</b>				
Mathematics	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>An advanced math course</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>SBOE approved math course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>
Science	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or an advanced science course</li> <li>An advanced science course</li> </ul>	<b>Two credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or Chemistry and Physics (one of the two serves as an academic elective)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>
Social Studies	<b>Three credits</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History or World Geography</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit) or World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>
Physical Education	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Languages Other Than English	<b>Two credits in the same language</b> Two credits from Computer Science I, II, and III (other substitutions)	<b>None</b>	<b>Two credits in the same language</b>	<b>Three credits in the same language</b>
Fine Arts	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
Speech	<b><u>Demonstrated proficiency in speech skills</u></b>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional</li> </ul>

**Edgewood Independent School District Student Handbook**

		Communications (CTE)	Communications (CTE)	Communications(C TE)
<b>Electives</b>	<b>Five credits</b>	<b>Seven and one half credits (one must be an academic elective)</b>	<b>Five and one-half credits</b>	<b>Four and one-half credits</b>
<b>Total Credits</b>	<b>22</b>	<b>22</b>	<b>26</b>	<b>26</b>

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

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

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

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

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the 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. Board Policy EIF (LEGAL)

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** 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.
- **Language other than English.** Students are required to earn 2 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.

### **Available Endorsements**

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

- Science, technology, engineering, and mathematics
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

Students are highly encouraged to earn a Distinguished Level of Achievement and Performance Acknowledgements. EIF(LEGAL) EIF(LOCAL)

### **Personal Graduation Plans**

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

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

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

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

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

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

**Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (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 not 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 individualized education program (IEP) and in accordance with state rules.

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

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

## ***Graduation Activities***

Graduation rehearsal for John F. Kennedy seniors meeting graduation requirements will be held on TBA. Graduation rehearsal for Memorial High School seniors meeting graduation requirements will be held on TBA.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee.

## ***Graduation Speakers***

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only the Valedictorian and the Salutatorian will be eligible to deliver a speech. However, if a student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation. Board Policy FNA (LOCAL)

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 79.]

### ***Graduation Expenses***

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

### ***Scholarships and Grants***

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

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

### **Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 35.]

### **Hazing (All Grade Levels)**

Examples include: Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

[See **Bullying** on page 25 and policies FFI and FNCC.]

### **Health-Related Matters**

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

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



for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

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

State law requires the district 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?**

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 "<https://www.cdc.gov/>"Centers for Disease Control and Prevention and the Department of State Health Services.

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

[See **Immunization** on page 60 for more information.]

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

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. It is important to recognize that it is not possible to eliminate all possibility of exposure to food allergens. The district's food allergy management plan can be accessed at [www.eisd.net](http://www.eisd.net) under the Health Services/Wellness site. See also policy FFAF.

[See policy FFAF and Celebrations on pg. 26.]

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

In accordance with Center for Disease and Control Prevention (CDC) and the Texas Department of State Health Service (DSHS) students will no longer require to be excluded from school if found to have live lice. The school nurse will examine and individual student for head lice (Pediculosis) as necessary and upon referral. The student will remain in class and will be discouraged from close direct head contact with others. Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to

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

Notice will also be provided to parents of all students in the affected classroom.

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

[See policy FFAA.]

## ***Physical Activity Requirements***

### **Elementary School**

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

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

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

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters **OR** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Director of Health and Wellness, including meeting dates for the 2018-19 school year.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 10 for additional information.]

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

Edgewood ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Wellness/Health Services Department with any questions about the content or implementation of the district's wellness policy and plan, 210-444-7760.

## ***Other Health-Related Matters***

### **Diabetes Management**

Parents seeking management of their child's diabetes while at school must provide the school nurse with a Diabetes Management and Treatment plan developed and signed by the child's physician and parent. Parents must provide all medication, supplies and equipment, before or upon enrollment

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

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

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

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the EISD Department of Health Services. [See policies at CO and FFA.].

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes) or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA].

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

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the Physical Plant Operation's Office and Superintendent's Office. The Plan is under TASB guidance. If you have any questions regarding the plan, please contact the Physical Plant Operations Director for an appointment at 210-444-8275.

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

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the district's IPM Coordinator, at 210-444-8275.

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

The McKinney Vento Homeless Assistance Act defines homeless children and youth as individuals who lack a fix, regular and adequate night time residence. Students are required to complete the Student Residency Questionnaire (SRQ) yearly. You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. McKinney-Vento requires campuses to post information about the McKinney-Vento Homeless Assistance Act and ESSA also requires homeless resource information to be posted on each campus website.

For more information on services for homeless students, contact the district's homeless education liaison, (210) 444-7750. Information regarding resources can also be located on the campus website.

[See **Students Who Are Homeless** on page 17.]

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

Homework has a definite place in the instructional program and is part of the District's aims or philosophy of education. At every grade level and in every subject area, homework must be purposeful, reasonable, and understandable to the individual student. Homework must be properly administered and free from unreasonably long assignments. All daily homework assignments will be graded and recorded the following day after they are given. Homework should provide opportunities for the practice of needed skills, and should not, under any circumstances, be assigned as punishment.

Research has shown that a great number of our students fail or earn low grades in courses because of failure to complete and turn in homework, projects, other assignments, and absenteeism. These four areas have a direct correlation in these students earning low grades in weekly and semester exams.

Parents, teachers, and students should be very aware that homework is mandated by Board Policy and is an important and significant part in student achievement.

Homework gives the individual student the opportunity to apply independent study skills and to develop self-discipline as well as reinforcement.

Homework can be defined by two broad categories: (1) short term related to classroom activities such as daily homework assignments, to be reviewed the next day by the teacher or class, and (2) long-term which are extended assignments such as projects and term/research papers.

Reasons for Homework:

- to teach students self-discipline and individual accountability
- to make students aware of their responsibility in the learning process
- to rely on their learning ability independent from the teacher
- to encourage parents to get involved in the learning process
- to reinforce the regular class work
- to increase learning time
- to instill in the student that learning is a continuous lifelong endeavor
- to reinforce study habits

Homework must be a shared responsibility between student, parent, teachers, coaches, sponsors, and administrators.

The responsibility of the **student** is to:

- complete homework on time and turn it in on time
- budget time to do a good job as opposed to cramming and attempting to complete the assignment in less time than the assignment requires
- treat homework as an integral and significant part of his/her overall performance
- know that material covered in homework assignments will appear in tests
- establish a pattern of time and place to complete the homework
- have all materials needed to complete the assignment
- budget time and schedule time that is compatible within other activities
- be accountable for all required work that is missed due to absence from school
- attend required after school study hall for failing to turn in homework

The responsibility of the **parent** is to:

- give support to the concept of homework
- get actively involved by endorsing homework which is very beneficial to a student's academic growth and advancement
- understand and discuss the District's homework policy
- comprehend the worth of homework in the student's grade for each subject
- insist that the student completes his homework
- monitor activities such as TV, phone calls, etc. to be sure the student has sufficient time to do his/her homework
- realize that homework will be graded and will count in the student's grade in the courses
- contact the teacher(s) with any concerns or questions regarding homework assignments

The responsibility of the **teacher** is to:

- follow the District's policy regarding homework
- establish homework to be an integral part of the instruction and learning process
- grade the homework the following day and record the grades
- coordinate homework to the specific material covered in class
- contact parents when a student fails to turn in a homework assignment
- explain to the student the impact the homework grade has on his/her class grade
- contact coaches or sponsors to report students failing to bring in work
- refer students required after school study hall
- guarantee that homework assignments are not done during class time

The responsibility of the **administrator** is:

- to ensure that the district's homework policy is fully implemented by every teacher
- conduct a mandatory after-school study hall for students who fail to turn in homework
- take the necessary steps to make sure every teacher, student, and parent know the homework policy
- analyze the impact homework grades have on the campus passing failure rate each grading period
- ensure homework assignments are appropriate, graded, and have relevancy to the curriculum and the respective lesson
- examine that homework activities are reflected in the teacher daily lesson plans
- explain that students will be ineligible for extracurricular activities because of failure to turn in work
- supervise after school required study hall

The responsibility of **coaches and sponsors** is to:

- ensure that students in his/her activity are turning in their assignments as required by the classroom teachers
- advocate that students attend tutoring instead of practice or rehearsal whenever needed
- uphold that homework policy is contained in the organization's code of conduct
- stress the importance of academic achievement to students and to boosters

## **Illness**

[See **Student Illness** under **Health-Related Matters** on page 53.]

## **Immunization (All Grade Levels)**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/Affidavit> Request for Exemption from Immunization. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

Edgewood Independent School District Student Handbook

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements.](#)]

**2018-2019 Texas Minimum State Vaccine Requirements for Students Grades K-12**

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level		
	K-6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup> -12 <sup>th</sup>
<b>Diphtheria Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap)<sup>1</sup></b>	5 doses or 4 doses	3 doses primary series and 1 Tdap/Td booster within last 5 years	3 doses primary series and 1 Tdap/Td booster within last 10 years
<p><b>For K – 6<sup>th</sup> grade:</b> Five (5) doses of diphtheria-tetanus-pertussis vaccine; one doses must have been received on or after 4th birthday. However, four doses meet the requirement if the 4th dose was received on or after the 4th birthday. For students aged 7 years and older, three doses meet the requirement if one dose was received on or after the 4th birthday.</p> <p><b>For 7th grade:</b> one doses of Tdap is required if at least 5 years have passed since the last dose of tetanus-containing vaccine.</p> <p><b>For 8th - 12th grade:</b> one dose of Tdap is required when 10 years have passed since the last dose of tetanus-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists</p>			
4 doses or 3 doses			
<p><b>For K–12<sup>th</sup> grade:</b> Four (4) doses of polio; one dose must be received on or after the 4th birthday. However, three doses must meet the requirement if the 3rd dose was received on or after the 4th birthday</p>			
<b>Measles, Mumps and Rubella (MMR)<sup>1,2</sup></b>	2 doses of MMR	2 doses of measles and 1 dose each of rubella and mumps vaccine	
<p><b>NOTE:</b> The 1st dose of MMR must be received on or after the 1st birthday. For k-6th grade, two doses of MMR are required.</p>			
<b>Hepatitis<sup>2</sup></b>	3 doses		
<p><b>NOTE:</b> For students aged 11-15 years, two doses meet the requirement if adult hepatitis B vaccine (Recombivax<sup>®</sup>) was received. Dosage and type of vaccine must be clearly documented. Two (2) 10 mcg/1.0 ml of Recombivax<sup>®</sup>. If Recombivax<sup>®</sup> is not the vaccine received, a 3-dose series is required.</p>			
<b>Varicella<sup>1,2,3</sup></b>	2 doses		
<p><b>NOTE:</b> The 1st dose of varicella must be received on or after the 1st birthday. For grades K-4th and 7th-11th, two doses are required. One (1) dose is required for all other grade levels. For any student who receives the 1st dose on or after 13 years of age, two doses are required.</p>			
<b>Meningococcal</b>		1 dose ages 11-12	1 dose
<p><b>NOTE:</b> None</p>			
<b>Hepatitis A<sup>1,2</sup></b>	2 doses		
<p><b>NOTE:</b> The 1st dose of hepatitis A must be received on or after the 1st birthday. Special note: a child will not be considered delinquent in this series until 18 months have elapsed since receiving the first dose.</p>			

1 Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

2 Serologic evidence of infection or serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella is acceptable in place of vaccine.



3 Previous illness may be documented with a written statement from a physician, school nurse, or the child’s parent or guardian containing wording such as: “This is to verify that ( name of student ) had varicella disease ( chickenpox ) on or about (date) and does not need varicella vaccine.” This written statement will be acceptable in place of any and all varicella vaccine dose required

**Documentation**

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

Please See Edgewood ISD website for additional information and updates for immunizations at [www.eisd.net](http://www.eisd.net)

**2018-2019 Texas Minimum State Vaccine Requirements for Child-Care Facilities**

Age at which child must have vaccines to be in compliance:	Minimum Number of Doses Required of Each Vaccine							
	DtaP <sup>4</sup>	Polio <sup>4</sup>	HepB <sup>4</sup>	Hib <sup>4</sup>	PCV <sup>4</sup>	MMR <sup>4</sup>	Varicella <sup>4</sup>	HepA <sup>4</sup>
0 through 2 months	None	None	None	None	None	None	None	None
By 3 Months	1 Dose	1 Dose	1 Dose	1 Dose	1 Dose	None	None	None
By 5 months	2 Doses	2 Doses	2 Doses	2 Doses	2 Doses	None	None	None
By 7 Months	3 Doses	2 Doses	2 Doses	2 Doses <sup>2</sup>	3 Doses <sup>3</sup>	None	None	None
By 16 Months	3 Doses	2 Doses	2 Dose	3 Doses <sup>2</sup>	4 Doses <sup>3</sup>	1 Dose <sup>1</sup>	1 Dose <sup>1</sup>	None
By 19 Months	4 Doses	3 Doses	3 Doses	3 Doses <sup>2</sup>	4 Doses <sup>3</sup>	1 Dose <sup>1</sup>	1 Dose <sup>1</sup>	None
By 25 Months	4 Doses	3 Doses	3 Doses	3 Doses <sup>2</sup>	4 Doses <sup>3</sup>	1 Dose <sup>1</sup>	1 Dose <sup>1</sup>	1 Dose <sup>1</sup>
By 43 months	4 Doses	3 Doses	3 Doses	3 Doses <sup>2</sup>	4 Doses <sup>3</sup>	1 Dose <sup>1</sup>	1 Dose <sup>1</sup>	2 Dose <sup>1</sup>

1. For MMR, Varicella, and Hepatitis A vaccines, the first dose must be given on or after the first birthday.
2. A complete Hib series is two doses plus a booster dose on or after 12 months of age (three doses total). If a child receives the first dose of Hib vaccine at 12-14 months of age, only one additional dose is required (two doses total). Any child who has received a single dose of Hib vaccine on or after 15 months of age is in compliance with these specific vaccine requirements.
3. If the PCV series is started when a child is seven months of age or older or the child is delinquent in the series, then all four doses may not be required.

Please reference the information below to assist with compliance:

- For children seven through 11 months of age, two doses are required.
- For children 12-23 months of age: if three doses have been received prior to 12 months of age, then an additional dose is required (total four doses) on or after 12 months of age. If one or two doses were received prior to 12 months of age, then a total of three doses are required with at least one on or after 12 months of age. If zero doses have been received, then two doses are required with both doses on or after 12 months of age.
- Children 24 months through 59 months meet the requirement if they have at least three doses with one dose on or after 12 months of age, or two doses with both doses on or after 12 months of age, or one dose on or after 24 months of age. Otherwise, one additional dose is required.

4. Vaccines:

DTP, DTaP or DT: Diphtheria, Tetanus and Pertussis (whooping cough)

IPV: Inactivated Polio virus

Hib: Haemophilus influenzae type B vaccine

MMR: Measles, Mumps, and Rubella vaccines

Hep B: Hepatitis B vaccine

Hep A: Hepatitis A vaccine

Varicella: Chicken pox vaccine

PCV: Pneumococcal conjugate vaccine

### **Law Enforcement Agencies (All Grade Levels)**

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

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

### ***Students Taken Into Custody***

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

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

The district is required by state law to notify:

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

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

### **Leaving Campus (All Grade Levels)**

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same

day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

### ***During Lunch***

Edgewood ISD is a closed campus and no students are allowed to leave during lunch without a parent.

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

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

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

### **Lost and Found (All Grade Levels)**

All lost and found items should be reported to the campus office.

### **Makeup Work**

#### ***Makeup Work Because of Absence (All Grade Levels)***

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

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

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

threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 23.]

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

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

### ***DAEP Makeup Work***

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

##### **Grades 9–12**

The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

### ***In-School Suspension (ISS) Makeup Work (All Grade Levels)***

A high school student removed from the regular classroom to In-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

### **Medicine at School (All Grade Levels)**

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

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

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

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

See the school nurse or principal for information. [See policy FFAF(LEGAL).]

### ***Psychotropic Drugs***

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

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

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Chief Academic Officer, 900 S. San Eduardo, San Antonio, Texas 78237 or Superintendent of Schools at 5358 W. Commerce, San Antonio, Texas 78237.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability; Executive Director of Pupil Services, 900 S. San Eduardo, San Antonio, Texas 78237 or Superintendent of Schools at 5358 W. Commerce, San Antonio, Texas 78237.
- All other concerns regarding discrimination: Contact, Employee Relations Officer, at (210) 444-4569, mailing address: 5358 West Commerce St. San Antonio, Texas 78237.  
[See policies FB, FFH, and GKD.]

## **Nontraditional Academic Programs (All Grade Levels)**

There are special programs that a student may be referred to by the campus Response to Intervention Committee for acceleration and completion of graduation requirements. These include but are not limited to Career Academy, School Age Parent Program (SAPP), and the Disciplinary Alternative Education Program (DAEP).

## **Parent and Family Engagement (All Grade Levels)**

### ***Working Together***

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences on page 72.]
- Becoming a school volunteer.
- 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.
- Serving on the School Health Advisory Council
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## **Physical Examinations/Health Screenings**

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

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

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

### ***Spinal Screening Program***

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

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

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

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

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

[See policy FFAA.]

### **Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]



## **Prayer (All Grade Levels)**

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

## **Promotion and Retention**

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

An eligible student who enrolls in a school district or charter school on any day between January 1 and the scheduled date of the first administration of the grade-advancement assessment is subject to all of the grade-advancement requirements, including automatic retention.

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

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.

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

Students in grades K-8 who fail to meet achievement standards for promotion may be required to repeat the grade level. A campus promotion-retention committee shall determine, on the basis of the student's individual strengths and weaknesses, the remedial and compensatory strategies to be used for students who fail to be promoted, but are not retained, or who are otherwise considered to be "at risk" for academic reasons.

### ***ELEMENTARY***

To be promoted from one grade level to the next in grade 1 and above, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical score for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in language arts and in mathematics. Below grade 2, the District may grant promotions using assessment methods other than numerical scores. Board Policy EIE

### ***MIDDLE SCHOOL***

To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. Averaging the final numerical score for all courses taken shall derive the overall average. In addition, students shall attain an average of 70 or above in three of the four core academic areas: language arts (including reading improvement if required), mathematics, social studies, and science. Campus assignment shall be at the discretion of the district in the event a student passes some, but not all, courses in the eighth grade. The parent of each student who has not successfully completed a subject or course shall be notified by the District as soon as a practical summer program if any becomes available in the District that may permit a student to complete successfully the failed subjects or courses. Board Policy EIE

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

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

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

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

[See **Standardized Testing** on page 77.]

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

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 51.]

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

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments.

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

[See **Leaving Campus** on page 64.]

### **Report Cards/Progress Reports and Conferences (All Grade Levels)**

The District shall issue grade reports/ report cards every six weeks on a form approved by the Superintendent or superintendent’s designee. Performance shall be measured in accordance with this policy and the standards established in EIE. Progress reports may be issued at the teacher’s discretion; however, notice of student’s consistent unsatisfactory performance shall be issued in accordance with law. In addition to conferences schedule on the campus calendar, conferences may be requested by a teacher or parent as needed.

The District shall report grades to parents as numerical grades in grades 1-12 for all subject areas. A grade in any subject area should be a fair evaluation by the teacher of the student’s performance and progress for a six-week period. A student’s grades shall not be altered because of the student’s behavior.

The following grade system shall be used to indicate a student’s progress:

<b>Numerical Grades</b>	
A=90-100	Outstanding
B= 80-89	Above Average
C= 75-79	Average
D= 70-74	Below Average
F= 69 & Below	Failure

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

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

At the end of the first three weeks of a grading period parents will receive a progress report if their child’s performance 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 68 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 46.]

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.

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

## **Retaliation**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 35.]

## **Safety (All Grade Levels)**

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

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

## ***Accident Insurance***

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

At the beginning of the school year, the District will make available to students and parents a low-cost student accident insurance program. If coverage is desired, parents are responsible for paying premiums and for submitting claims through the insurance carrier. The District shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.

Before participating in a school sponsored trip outside the District, students and parents must have:

- Purchased the student accident insurance or
- Shown proof of insurance or
- Signed a form rejecting the insurance offer.

The District will provide a secondary coverage insurance to all UIL sponsored activities.

### ***Insurance for Career and Technical Education (CTE) Programs***

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

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

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

#### ***Fire Drills***

Fire drills are a precautionary measure for the safety of the students. Instructions are posted in each room to provide guidance. Students will leave the building in a manner prescribed for each classroom. When an alarm is sounded, all students should immediately leave the room as directed by the teacher and proceed to the designated exit. They should walk in an orderly manner without talking or pushing. When the students reach the safety zone, they should turn and face the building while remaining in line. In case of an obstructed fire drill in which an exit is blocked, the students should then proceed to an alternate exit. In doing so, care should be taken to stay in line. Students will be instructed at their campus as to what signals indicate a fire alarm.

#### ***Lockdown Drills***

Lock-down drills may be conducted to prepare schools for emergency situations when students and staff may be in imminent danger of serious bodily injury. Each campus has a lock-down procedure specific to that campus. This procedure is communicated to appropriate personnel at each campus.

Tornado/disaster drills are conducted at the schools for the safety of the students. Strict discipline will be enforced during these drills. During drills, students are to go to a designated area away from windows and doors. The proper position for students after reaching the designated areas is as required.

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

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

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

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

TELEVISION STATIONS		RADIO STATIONS	
KMOL TV 4	KABB 29	KCYY/KKYX	KTSA/KTFM
KENS TV 5	KWEX 41	KITY/KONO	KAJA/WOAI
KSAT TV 12	KVDA TV 60		

[See **Communications-Automated, Emergency** on page 31 for more information.]

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

[See **Standardized Testing** on page 77.]

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

See campus Administrator for schedule change.

## **School Facilities**

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

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

Teachers and administrators have full authority over student conduct at before or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

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

During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

### ***Cafeteria Services (All Grade Levels)***

The district participates in the National School Lunch Program and offers students nutritionally balanced meals daily. Breakfast and lunch are served to all students at no cost. Information on this program can be obtained from the Cafeteria Director (210-444-7975). Adult meals, for staff and guests, are also available at a nominal cost. 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. CO (LEGAL).

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state

children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced-price meals or free milk. Please see the Director of Child Nutrition to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. The district will make every effort to avoid bringing attention to such a student.

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

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

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

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

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

### **Searches**

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

Students shall have a diminished expectation of privacy while under the jurisdiction of the District. School administrators may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent. Vehicles on school property are also subject to search.

### ***Students' Desks and Lockers (All Grade Levels)***

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

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

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

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

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.] Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a

lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 41 for more information.]

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

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

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

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

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

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

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

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

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 79.]

### **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 35.]

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

The district provides special programs for gifted and talented students, homeless students, school age parent 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 curriculum department.

### **Standardized Testing**

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

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.



**Note:** Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

### **TSI (Texas Success Initiative) Assessment**

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 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.

### ***STAAR (State of Texas Assessments of Academic Readiness)***

#### **Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 70 for additional information.]

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

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

### **High School Courses—End-of-Course (EOC) Assessments**

Administered for the following courses: administered for the following courses: administered for the following courses: administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee. An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 46 for additional information.]

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

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

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

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

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

Please contact the District's Foster Care Liaison at (210) 444-7750

[See **Students in the Conservatorship of the State** on page 16Error! Bookmark not defined. for more information.]

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

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

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 46 for information related to student speakers at graduation ceremonies.]

### **Substance Abuse Prevention and Intervention (All Grade Levels)**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Services for Children and Adolescents](#).

### **Suicide Awareness and Mental Health Support (All Grade Levels)**

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

### **Summer School (All Grade Levels)**

Summer school is offered for students in Student Success Initiative grades or in need of credit recovery for graduation requirements.

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

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

### **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

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

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

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

[See **Safety Transfers/Assignments** on page 16, **Bullying** on page 25, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 17 for other transfer options.]

### **Transportation (All Grade Levels)**

#### ***School-Sponsored Trips***

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

#### ***Buses and Other School Vehicles***

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

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

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

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

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

### **Vandalism (All Grade Levels)**

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

### **Video Cameras (All Grade Levels)**

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

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

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal or Director of Special Education services, who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

## **Visitors to the School (All Grade Levels)**

### ***General Visitors***

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

Visits to individual classrooms during instructional time are permitted only with prior approval of the campus principal and classroom teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Regardless of prior approval, the individual must check in at the main office first.

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

### ***Unauthorized Persons***

In accordance with Education Code 37.105, a school administrator or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

## ***Visitors Participating in Special Programs for Students***

### **Business, Civic, and Youth Groups**

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

### **Career Day**

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

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

If you are interested in volunteering, please contact your campus principal for more information and to complete an application.

### **Voter Registration (Secondary Grade Levels Only)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

### **Withdrawing from School (All Grade Levels)**

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

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

## Glossary

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

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

**CPS** stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

**ESSA** is the federal Every Student Succeeds Act passed in December 2015.

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

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

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

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

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

**TAC** stands for the Texas Administrative Code.

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

**TSI** stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TXVSN** stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.



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

## **STUDENT SUPPORT SERVICES ANTI-BULLYING PLAN**

### **BULLYING PREVENTION POLICIES**

**FFH (Local), FFH (Legal) and (FFH Exhibit)**

**FFI (Local), FFI (Legal) and FDB (Local) FDB (Legal)**

**House Bill 1942 – Bullying in Public Schools**

### **STUDENT AWARENESS**

- Definitions on bullying and harassment
- Protocol for reporting of bullying incidents
- Resource guide
- Student awareness activities to include rallies, pledges, posters
- Guidance lessons
- Counseling services for
  - Bully
  - Bystander
  - Victim

### **PARENT AWARENESS**

- Definitions on bullying and harassment
- Letter to parents on district anti-bullying campaign
- Meetings and presentations
- Resource guide
- Principal Coffees, posters, marquees
- How to talk to children
- Bullying brochure

### **STAFF AWARENESS**

- Definitions on bullying and harassment
- On line staff development training on reporting/coding of incidents
- Data on number of incidents
- Resource guide
- Posters in classrooms

**David's Law**

**Edgewood ISD Board Policy FFI (LOCAL)**

(1) Bullying is a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves:

- Written or verbal expression;
- Expression through electronic means; or
- Physical conduct that:
  - Harms a student or his or her property, or places them in reasonable fear of this harm;
  - Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, 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;
  - Sufficiently severe, persistent or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
  - Materially and substantially disrupts the educational process or orderly operation of a classroom or school; or
  - Infringes on the rights of the victim at school.

(2) "Cyberbullying" means bullying that is done through the use of electronic communication, including through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet-based communication tool.

This section applies to:

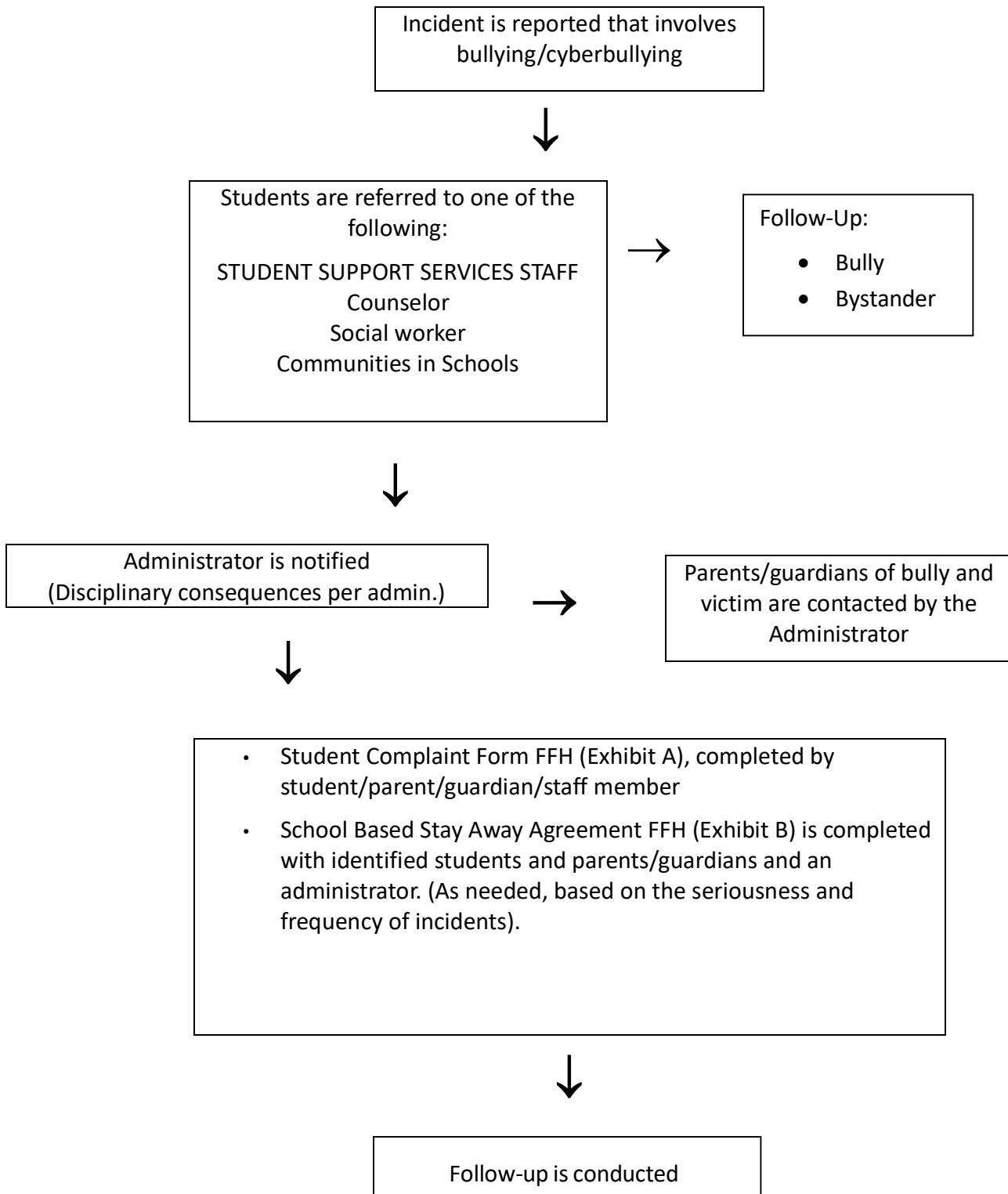
- (1) bullying that occurs on or is delivered to school property or to the site of a school- sponsored or school-related activity on or off school property;
- (2) bullying that occurs on a publicly or privately owned school bus or van being used for transportation of students to or from school or a school-sponsored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

## Edgewood Independent School District Student Handbook

All employees are required to report student complaints of bullying to the principal or designee. No exceptions! No decision-making needed from the employee, just report.

Edgewood ISD provides a reporting tool under Let's Talk on the district website. Go to [www.eisd.net](http://www.eisd.net) click on Let's Talk and then select Edgewood Alert. Students, parents and staff can report bullying incidents anonymously through Edgewood Alert.

### BULLYING REPORT PROTOCOL



## House Bill 1942 – Bullying in Public Schools

SECTION 1. Section 21.451 (d), Education Code, is amended to read as follows:

D) The staff development:

(1) may include training in:

(A) technology;

(B) conflict resolution; [and]

(C) discipline strategies, including classroom management, district discipline policies, and the student code of conduct adopted under Section 37.001 and Chapter 37; and

D) Preventing, identifying, responding to, and reporting incidents of bullying; and

(1) subject to Subsection (e), must include training based on scientifically based research, as defined by Section 9101, No Child Left Behind Act of 2001 (20 U.S.C. Section 7801), that:

(A) relates to instruction of students with disabilities; and

(B) is designed for educators who work primarily outside the area of special education.

SECTION 2. The heading to Section 25.0342, Education Code, is amended to read as follows:

Sec. 25.0342. **TRANSFER OF STUDENTS WHO ARE VICTIMS OF OR HAVE ENGAGED IN BULLYING.**

SECTION 3. Section 25.0342, Education Code, is amended by amending Subsection (a) and adding Subsections (b-1) and (b-2) to read as follows:

## Index

- |                                 |   |   |
|---------------------------------|---|---|
| absences                        | <i>See also</i> attendance.                               | admission, review, and dismissal (ARD)              |
| attendance review               | academic programs   | committee, 53                                       |
| committee, 83                   | nontraditional, 66  | admissions  |
| doctor's note, 26               | parent involvement, 66                                    | college and university, 32                          |
| excused, 23                     | accelerated instruction                                   | University of Texas at Austin, 32                   |
| extenuating                     | attendance, 22, 24  | Advanced Placement (AP) courses, 33                 |
| circumstances, 25               | defined, 83   | anaphylaxis, 65                                     |
| for college visits, 23          | failure to meet passing standards on state assessment, 22 | <i>See also</i> food allergies.                     |
| for competition, 46             | reading instruction, 22                                   | Armed Services Vocational Aptitude Battery test, 27 |
| for playing "Taps", 23          | accident insurance, 71                                    | asbestos, 59  |
| for students in foster care, 23 | accountability of the school district, 27                 | assistance animals, 17                              |
| makeup work, 63                 | ADA/Section 504 coordinator, 66                           |   |
| military families, 16, 23       |   |   |
| parent's note, 26               |   |   |
| unexcused, 24                   |   |   |

## Edgewood Independent School District Student Handbook

- attendance, 22
  - college visits, 23
  - compulsory, 22
  - doctor's note, 26
  - driver license, 27
  - extenuating
    - circumstances, 25
  - for credit, 25
  - for final grade, 25
  - military families, 16
  - official attendance-taking time, 26
  - parent's note, 26
  - principal's plan, 25
  - students 19 or older, 22
  - students with
    - disabilities, 24
  - truancy court, 24
  - truancy prevention
    - measures, 24
  - unexcused absences, 24
  - warning letter, 24
- attendance review
  - committee, 25, 37
  - defined, 83
- automatic admission, 32
- awarding credit, 36
- awards, 28
- bacterial meningitis, 55
  - communicability, 56
  - defined, 55
  - prevention, 56
  - symptoms, 56
  - See also contagious diseases.
- bilingual programs, 21, 45
- bullying, 28
  - counseling, 29
  - cyberbullying, 28
  - policy, 86
  - school safety transfer, 17
  - See also hazing.
- bus rules, 80
- buses, 79
  - hazardous route pickup, 79
  - pickup and drop-off locations, 80
  - required conduct, 80
  - routes and schedules, 79
- cafeteria, 73
- campus behavior
  - coordinator, 34
- career and technical education (CTE), 29
- college credit courses, 33
- counseling, 36
- nondiscrimination statement, 29
- Celebrate Freedom Week, 11
- celebrations, 30
- cell phones, 43
- certificate of attendance, 53
- certificate of coursework completion, 53
- child abuse, 30
- class changes, 79
- class rank, 31
- class schedules, 31
  - partial vs. full-time, 31
  - schedule changes, 72
- classroom parties, 30
- clubs. See extracurricular activities.
- college
  - admissions, 32
  - credit, 33
  - University of Texas at Austin, 32
  - visits, 23
- communicable diseases
  - See contagious diseases.
- communications,
  - automated, 33
  - emergency, 33
  - nonemergency, 33
- complaints, 15, 34
- conduct
  - at social events, 35
  - before and after school, 73
  - campus behavior
    - coordinator, 34
  - disrupting school operations, 35
  - on school buses, 80
  - on school transportation, 35
  - use of hallways, 73
  - when school rules apply, 34
- contagious diseases, 55
  - bacterial meningitis, 55
  - excluding from school, 55
  - leaving campus in case of illness, 63
- corporal punishment, 7
- correspondence courses.
  - See distance learning.
- counseling
  - academic, 36
  - grades 7 and 8, 35
  - at elementary and middle/junior high school, 35
  - personal, 36
  - postsecondary education, 36
- credit
  - by exam, 36
  - for acceleration or advancement, 37
  - with prior instruction, 36

- without prior instruction, 37
- credit recovery, 36
- for coursework, 36
- partial credit, 36
- CTE insurance, 72
- dating violence, 38
- Declaration of Independence
  - excusing a student from reciting, 11
- Department of Public Safety (DPS), 27
- diabetes, 65
- directory information, 5, 8
- disabled students, 17–20
- discrimination, 38
- distance learning, 41
- distribution, 41–42
  - nonschool materials by others, 42
  - by students, 42
  - school materials, 41
- doctor’s appointments, 23
- dress code, 43
- driver license, 27
  - verification of enrollment form, 27
- drug testing, 75
  - See also steroids.
- dual-credit programs, 33
- early mental health intervention, 78
- earning credit, 36
- e-cigarettes. *See* electronic cigarettes.
- elections for student clubs and organizations, 47
- electronic cigarettes, 59
- electronic media
  - contact between student and staff, 7
- end-of-course (EOC) assessments, 77
- English as a second language, 21, 45
- English language learner, 21, 45
- exams. *See* tests.
- extracurricular activities, 46
  - conduct, 47
  - eligibility, 46
  - fees, 47
  - meetings, 74
  - offices and elections for student clubs and organizations, 47
- fees, 47
  - graduation, 54
  - waivers, 48
- fire drills, 72
- Fitnessgram. *See* physical fitness assessment.
- food allergies, 57
  - management plan, 57
 See also anaphylaxis.  
*See also* celebrations.
- foster care liaison, 78
- foster students. *See* students in foster care.
- foundation graduation program
  - distinguished level of achievement, 50
  - endorsements, 50
  - performance acknowledgments, 50
  - personal graduation plans (PGP), 52*See also* graduation programs.
- fundraising, 48
- gang-free zones, 48
- gender-based harassment, 39
- grades, 49
  - classification by credits, 48
- grading guidelines, 49
- graduation, 49
  - activities, 53
  - certificates of coursework completion, 53
  - end-of-course (EOC) assessments, 49
  - expenses, 54
  - individual graduation committee (IGC), 50, 53
  - individualized education program (IEP), 53
  - personal graduation plan (PGP) for middle school or junior high, 70
  - under the foundation graduation program, 52
- programs
  - advanced/distinguished level of achievement, 32
  - foundation program, 50
  - requirements, 49
    - for automatic college admissions, 32
  - student speakers, 54
  - students with disabilities, 53*See also* credit; grades; standardized tests.
- grants, 54
- grievances. *See* complaints.



## Edgewood Independent School District Student Handbook

- grooming standards, 43
- hall pass, 73
- harassment, 38–40
  - gender-based, 39
  - investigation, 40
  - reporting, 40
  - retaliation, 39
  - sexual, 39
- hazing, 54
  - See also* bullying.
- head lice, 57
- health education
  - School Health Advisory Council, 67
- health instruction, 6
- health screenings, 68
- health-related matters, 55
  - asbestos, 59
  - electronic cigarettes, 59
  - food allergies, 57
  - pest management, 59
  - physical fitness, 58
  - sunscreen, 65
  - tobacco, 59
  - vending machines, 59
- homeless students, 18, 59
  - diplomas, 18
  - school of origin, 18
- homework, 60, 66
  - electronic and social media, 7
  - See also* makeup work.
- honors, 28
- human sexuality
  - instruction, 10
  - curriculum, 11
  - removing a child from class, 11
  - reviewing materials, 11
- IEP. *See* individualized education program (IEP).
- IGC. *See* individual graduation committee (IGC).
- illness
  - leaving campus, 63
  - See also* contagious diseases.
- immunization, 60
  - exemptions for reasons of conscience, 60
  - medical exemptions, 60
  - required immunizations, 60
- individual graduation committee (IGC)
  - defined, 84
  - graduation, 50, 53
- individualized education program (IEP)
  - and eligibility for extracurricular activities, 46
  - defined, 83
  - graduation, 53
- instructional materials, 12, 13, 79
- International Baccalaureate (IB) courses, 33
- joint high school and college programs, 33
- laptops, 43
- law enforcement, 60
  - notification of law violations, 61
  - questioning of students, 60
  - students taken into custody, 61
  - verification of officer's identity and authority, 61
- learning difficulties, 19
- leaving campus, 62
  - during lunch*, 63
  - in case of student illness, 63
  - signing a student out, 62
- legal guardian
  - defined, 4
- liaison for homeless children and youths, 59
- liaison for students in conservatorship of the state, 78
- library, 74
- lice. *See* head lice.
- limited English proficiency (LEP). *See* English language learner
- lost and found, 63
- makeup work, 63–64
  - during in-school suspension, 64
  - for absences, 63
  - in DAEP, 64
  - penalties, 64
- medical emergency, 72
- medicine, 64
  - allergies, 65
  - asthma, 65
  - diabetes, 65
  - herbal or dietary supplements, 65
  - nonprescription, 65
  - prescription, 65
  - psychotropic drugs, 65
  - sunscreen, 65
- meditation, 68
- meetings of noncurriculum-related groups, 74
- mental health, 78
  - early intervention, 78
- mental health support, 78
- metal detectors, 75

## Edgewood Independent School District Student Handbook

- Military Aptitude test, 27
  - military families, 16
  - military recruiters, 9
  - minute of silence, 11, 68
    - in observance of
    - September 11, 2001, 68
  - mobile phones, 43
  - multiple birth siblings, 16
  - National School Lunch Program, 73
  - netbooks, 43
  - newspaper (school newspaper), 41
  - no pass, no play, 41, 46
  - nondiscrimination, 66
  - organizations, student. *See* extracurricular activities.
  - parent
    - access to student records, 14
    - being involved, 66–67
    - defined, 4
    - organizations, 67
    - rights, 6–20
    - volunteering, 67, 82
  - parenting and paternity awareness, 6
  - pediculosis. *See* head lice.
  - personal appearance, 43
  - personal graduation plan (PGP)
    - for middle school or junior high, 70
    - under the foundation graduation program, 52
  - pest management, 59
  - physical activity, 58
  - physical examinations, 10
    - athletic participation, 67
  - physical fitness
    - assessment, 58
  - pledges of allegiance, 68
    - excusing a student from reciting, 11
  - police. *See* law enforcement.
  - police dogs, 75
  - prayer, 68
  - privacy
    - and personal telecommunications devices, 43
    - during an investigation of prohibited conduct, 40
  - FERPA, 83
  - on district-owned equipment and networks, 75
  - student records, 13, 15
- programs
    - before and after school, 73
  - progress reports, 70
  - prohibited conduct, 38
    - investigation, 40
    - reporting, 40
  - See also* bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
  - promotion and retention, 69–70
  - personal graduation plan (PGP) for middle school or junior high, 70
  - STAAR, 69
  - See also* credit; grades; standardized tests.
  - protected information, 9
- psychological evaluation, 6
  - published material
    - from outside sources, 42
    - from students, 42
    - school materials, 41
  - recording
    - permission, 6
    - without parental consent, 6
  - release of students from school. *See* leaving campus.
  - religion
    - and immunization, 60
    - and surveys, 9
    - holy days, 23
    - nondiscrimination, 66
  - religious or moral beliefs and removal from the classroom, 11
  - report cards, 70
    - parent’s signature, 71
    - parent-teacher conferences, 71
  - See also* grades.
  - retaliation, 29, 39
  - rights
    - parental, 6–20
    - student, 9
  - safety, 71
    - emergency medical treatment and information, 72
    - emergency preparedness, 71
    - emergency school closing, 72
    - fire, tornado, and severe weather drills, 72
    - football helmets, 46
    - insurance, 71
      - on campus, 71
      - on district vehicles, 71

## Edgewood Independent School District Student Handbook

- preparedness drills, 72
- student conduct, 71
- UIL rules, 46
- video cameras, 81
- SAT/ACT, 76
- schedules. *See* class schedules.
- scholarships, 54
- School Breakfast Program, 73
- school closings, 72
- school dances, 35
- school facilities, 73
  - before and after school, 73
  - cafeteria, 73
  - meetings, 74
- School Health Advisory Council, 10, 58
  - defined, 84
- school nurse, 56, 60, 63, 65, 66
  - emergency medical treatment and information, 72
  - sending a student home in case of illness, 63
  - student exemption from immunization, 60
- searches, 74
  - desks and lockers, 74
  - district-owned equipment and networks, 75
  - drug testing, 75
  - metal detectors, 75
  - personal electronic devices, 44, 75
  - trained dogs, 75
  - vehicles, 75
- Section 504. *See* students with disabilities., *See* students with disabilities.
- service animals, 17
- sex education. *See* human sexuality instruction.
- sexting, 44
- sexual abuse of a child, 30
  - counseling options, 30
  - reporting, 31
  - warning signs, 30
- sexual harassment, 39
- SHAC. *See* School Health Advisory Council.
- signing a student out. *See* leaving campus.
- special education, 19, 20
  - graduation, 53
- special programs, 76
  - coordinator, 76
- Spinal Screening Program, 68
- standardized tests, 76
  - end-of-course (EOC) assessments, 77
- English language learner, 45
- SAT/ACT, 76
- STAAR, 76
- TSI assessment, 76
- tutoring, 11
  - See also* credit; grades; graduation; promotion and retention.
- State of Texas Assessments of Academic Readiness (STAAR), 76
  - defined, 84
  - promotion and retention, 69
  - retaking, 69
  - STAAR Alternate 2, 77
- steroids, 78
- See also* drug testing.
- Student Code of Conduct, 4, 12, 34, 42, 43, 44, 45, 47, 55, 59, 71, 73, 75, 79, 80, 81, 83, 84
- student groups, 47, 48, 74
  - See also* extracurricular activities.
- student illness
  - leaving campus, 63
  - See also* contagious diseases.
- student records, 12
  - accrediting organizations, 14
  - colleges and postsecondary schools, 14
  - confidentiality, 13
  - copies, 15
  - corrections, 15
  - court orders, 14
  - custodian, 15
  - directory information, 8
  - driver license
    - attendance verification, 27
  - financial aid, 14
  - government agencies, 14
  - institutions of higher education, 9
  - military recruiters, 9
  - released with permission, 15
  - school officials, 14
  - students age 18 or older, 14
- student speakers, 78
  - See also* graduation, student speakers.
- student work
  - display of, 6

## Edgewood Independent School District Student Handbook

- publishing, 6
- students in
  - conservatorship of the state, 17
- students in
  - conservatorship of the state. *See* students in foster care.
- students in foster care, 17, 78
- diplomas for students in conservatorship of the state, 17
- educational services, 78
- enrollment assistance, 78
- enrollment of students in conservatorship of the state, 17
- exemptions to compulsory attendance, 23
- foster care liaison, 78
- students with disabilities, 17–20
- graduation, 53
- nondiscrimination, 66
- Section 504 of the Rehabilitation Act, 21, 66
- students with learning difficulties, 19
- substance abuse
  - prevention and intervention, 78
- suicide awareness, 78
- summer school, 78
- surveys, 9
  - inspecting, 10
  - opting out, 10
- tablets, 43
- tardiness, 79
- teacher and staff
  - qualifications, 16
- technology, 43
  - acceptable use of district resources, 44
  - confiscated devices, 43
  - instructional use of personal electronic devices, 44
  - personal electronic devices, 43
  - personal
    - telecommunications devices, 43
  - prohibited uses of district resources, 44
  - recording still and video images prohibited, 43
  - searches of personal devices, 44
  - unauthorized use, 43
- test preparation. *See* tutoring.
- tests, 11, 12
  - confidentiality, 13
  - credit by exam, 36
  - exams for acceleration or grade advancement, 37
  - personal electronic devices, 43
  - scores, 12
  - See also* standardized tests.
- Texas Success Initiative (TSI) assessment, 76
- Texas Virtual School Network (TXVSN), 33, 41
- textbooks, 12, 79
- Title IX Coordinator, 66
- tobacco prohibited, 59
- top 25 percent, 32
- top ten percent, 32
- tornado drills, 72
- transfers, 79
  - multiple birth siblings, 16
  - safety reasons, 16
  - special education, 20
  - students who are victims of bullying, 29
  - students who engage in bullying, 17, 29
  - unsafe schools, 17
  - victims of bullying, 17
- transportation, 79
  - school-sponsored trips, 79
- truancy, 24
  - prevention measures, 24
  - truancy court, 24
- tutoring, 11
  - removal from classroom, 11
  - school services, 12
- UIL. *See* University Interscholastic League.
- unexcused absences, 24
- university admissions. *See* college admissions.
- University Interscholastic League (UIL), 46
  - condition of football helmets, 46
  - safety rules, 46
- use of school facilities, 73
- vandalism, 80
- vaping. *See* electronic cigarettes.
- vending machines. *See* health, vending machines.
- video cameras, 81
- visitors, 81
  - business, civic, and youth groups, 82

Edgewood Independent School District Student Handbook

career day, 82

classroom observation,  
81

parents, 81

patriotic societies, 82

unauthorized persons,  
81

vocational education. *See*  
career and technical  
education (CTE).

volunteers, 67, 82

voter registration, 82

withdrawing from school,  
82

yearbook, 41



# 2018–2019

## Student Code of Conduct

***EISD Vision: For every child, success in life. Edgewood Proud!***

***Mission: Edgewood ISD provides an exceptional learning experience that engages, empowers and prepares students to compete and reach their highest potential in an ever-changing world.***

## **SECTION III: STUDENT CODE OF CONDUCT**

### **Accessibility**

If you have difficulty accessing the information in this document because of disability, please contact, Chief Academic Officer, located at 900 S. San Eduardo, San Antonio, Texas, 78237 or by calling 210-444-8102.

### **Purpose**

Education is a highly valued goal in the Edgewood ISD community and the delivery of a free, accessible, and safe educational setting in its schools represents a significant commitment of financial and human resources. The foundation for an orderly and positive environment is a climate of mutual respect for the rights of all persons. To that end, all members of the learning community – students, parents, and District employees – are expected to treat people with respect, dignity, and good manners.

The Student Code of Conduct that follows is Edgewood ISD's specific response to requirements of Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This code is an outgrowth of collaboration among District staff and the District Educational Improvement Council which is comprised of administrators, teachers, parents and community members. This Code, adopted by the Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

The Glossary at the back of the Student Code of Conduct provides easy access to definitions of terms used in this document. This Student Code of Conduct has been adopted by the District's Board of Trustees and has the force of Board Policy. In case of a conflict between the Student Code of Conduct and the Parent/Student Handbook, the Student Code of Conduct will prevail.

Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher or campus administration, as appropriate, and in accordance with Board Policy FNG.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the District's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

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

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

### **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL), as appropriate.

# **I. STANDARDS FOR STUDENT CONDUCT/BEHAVIOR:**

Each student is expected to:

## **1. Develop good habits, such as**

- attending school daily and being punctual to class.
- working well independently.
- using appropriate language.
- maintaining good health habits.

## **2. Assume responsibility for their actions by**

- keeping their parents informed of school activities, of credits earned and required, of supplies needed, and of communications sent home.
- being self-disciplined.
- making their own decisions despite peer pressure.
- accepting the consequences for their behavior including penalties for inappropriate behavior.
- using time wisely and completing work on time.
- having good study habits.
- practicing neatness.
- doing all assigned work.

## **3. Maintain a positive attitude by**

- being trustworthy.
- having academic integrity.
- respect the rights of others by
- allowing others to concentrate on their work.
- allowing others to assume responsibility for their own actions.
- learning to resolve differences in appropriate ways.
- realizing that their behavior will directly affect others.
- respecting others' property.

## **4. Treat others with respect by**

- working and interacting well with others.
- being courteous, polite, helpful and caring for others.
- displaying affection appropriately.
- appreciating others' accomplishments.
- expressing opinions and ideas in a respectful manner so as not to slander others.

## **5. Treat teachers and school staff with respect by**

- being cooperative.
- being attentive.
- listening to teachers.
- being polite.

## **6. Respect the authority of teachers and other school staff by**

- listening to them.
- following their directions.
- questioning the classroom teacher appropriately.
- seeking changes in school rules and policies in an appropriate and responsible manner through approved



channels.

#### **7. Obey all school and classroom rules and procedures, such as**

- being in the appropriate seat and ready when the bell rings.
- being prepared for each class with appropriate materials and assignments.

#### **8. Participate in assigned academic activities, such as**

- attending all classes.
- bringing supplies as required for classroom work.
- talking when it is appropriate.
- following instructions.
- doing all assignments.

#### **9. Assume responsibility for maintaining the learning environment, such as**

- coming to school well groomed and dressed appropriately.
- walking quietly in the school hallways. staying in the classroom seat as required

#### **Parent and/or Guardian Responsibility**

Parents have the responsibility to:

- 1) Ensure that their child complies with District and school policies, rules, and regulations.
- 2) Assist their child to attend school well groomed and dressed appropriately.
- 3) Communicate regularly with the school concerning their child's academic progress and conduct.
- 4) Provide for the physical needs of the child.
- 5) Participate in parent-teacher conferences and other activities in which their child is involved.
- 6) Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school system.
- 7) Discuss report cards and classroom assignments with their child.
- 8) Inform the school of any problems or conditions in the home which affect their child.
- 9) Provide a work area free of interruption where their child may study and do homework.
- 10) Maintain up-to-date home, work, and emergency telephone numbers at the school.
- 11) Prepare the child emotionally and socially to be receptive to learning and discipline.
- 12) Encourage the child to develop proper study habits at home.
- 13) Send their child to school regularly and on time.
- 14) Teach their child to respect authority.
- 15) Insist that the child spend a minimum period of time studying each day.
- 16) Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.
- 17) Cooperate with the school in assisting their child to grow into a self-disciplined, mature, and responsible individual.

#### **Teacher Responsibility**

Teachers have the responsibility to:

- 1) Provide an effective program of instruction.
- 2) Maintain an orderly classroom, conducive to learning.
- 3) Serve as a model for students by showing respect for themselves, students, parents, and other school personnel.
- 4) Be in regular attendance and punctual.
- 5) Communicate regularly with parents regarding their child's progress.
- 6) Maintain a well-groomed appearance and dress appropriately to serve as a role model for students.
- 7) Indicate a genuine interest and concern for the welfare of students.
- 8) Assist students to follow the rules of expected behavior.

- 9) Teach students responsibility for their actions by enforcing the rules of conduct and discipline fairly and appropriately for those students who violate these rules.
- 10) Recognize the growth, success, and achievement of students.
- 11) Obey District and school policies and regulations.
- 12) Teach to the standards of performance required by the District.
- 13) Establish rapport and an effective working relationship with parents, students, and other staff members. Encourage work habits that will lead to the accomplishment of both short-term and long-term goals.

### **Administrator's Responsibility**

Administrators have the responsibility to:

- 1) Establish a climate for learning that is conducive to good teacher performance and maximum student growth.
- 2) Provide appropriate support for teachers in dealing with students who are sent to the office for behaving inappropriately.
- 3) Implement a flexible curriculum within the limits provided by the District and the state to meet the needs of all students.
- 4) Promote effective training and discipline based upon fair and impartial treatment of all students using the Student Code of Conduct as a reference point.
- 5) Encourage parents to keep in regular communication with the school and encourage parental participation in required parent-teacher conferences.
- 6) Develop a cooperative working relationship among staff and students.
- 7) Assist students by providing appropriate assistance in learning self-discipline.
- 8) Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
- 9) Ensure students' safety through maintenance of the school grounds.
- 10) Work to assure that the physical surroundings are conducive to a learning environment.
- 11) Manage human and physical resources in a manner that supports the overall goals of the educational program.
- 12) Appear at school in a well-groomed and appropriately dressed manner.
- 13) Serve as Campus Behavior Coordinator, as designated by the Campus Principal.

### **PARENTAL LIABILITY FOR SCHOOL PROPERTY**

A parent or other person who has the duty of control and reasonable discipline of a child is liable for any property damage proximately caused by:

- 1) The negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent or other person to exercise that duty; or
- 2) The willful and malicious conduct of a child who is at least ten years of age but under 18 years of age.

## **II. THE EDGEWOOD DISTRICT HAS DISCIPLINARY AUTHORITY OVER THE CONDUCT OF A STUDENT:**

- 1) During the regular school day and while the student is going to and from school or a school-sponsored or school related activity on District transportation.
- 2) While the student is participating in any activity during the school day on school grounds.
- 3) Within 300 feet of the school property as measured from any point on the school's real property boundary line for certain offenses in the Student Code of Conduct.
- 4) While the student is in attendance at any school-related activity, regardless of time or location.
- 5) For any school-related misconduct, regardless of time or location.
- 6) When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location.
- 7) When the student commits a felony, sexual assault, or engages in conduct described in Education Code 37.006 or 37.0081, whether on or off school property, or while in or not in attendance at a school-related event, as

provided by Texas Education Code.

- 8) When criminal mischief is committed on or off school property or at a school-related event.
- 9) When the student is required to register as a sex offender.
- 10) When a student engages in cyberbullying, as provided by Education Code 37.0832.
- 11) For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another school district in Texas.

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.

District administrators conduct routine blanket inspections and searches of lockers and desks.

### **III. DISCIPLINE DESIGNEE(S):**

District personnel have the duties and authority described below:

- 1) The principal shall designate a campus behavior coordinator for their respective campuses.
- 2) The principals, their administrative teams, and their staffs shall assess and implement the campus Discipline Management Plan.
- 3) The Hearing Officer presides over a discipline hearing to ensure due process and to make a determination regarding whether a student has or has not violated the Student Code of Conduct that may warrant placement in the District's Disciplinary Alternative Education Program (DAEP) or expulsion and placement in the Bexar County Juvenile Justice Alternative Program (BCJJAP).
- 4) The Edgewood Police Department in the absence of district administrative personnel assumes responsibility with regards to property.

#### **Campus Behavior Coordinator**

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator located at 534 Cordelia San Antonio TX. 78238 (LEGAL)

### **IV. DISCIPLINE MANAGEMENT PLAN:**

In general, the Discipline Management Plan will be designed to correct misconduct and to encourage the adherence by all students to their responsibilities as citizens of the Edgewood community. The primary purpose of a campus Discipline Management Plan is not to punish the student. Rather its purpose is to instill in the student a sense of the student's responsibility to the Edgewood community, the school community, and to him or herself to grow into a productive adult. "Discipline" or "Disciplinary Action" must serve the purpose of instructing the student on the necessity of conforming his or her conduct to the expectations of the Standards for Student Conduct/Behavior. In determining what disciplinary action to implement in connection with a particular discipline incident, teachers and administrators will draw upon their professional judgment and experience and will utilize a range of discipline management techniques. Disciplinary action will be correlated to:

- 1) The seriousness of the offense,
- 2) The student's age and grade level,
- 3) The frequency of misconduct,
- 4) The effect of the misconduct on the school environments, and
- 5) Statutory requirements.

Because of these factors, discipline for a particular discipline incident (unless otherwise specified by law) may bring into consideration varying techniques and result in different responses. A student who violates campus or classroom rules that are not Student Code of Conduct violations may be disciplined through one or more of the discipline management techniques listed below. For these violations that are not violations of the Student Code of Conduct, the teacher is not

required to make a Student Code of Conduct Discipline Referral and the principal is not required to notify parents. The District has the right to revoke the transfer of a transfer student for violating the District's Student Code of Conduct.

## **V. DISCIPLINE MANAGEMENT TECHNIQUES:**

The following discipline management techniques may be used alone or in combination for violations of the Student Code of Conduct and for violations of campus or classroom rules:

- 1) Verbal correction
- 2) Cooling-off time or "time-out"
- 3) Seating changes within the classroom
- 4) Reflective narratives
- 5) Check in/Check out system
- 6) Schedule changes
- 7) Stay away agreements
- 8) Peer Mediation/Restorative Circles
- 9) Counseling by teachers, counselors, or administrative personnel
- 10) Parent-teacher conferences
- 11) Temporary confiscation of items that disrupt the educational process
- 12) Grade reductions as permitted by policy
- 13) Rewards or demerits
- 14) Behavioral contracts
- 15) Sending the student to the office or other assigned area, or to In-School Suspension
- 16) Detention – lunch, after school, or Saturday
- 17) Saturday School (for unexcused absences)
- 18) Assigned school duties other than class tasks
- 19) Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- 20) Techniques or penalties identified in individual student organizations' codes of conduct
- 21) Withdrawal or restriction of bus privileges
- 22) School-assessed and school-administered probation
- 23) Referral to outside agency

Parental questions regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and formal complaints should be made in accordance with Board Policy FNG (Local). A copy of this policy may be obtained from the student's principal's office or the central administration office. Consequences will not be deferred pending the outcome of an appeal.

General Misconduct Stage I Violations will result in application of one or more discipline management techniques and may result in removal from class or other placement of the student.

The following discipline management techniques may be used alone or in combination for violations of the Student Code of Conduct:

- 1) Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District
- 2) Other strategies and consequences as specified by the Student Code of Conduct
- 3) Out of school Suspension (three-day limit) no limit on the number of times suspended
- 4) Long-term placement in the EISD Disciplinary Alternative Education Program (DAEP)
- 5) Exclusion from UIL activities and/or other extracurricular activities
- 6) Expulsion with placement in the Bexar County Juvenile Justice Disciplinary Alternative Education Program (BCJJA) at the Bexar County Juvenile Justice Academy.

**“PLACEMENT” CONSISTS OF REMOVAL OF A STUDENT FROM HIS OR HER REGULAR CAMPUS AND PLACEMENT IN THE DISTRICT’S DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) LOCATED AT THE EMMA FREY CAMPUS AT 900 S. SAN EDUARDO, SAN ANTONIO, TEXAS, OR AT THE BEXAR COUNTY JUVENILE JUSTICE ALTERNATIVE PROGRAM (BCJJAP) AT THE BEXAR COUNTY JUVENILE JUSTICE ACADEMY (BCJJA) LOCATED AT 1402 N. HACKBERRY, SAN ANTONIO, TEXAS.**

**VI. GUIDELINES FOR PLACEMENT:**

Students shall be treated fairly and equitably. In accordance with Texas Education Code Section 37.001(a)(4), consideration will be given, as a factor in the decision concerning suspension, removal to a disciplinary alternative education program, expulsion, or placement in a juvenile justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:

- 1) Self-defense;
- 2) Intent or lack of intent at the time the student engaged in the conduct;
- 3) A student’s disciplinary history; or
- 4) A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct

Additional factors that will be considered are:

- 5) The seriousness of the offense
- 6) The student’s age
- 7) The frequency of misconduct
- 8) The potential effect of the misconduct on the school environment
- 9) The Student Code of Conduct adopted by the Board

**VII. GENERAL MISCONDUCT VIOLATIONS:**

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities. The following behaviors may result in Out-of-School Suspension, DAEP Placement, and/or Expulsion for Certain Offenses.

Students are prohibited from:

- 1) Cheating or copying the work of another
- 2) Discharging a fire extinguisher
- 3) Disobeying school rules about conduct, including conduct on school buses
- 4) Violating other communicated campus or classroom standards of behavior
- 5) Throwing objects that can cause bodily injury or property damage
- 6) Violating dress and grooming standards as communicated in the student handbook or by sponsors of extracurricular activities
- 7) Violating safety rules
- 8) Possessing mace or pepper spray
- 9) Violating the District’s policy on taking prescription drugs and over-the-counter drugs at school

- 10) Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband
- 11) Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety
- 12) Using E-mail or websites at school to encourage illegal behavior, or threatening school safety
- 13) Violating computer use policies, rules, agreements signed by the student, and/or agreements signed by the student's parent
- 14) Possessing pornographic material or accessing websites that contain inappropriate or illegal material, including those that contain content that is pornographic or sexual in nature, from any computer or other technological device on school property
- 15) Abusing the student's own prescription drug, giving a prescription drug to another student, or being under the influence of another person's prescription drug on school property or at a school-related event
- 16) Behaving in any way that disrupts the school environment or educational process
- 17) Being involved 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, or secret society
- 18) Being involved in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or member of a gang
- 19) Bullying, including cyber bullying, harassment, and making hit lists
- 20) Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person)
- 21) Committing or assisting in a robbery or theft that does not constitute a felony according to the Texas Penal Code (Felony robbery or theft offenses are addressed later in the Student Code of Conduct)
- 22) Criminal mischief
- 23) Damaging or vandalizing property owned by others
- 24) Defacing or damaging school property including textbooks, lockers, furniture, and other equipment with markers or by other means
- 25) Directing profanity, vulgar language, or obscene gestures toward other students or District employees
- 26) Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence
- 27) Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or District employee
- 28) Engaging in inappropriate physical or sexual contact directed toward another student or District employee
- 29) Engaging in threatening behavior toward another student or District employee on or off school property
- 30) Failing to comply with directives given by school personnel
- 31) Forcing a person to act through the use of threat or force

- 32) Hazing
- 33) Inappropriate or indecent exposure of a student's private body parts
- 34) Leaving school grounds or school-sponsored events without permission
- 35) Making false accusations or hoaxes regarding school safety
- 36) Possessing a knife with a blade of less than 5½ inches long
- 37) Possessing ammunition
- 38) Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
- 39) Possessing or using a laser pointer for other than an approval use
- 40) Possessing or using a paging device or cellular telephone
- 41) Possessing or using matches or a lighter
- 42) Possessing, smoking, or using tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- 43) Scuffling or fighting
- 44) Stealing from students, staff, or the school
- 45) Engaging in other conduct for the express purpose of mistreating others or the property of others.
- 46) Tampering with or hindering the use of elevators
- 47) Stunt skateboarding without permission
- 48) Committing any action that does not meet the standards of any other violation, but which has the potential to cause danger or physical harm to the student or to others, including but not limited to:
  - Exiting a moving school bus
  - Exiting a school bus by way of the emergency exit absent an emergency
  - Attempting to elude school officials by running through a building or a parking lot or any traffic area
  - Climbing on the roof of a building, hanging from balconies or railings
  - Being in construction areas, boiler rooms, attics or elevator shafts
- 49) Violation of the Student Code of Conduct
- 50) Use the Internet or other electronic communications to threaten district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- 51) Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- 52) Use the Internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- 53) Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

## **VIII. REMOVAL BY TEACHER/REMOVAL BY BUS DRIVER:**

### **A. Informal Removal:**

1. In order to maintain effective discipline in the classroom, a teacher may send a student to office of the appropriate administrator.
2. The administrator shall respond by employing appropriate discipline management techniques, consistent with the Student Code of Conduct.

### **B. Formal Removal:**

1. Discretionary Removal – A teacher may remove from class a student:
  - a. Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
  - b. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
2. Mandatory Removal – A teacher shall remove from class and send to the principal for placement in a DAEP or expulsion, as appropriate a student who engages in conduct in the respective teacher's classroom described in the Texas Education Code Sec. 37.006 or Sec. 37.007.
3. Any formal removal of a student by a teacher for behavior, which violates the Student Code of Conduct, requires that the teacher report the offense to the principal or appropriate administrator. The teacher upon removing the student from class will file a written report (not to exceed one page) with the principal or other appropriate administrator. The principal or appropriate administrator will send a copy of the report to the student's parent within three (3) school days of receiving the teacher's report.
4. Not later than the third day after a student has been formally removed from class by a teacher or removed by the principal or other appropriate administrator for a Student Code of Conduct violation report that requires or allows placement in the Disciplinary Alternative Education Program, the principal will schedule a conference with the student's parent, the student, and the teacher, in the case of a teacher removal.
5. At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he or she is charged and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will notify the student of the consequences of the Student Code of Conduct violation.
6. The student may not be returned to the regular class pending the required conference.
7. After the conference the principal will recommend DAEP placement or other placement consistent with the Student Code of Conduct. The student may not be returned to his/her regular classroom before the conference. The student is prohibited from attending or participating in extracurricular activities, school-sponsored, or school-related activities.
8. When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in: (1) another appropriate classroom; (2) In-school suspension; (3) Out-of-school suspension; (4) DAEP. A teacher or administrator must remove a student from class if the student engages in behavior under the Education Code that requires or permits the student to



be placed in DAEP or expelled. When removing for those reasons, the procedures for DAEP or expulsions shall be followed.

9. The principal may not return the student to the class of the teacher who removed the student without the teacher's consent, unless the placement review committee determines that such placement is the best or only alternative available. If the teacher removed the student from class because the student engaged in assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder- against the teacher, the student may not be returned to the teacher's class without the teacher's consent. The teacher may not be coerced to consent.

### **C. Removal from Bus:**

1. The driver of an Edgewood ISD school bus may remove a student from the bus and send a student to the principal's office to maintain effective discipline on the school bus. The authority of the bus driver exists any time a student is being transported to or from school or to a school-sponsored or school-related event. The principal shall respond by using appropriate discipline management techniques consistent with this Student Code of Conduct.

2. For the purpose of providing safe transportation for all students, the following rules shall be observed:

- Be respectful of the bus driver, monitor, and other riders on the bus
- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders
- Obey the bus driver and monitor at all times
- Give your proper name when requested by the bus driver or monitor
- Ride only on your assigned bus
- Remain seated at all times when the bus is moving
- Refrain from using cellular telephones and other electronic devices while on the bus
- Refrain from acts of vandalism
- Refrain from using profane language or inappropriate gestures
- Refrain from the possession or use of alcohol, tobacco and other drugs
- Refrain from exiting a school bus by way of the emergency exit absent an emergency

### **D. Campus Placement Review Committee:**

1. Each school shall establish a three-member committee to determine the placement of a student when a teacher refuses the return of a student to the teacher's class.

Committee members shall be appointed as follows:

- a. Campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member; and
- b. The principal shall choose one member from the professional staff of a campus.
- c. The teacher refusing to readmit the student may not serve on the committee

2. The committee's placement determinations regarding a student with disability who receives special education services is subject to the requirements of all federal regulations, state statutes, and agency requirements relating to special education.

## **IX. STUDENT CODE OF CONDUCT OFFENSES AND CONSEQUENCES:**

**THE PRINCIPAL OR OTHER APPROPRIATE ADMINISTRATOR MAY PLACE A STUDENT IN IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION.**

## **A. CAMPUS SUSPENSIONS:**

Suspension is designed as a short-term disciplinary action. Students may be suspended for any behavior listed in the Student Code of Conduct as a General Misconduct Violation.

1. In-School Suspension:
  - a. In-School Suspension (ISS) is a classroom setting for students who commit disciplinary infractions where the student continues to receive instruction in each course to the extent possible on his or her home campus. Students are required to concentrate on academic activities while in ISS. ISS may have additional rules and regulations which shall be communicated to the assigned students and with which the assigned students shall comply.
2. Out-of-School Suspension:
  - a. A student may be placed in out-of-school suspension for any misbehavior listed in the Student Code of Conduct as a General Misconduct Violation.
  - b. The District shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law. A student in grade 2 or below shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:
    - i. Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
    - ii. Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
    - iii. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.
  - c. The District shall use a positive behavior program as a disciplinary alternative for students in grade 2 or below who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.
3. The principal or appropriate administrator will advise the student of the conduct with which he or she is accused.
4. The appropriate administrator will provide a student an informal conference prior to or as soon as practical after the decision to suspend has been made.
5. At the conference the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and the opportunity to explain his or her version of the incident.
6. This conference is one that can be held without the parent or student being present as long as there were valid attempts to secure their attendance at the conference.
7. The principal or other appropriate administrator will determine the number of days of a student's suspension not to exceed three school days per discipline incident.
8. There is no limit on the number of out-of-school suspensions a student may receive in a school year.

**THE BOARD DELEGATES TO THE HEARING OFFICER THE AUTHORITY TO REMOVE A STUDENT FROM HIS OR HER REGULAR CAMPUS AND TO PLACE THE STUDENT IN THE DISTRICT'S DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP).**

## **SANCTIONS**

Students who are removed from District schools and expelled, placed in a disciplinary alternative education program, or suspended are prohibited from being on District property or attending school-sponsored or school-related activities on or off of school property during the period of removal. Students who violate this prohibition may be subject to additional disciplinary sanctions.

## WITHDRAWAL PRIOR TO HEARING

Withdrawal from school after a student has been accused of a violation of the Student Code of Conduct will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District.

### B. Permissive Placement in the Disciplinary Alternative Education Setting:

A student may be **suspended and/or may be placed** in the DAEP for:

1. Any of the offenses listed as General Misconduct.
2. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
3. Inciting violence against a student through group bullying.
4. 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.
5. Involvement in criminal street gang activity.
6. Criminal mischief, not punishable as a felony.
7. Assault (no bodily injury) with threat of imminent bodily injury.
8. Assault by offensive or provocative physical contact.
9. Conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
  - a. If the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Texas Penal Code, or those offenses listed under Article 15.27 (h), Code of Criminal Procedure; and
  - b. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process;
  - c. The "reasonable belief" that a student has engaged in conduct defined as a felony offense may be based on all available information of the student's arrest, referral, conviction, deferred prosecution, deferred adjudication or adjudication of delinquent conduct furnished under Article 15.27, Code of Criminal Procedure;
  - d. If after a student is placed in the DAEP the superintendent or superintendent's designee receives notice that the prosecution of the student was refused or that a court or jury has found the student not guilty, the superintendent or the superintendent's designee will schedule a conference with the student's parent and review said placement not later than the third class day after receiving notice;
  - e. After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or superintendent's designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers;
  - f. The student or the student's parent or guardian may appeal the superintendent's decision to the Board of Trustees;
  - g. The Board of Trustees shall review notice received by the superintendent and receive information from the student, the student's parent or guardian, and the superintendent or superintendent's designee and confirm or reverse the superintendent decision;
  - h. If the Board of Trustees confirms the decision of the superintendent, the Board shall inform the student or the student's parent or guardian of the right to appeal to the Commissioner of Education; and
  - i. The student will remain in the DAEP pending the review or subsequent appeals if any.
  - j. This appeal process applies only to placements resulting from conduct occurring off campus and while the student was not in attendance at a school-sponsored or school-related activity described in this subsection.

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the 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 campus behavior coordinator may, but it 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.

10. Student is required to register as a sex offender and is not under any type of court ordered supervision.

[A student may also be expelled and placed into the District's Disciplinary Alternative Education Placement for conduct involving Title 5 Felonies. See the Section F below for more information regarding these disciplinary placements.]

### **C. Mandatory Placement in the Disciplinary Alternative Education Setting:**

A student **shall** be placed in a Disciplinary Alternative Education Program for any of the following offenses.

1. The student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Texas Penal Code, or terroristic threat under Section 22.07, Texas Penal Code;
2. If the student commits these 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:
  - a. Engages in conduct punishable as a felony;
  - b. Engages in conduct that contains the elements of assault under Section 22.01 (a) (1);
  - c. Sells, gives, or delivers to another person, or possesses or uses or is under the influence of:
    - 1) Marijuana; however, a student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision;
    - 2) A controlled substance as defined by Chapter 481, Texas Health and Safety Code or by 21 U.S.C. Section 801 et seq; or
    - 3) A dangerous drug, as defined by Chapter 483, Texas Health and Safety Code;
  - d. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Texas Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of alcohol;
3. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Section 485.031 through Section 485.034, Texas Health and Safety Code; or
4. Engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Texas Penal Code, or indecent exposure under Section 21.08, Texas Penal Code;
5. The student engages in conduct on or off of school property that contains the elements of the offense of retaliation under Section 36.06, Texas Penal Code, against any school employee;
6. Engages in expellable conduct and is between six and nine years of age;
7. Commits a federal firearms violation and is younger than six years of age.
8. The student engages in conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
  - a. The student receives deferred prosecution under Section 53.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
  - b. A court or jury finds that the student has engaged in delinquent conduct for conduct under Section 54.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code; or

- c. The superintendent or designee has a reasonable belief that the student engaged in conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
- d. The “reasonable belief” that a student has engaged in conduct defined as a felony offense may be based on all available information of the student’s arrest, referral, conviction, deferred prosecution, deferred adjudication or adjudication of delinquent conduct furnished under Article 15.27, Texas Code of Criminal;
- e. If after a student is placed in the DAEP the superintendent or superintendent’s designee receives notice that the prosecution of the student was refused or that a court or jury has found the student not guilty, the superintendent or the superintendent’s designee will schedule a conference with the student’s parent and review said placement not later than the third class day after receiving notice;
- f. After reviewing the notice and receiving information from the student’s parent or guardian, the superintendent or superintendent’s designee may continue the student’s placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers;
- g. The student or the student’s parent or guardian may appeal the superintendent’s decision to the Board of Trustees;
- h. The Board of Trustees shall review notice received by the superintendent and receive information from the student, the student’s parent or guardian, and the superintendent or superintendent’s designee and confirm or reverse the superintendent’s decision;
- i. If the Board of Trustees confirms the decision of the superintendent, the Board shall inform the student or the student’s parent or guardian of the right to appeal to the Commissioner of Education;
- j. The student will remain in the DAEP pending the review or subsequent appeals if any.
- k. This appeal process applies only to placements resulting from conduct occurring off campus and while the student was not in attendance at a school-sponsored or school-related activity described in this subsection.
- l. The Hearing Officer may but is not required to place a student in the DAEP for off-campus conduct for which removal is required under this section if he does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.
  - a. Placement in the DAEP is not required if the student is expelled for the same conduct for which such placement would be required.
  - b. Subject to conduct violating Federal law involving bringing a firearm to school under Section 37.007 (e), Texas Penal Code, a student who is younger than:
    - m. 10 years of age shall be removed from class and placed in a disciplinary alternative education program if the student engages in conduct containing the elements of a discretionary or mandatory expulsion offense, and
    - n. 6 years of age may not be removed from class and placed in a disciplinary alternative education program.
      - a. An elementary school student may not be placed in a disciplinary alternative education program with any other student who is not an elementary school student.
      - b. A student in the DAEP must be separated from other students not in the DAEP for the entire school program day and will be provided instruction in the core subjects and counseling.
      - c. Student is required to register as a sex offender and is under some type of court ordered supervision.

**The Board of Members delegate to the Hearing Officer the authority to expel students and to place the expelled student in the Bexar County Disciplinary Alternative Education Program at the Bexar County Juvenile Justice Academy (BCJJA).**

**D. Discretionary Expulsions:**

A student may be expelled for any of the following offenses, Stage-III Offenses:

1. The student engages in conduct involving a public school that contains the elements of the offense of false

- alarm or report, under Section 42.06, Texas Penal Code, or terroristic threat under Section 22.07, Texas Penal Code;
2. The student, while 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 of school property:
    - a. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of:
      1. marijuana, however a student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision,
      2. a controlled substance as defined by Chapter 481, Texas Health and Safety Code or by 21 U.S.C. Section 801 et seq,
      3. a dangerous drug, as defined by Chapter 483, Texas Health and Safety Code; or
      4. an alcoholic beverage, as defined by Section 1.04, Texas Alcoholic Beverage Code;
    - b. Engages in conduct that contains the elements of an offense relating to abusable volatile chemicals under Section 485.031 through Section 485.034, Texas Health and Safety Code;
    - c. Engages in conduct that contains of an offense under Section 22.01 (a)(1), Texas Penal Code (assault causing bodily injury), against a school district employee or a volunteer as defined in Section 22.053, Texas Education Code.
    - d. Engages in conduct that contains the elements of deadly conduct under Section 22.05, Texas Penal Code
  3. The student, while within 300 feet of school property, as measured from any point on the school's real property boundary line:
    - a. Uses, exhibits, or possesses a firearm, an location restricted knife, a club, or a prohibited weapon;
    - b. Engages in conduct that contain the elements of the offense of aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, or criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of young child or children;
    - c. Sells, gives, or delivers to another person or possesses or uses or is under the influence of marijuana, or a controlled substance, or a dangerous drug, if the conduct is punishable as a felony; or
    - d. Possesses a firearm, as defined by 18 U.S.C. Section 921;
  4. Engages in conduct against another student that contains the elements of aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off school property;
  5. The student engages in conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
    - a. The student receives deferred prosecution under Section 53.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
    - b. A court or jury finds that the student has engaged in delinquent conduct for conduct under Section 54.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code; or
    - c. The superintendent or superintendent's designee has a reasonable belief that the student engaged in conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
    - d. The "reasonable belief" that a student has engaged in conduct defined as a felony offense may be based on all available information of the student's arrest, referral, conviction, deferred prosecution, deferred adjudication or adjudication of delinquent conduct furnished under Article 15.27, Texas Code of Criminal;

- e. If after a student is placed in the BCJJA the superintendent or superintendent's designee receives notice that the prosecution of the student was refused or that a court or jury has found the student not guilty, the superintendent or the superintendent's designee will schedule a conference with the student's parent and review said placement not later than the third class day after receiving notice;
  - f. After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or superintendent's designee may continue the student's placement in the BCJJA if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers;
  - g. The student or the student's parent or guardian may appeal the superintendent's decision to the Board of Trustees;
  - h. The Board of Trustees shall review notice received by the superintendent and receive information from the student, the student's parent or guardian, and the superintendent or superintendent's designee and confirm or reverse the superintendent's decision;
  - i. If the Board of Trustees confirms the decision of the superintendent, the Board shall inform the student or the student's parent or guardian of the right to appeal to the Commissioner of Education;
  - j. The student will remain in the BCJJA pending the review or subsequent appeals if any.
  - k. This appeal process applies only to placements resulting from conduct occurring off campus and while the student was not in attendance at a school-sponsored or school-related activity described in this subsection.
  - l. The Hearing Officer may but is not required to place a student in the BCJJA for off-campus conduct for which removal is required under this section if he does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.
6. Engages in conduct that contain the elements of assault causing bodily injury against any employee or volunteer in retaliation for and as a result of the person's employment or association with the District, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off school property;
  7. Engages in conduct that contain the elements of the offense of criminal mischief under Section 28.03, Texas Penal Code, if the conduct is punishable as a felony under that section;
  8. Engages in conduct that contain the elements of the offense of breach of computer security under Section 33.02, Texas Penal Code 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 property or information or commits a breach of any other computer, computer network, or computer system, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off school property.
  9. Engages in bullying that encourages a student to commit or attempt to commit suicide.
  10. Inciting violence against a student through group bullying.
  11. 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.
  12. Engages in conduct that contain the elements of a Mandatory Expulsion Offense if the student engages in that conduct:
    - a. On school property of another district in this state; or
    - b. While attending a school-sponsored or school-related activity of a school in another district in this state.
  13. While placed in the DAEP, engages in documented serious misbehavior while on the program campus despite documented behavioral interventions. "Serious Misbehavior" means:

14. Deliberate violence behavior that poses a direct threat to the health of safety of others;
15. Extortion, meaning the gaining of money or other property by force or threat;
16. Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or
17. 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, Texas Penal Code; or;
  - e. Harassment under Section 42.07 (a) (1), Texas Penal Code, of a student or district employee,
18. Any other violation of state law that allows for discretionary expulsion.
19. Student is required to register as a sex offender whether under court ordered supervision or not.

**E. Mandatory Expulsions:**

A student **shall be expelled** for any of the following offenses if the student on school property or while attending a school-sponsored or school-related activity on or off school property, Stage III Offenses:

1. Uses, exhibits, or possesses:
  - a. A firearm as defined by Section 46.01 (3), Texas Penal Code;
  - b. An location restricted knife as defined by Section 46.01 (6), Texas Penal Code;
  - c. A club as defined by Section 46.01 (1), Texas Penal Code;
  - d. A weapon listed as a prohibited weapon under Section 46.05, Texas Penal Code;
2. Engages in conduct that contains the elements of the offense of:
  - a. Aggravated assault under Section 22.02, Texas Penal Code, sexual assaults under Section 22.011, Texas Penal Code, or aggravated sexual assault under Section 22.021, Texas Penal Code;
  - b. Arson under Section 28.02, Texas Penal Code;
  - c. Murder under Section 19.02, Texas Penal Code, capital murder under Section 19.03, Texas Penal Code, or criminal attempt, under Section 15.01, Texas Penal Code, to commit murder or capital murder;
  - d. Indecency with a child under Section 21.11, Texas Penal Code;
  - e. Aggravated kidnapping under Section 20.04, Texas Penal Code;
  - f. Aggravated robbery under Section 29.03, Texas Penal Code;
  - g. Manslaughter under Section 19.04, Texas Penal Code;
  - h. Criminally negligent homicide under Section 19.05, Texas Penal Code;
  - i. Continuous sexual abuse of a child or children under Section 21.02, Texas Penal Code;
3. Engages in conduct that involves the selling, giving, or delivering to another person, or the possession or use of, or being under the influence of marijuana, a controlled substance, or a dangerous drug, or involves the selling, giving, or delivering to another person an alcoholic beverage or the commission of a serious act or



offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage, if the conduct is punishable as a felony;

4. Engages in conduct that contains the elements of any of the above listed offenses against a school employee or volunteer in retaliation for and as a result of the person's employment or association with the District, without regard to whether the conduct occurs on or off of school property or while attending a school- sponsored or school-related activity on or off school property.

Subject to conduct violating Federal law involving bringing a firearm to school, and notwithstanding any other provision in this section, a student younger than 10 years of age may not be expelled for engaging in conduct described in this section.

1. Firearms – In accordance with 20 U.S.C. Section 7151, the District shall expel a student who brings a firearm to school. 18 U.S.C. Section 921 defines the term "firearm" to mean:
  - a. Any weapon (including a starter gun) which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
  - b. The frame or receiver of any such weapon;
  - c. Any firearm muffler or firearm silencer;
  - d. Any destructive device such as any explosive, incendiary, or poison gas:
    - 1) Bomb,
    - 2) Grenade,
    - 3) Rocket having a propellant charge of more than four ounces,
    - 4) Missile having an explosive or incendiary charge of more than one-quarter ounce,
    - 5) Mine, or
    - 6) Device similar to any of the devices described in the preceding clauses.
2. The student must be expelled from the student's regular campus for a period of at least one year, except that:
  - a. The Superintendent may modify the length or the expulsion in the case of the individual student;
  - b. The District shall provide educational services to an expelled student in a disciplinary alternative educational program if the student is younger than 10 years of age on the date of expulsion; and
  - c. The District may provide educational services to an expelled student who is 10 years of age or older in a alternative educational program.
3. A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:
  - a. At an approved target range facility that is not located on a school campus; and
  - b. 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 Texas Parks and Wildlife Department or a shooting sports sanctioning organization working with the department. However, this does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored sports competition or a shooting sports educational activity.
4. Any other violation of state law that requires mandatory expulsion.

## **F. Discretionary Expulsion and Placement of Certain Students in Alternative Settings – Title 5 Offenses:**

Title 5, Texas Penal Code, Offenses against the Person, are listed in Board Policy FOC (Exhibits) and said listing is hereby incorporated into the District's Student Code of Conduct. Title 5 Offenses include, but are not limited to, murder; kidnapping; assault; sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; and terrorist threat.

The Board of Trustees of the District or the Board's designee, after the opportunity of a hearing, may expel a student and elect to place the student in the BCJJA if:

### **1. The Student:**

- a. Has received deferred prosecution under Section 53.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
- b. Has been found by a court or jury to have engaged in delinquent conduct under Section 54.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
- c. Is charged with engaging in conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
- d. Has been referred to a juvenile court for allegedly engaging in delinquent conduct under Section 54.03, Texas Family Code, for conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
- e. Has received probation or deferred adjudication for a felony offense under Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code;
- f. Has been convicted of a felony offense under Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code; or
- g. Has been arrested for or charged with a felony offense under Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code; and
- h. The Board or the Board's designee determines that 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 student.

The Board or the Board's Designee may expel the student and order placement 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 dispositions requirements imposed in connection with the conduct.

A student expelled and placed in the BCJJA is subject to that 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; and
4. The placement shall continue and remain in effect if student should transfer to another district in the state.

5. The student is entitled to periodic 120 day review as provided for other disciplinary placements.

**Any decision of the Board or the Board's designee under this subsection (F) is final and may not be appealed.** To the extent of a conflict between this subsection and Subsections D or E above, Subsections D and E prevail.

**G. Alcohol and Other Drugs:**

A student shall not:

1. Sell, give or deliver to another student or possess, use or be under the influence of an alcoholic beverage, marijuana, a controlled substance or a dangerous drug;
2. Engage in conduct that contains the elements of an offense relating to an abusable volatile chemical;
3. Abuse a prescription or over-the-counter drug, give a prescription drug to another student or give an over-the-counter drug to a student for the purpose of abuse;
4. Possess or sell look-alike drugs or items attempted to be passed off as drugs or contraband;
5. Possess, use or be under the student's control equipment or materials (paraphernalia) of any kind that are intended for use in inhaling, ingesting, or otherwise introducing into the human body an alcoholic beverage, marijuana, a controlled substance, a dangerous drug or an abusable volatile chemical;
6. Violate a policy of the district on the taking of prescription drugs and/or over-the-counter drugs; or
7. Based on the student's admission at the time of apprehension, intentionally becomes under the influence of an unknown substance that results:
  - a. In disruptive conduct or other misbehavior; or
  - b. In a physical or mental state that is harmful to either the learning process or a student activity for any student.

These activities involving alcohol, drugs, chemicals and paraphernalia are prohibited:

1. On school grounds during any school term,
2. Within 300 feet of school's real property from any point on its boundary line,
3. Off school grounds at a school activity, function, or event, or
4. On school property or while attending a school-sponsored or school-related activity of a school of another district in the state of Texas.

**X. DISCIPLINE HEARINGS:**

**A. Authority:**

1. The Board has delegated to the Hearing Officer the authority to remove a student from his or her regular campus and to place the student in the District's DAEP.
2. The Board has delegated to the Hearing Officer the authority to expel a student and to place the expelled student in the BCJA.

**B. Notice:**

1. The principal or other appropriate administrator will schedule a Discipline Hearing within a reasonable time with the student's parent, the student, and the teacher if appropriate. The student's parent will receive written notice of the Hearing. The notice will inform the student and the parent of:
  - a. The time, place, and location of the hearing;

- b. The Student Code of Conduct Offense Code applicable to the hearing; and
  - c. A brief description of the allegations against the student.
2. If a good faith effort has been made to inform the student and the student's parent or guardian of the time and place of the hearing, the Hearing Officer may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.
3. A "good faith effort" to deliver the notice, includes but is not limited to, delivery:
  - a. In person to the parent
  - b. Through the student to the parent
  - c. By regular mail to the student's home address
  - d. By certified mail, return receipt requested, to the student's home address
  - e. By delivery to any person at the student's home address
  - f. By posting to the front door of the student's home address
4. Until a hearing can be held, the principal may place the student in:
  - a. Another appropriate classroom
  - b. In-school suspension
  - c. Out-of-school suspension

**C. Due Process:**

Each student facing possible placement in the EISD DAEP or in the BCJJA has the following rights:

1. The right to the opportunity for a Discipline Hearing before an impartial Hearing Officer.
2. Students with disabilities will also be afforded the protection of applicable state and federal law and to the extent any conflicts exist between the Student Code of Conduct and state or federal law, state and/or federal law will prevail.
3. The student will be informed of the Offense Code applicable to the hearing.
4. The student will be informed of the possible consequence whether it is placement in DAEP or expulsion to BCJJA and the applicable maximum term of the placement.
5. The student will be informed by the principal or appropriate administrator of the allegations against him or her.
6. The student shall have the right of 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.
7. The student shall have the right to hear the evidence supporting the allegations against him or her.
8. The student shall have the opportunity to testify and to present evidences and witnesses in the student's defense

**D. Findings and Conclusion:**

At the conclusion of the Discipline Hearing, the Hearing Officer will inform the student and his or her representative of the findings and conclusion.

## **E. Placement Order:**

The Hearing Officer shall issue an order stating the disposition of the case. If the allegations are found to be true, the order will state the length of the term of placement in the DAEP or the term of expulsion and placement at BCJJA.

## **F. Length of Term of Placement:**

**The length of a student's placement in a DAEP or of expulsion and placement at the BCJJA will be determined by the District's Hearing Officer on a case-by-case basis consistent with the following guidelines.**

### 1. Guidelines:

- a. The length of the term of a student's placement will be determined on a case-by-case basis based upon the guidelines set forth in this Student Code of Conduct. The maximum period of placement is as follows:

DAEP Placement - Stage II Offense is 60 days and Stage III is 120 days at DAEP

### \*During Current School Year

- a. If the length of the term of the placement in the DAEP or the expulsion and placement in the BCJJA is not consistent with the guidelines set forth in this subsection, the placement or expulsion order shall give notice of the inconsistency.
- b. The period of placement may not exceed one year unless, after a review, it is determined that:
  - 1) The student is a threat to the safety of other students or to the district's employees; or
  - 2) Extended placement is in the best interest of the student.
- c. By law, if a student's placement in a disciplinary alternative education program is to continue beyond 60 days or the end of the next grading period, whichever is earlier, a student's parent must be given notice and an opportunity to participate in a proceeding before the Board of Trustees or the Board's designee. Under Board Policy FOC and FOD this type of hearing is already provided to all EISD students who are placed in the District's DAEP or BCJJA. (See Section 10, Subsection C, above.) Any decision by the Hearing Officer or the Board is final and is not appealable.
- d. If a student withdraws from the District before an order for placement in the DAEP or expulsion and placement in the BCJJA is entered, the Hearing Officer may, after the notice provided for in Subsection B, complete the proceeding and enter an order. If the student subsequently enrolls in the District in the same or subsequent school year, the District Hearing Officer may enforce the order at that time except for any period of the placement or expulsion that has been served by the student on enrollment in another district that honored the order.
- e. If a student placed in a disciplinary alternative education program in another district, including open enrollment charter schools, enrolls in this District before the expiration of the period of placement, the Hearing Officer may continue the placement in the District's DAEP or may allow the student to attend regular classes without completing the period of the placement.
- f. The district requiring the placement shall provide a copy of the placement order at the same time other records of the student are provided.
- g. The placement from an open-enrollment charter school may be honored if the charter school provides to the District a copy of the placement order.
- h. If the district the student was attending failed to enter an order for placement before the student withdrew from that district, the receiving district may complete the proceedings and enter an order.
- i. If a student was placed in a disciplinary alternative education program from a district from another state enrolls in this District, the Hearing Officer may continue the placement under the terms of the order if the out-of-state

district provides to the District a copy of the placement order and the grounds for the placement are also grounds for placement in this District. If the period of placement in the other state exceeds one year and the Hearing Officer elects to continue the placement, the Hearing Officer shall reduce the period of expulsion so that the aggregate period does not exceed one year unless, after a review, the Hearing Officer determines that:

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

2. School Year:

- 1) Students who commit offenses that require placement in a Disciplinary Alternative Education Program 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.
- 2) For placement in the DAEP to extend beyond the end of the school year, the Board, or the Board's Designee must determine that:
  - a. The student's presence in the regular classroom or campus presents a danger of physical harm to students or others; or
  - b. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. ("Serious Misbehavior" is defined in Section IX, Subsection D (10). "Persistent Misbehavior" means more than once.

**G. Notice of Order:**

1. To Student and Parent:

- a. The Hearing Officer shall deliver a copy of the order to the student and the student's parent or guardian.

2. To Juvenile Court:

- a. Not later than the second business day after the hearing, the Hearing Officer will deliver to the juvenile court a copy of the order placing a student in a Disciplinary Alternative Education Program and information required by Section 52.04 of the Family Code.

3. To Teachers, Administrators, and Auxiliary Staff:

- a. Each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of the student who has been placed shall be informed of the placement and the contents of the placement order.
- b. Each educator shall keep the information received confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided for by state or federal law.

4. To Noncustodial Parent:

- a. A noncustodial parent of a student may request in writing that the District or campus, for the remainder of the school year in which the request is received, provide that parent with a copy of written notification relating to student misconduct under Section IX (B) through Section X that is generally provided by the District or campus to the student's parent.
- b. The District or campus may not unreasonably deny the noncustodial parent's request.
- c. Notwithstanding any other provision of this subsection, the District or campus shall comply with any applicable court order of which the District or campus has knowledge.

**H. Participation Restrictions:**

1. Trespass:

- a. Any student placed in out-of-school suspension is forbidden from entering into any Edgewood ISD school grounds or attending any Edgewood ISD school-related extracurricular activities during the period of suspension or expulsion.
- b. Students expelled and placed at the BCJJA, except for the transportation pick-up point at the Edgewood Police Department located at 5358 W. Commerce St., San Antonio, Texas, is forbidden from entering into any other Edgewood ISD property or attending any Edgewood ISD school-related

- extracurricular activities during the period of expulsion.
- c. A student placed at the DAEP, except for the DAEP campus located at 900 S. San Eduardo, San Antonio, Texas, is forbidden from entering into any other Edgewood ISD school grounds or attending any Edgewood ISD school-related extracurricular activities during the period of placement.
- 2. School Activities:
  - a. In-school and Out-of-school Suspensions:
    - 1) The principal or other appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and non-curricular activities when a student is disciplined for violations of the Student Code of Conduct.
      - i. DAEP and BCJJA:
    - 2) A student placed at the DAEP or expelled and placed at the BCJJA are prohibited from attending or participating in a school-sponsored or school-related extracurricular or non-curricular activity during the period of placement including seeking or holding honorary positions and/or membership in school-sponsored clubs or organizations.
- 3. Exception:
  - a. When a student is placed in the DAEP during the 12<sup>th</sup> grade, the District will allow the student to participate in graduation ceremonies provided that:
  - b. All prerequisites for graduation are met; and
  - c. The student has successfully completed all of the days that the student was placed in the DAEP;
  - d. If the student has unexcused absences or has not completed his or her days in the DAEP for any other reason, such as withdrawal or transfer to another school district, the student may not be allowed to participate in graduation ceremonies;
  - e. When a senior who is eligible to graduate and is placed in the BCJJA 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.
- 4. No District academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in the BCJJA or other District-approved programs.

**I. Review and Assessment:**

- 1. The Hearing Officer, at intervals not to exceed 120 calendar days, will provide a student placed in the DAEP a review of the student's status, including the student's academic status. In the case of high school students, The Hearing Officer, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. At the review, the student or the student's parent or guardian 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. The teacher may not be coerced to consent.
- 2. Any student placed into the DAEP for 90 school days or longer shall be administered an assessment instrument, approved by the Commissioner of Education for that purpose and in accordance with all applicable rules promulgated. The instrument shall be administered:
  - a. Initially on placement of the student in the DAEP; and
  - b. Subsequently on the date of the student's departure from the DAEP, or as near that date as possible.
- 3. Students assigned to the DAEP or BCJJA must also take all academic skills assessments required of all public school students.
- 4. Students placed in JJAEP will be given academic credit in the core area class. No academic credit shall be earned for work missed during the period of expulsion, unless the credit is earned at a Juvenile Justice Academy Education Program.

## J. Transportation:

1. A student placed in the DAEP **will** 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.
2. A student placed in the BCJJA **will** be provided transportation from the pick-up point at the Edgewood Police Department located at 5358 W. Commerce St., San Antonio, Texas, to the Bexar County Juvenile Justice Academy, (BCJJA) located at 1402 N. Hackberry, San Antonio, Texas, and return provided that:
  - a. The student attends school daily;
  - b. The student complies with all directions and instructions of the bus driver in a timely manner;  
And
  - c. If the student fails to attend daily or engages in misconduct while on district provided transportation, this service will be terminated and it will be the parents responsibility to provide transportation to and from BCJJA for the student.

## K. Appeals:

1. The decision of the Hearing Officer involving placement at the District's DAEP is final and may not be appealed.  
Board Policy FOC (LEGAL)
2. The decision of the Hearing Officer involving an expulsion and placement at the BCJJA maybe be appealed to the Board of Trustees:
  - a. Within five (5) days after receipt of the written decision of the expulsion, the student or the student's parent or guardian must submit a written notice of appeal to the Superintendent of Schools and request that the Superintendent schedule a hearing before the Board of Trustee;
  - b. Failure to appeal within the five days of the receipt of the written decision shall constitute a waiver of the appeal;
  - c. The Superintendent shall provide the student or the student's parent or guardian written notice of the date, time, and place of the Appeal Hearing;
  - d. The Board of Trustees will review the record of the due process hearing and may hear a statement from the student and or the student's parent and from the Hearing Officer;
  - e. The Board shall base its decision only on the record and recommendation prepared by the Hearing Officer;
  - f. The Board shall communicate its decision in writing to the student and the student's parent within 15 days after the Appeal Hearing.
  - g. The expulsion and placement at BCJJA will remain in effect pending the outcome of the appeal and subsequent appeals, if any;
  - h. No educational services shall be provided to the student beyond those at the JJAEP; except as determined by the ARD committee in the case of a student with a disability receiving special education services.
3. **A disabled student shall not be excluded from his current placement for more than ten (10) days without ARD committee action to determine appropriate services in the interim.**
4. The decision of the Board of Trustees may be appealed by trial *de novo* to a district court in Bexar County.  
Board Policy FOD (LEGAL)

## Continued Misconduct:

1. If, during the term of a placement at the DAEP or of expulsion and placement at the BCJJA ordered under this section, a student engages in additional conduct for which placement in a disciplinary alternative education program is required or permitted, additional proceedings may be conducted under this section regarding that conduct and the Hearing Officer may enter an additional order as a result of those proceedings.



## **XI. EMERGENCY PLACEMENT:**

- A. In an emergency:
1. On request by a campus administrator, the Hearing Officer will evaluate the misconduct that is the reason for the referral.
  2. The reason must be a reason for which placement in a disciplinary alternative education program or expulsion may be made on a non-emergency basis.
  3. The Hearing Officer **may** order the immediate placement of a student into the DAEP if the Hearing Officer determines that there is a reasonable belief that the student's behavior is so unruly, disruptive, or abusive that the student's presence seriously interferes:
    - a. With a teacher's ability to communicate effectively with the students in a class,
    - b. With the ability of the student's classmates to learn, or
    - c. With the operation of school or a school-sponsored activity.
  4. The Hearing Officer **may** order the immediate expulsion and placement at BCJA if the Hearing Officer determines that there is a reasonable belief that the action is necessary to protect persons or property from imminent harm.
  5. When an emergency placement occurs:
    - a. The student will be given oral notice of the reason for the action.
    - b. Within a reasonable amount of time after the emergency placement, but not later than the 10<sup>th</sup> day after the date of the placement or expulsion, the student shall be accorded the appropriate due process required under Section X.
- B. If emergency placement involves a student with disabilities who receives special education services, the term of the student's emergency removal is subject to the requirements of federal law and regulations and will be consistent with the consequences that would apply to a student without a disability.

**The Board of Members delegate to the Hearing Officer the authority to remove a student identified as a registered sex offender from his or her regular campus and to place the student in the appropriate alternative education program. The decision of the Hearing Officer involving the placement of the student in an alternative education program is appealable to the Board of Trustees on the sole issue of the student's status as a registered sex offender. The decision of the Board of Trustees is final may not be appeal.** Board Policy FOD (LEGAL)

## **XII. REGISTERED SEX OFFENDERS:**

- A. To the extent of any conflict between a provision of this section and Section 10, **this section prevails.**
- B. This section **applies** to a student who is required to register as a sex offender.
- C. This section **does not apply** to a student who is no longer required to register as a sex offender, including a student who receives an exemption from registration or a student who receives an early termination of the obligation to register.
- D. On receiving notice that a student is required to register as a sex offender, the Hearing Officer shall remove the student from the regular classroom and determine the appropriate placement of the student.
1. The Hearing Officer **shall** place a student who is under any form of court supervision, including probation, community supervision, or parole, in the appropriate alternative education program for at least one semester.
    - a. If a student under any form of court supervision transfers to another district or into this District during the student's mandatory placement in an alternative education program, the district to which the student transfers may:
      - 1) Require the student to complete an additional semester in the appropriate alternative

education program without conducting the review of the student's placement for that semester required below; or

2) Count any time spent by the student in an alternative education program in the district from which the student transferred toward the mandatory placement required.

2. The Hearing Officer **may** place a student who is not any form of court supervision in the appropriate alternative education program one semester or in the regular classroom, **unless** the Hearing Officer determines that the student's presence in the regular classroom:
  - a. Threatens the safety of other students or teachers,
  - b. Will be detrimental to the educational process, or
  - c. Is not in the best interest of the District's students.
3. If a student not under any form of court supervision transfers into this District, the Hearing Officer shall determine whether to place the student in the appropriate alternative education program or in the regular classroom
4. In making this determination, the Hearing Officer shall convene the review committee described below to make their recommendation.

E. At the end of the first semester of a student's placement in an alternative education program, the Hearing Officer shall convene a committee to review the student's placement in the alternative education program.

1. The committee must be composed of:
  - a. A classroom teacher from the campus to which the student would be assigned were the student not in the alternative program;
  - b. The student's parole or probation officer or a representative of the local juvenile probation department;
  - c. An instructor from the alternative education program to which the student is assigned;
  - d. A school district designee selected by the Hearing Officer; and
  - e. A counselor employed by the school district.
2. The committee by majority vote shall recommend to the Hearing Officer whether the student should be returned to the regular classroom or remain in the alternative education program.
  - a. If the committee recommends that the student be returned to the regular classroom, the Hearing Officer shall return the student to the regular classroom unless the Hearing Officer determines that 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.
  - b. If the committee recommends that the student remain in the alternative education program, the Hearing officer shall continue the student's placement in the alternative education program unless the Hearing Officer determines that the student's presence in the regular classroom:
    - 1) Does not threaten the safety of other students or teachers;
    - 2) Will not be detrimental to the educational process; and
    - 3) Is not contrary to the best interest of the District's students.

F. If, after receiving a recommendation, the Hearing Officer determines that the student should remain in an alternative education program, the Hearing Officer shall before the beginning of each school year convene the committee to review the student's placement in an alternative education program.

G. Guidelines for Placement:

1. The Hearing Officer shall place the student in the BCJJA if:
  - a. The Memorandum of Understanding between the District and Bexar County Juvenile Board requires it; or
  - b. If a court orders the placement of the student in a juvenile justice alternative education program;
2. Otherwise, the Hearing Officer shall place the student in the District's DAEP.

H. Students with Disability

1. The initial placement under this section of a student with a disability who receives special education services must be made in compliance the Individual with Disability Education Act, 20 U.S.C. Section 1400 et

seq.

2. The review of the student's placement at the end of the first semester of placement for a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. The ARD committee may request that the Hearing Officer convene the review committee described above to assist the ARD committee in conducting its review.

### **XIII. TRANSFER OF STUDENTS INVOLVED IN SEXUAL ASSAULT:**

A. This section applies to:

1. A student
  - a. Who has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication of the offense of sexual assault or aggravated sexual assault committed against another student who, at the time the offense occurred, was assigned to the same campus as the student convicted or placed on deferred adjudication under the Texas Penal Code; or
  - b. Who has been adjudicated as having engaged in, whose prosecution has been deferred for engaging in, or who has been placed on probation for engaging in the offense of continuous sexual abuse of a young child or children, sexual assault, or aggravated sexual assault committed against another student under the Texas Family Code.
2. A student who is the victim of the continuous sexual abuse of a child or children, sexual assault, or aggravated sexual assault.

B. On the request of the parent of a student who is a victim:

1. The Board of Trustees shall transfer the student to
  - a. A district campus other than:
  - b. The campus to which the student was assigned at the time the conduct occurred; or
  - c. The campus to which the student who engaged in the conduct was assigned, if the student who has engaged in the conduct has been assigned to a different campus since the conduct occurred; or
  - d. A neighboring school district, if there is only one campus in the District serving the grade level in which the student is enrolled; or
2. If the student does not wish to transfer to another campus or district, the Board of Trustees shall transfer the student who engaged in the conduct to:
  - a. A district campus other than the campus to which the student who is the victim of the conduct is assigned; or
  - b. The District's DAEP or the BCJJA, if there is only one campus in the district serving the grade level in which the student who engaged in the conduct is enrolled.

C. A transfer of a student who is the victim of the conduct must be to a campus or school district, as applicable, agreeable to the student's parent.

D. To the extent permitted under federal law, the District shall notify the parent of the student who is the victim of the conduct of the campus or program to which the student who engaged in the conduct is assigned.

E. This section applies regardless of whether the conduct occurred on or off of school property.

F. The District is not required to provide transportation to a student who transfers to another campus or school district under this section.

### **XIV. DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP):**

A. Each district shall provide a Disciplinary Alternative Education Program that:

1. is provided in a setting other than the student's regular classroom

2. is located on or off a regular school campus
3. provides for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program
4. focuses on English, language arts, mathematics, science, history, and self-discipline
5. provides supervision and counseling

B. Disciplinary Alternative Education Programs include placement in:

1. on-campus suspension (OCS)
2. being transferred to a different campus
3. a discipline alternative education program setting (short-term or long-term placement)
4. in a school-community guidance center

C. The Disciplinary Alternative Education Program (DAEP) is a state mandated alternative placement program provided for students who violate the Student Code of Conduct. The program is designed to provide a disciplined setting which creates an opportunity for improving the students' self-discipline and responsibility through parental involvement, increased academic skills, and improved communication strategies that will result in success when the student returns to his or her the home campus.

1. Goals of the DAEP:
  - a. To provide the resources to students to identify appropriate behavior
  - b. To provide a setting other than the student's regular classroom
  - c. To be located away from the regular campus
  - d. To focus on English, language arts, mathematics, science, history, and self-discipline
  - e. To provide for the student's educational and behavioral needs by providing supervision and counseling to teach self-discipline
2. The students overall performance which includes attendance, grades, behavior, and discipline are addressed before being released from DAEP.
3. DAEP Curriculum:
  - a. The DAEP teachers will provide students with English, Language Arts, Mathematics, Social Studies, Science and self-discipline to meet student's educational and behavioral needs.
4. DAEP Dress Code:
  - a. A student placed in the DAEP will comply with the District's Dress Code and will also comply with these additional dress and appearance restrictions.
  - b. A distinctive T-shirts with a DAEP logo and mascot will be issued to the student on enrollment. A fee of \$7.00 will be charged for a lost or damaged DAEP T-shirt.
  - c. A Student will wear the following:
    - 1) The DAEP T-shirt,
    - 2) Plain blue jeans (high school only) or khaki school uniform pants (middle school only),
    - 3) Solid white tennis type shoes tied or secured with white laces or Velcro straps,
    - 4) White socks and plain brown or black belt
  - d. The DAEP T-shirt will be worn tucked in at the waist without any other shirt over or under it.
  - e. Pants will be cinched with a belt at the waist and will not sag at the ankle. Dickies, overalls, coveralls, or cargo pants are not permitted.
  - f. Coats, sweaters, or other outerwear must be removed on entering the DAEP building.
  - g. Caps, hats, or other headwear as well as hairclips, barrettes, headbands, or similar hair accessory items are not permitted.
  - h. Jewelry, piercings or otherwise, is not permitted either visible or under clothing.
  - i. Hair must be kept neat and clean. Hair styles deemed disruptive to the educational setting will not be permitted. While placed at the DAEP, a student will not change the color of his or her hair by applying color, tint, or highlights to his or her hair.
  - j. Purses, backpacks, or other similar bags or carryalls are not permitted.
  - k. Except for a house key (which is turned into the office and returned at end of day) and not more than \$5.00 in cash, no personal items (including but not limited to cell phones, cosmetics and personal hygiene

items) are permitted.

- I. Edgewood ISD is not responsible for the loss of or damage to unauthorized items that are brought into the DAEP.
- m. A student who is not dressed in compliance with the dress code will be dealt with administratively. If the student must be sent home for non-compliance with the dress code, the student will be charged with an unexcused absence.
- n. A student's parent can pick up items that are confiscated due to student violation of this code at the end of the student's placement at the DAEP.

**Note: all students will be administratively searched before entering the building.**

- D. A student removed to the DAEP will have the opportunity to complete a course needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. Students and their parents are encouraged to discuss the options available with the student's teacher or counselor to ensure the student completes all work required for the course or grade level.
- E. A student removed from the regular classroom to in-school suspension or another setting, other than the 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.

## **XV. COURT INVOLVEMENT:**

Not later than the second business day after the date a hearing is held, the Hearing Officer shall deliver a copy of the order placing a student in the DAEP or expelling a student to the BCJJA. Except as noted below, the Hearing Officer may determine whether:

- A. A petition should be filed alleging that the student is in need of supervision or has engaged in delinquent conduct.
- B. The student should be referred to an appropriate state agency.

**NOTE: If a student is expelled for continuing to engage in serious or persistent misbehavior after being placed in the DAEP, the Hearing Officer shall refer the student to the authorized office of the juvenile court for appropriate proceedings under Texas Family Code.**

Unless the Bexar County Juvenile Board has entered into a Memorandum of Understanding with the Board of Trustees concerning the juvenile probation department's role in supervising and providing other support services for students in a disciplinary alternative education programs, a court may not order a student expelled under the Student Code of Conduct to attend a regular classroom, a regular campus, or the District's DAEP as a condition of probation.

Unless the Bexar County Juvenile Board has entered into a Memorandum of Understanding as described above, if a court orders a student to attend the District's DAEP as a condition of probation once during that school year, and the student is referred to juvenile court again during the school year, the juvenile court may not order the student to attend the District's DAEP without the District's consent until the student has successfully completed any sentencing requirements the court imposes. Any placement in the District's DAEP by a court under this section must prohibit the student from attending or participating in school-sponsored or school-related activities.

If a student is expelled under the Student Code of Conduct, the District may readmit the student while the student is completing any court disposition requirements the court imposes. After the student has successfully completed any court disposition requirements the court imposes, if the student meets requirements for admission into the public schools established by this Texas Education Code, the District may not refuse to admit the student, but the District may place the student in the DAEP. The student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

## **XVI. STUDENT CONDUCT:**

### **A. Conduct at Athletic Events/Other Functions:**

Students are expected to demonstrate good sportsmanship to officials, students, and patrons be they participants or spectators. A school's good reputation and name can be ruined by thoughtlessness and irresponsible behavior at athletic events or other functions. Any student found guilty of inappropriate behavior will face serious discipline consequences.

### **B. Conduct and Extracurricular Activities:**

1. Students who participate in extracurricular activities and represent their campus in various activities are viewed as role models. Therefore, a high standard of behavior is expected from them.
2. Participating in extracurricular activity is a privilege. Any student who chooses to accept this privilege must be fully aware and accept the fact that he/she is a representative of the school as well as the Edgewood District and will be held to a higher standard of conduct than that applied to the other students. This applies to both school-related and non-school-related activities and in the classroom.
3. Sponsors and coaches of all extracurricular activities, including interscholastic activities, band, choir, and literary events, will develop and enforce standards of behavior that are higher than the District-developed Code of Conduct and may condition membership or participation in the activity on the adherence to those standards.
4. Extracurricular standards of behavior will take into consideration conduct that occurs at any time, on or off school property, and in the classroom.
5. The standards for extracurricular activities will be prepared by the coaches and sponsors and will be approved by the principal and the Executive Director for Campus Leadership before they are presented to the students and parents. These written standards will be presented to the students and parents at the beginning of each school year or, in some instances, when the students report for practices that occur before the actual beginning of classes.
6. Students and their parents shall sign and return to the sponsor or coach an agreement that they have read the standards and consent to them as conditions of participation in the activity.
7. Standards of Conduct of an extracurricular activity are independent of the District's Student Code of Conduct. Violations of the extracurricular standards of conduct that are also violations of the student code of conduct may result in independent disciplinary action.
8. A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation or organizational standards of conduct of an extracurricular activity or of violation of the Student Code of Conduct.

### **C. Disruption Rule:**

The disruption rule is extended to off campus conduct that disrupts the educational activities of a school.

### **D. Bullying and Harassment Violations:**

1. Edgewood ISD prohibits conduct that consists of bullying or harassment. Edgewood ISD ensures that district employees will enforce all prohibitions against bullying, harassment, and making of hit lists. Additionally, options for managing students in the classroom and on school grounds; disciplining student; and preventing and intervening in student discipline problems, including bullying, harassment, and making of hit lists are included in the Edgewood ISD personnel handbook.
2. Bullying and cyberbullying are defined in the glossary at the back of the Student Code of Conduct.
3. In addition to the penalties and consequences set forth in this Student Code of Conduct that may be imposed on a student having found to have engaged in bullying behavior, pursuant to state law, on the request of a parent, a student, who is a victim of bullying as determined by the Board of Trustees, may receive a transfer to another classroom at the campus to which the victim was assigned at the time the bullying occurred or another campus in the school district.
4. The board of trustees or the board's designee shall verify that a student, for whom the request for transfer has been submitted, has in fact been a victim of bullying before transferring the student under this section. Past student behavior may be considered when identifying a bully. The determination by the board of trustees or the board's designee is final and may not be appealed. The district is not required to provide transportation

to a student who transfers to another campus. There are no hearings and appeals for a transfer due to bullying behavior.

5. Although the District respects a student's right to freedom of expression under the First Amendment, a student may be disciplined for conduct constituting cyberbullying as defined in this Student Code of Conduct.

**E. Sexual Harassment:**

1. Every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. Sexual harassment is a serious offense that will result in serious consequences. Student to student sexual harassment consists of any unwelcome sexual advances, request for sexual favors, or other inappropriate verbal, written or physical contact of a sexual nature directed toward any other individual. Employee to student sexual harassment consists of any **unwelcomed or welcomed** sexual advances, request for sexual favors, or other inappropriate verbal, written or physical contact of a sexual nature directed toward any other individual. Romantic relationships between employees and students are not allowed. Sexual harassment should be brought to the attention of the counselor or administrator immediately.
2. There are no limitations on the term of placement of a student who has engaged in conduct that constitutes a sexual assault.

**F. Care of Property:**

1. The physical conditions and care of a campus reflects the attitudes and ownership of students and adults who work in it. A clean, well-kept building reflects the pride and manners of the students and those who guide them. Students are expected to take care of District property.
2. Parental liability:
  - a. A parent is liable for any property damage proximately caused by:
    - 1) Negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent to exercise that duty or
    - 2) The willful and malicious conduct of a child who is at least twelve years of age but less than eighteen years of age Family Code 33.01.
  - b. If a child, age ten through sixteen, engages in conduct that results in damage to District property, the District may institute formal charges for the purpose of having the juvenile court order the child, or parent, to make full or partial restitution to the District in accordance to law, Family Code 51.01 and 54.041.

**G. Extortion/Shakedown:**

A student who obtains from another student anything of value through the use of threats, intimidation, or coercion is guilty of a serious breach of discipline and will be subject to prosecution under the law and disciplinary action by the school district.

**H. Evasion:**

If a student attempts to evade questioning by any school official through an act of running away from that official, or seeks to avoid the questioning through any method, that student, by his/her action, is subject to disciplinary action by the school district. Students must, upon request of any school official, produce and show their student identification (ID) cards. If a student refuses to produce and show his/her student identification (ID) card, if applicable, that student is subject to disciplinary action.

**I. Fighting:**

Students who engage in fighting will be subject to disciplinary consequences and/may be issued a citation under Section 42.01, Texas Penal Code or other applicable law. Section 42.01(a)(6) states that a person commits an offense if the person fights with another in a public place. This offense is a class C misdemeanor and carries a fine of up to \$500.

**J. Fireworks:**

Students who pass, ignite, or discharge fireworks of any kind, on or around a school campus, will be subject to disciplinary action. Violations of the law would subject the offender to legal prosecution.

**K. Gambling:**

Gambling is defined as the playing of games of chance for stakes or the risking of something of value with the hope of making a gain; wagering. Gambling of any form will not be permitted on the school campus or any place at which a school contest or activity is taking place. State law controls gambling. District administrators will enforce the law.

**L. Gangs and Gang Activity: (Expectation – Elimination of Gang Activity)**

1. A “gang” is any group of three or more persons who have a common identifying sign or symbol who continuously or regularly associate in the commission of criminal activities.
2. Students are prohibited from any form of gang involvement or activities while at school, at any school facility, at any school-sponsored activity or on a school bus. Gang activity and gang involvement may include but are not limited to the following:
  - a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems badges, symbols, signs, graffiti, tattoos, or other affiliating or sign of affiliation in any gang
  - b. Committing any act or using any speech, either verbal or non-verbal (activities, handkerchiefs, etc.) showing membership or affiliation in a gang
  - c. Soliciting for membership in any gangs
  - d. Extortion or requesting pay for protection or intimidating or threatening any person
  - e. Inciting other students to act with physical violence upon any other person
  - f. Engaging in conduct with others in intimidating, fighting, assaulting, or threatening to assault others
3. Gang graffiti is any inscription or drawing on folders, books, a wall, sidewalk, or other surface traditionally used by gangs to mark their territory. Graffiti marks a gang's territory; it challenges rivals to fight and leads to violence. Students engaged in this activity face serious disciplinary consequences and legal consequences.

**M. Hazing: (Expectation – Elimination of Hazing)**

1. The district prohibits hazing. “Hazing” means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, which endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:
  - a. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity
  - b. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or safety of the student
  - c. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or safety of the student
  - d. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.
  - e. Any activity that induces causes or requires the student to perform a duty or task that involves a violation of the Penal Code. (Tex. Educ. Code § 37.151)

**N. Laser Pointers:**

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school-related activities, whether on or off school. Laser pointers will be confiscated, and students will be disciplined according to the Student Code of Conduct.



**O. Loitering:**

Loitering is the act of lingering idly or aimlessly about a place; wasting time or dawdling. Loitering on school property, after being warned by the person in charge, shall be reported to law enforcement officials. School property shall include the grounds of any public school and any grounds or building used for school-sponsored assemblies or activities.

**P. Nuisances:**

Certain items, considered nuisances by the principal, are not permitted on school premises. Specific examples are radios, electronic devices or games, cellular phone, tape recorders, camcorders, DVD players, cameras, jewelry, toys, and other nuisances. Students bringing nuisance items on campus are subject to disciplinary action according to the Student Code of Conduct. **School personnel will not be responsible for the recovery or reimbursement of such items.**

**Q. Paging Devices/Cell Phones:**

1. A **paging device** is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The District shall permit students to possess **paging devices, cell phones, CD players or radios** while on school property; however, electronic devices on school property must remain turned off and out of sight (that is, in the student's locker or backpack) during the instructional day. Students may be permitted to possess and use electronic devices on school buses and while attending school-sponsored or school-related activities on or off school property that are not instructional in nature.
2. Campus administrators shall have the authority to determine the appropriate use of paging and electronic devices by students attending school-sponsored or school-related activities on or off school property, provided that such determinations have been clearly communicated to students prior to enforcement.
3. Students who violate this policy shall be subject to established disciplinary measures. District employees **shall confiscate** any paging devices used in violation of this policy. State law allows the District to charge an **administrative fee of fifteen dollars to return a confiscated paging device.**

**R. Paraphernalia:**

1. In addition to the statutory ban on the possession, use, or transmittal of controlled substances, dangerous drugs, and alcohol, the District prohibits:
  - a. The possession, use, or transmittal of paraphernalia related to any prohibited substance
  - b. The possession, transmittal, sale, or attempted sale of what is represented to be any prohibited substance
2. Students who violate this policy shall be subject to disciplinary action and may be required to complete an appropriate rehabilitation program.

**S. Possession of Weapons/Explosives:**

1. In addition to weapons prohibited by state and federal law, a student shall not possess, handle, use, display, and/or transport any object that can be considered a weapon, including but not limited to the following:
  - a. explosives, including fireworks, poppers, etc.;
  - b. razors
  - c. knives of any kind
  - d. stun guns, BB guns, pellet guns, air guns, laser guns, tranquilizers guns, etc.
  - e. chemical dispensers sold commercially for personal protection that are not covered by the Texas Penal Code (e.g., mace, pepper spray, etc.)
  - f. bows, arrows, numb chucks, boomerangs, cross-bows, and clubs, ammunition;
2. Additionally, it is a criminal offense to intentionally exhibit, use, or threaten to exhibit or use a firearm in a manner intended to cause alarm or personal injury to another person or to damage school property in or on any property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school; or on a school bus being used to transport children to and from school-sponsored activities of a private or public school.

**T. Steroids:**

1. Anabolic steroids are for medical use only. State law prohibits possessing, dispensing, delivering, or administering an anabolic steroid in any manner not allowed by state law. State law provides that bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Corrections.
2. A student participating in UIL sanctioned athletic activities may be required to participate in random testing for illegal steroid use in accordance with state law and rules. For more detailed information, contact the Athletic Director at 444-7949.

**U. Self Defense:**

Self-defense shall be considered as a factor in a decision to order suspension, removal to DAEP or expulsion provided that the following essential elements of a "self defense" claim are met:

- a. The student must not have been involved in provoking the situation.
- b. The student must be in a situation that the danger is imminent, meaning there is no convenient or reasonable mode of escape.
- c. The student must use only the force necessary to protect themselves against the aggressive student. The force must be reasonable and in proportion to the force being used. Reasonable force is defined as the degree of force which is not excessive and is appropriate in protecting oneself

**V. Terroristic Threats:**

1. A person commits an offense if he threatens to commit any offense involving violence to any person or property with intent to:
  - a. Cause a reaction of any type to his threat by an official or volunteer agency organized to deal with emergencies
  - b. Place any person in fear of imminent serious bodily injury
  - c. Prevent or interrupt the occupation of use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place
  - d. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply, or other public service.

**W. Tobacco Use:**

A student commits an offense if he/she is in possession of a burning tobacco product or using tobacco products (snuff or chewing tobacco, cigarettes, e-cigarettes; and any component, part, or accessory for an e-cigarette device or cigars) on school premises or at school-related functions. Students are also prohibited from wearing or displaying tobacco insignia or apparel.

**X. Trespassing:**

Trespassing is defined as a person entering or remaining on property or in a building of another without effective consent and the person had notice the entry was forbidden or received oral or written notice to depart but failed to do so. Citations by EISD Police Department may be issued to any persons refusing to comply with the directives of school personnel for refusal to vacate property.

**Y. Vandalism (Destruction of or Damage to Property):**

Willful vandalism on the part of students who damage or destroy buildings, grounds, vehicles, and/or equipment owned or contracted for by the district will be investigated and, if students are found guilty of such vandalism, the students and their parents will be held financially accountable. Students found guilty of an act of vandalism will be subject to disciplinary action and prosecution under the law. This accountability includes damage to buses used to transport students to and from school and school-sponsored activities.

## **XVII. LAW ENFORCEMENT:**

### **A. Edgewood Police Department:**

1. Student conduct is governed by both Edgewood ISD policy and State Law.
2. Student conduct is primarily the responsibility of Edgewood ISD administrators and teachers.
3. Edgewood ISD Police Department officers shall not become involved in matters concerning minor administrative student discipline, whenever possible.
4. If an Edgewood ISD officer observes an incident concerning minor administrative student discipline, which the officer feels needs attention, the officer shall inform the appropriate administrator or teacher of the incident.
5. Upon request, Edgewood ISD officers may assist administrators or teachers with major administrative incidents concerning student discipline.
6. If a request of this nature is made the Edgewood ISD officer may provide assistance but shall refrain from taking charge of the discipline matter, unless other circumstances so dictate.

### **B. Questioning and Interviewing of Students:**

1. When law enforcement officers or other lawful authorities wish to question or interview a student at school in an official investigation:
  - a. The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student
  - b. The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
  - c. The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
  - d. If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

### **C. Students Taken into Custody:**

1. State law requires the District to permit a student to be taken into legal custody:
  - a. To comply with an order of the juvenile court,
  - b. To comply with the laws of arrest,
  - c. 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,
  - d. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court,
  - e. To comply with a properly issued directive to take a student into custody, or
  - f. By an authorized representative of Child Protective Services, 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.
2. Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity, and, to the best of his or her ability, will verify the official's authority to take custody of the student.
3. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person rises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

### **D. Student Released From Custody:**

If a student is brought to a school campus by a law enforcement officer who requests that the child will be released into the custody of the campus principal, the campus principal, his or her designee, or the peace officer assigned to the school campus can agree to assume responsibility for the student for the remainder of the school day. A reasonable attempt to notify the parent of the circumstances under which the student was brought to school will be made; however, a school official is not required to assume such responsibility or to notify the parents of this fact.

**E. Notification of Law Violations:**

1. The District is required by state law to notify:
  - a. 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
  - b. All instructional and support personnel who have regular contact with a student who has been convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors
  - c. Any teacher who has regular contact with a student through a classroom assignment of the conduct of a student who has engaged in a violation that is a mandatory or permissive expellable offense.

**F. Use of Force to Maintain Discipline:**

The use of force, but not deadly force, against a person is justified if the actor is entrusted with the care, supervision, or administration of the person for a special purpose when and to the degree the actor reasonably believes the force is necessary to further the special purpose or to maintain discipline in a group.

**G. Searches:**

1. Search is defined as looking through, inspecting or exploring carefully or thoroughly in order to locate something. When principals or their designated administrative representatives have reasonable cause that a student, desk, school locker, vehicle, or other repository contains illegal and/or dangerous items or controlled substances, the principals have the right to search that student, desk, locker, vehicle, or repository. Searches may include any book bag, gym basket, vehicle, purse, supply packets, or anything that contains the student's personal effects.
2. A search is reasonable if it meets both of the following criteria:
  - a. The action is justified at the inception,
  - b. The school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation,
  - c. The scope of the search is reasonably related to the circumstances that justified the search in the first place, and
  - d. The measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.
3. Vehicles parked on district property may be searched if reasonable suspicion exists to believe that contraband is inside the vehicles. A student shall be responsible for any prohibited item found in lockers or vehicles parked on school property.
4. Lockers and desks are property of the Edgewood Independent School District and are subject to inspection/search.
5. School officials may search a student's outer-clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent.
6. Students attending school-related field trips may have luggage/school bags searched before loading the bus by an administrator or a group sponsor.
7. Any person entering the premises of any school shall be deemed to have consented to a reasonable search of his or her person and effects.
8. Metal detectors and/or hand searches may be used before participation in school dances.

**H. Administrative Searches:**

- a. Any student who leaves the school grounds without permission and returns that school day will be searched, if the student returns in a vehicle the student and the vehicle will be searched.
- b. Any student found in an unauthorized area of the school or District facility located on the school grounds will be searched.
- c. The search will be conducted by the Principal or their designated Administrative Representative.

## **I. Searches by Trained Dogs:**

1. The District shall use specially trained non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF (LEGAL), and alcohol. This program is implemented in response to drug and alcohol related problems in District schools, with the objective of maintaining a safe school environment conducive to education.
2. The district has engaged a private canine drug detection company to function in a preventive and proactive manner to deter students from bringing, using, transferring illegal substances at school. The dogs are trained to detect the odors from illegal drugs, alcohol, gunpowder, fireworks and certain over-the-counter drugs. The dogs are used to randomly check student book bags, lockers, cars, as well as school buildings and grounds.
3. Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used on students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.
4. The dogs and their handlers are continually escorted by an administrator during their visit and work together in responding to "alerts" made by the dogs.
5. When an alert is made by the dog on a student's possession, (individuals are never checked by the dogs), the student is informed of the dog's interest, informed of what the dog will alert on, asked what the dog may be showing an interest in and then asked if the administrator can do a search of the possession alerted.
6. The administrator may also do a search of the person, their locker, vehicle and any other possessions.

## **J. VIDEO SURVEILLANCE DATA**

Video surveillance data collected from cameras on school property is treated as confidential as per the provisions of the Family Educational Rights and Privacy Act (FERPA) and not subject to public disclosure. School officials may share video footage with a student or parent but only if the video does not disclose personally identifiable information regarding another student. Personally identifiable information may only be disclosed to third parties in very narrow circumstances such as in response to a judicial order or subpoena.

## **XVIII. Individuals with Disabilities Education Act (IDEA) Amendments of 2004 Discipline Section**

**NOTE: A disabled student shall not be excluded from his current placement for more than ten (10) days without ARD committee action to determine appropriate services in the interim.**

### **A. Placement in a Disciplinary Alternative Education Setting:**

A student with a disability is subject to applicable federal and state law requirements in addition to the requirements stated in the Edgewood Student-Parent Handbook. To the extent that any conflict exists, federal law will prevail. State law provides that a student (including a student with a disability), who engages in conduct for which placement in an disciplinary alternative educational program is applicable, may be suspended for three (3) school days per behavior violation. However, a student with a disability may not be placed in a disciplinary alternative educational program solely for educational purposes if a student does not also meet the statutory criteria for alternative placement. A student may only be placed in a disciplinary alternative educational setting after the ARD Committee has met and held a manifestation determination review and considered whether the conduct at issue is a manifestation of the student's disability.

### **B. Manifestation Determination Review:**

If a disciplinary action involving a change of placement for more than ten (10) consecutive school days or cumulative school days that constitute a pattern is contemplated for a student with a disability who has engaged in behavior that violated any rule or code of conduct of the District that applies to all students, the District shall notify the parents of that decision and of all procedural safeguards. Immediately, if possible, but in no case later

than 10 school days after the date on which the decision for that action is made, a manifestation determination review must be conducted.

**C. Misbehavior not Related to the Disability:**

If as a result of the manifestation determination review, the ARD Committee determines that misbehavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. The District shall continue to provide a free appropriate public education to the student.

**D. Misbehavior Related To The Disability:**

A student with a disability may be placed into an interim alternative education setting for drugs and/or weapons offenses or offenses causing serious bodily injury for up to 45 school days regardless of whether the student's behavior is determined to be a manifestation of his or her disability.

**E. Reporting Crimes:**

1. 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.
2. Parents and/or students seeking more information regarding the discipline of students who receive special education services under IDEA are referred to the Director of Special Education, Mr. Jose Hinojosa 444-8103.
3. Federal law does not prohibit the District from reporting a crime committed by a student with a disability to the appropriate authorities. The District shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported.

**F. USE OF CONFINEMENT, RESTRAINT, SECLUSION, AND TIME-OUT:**

1. It is the policy of this District to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29, Texas Education Code.
2. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a lock box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.
3. In this subsection:
4. "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.
5. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
6. Is designed solely to seclude a person; and
7. Contains less than 50 square feet of space.
8. "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
9. That is not locked; and
10. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
11. "Weapon" includes any weapon described under Section IX, E, 1 above.
12. A District employee or volunteer or an independent contractor or the District may not place a student in seclusion.
13. This subsection does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
14. The student possesses a weapon; and
15. The confinement is necessary to prevent the student from causing bodily harm to the student of another person.
16. This subsection does not apply to:
17. A peace officer while performing law enforcement duties;
18. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of the District.

**NO QUALIFIED PERSON SHALL, ON THE BASIS OF DISABILITY, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR OTHERWISE BE SUBJECT TO DISCRIMINATION UNDER ANY PROGRAM OR ACTIVITY WHICH RECEIVES BENEFITS FROM FEDERAL FINANCIAL ASSISTANCE.**

## **XIX. SECTION 504, REHABILITATION ACT OF 1973 STUDENT PROTECTION SECTION**

- A. In some instances, disabled students, other than students who qualify for services under Special Education, are protected from a significant change in placement, such as DAEP or expulsion.
- B. **SECTION 504 COORDINATOR:**
1. The district has designated Section 504 Coordinator, who may be contacted at (210) 444-7911. Check with the campus administrator for the Section 504 designee at each campus.
  2. Section 504 Coordinator or campus designee will notify the parents of their rights under Section 504. The address of the Regional Office which covers Texas is: Office of Civil Rights, Region VI at 1200 Main Tower Building, Room 1935, Dallas, Texas 75202, (210) 767-3959.

## **STUDENT CODE OF CONDUCT--**

### **STAGE I OFFENSES**

For which the teacher **shall employ** classroom **Disciplinary Management Plan strategies**.

#### **Offense Code    Offense Description**

- 21 Late to school or class.
- 21 Nonconformity to regular classroom or school rules, such as not bringing textbooks or other materials to class.
- 21 Inattention or disruption in class, such as talking without permission.
- 21 Inconsiderate behavior toward others, such as pushing or shoving.
- 21 Violating the restrictions of designated areas.
- 21 Failing to complete class work or homework assignments.
- 21 Violating safety rules.
- 21 Insubordination – refusing to follow instructions.
- 21 Cheating or copying the work of others.
- 21 Without permission, leaving classes during instructional time, leaving school grounds during the academic day, or leaving a school-sponsored event in which the student is a participant (first offense).
- 21 Public display of affection.
- 21 Possession of nuisance items, such as radios, Walkman's, skateboards or paging devices, etc., that interferes with instruction. (Cell Phones I-Pods Game Boys etc.)
- 21 Nonattendance (curfew violation and student cited)

Students who engage in any of these **STAGE I** - shall be subject to parent notification as soon as possible in addition to appropriate progressive disciplinary action including, but not necessarily limited to the following:

- a. Counseling by teachers, counselors, and/or administrators
- b. Probation
- c. Detention no longer than 15 minutes
- d. Withdrawal of student privileges
- e. Teacher-student-administrator conferences
- f. Parent conference
- g. Verbal reprimand
- h. Referral to Saturday school or Court **(if a violation of compulsory attendance)**
- i. No participation in extracurricular activities
- j. In-School Suspension

## STAGE II A

Students who commit Stage II- offenses at school, on District transportation, or during school-related activities will be assessed penalties commensurate with the offense. Stage II-offenses are considered to be more objectionable than Stage I offenses. Thus, in most cases, Stage II- offenses will warrant greater consequences than Stage I offenses. These offenses will typically result in suspension (in school or out of school), although all consequences shall be at the **discretion** of the campus administrator and a student Maybe placed in a disciplinary alternative education program.

### Offense Code    Offense Description

- 10    Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity, the superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Texas Penal Code.
- 21    Threatens another with imminent bodily injury; causes physical contact which is offensive or provocative; assaults someone other than an employee or volunteer causing no bodily injury.
- 21    Possesses a weapon not prohibited in the Texas Penal Code or included but are not limited to the items listed in Section XVI, S above.
- 21    Engages in bullying, harassment or the making of a hit list.
- 21    Participates in gangs or gang activity including exhibiting gang graffiti gang designating clothing, or gang insignia; or participates in fraternities, sororities, or secret societies.
- 21    Commits a burglary, robbery, or theft (non-felony).
- 21    Engages in extortion, coercion, or blackmail (non felony).
- 21    Engages in habitual fighting repeated commission of physical abuse or threats of physical abuse, or involvement in a serious fight.
- 21    Displays flagrant or extreme insubordination.
- 21    Participates in aggressive, disruptive action or group demonstrations that substantially disrupts or materially interferes with school activities.
- 21    Engages in verbal abuse such as name-calling, ethnic or racial slurs, or derogatory statements that disrupt the school environment or incite violence.
- 21    Exhibits disrespect or directs profanity, pornography, or vulgar language, or obscene gestures toward teachers, employees or other students.
- 21    Uses profanity, vulgar language, or obscene gestures.
- 21    Possesses or distributes pornography.
- 21    Engages in offensive verbal or physical misbehavior of a sexual nature, which may include request for sexual favors, or similar intimidation directed toward another student.
- 21    Disrupts the school environment or educational process including, but not limited to, smoke bombs, stink bombs, etc.
- 21    Engages in any other conduct that constitutes a violation of local, state, or federal law.
- 21    Engages in persistent misbehavior - violation of five (5) or more disruptive Stage I Offenses.  
(Requires 30 days of RTI documentation or 4-6 weeks of properly documented Multi-Tiered Systems of Support (MTSS) Tier 2 or Tier 3 behavior intervention.)
- 21    Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- 21    Possesses, uses, sells, gives, or delivers drug paraphernalia.
- 21    Is under the influence of an unknown substance.
- 21    Violates the District's Edgenet System Policy.
- 21    Permanent removal by a teacher who has denied the student the right to return and the Placement Review Committee has been invoked.



- 21 Assaults an employee or volunteer causing no bodily injury.
- 21 Possesses, uses, sells, gives, or delivers over the counter drugs.
- 21 Engages in sexual harassment.
- 21 Possesses ammunition
- 22 Engages in vandalism/criminal mischief-school property (non-felony)
- 22 Engages in vandalism/criminal mischief-student property (non-felony)
- 22 Engages in vandalism/criminal mischief-teacher/staff property (non-felony)
- 23 Emergency Placement/ TEC 37.019.
- 33 Engages in repeated tobacco violations.
- 34 Engages in school-related gang violence.
- 41 Engages in fighting or mutual combat excluding all offenses under Penal Code Section 22.01.
- 56 Student is required to register as a sex offender and is not under court supervision.

Students who engage in any of these **STAGE II A** shall be subject to parent notification within three (3) school days, and to appropriate disciplinary action including, but not necessarily limited to, the following:

- a. Parent/Administrator/Teacher conference
- b. Detention over 15 minutes
- c. In-School Suspension
- d. Parent escort
- e. Out-of-School Suspension between 1-3 days depending upon student age and nature of offense
- f. Removal from class
- g. Reassignment of classes
- i. Placement in a campus disciplinary alternative education program for a period of time up to the end of the current grading period
- j. Transfer to another campus
- k. Placement in the EISD Disciplinary Alternative Education Program for a period of time up to the end of the current school year or into the subsequent school year
- l. Citation by Peace Officer (if offense is a violation of law)
- m. No participation in extracurricular activities

## **PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM**

### **STAGE II**

A student **SHALL BE** placed in a Disciplinary Alternative Education Program, if the student engages in:

#### **Offense Code    Offense Description**

- 26 Engages in conduct involving a public school that contains the elements of the offense of terroristic threats under TEC Section 37.006(a)(1).
- 35 Engages in conduct involving a public school that contains the elements of the offense of false alarm or report under TEC Section 37.006(a)(1).

**The student commits on or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property the following:**

- 02 Engages in conduct punishable as a felony;  
Sells, gives, or delivers to another person, or possesses, or uses, or is under the influence of:
- 04 Marijuana,
- 04 A controlled substance,
- 04 A dangerous drug,
- 05 An alcoholic beverage, or

- 05 Commits a serious act or offense while under the influence of alcohol;
- 06 Engages in conduct that contains the elements of an offense relating to abusable volatile chemicals; or
- 07 Engages in conduct that contains the elements of the offense of public lewdness or indecent exposure.
- 08 The student engages in conduct on or off school property that contains the elements of the offense of retaliation under Section 36.06, Texas Penal.

For conduct defined as a felony offense in Title 5, Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity:

- 09 The student receives deferred prosecution;
  - 09 A court or jury finds that the student has engaged in delinquent conduct; or
- 09 The superintendent or designee without regard to the date on which the student’s conduct occurred; the location at which the conduct occurred; whether the conduct occurred while the student was enrolled in the District: or whether the student has successfully completed any court disposition requirements imposed in connection with the conduct after an opportunity for a hearing before the District’s Hearing Officer if:

1. The student receives deferred prosecution for such conduct; or
2. The student has been found by a court to have engaged in delinquent conduct for such.
  - 28 Engages in conduct that contains the elements of assault with bodily injury;
  - 55 Student is required to register as a sex offender and is under court supervision.

Students who engage in any of these **STAGE II** shall be subject to parent notification within three (3) school days and appropriate disciplinary action including, but not necessarily limited to, the following:

- a. Out-of-School Suspension up to 3 days
- b. Mandatory removal from class
- c. Mandatory recommendation for placement in the EISD Disciplinary Alternative Education Program
- d. Citation by Peace Officer (if a violation of law) to appear in court to answer to charges which may involve assessment of fines and/or court costs

Arrest and incarceration (if a violation of law)

**REMOVAL - EXPULSION STAGE III-OFFENSES**

For which 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 line, or while attending a school-sponsored or school-related activity on or off or on a school bus:

**Offense Code    Offense Description**

- 04 Marijuana,
- 04 A controlled substance,
- 04 A dangerous drug, or
- 05 An alcoholic beverage.
- 06 Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Texas Health and Safety Code.
- 09 Commits 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 at a school in another district in Texas.
- 09 Engages in conduct that contains the elements of one of the following offenses (Title 5) against another student, without regard to where the conduct occurs:
  - Aggravated assault
  - Sexual assault

- Aggravated sexual assault
- Murder
- Capital murderCriminal attempt to commit murder or capital murder
- Aggravated robbery

- 09 The superintendent or designee without regard to the date on which the student’s conduct occurred; the location at which the conduct occurred; whether the conduct occurred while the student was enrolled in the District: or whether the student has successfully completed any court disposition requirements imposed in connection with the conduct a student may be expelled and be placed in the BCJA after an opportunity for a hearing before the District’s Hearing Officer if:
1. The student receives deferred prosecution for conduct defined as a felon offense in Title 5 of the Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code; or
  2. The student has been found by a court to have engaged in delinquent conduct for conduct defined as a felony offense in Title 5 of the Texas Penal Code or the felony offense of aggravated robbery under Title 7, Texas Penal Code.
- 11 Engages in any mandatory expellable offense or possess a firearm, as defined by 18 U.S.C. Section 921 while within 300 feet of school property, as measured from any point on the school’s real property boundary line
- 20 Continues to engage in serious or persistent misbehavior that violates the District’s Student Code of Conduct while placed in the District’s DAEP for disciplinary reasons.
- 22 Engages in conduct that contains the elements of the offense of criminal mischief under Section 28.03, Texas Penal Code, if the conduct is punishable as a felony under that section.  
Sells, gives, or delivers to another person, or possesses, or uses, or is under the influence of:
- 23 Emergency Expulsion/TEC 37.019
- 26 Engages in conduct involving a public school that contains the elements of the offense of terroristic threats under Section 22.07, Texas Penal Code.49 Engages in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Texas Penal Code.
- 27 Engages in conduct that contains the elements of assault with bodily injury under Section 22.01(a) (1), Texas Penal Code against a school employee or a volunteer as defined by Section 22.053.

While within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- 35 Engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Texas Penal Code.
- 51 Uses, exhibits, or possesses a firearms;
- 52 Uses, exhibits, or possesses an location restricted knife, club, or a prohibited weapon; or
- 53 Commits a serious felony offense.
- 54 Sells, gives, or delivers to another person, or possesses, or uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage punishable as a felony.
- 55 Student is required to register as a sex offender and is under court supervision.
- 56 Student is required to register as a sex offender and is not under court supervision.

Students who engage in any of these **STAGE III OFFENSES** shall be subject to parent notification within three (3) school days, and in addition to appropriate disciplinary action including, but not necessarily limited to, the following:

- a. Out-of-School Suspension up to 3 days
- b. Placement in the EISD Disciplinary Alternative Education Program
- c. Referral to the Juvenile Justice System (Section 52.04 of the Family Code and Section 37.010[a] of the Texas Education Code)

A student who violates the provisions of the Student Code of Conduct and who is expelled shall also be referred to the **Juvenile Court** for placement into the Juvenile Justice Alternative Education Program. The Juvenile Court shall, after the student has been expelled, place the student into the **Juvenile Justice Alternative Education Program**.

### **STAGE III OFFENSES**

For which the student SHALL BE EXPELLED from school if the student, while on school property, at any district facility, at any school-sponsored or school-related activity on or off of school property, or on a school bus:

#### **Offense Code    Offense Description**

Uses, exhibits, or possesses:

- 08 Engages in conduct that contains the elements of any offense listed above, EA through EM and ES through EX, against any employee in retaliation for or as a result of the employee's employment with a school district.
- 11 A firearm as defined by 18 U.S.C. Section 921 or by Section 46.03 (3), Texas Penal Code;
- 12 An location restricted knife as defined by Section 46.01 (6), Texas Penal Code;
- 13 A club as defined by Section 46.01 (1), Texas Penal Code; or
- 14 A prohibited weapon as listed under Section 46.05, Texas Penal Code
- 16 Arson;
- 17 Murder, capital murder, or criminal intent to commit murder or capital murder;
- 18 Indecency with a child,
- 19 Aggravated kidnapping
- 29 Engages in conduct that contains the elements of aggravated assault against a school employee/volunteer

Engages in conduct that contains the elements of the offense of:

- 30 Engages in conduct that contains the elements of the offense of aggravated assault against someone other than a school district employee or volunteer.
- 31 Sexual assault or aggravated sexual assault against school district employee or volunteer
- 32 Sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer.

If punishable as a felony, sells, gives, or delivers to another person, or possesses or uses or is under the influence of:

- 36 Marijuana;
- 36 A controlled substance;
- 36 A dangerous drug;
- 37 An alcoholic beverage; or
- 37 Commits a serious act or offense while under the influence of alcohol.

Engages in conduct that contains the elements of the offense of:

- 46 Aggravated robbery.
- 47 Manslaughter
- 48 Criminally negligent homicide
- 57 Continuous sexual abuse of young child or children

Students who engage in any of these **STAGE III OFFENSES** shall be subject to parent notification within three (3) school days, and to appropriate disciplinary action including, but not necessarily limited to the following:

- a) Citation by EISD Peace Officer
- b) Placement in the EISD Disciplinary Alternative Education Program
- c) Expulsion from the Edgewood ISD
- d) Referral to the Juvenile Justice System
- e) Arrest/incarceration/detention (if a violation of law)

A student who violates the provisions of the Student Code of Conduct and who is expelled shall also be referred to the **Juvenile Court** for placement into the Juvenile Justice Alternative Education Program. The Juvenile Court shall, after the student has been expelled, place the student into the **Juvenile Justice Alternative Education Program**.

## **PARTICIPATION IN GRADUATION ACTIVITIES**

The District has the right to limit a student's participation in graduation activities for violating the District's Student Code of Conduct. Participation might include, but is not limited to, a speaking role, as established by District policy and/or procedures.

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

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

## GLOSSARY

**Abuse** is improper or excessive use.

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

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another 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 designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers.

**Arson** is defined 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:
    1. Knowing that it is within the limits of an incorporated city or town,
    2. Knowing that it is insured against damage or destruction,
    3. Knowing that it is subject to a mortgage or other security interest,
    4. Knowing that it is located on property belonging to another,
    5. Knowing that it has located within it property belonging to another, or
    6. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
  - A. Recklessly damages or destroys a building belonging to another, or
  - B. Recklessly causes another person to suffer bodily injury or death.

**Assault** A person commits an offense if the person intentionally, knowingly, or recklessly causes bodily injury to another (See TEX. PENAL CODE Section 22.01(a)(1)); intentionally or knowingly threatening another with imminent bodily injury ( See Tex. Penal Code Section 22.01(a)(2)); or as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative (See Tex. Penal Code Section 22.01(a)(3))

**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 (David's Law)**

1. Bullying, as defined in Section 37.0832 of the Education Code, as a single significant act or pattern of acts by one or more students directed at another student

that exploits an imbalance of power and involves engaging in:

- written or verbal expression;
- expression through electronic means; or
- physical conduct that:
  - Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - Is sufficiently severe, persistent or pervasive enough to create an intimidating, threatening or abusive educational environment for the student;
  - Materially and substantially disrupts the educational process or orderly operation of a classroom or school; or
  - Infringes on the rights of the victim at school.

Bullying includes "Cyberbullying" which means bullying that is done through the use of electronic communication, including

through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, Internet website, or other Internet- based communication tool.

This section 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 van being used for transportation of students to or from school or a school-sponsored or school-related activity;
3. cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - (A) interferes with a student's educational opportunities; or
  - (B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

All employees are required to report student complaints of bullying to the principal or designee.

No exceptions! No decision-making needed from the employee, just report.

Edgewood ISD provides a reporting tool under Let's Talk on the district website. Go to [www.eisd.net](http://www.eisd.net) click on Let's Talk and then select Edgewood Alert. Students, parents and staff can report bullying incidents anonymously through Edgewood Alert.

**Chemical dispensing device** is a device, other than a small chemical dispenser, sold commercially for personal protection, designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being.

**Club** is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, mace, and tomahawk.

**Cyber-Bullying** – 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 commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by 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. Delinquent conduct also includes conduct that violates certain juvenile court orders, including probation orders. Delinquent conduct does not, however, include violations of traffic laws.

**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 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, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

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



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

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

**Firearm silencer is defined by Texas Penal Code 46.01** as any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** is making marks with aerosol paint or an indelible marker on tangible property of the owner without the effective consent of the owner. The markings may include inscription, slogans, drawing, 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 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.

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

**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.

**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.

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

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

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

**Paraphernalia** is any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

**Parent** includes a student's parent, guardian or other person in lawful authority over the student, unless otherwise indicated in this Code.

**Possession** means to have on a student's person or in the student's personal property, including but not limited to the student's clothing, purse, or backpack; in any private vehicle used by the student 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, 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:
  - An explosive weapon;
  - A machine gun;
  - A short-barrel firearm;
2. Knuckles;
3. Armor-piercing a m m u n i t i o n ;
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 certified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transcripts, 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 a act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

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

**Reasonable belief determination** can be 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 using force against another when and to the degree a person reasonably believes the force is immediately necessary to protect him or herself.

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

**Terroristic threat** is defined by Texas Penal Code 22.07 as a threat of violence to any person or property with intent to:

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

**Time-Out** means a behavior management technique in which, to provide a student with an opportunity to regain self-control. The student is separated from other students for a limited period in a setting that is not locked, and from which the exit is not physically blocked by furniture or lock door.

**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 not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated. Impairment of a person’s physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use.

**Use** means that a student has voluntarily introduces into his or her body by any means a prohibited substance recently enough that it is detectable by the physical appearance, breath, or speech.

**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 smoothbore or rifled-bore barrel by using the energy generated by an explosion or burning substance.