



Engaging Learners - Ensuring Success

2015 – 2016

**Student-Parent Handbook
and
Student Code of Conduct**

Fort Sam Houston Independent School District

4005 Winans Road - San Antonio, Texas 78234

(210) 368-8700 - www.fshisd.net

Table of Contents

PREFACE	1
SECTION I: PARENTAL RIGHTS.....	5
CONSENT, OPT-OUT, AND REFUSAL RIGHTS	5
Consent to Conduct a Psychological Evaluation	5
Consent to Display a Student’s Original Works and Personal Information	5
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14	5
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law.....	5
Limiting Electronic Communications with Students by District Employees	6
Objecting to the Release of Directory Information.....	6
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)	6
Participation in Third-Party Surveys	7
Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation.....	7
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	7
REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION.....	8
Human Sexuality Instruction	8
Reciting a Portion of the Declaration of Independence in Grades 3–12.....	8
Reciting the Pledges to the U.S. and Texas Flags.....	8
Religious or Moral Beliefs.....	9
Tutoring or Test Preparation	9
RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS	9
Instructional Materials	9
Notices of Certain Student Misconduct to Noncustodial Parent	9
Student Records	9
Accessing Student Records.....	9
Authorized Inspection and Use of Student Records	10
Teacher and Staff Professional Qualifications	12
STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES.....	13
Children of Military Families	13
Parental Role in Certain Classroom and School Assignments	13

Multiple Birth Siblings	13
Safety Transfers/Assignments.....	13
Service/Assistance Animal Use by Students.....	14
Students in the Conservatorship of the State (Foster Care)	14
Students Who Are Homeless	14
Students Who Have Learning Difficulties or Who Need Special Education Services	14
Students Who Receive Special Education Services with Other School-Aged Children in the Home.....	15
Students Who Speak a Primary Language Other than English.....	15
Students With Physical or Mental Impairments Protected Under Section 504	15
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS	16
ABSENCES/ATTENDANCE.....	16
Compulsory Attendance.....	16
Age 19 and Older	16
Between Ages 6 and 19.....	16
Prekindergarten and Kindergarten	17
Exemptions to Compulsory Attendance.....	17
All Grade Levels	17
Secondary Grade Levels	17
Failure to Comply with Compulsory Attendance	17
All Grade Levels.....	17
Age 19 and Older	18
Between Ages 6 and 19.....	18
Attendance for Credit or Final Grade (Kindergarten Through Grade 12)	18
Official Attendance-Taking Time (All Grade Levels)	19
Documentation After an Absence (All Grade Levels)	19
Doctor’s Note After an Absence for Illness (All Grade Levels).....	20
Driver License Attendance Verification (Secondary Grade Levels Only).....	20
ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels).....	20
AWARDS AND HONORS (All Grade Levels).....	21
BULLYING (All Grade Levels)	21
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only) .	22
CELEBRATIONS (All Grade Levels).....	22
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels).....	22

COMPLAINTS AND CONCERNS (All Grade Levels)	23
CONDUCT (All Grade Levels)	24
Applicability of School Rules	24
Campus Behavior Coordinator	24
Disruptions of School Operations	24
Social Events	25
COUNSELING	25
Academic Counseling	25
Elementary and Middle/Junior High School Grade Levels	25
High School Grade Levels	25
Personal Counseling (All Grade Levels)	26
COURSE CREDIT (Secondary Grade Levels Only)	26
CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)	26
CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject	26
Students in Grades 1–5	27
Students in Grades 6–12	27
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)	27
Dating Violence	27
Discrimination	28
Harassment	28
Sexual Harassment and Gender-Based Harassment	28
Retaliation	28
Reporting Procedures	29
Investigation of Report	29
DISCRIMINATION	29
DISTANCE LEARNING	30
All Grade Levels	30
Texas Virtual School Network (TxVSN) (Secondary Grade Levels)	30
DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)	30
School Materials	30
Nonschool Materials	30
From Students	30

From Others	31
DRESS AND GROOMING (All Grade Levels)	31
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels).....	33
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	33
Possession and Use of Other Personal Electronic Devices....	Error! Bookmark not defined.
Instructional Use of Personal Telecommunications and Other Electronic Devices.....	34
Acceptable Use of District Technology Resources.....	34
Unacceptable and Inappropriate Use of Technology Resources.....	34
END-OF-COURSE (EOC) ASSESSMENTS.....	34
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)	34
Standards of Behavior.....	35
Offices and Elections	37
FEES (All Grade Levels)	37
FUNDRAISING (All Grade Levels)	38
GANG-FREE ZONES (All Grade Levels).....	38
GENDER-BASED HARASSMENT.....	39
GRADING GUIDELINES (All Grade Levels)	39
HARASSMENT	39
HAZING (All Grade Levels).....	39
HEALTH-RELATED MATTERS.....	39
Student Illness (All Grade Levels).....	39
Bacterial Meningitis (All Grade Levels).....	40
Food Allergies (All Grade Levels).....	41
Head Lice (All Grade Levels).....	42
Physical Activity Requirements.....	42
Elementary School.....	42
Junior High/Middle School.....	42
School Health Advisory Council (SHAC) (All Grade Levels).....	42
Student Wellness Policy/Wellness Plan (All Grade Levels).....	42
Other Health-Related Matters.....	43
Physical Fitness Assessment (Grades 3–12).....	43
Vending Machines (All Grade Levels)	43
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	43
Asbestos Management Plan (All Grade Levels).....	43

Pest Management Plan (All Grade Levels).....	43
HOMELESS STUDENTS (All Grade Levels).....	44
ILLNESS.....	44
IMMUNIZATION (All Grade Levels)	44
LAW ENFORCEMENT AGENCIES (All Grade Levels).....	44
Questioning of Students	44
Students Taken Into Custody	45
Notification of Law Violations	45
LEAVING CAMPUS (All Grade Levels).....	46
During Lunch	46
At Any Other Time During the School Day.....	46
LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)	47
LOST AND FOUND (All Grade Levels)	47
MAKEUP WORK.....	47
Makeup Work Because of Absence (All Grade Levels)	47
DAEP Makeup Work	48
Grades 9–12	48
In-School Suspension (ISS) Makeup Work (All Grade Levels).....	48
MEDICINE AT SCHOOL (All Grade Levels)	48
Psychotropic Drugs.....	49
NONDISCRIMINATION STATEMENT (All Grade Levels).....	50
PARENTAL INVOLVEMENT (All Grade Levels).....	50
Working Together.....	50
PHYSICAL EXAMINATIONS/HEALTH SCREENINGS	51
Athletics’ Participation (Secondary Grade Levels Only).....	51
Other Exams and Screenings (All Grade Levels).....	51
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels).....	51
PRAYER (All Grade Levels).....	52
PROMOTION AND RETENTION	52
Elementary and Middle/Junior High Grade Levels	52
High School Grade Levels	53
RELEASE OF STUDENTS FROM SCHOOL	53
REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels)	53
RETALIATION.....	54

SAFETY (All Grade Levels)	54
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	54
Emergency Medical Treatment and Information	55
Emergency School-Closing Information	55
SCHOOL FACILITIES	56
Use by Students Before and After School (All Grade Levels)	56
Conduct Before and After School (All Grade Levels)	56
Use of Hallways During Class Time (All Grade Levels)	56
Cafeteria Services (All Grade Levels)	56
Library (All Grade Levels)	57
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)	57
SEARCHES	57
Students’ Desks and Lockers (All Grade Levels)	57
Telecommunications and Other Electronic Devices (All Grade Levels)	57
Vehicles on Campus (Secondary Grade Levels Only)	58
Trained Dogs (All Grade Levels)	58
Metal Detectors (All Grade Levels)	58
Drug Testing (Secondary Grade Levels Only)	58
SEXUAL HARASSMENT	58
SPECIAL PROGRAMS (All Grade Levels)	58
STANDARDIZED TESTING	58
Secondary Grade Levels	58
SAT/ACT (Scholastic Aptitude Test and American College Test)	58
TSI (Texas Success Initiative) Assessment	59
STAAR (State of Texas Assessments of Academic Readiness)	59
Grades 3–8	59
High School Courses—End-of-Course (EOC) Assessments	60
STEROIDS (Secondary Grade Levels Only)	60
STUDENTS IN FOSTER CARE (All Grade Levels)	60
STUDENT SPEAKERS (All Grade Levels)	61
SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)	61
SUICIDE AWARENESS (All Grade Levels)	61
TARDIES (All Grade Levels)	61
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)	61

TRANSFERS (All Grade Levels).....	62
TRANSPORTATION (All Grade Levels).....	62
School-Sponsored Trips	62
Buses and Other School Vehicles	62
VANDALISM (All Grade Levels).....	63
VIDEO CAMERAS (All Grade Levels).....	64
VISITORS TO THE SCHOOL (All Grade Levels).....	64
General Visitors.....	64
Visitors Participating in Special Programs for Students	64
VOLUNTEERS (All Grade Levels)	64
VOTER REGISTRATION (Secondary Grade Levels Only).....	64
WITHDRAWING FROM SCHOOL (All Grade Levels).....	64
SECTION III: Fort Sam Houston Elementary.....	66
VISION AND MISSION STATEMENT.....	66
ABSENCES / ATTENDANCE / TARDIES	66
ACADEMIC PROGRAMS.....	66
Gifted and Talented Education	67
Physical Education.....	67
ADMISSION / ENROLLMENT	67
SECTION IV: Robert G. Cole Middle and High School	72
SECTION V: Student Code of Conduct.....	92
APPENDIX I: Freedom From Bullying Policy	Error! Bookmark not defined. 129
APPENDIX II: Acknowledgment Form for Handbook and Student Code of Conduct	133
APPENDIX III: Parent - Student Authorization Form.....	134

PREFACE

To Students and Parents:

Welcome to school year 2015–2016! 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 Fort Sam Houston ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In our continued effort to be as efficient as possible, the Fort Sam Houston ISD website, www.fshisd.net, will now be the primary source for access to the Student – Parent Handbook and the Student Code of Conduct. Families who do not have Internet access may request a hard copy of the handbook and Code of Conduct. In an effort to make it easier to use, the handbook is divided into several sections:

Section I PARENTAL RIGHTS AND RESPONSIBILITIES – with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II OTHER INFORMATION FOR STUDENTS AND PARENTS —organized alphabetically by topic for quick access when searching for information on a specific issue.

Section III FORT SAM HOUSTON ELEMENTARY SCHOOL – organized alphabetically by topic for quick access when searching for information on a specific issue.

Section IV ROBERT G. COLE MIDDLE / HIGH SCHOOL - organized alphabetically by topic for quick access when searching for information on a specific issue.

Section V STUDENT CODE OF CONDUCT

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

Both students and parents should become familiar with the Fort Sam Houston ISD *Student Code of Conduct*, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning, located at the end of this booklet, and available on the district’s website at www.fshisd.net.

The student handbook is a general reference guide only and is designed to be in harmony with board policy and the *Student Code of Conduct*. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy, including the *Student Code of Conduct*, and any provisions of the Student Handbook, the current provisions of board policy and the *Student Code of Conduct* are to be followed.

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

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

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

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

Please note that references to policy codes are included so that parents can refer to current 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.fshisd.net.

HISTORY OF THE FORT SAM HOUSTON INDEPENDENT SCHOOL DISTRICT

The Fort Sam Houston ISD was created in 1951 under the provisions of the school laws of Texas. The total school population of the district, which includes all students in grades Early Childhood through twelve, is approximately 1,430.

The Fort Sam Houston Elementary School was originally constructed as an 18-room building with funds provided by Public Law 815. The school opened in September 1952 with an enrollment of 385 students. The school currently houses approximately 790 students in Early Childhood through 5th grade. In keeping with the increased enrollment, additional classrooms have been added.

Prior to the opening of the Robert G. Cole Junior/Senior High School, the Fort Sam Houston Independent School District paid tuition to the San Antonio Independent School District for all junior and senior high school students to attend their high schools. In 1961, the U.S. Office of Education authorized funds for an expansion of the educational program to include all twelve grades within the district. This expansion resulted in the creation of the Junior/Senior high school for students in grades 7 – 12, located on a twenty-five acre site on Winans Road. In August 2007, the campus was renamed Robert G. Cole Middle/High School. Grades 6 – 8 are located in the newly constructed middle school building. Grades 9 – 12 are located in the high school building. Renovations to the high school began in August 2008. Approximately 640 students are enrolled in grades 6-12. The new middle school building, media center, competition gym, and instructional technology center, opened during the 2007-2008 school year.

Both Fort Sam Houston Elementary School and Robert G. Cole Jr./Sr. High School have been designated Blue Ribbon Schools of Excellence by the U.S. Department of Education. Cole has the distinction of being one of only two high schools in Texas to receive this honor twice, in 1987 and 1991. Additionally, both schools take pride in being leaders in the area of student performance, scoring above the national average on nationally normed tests and earning high ratings in the Texas School Accountability System.

VISION STATEMENT

Our vision is to promote a quality education, where every student is a learner, every learner is a graduate, and every graduate is a success.

MISSION STATEMENT

The mission of the Fort Sam Houston ISD is to develop the hearts and minds of all students, empowering them to become successful, active contributors in a changing global community.

BELIEF STATEMENTS

Fort Sam Houston Independent School District believes:

- We exist to serve the military child.
- We are a family of lifelong learners who respect and honor individual differences, diversity, and talents.
- We believe a safe and caring environment fosters the emotional and social well-being of students.
- We believe that every teacher is a leader; every leader is a teacher.
- We inspire our students to their highest level of learning.
- We, the school community, provide engaging, challenging, and meaningful work for learners.
- We prepare students to be leaders by instilling character, competence, and creativity.

SECTION I: PARENTAL RIGHTS

This section of the Fort Sam Houston ISD Student Handbook includes information on topics of particular interest to you as a parent. Due to recent changes in the state laws and policies of the Texas Education Agency and the need for expediency for implementation of these changes, the Board of Trustees of Fort Sam Houston Independent School District will follow the dictates and interpretations of said laws and policies over the local board policies should a conflict occur. The Board of Trustees of the FSHISD and the Superintendent of Schools will systematically change the local policies necessary to follow new state guidelines, laws, and policies.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

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

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

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

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

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

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may communicate with students using the district's teacher web pages to communicate information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page. Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This 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.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name, photograph, date of birth, honor and awards, dates of attendance, grade level, most recent school previously attended, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, honors and awards, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual. Also review the information at Authorized Inspection and Use of Student Records.

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

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

Participation in Third-Party Surveys

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

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

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

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

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

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

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

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

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

Human Sexuality Instruction

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

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

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction: The UT Health Science Center Sex Education Program, an abstinence sex education program and school curriculum, focuses on helping adolescents make informed decisions about sexual behavior and promotes abstinence as the right choice for teens. This program is unique in that it was designed and developed by healthcare professionals from Scott & White Memorial Hospital and Clinic.

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 United States government extends diplomatic immunity. See policy EHBK(LEGAL).

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas

flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

Religious or Moral Beliefs

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

Tutoring or Test Preparation

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

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

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

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see Objecting to the Release of Directory Information for opportunities to prohibit this disclosure].
- In accordance with written agreements between the District and the U.S. military, under exceptional circumstances, the following U.S. military officials shall have access to certain student records when these officials have a “legitimate educational interest” in such records: the Joint Base San Antonio – Fort Sam Houston Air Base Wing Commander, Joint Base San Antonio – Fort Sam Houston 502nd Mission Support Group

Commander, and the Joint Base San Antonio – Fort Sam Houston Security Forces Squadron Chief.

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

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is also 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 FSHISD, 4005 Winans Road, San Antonio, TX 78234.

The addresses of the principals' offices are: Fort Sam Houston Elementary School, 4351 Nursery Road, San Antonio, TX 78234 and Robert G. Cole Middle and High School, 4001 Winans Road, San Antonio, TX 78234.

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

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

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.fshisd.net.

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

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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

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, and Graduation requirements.

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

Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. See Bullying policy FDB, and policy FFI.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. See policy FDE.
- Request the transfer of your child to another district campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been

convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who 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.

Students Who Are Homeless

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.

Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities

Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

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

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

The designated persons to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services are Kristine Rose, Fort Sam Houston Elementary School special education coordinator at 368-8818 or Nancy de Wied, Robert G. Cole Middle and High School special education coordinator at 368-8735.

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

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

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected Under Section 504

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Laura Boon, Fort Sam Houston Elementary School Counselor at 210-368-8808 or Susan Hawkinson, Robert G. Cole Middle / High School Assistant Principal at 210-368-8742. [Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

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

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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.

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitators for the district are the campus administrators. 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 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. See policy FEA(LEGAL).

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

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

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were

extenuating circumstances for the absences, the attendance committee will use the following guidelines:

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

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at the snap shop time of 9:35 a.m.

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

Documentation After an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for

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

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

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

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Fort Sam Houston 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;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district's website at www.fshisd.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 <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

ADDRESS, TELEPHONE, OR WORK CHANGES

It is extremely important that all school records be kept current and correct. Any changes of address, telephone number, or work should be reported promptly in writing to the school office and homeroom/advisory teacher. Parents must notify the school office when moving off the installation during the school year. Parents must complete a Non-Resident Housing Transfer Application available online at www.fshisd.net and turned in at the Fort Sam Houston ISD Central Office. Students must continue to follow all rules and regulations of the district, including those for student conduct and attendance for continued enrollment.

AWARDS, HONORS, and SPECIAL RECOGNITION (All Grade Levels)

Special Recognition: Nominees for special recognition such as Homecoming Court, Student of the Month, etc., must have passing grades, a good attendance record, and meet standards for acceptable behavior.

BULLYING (All Grade Levels)

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

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

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

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

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

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

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

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

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).

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

Career and Technical Education (CTE) programs recognize the need to prepare students for the 21st century workplace. CTE helps students plan a career path that enables them to practice the processes of research, matching interests, setting goals, completing training requirements, decision-making, and skill refinement. CTE focuses on goals that enable each public school student to master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner; and gaining entry-level employment in a high-skill, high-wage job or continuing in education at the post-secondary level.

The district offers career and technical education programs in the following areas: Business, Management and Administration, Hospitality and Tourism and Education and Training. Admission to these programs is based on prerequisites listed in the registration packet.

These programs will be offered without regard to race, color, national origin, sex, or disability. FSHISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. Also see Nondiscrimination Statement for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.

CELEBRATIONS (All Grade Levels)

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

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

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at district office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's

mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

[http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://kidshealth.org/parent/positive/talk/child_abuse.html
- <http://taasa.org/resources-2/>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

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

COMPLAINTS AND CONCERNS (All Grade Levels)

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

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.

In order for students to take advantage of available learning opportunities and to be productive members of our campus communities, each student is expected to:

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

- Fort Sam Houston Elementary School: Dr. Tonya Hyde
- Robert G. Cole Middle and High School: Dr. Isabell Clayton

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.

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

Social Events

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

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

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

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also

provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should follow procedures outlined on each campus. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. Also see Substance Abuse Prevention and Intervention and Suicide Awareness.

COURSE CREDIT (Secondary Grade Levels Only)

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

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

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

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. For further information, see the school counselor and policy EHDB(LOCAL).

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2015–16 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Students in Grades 1–5

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

Students in Grades 6–12

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

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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at www.fshisd.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, or any other basis prohibited by law, that negatively affects the student.

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a

false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

DISCRIMINATION

See Dating Violence, Discrimination, Harassment, and Retaliation.

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.

The distance learning opportunities that the district makes available to district students are the Texas Virtual School Network..

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, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district 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. Also see Extracurricular Activities, Clubs, and Organizations. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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 principal, 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 will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your child’s counselor.

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. The school newspaper, if one is published, and the yearbook, are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

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

The campus principal has designated the location for approved nonschool materials to be placed for voluntary viewing or collection by students. See policy FNAA.

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

From Others

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

The campus principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING (All Grade Levels)

The district believes that school performance and future success are enhanced by appropriate dress and good grooming. The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents share responsibility for knowing and complying with the District's dress code provisions.

Parents are strongly encouraged to work closely with the school to enforce moderate hairstyles and high standards of dress for their students. Parents will be serving the welfare of our students and helping us as educators by emphasizing standards of neatness, cleanliness, safety, and decency in dress and grooming. The Dress Code is in effect for students while attending school functions or school sponsored activities on or off school property.

While it is inevitable that there will be differences of opinion as to the appropriateness of dress, grooming, and / or determining whether or not a student's attire is disruptive or distracting to the educational environment of the school, the final determination will be made by the campus administration. Students who choose to violate the dress and grooming code will be sent to an

administrator for clarification and/or disciplinary action. Parents will be contacted and requested to bring a change of clothes so that the student will be in compliance with the dress code. If available, the student may also change into clothing provided by the school. Repeated violations of the dress code will be construed as insubordination and further disciplinary consequences will be incurred by the student.

Because fads in dress and grooming are subject to sudden, and sometimes radical change, campus administrators reserve the right to rule on dress and grooming matters which involve decency, cleanliness, safety, bizarre, disruptive, or extreme modes of dress for school. Any exceptions will require approval and will be for a specific purpose or reason. This applies to school activities during or after instructional time, and either on or off campus.

The principal, in cooperation with club sponsors, coaches, or other persons in charge of a school organization, may regulate the dress and grooming of students who participate in extracurricular activities.

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

1. Hair must be neat and clean. Unconventional hairstyles (spiked hair, shaved hair designs or extreme hairstyles) that are considered to be distracting and/or disruptive to the educational environment are prohibited. Students may wear natural hair colors only.
2. Halter tops, exposed midriffs, strapless and / or low cut tops, exposed backs, spaghetti straps, see-through clothing, tank shirts and sleeveless athletic shirts are not permitted. Shirts and blouses must extend below the waistband, but cannot extend beyond the student's fingertips when the student is standing. Shoulder straps must be at least 2" wide for students in grades 6 – 12 and must be worn on the shoulder. Underwear shall not be visible or exposed.
3. Clothing with pictures, emblems, symbols (including gang and satanic), slogans, or writings that are lewd, offensive, vulgar, obscene, contain sexual innuendoes, promote violence, are disrespectful, or cause disruption to the educational environment as well as articles of clothing that advertise or depict tobacco products, alcoholic beverages, drugs, controlled substances, or other prohibited substances is prohibited at the discretion of the campus administration.
4. Appropriate footwear is required. Footwear that has toes and / or soles reinforced with steel, hard plastic or similar materials is prohibited. Footwear with wheels is prohibited.
5. Shorts will be permitted provided that the shorts are neatly hemmed and conservative and modest in appearance and must extend beyond the student's fingertips when the student is standing or as determined appropriate by an administrator. The same standard applies to slits or slashes in shorts. Over-sized athletic shorts are prohibited. Form fitting and skin-tight shorts, pants (i.e. leggings or jeggings), or body stockings of spandex worn alone, or other similar materials worn alone are prohibited.
6. Pants and shorts shall be worn securely at the waist. Sagging is prohibited. Worn, torn, cut offs, over-sized or long clothing or pants or shorts with holes are not permitted. Joggers, warm-up suits, sweat suits or wind pants except during P.E. classes are prohibited in grades 6 – 12.
7. Dresses, skirts, skorts and split-skirts will be permitted provided that they are neatly hemmed, conservative, and modest in appearance and must extend beyond the student's

fingertips when the student is standing or as determined appropriate by an administrator. The same standard applies to slits or slashes in skirts or dresses.

8. Earrings or body piercing ornaments and other similar ornaments will be worn on the ear only. No gauges, spikes or thumbtacks may be worn. Band aids may not be used to cover body piercings not in the ear.
9. Visible tattoos must be covered while in the classroom, on school grounds, at school-related activities or school-sponsored events.
10. Hats, caps, or other head apparel (“do rags”, bandanas) are not permitted with the exception of JROTC, PE classes with permission of the teacher, or those that meet medical needs of students. Hoods on hooded sweatshirts, shirts, and jackets may not be worn during instructional time or while in the building. Hats, caps or other head apparel must be placed in backpacks prior to entering the building for students in grades 6 – 12.
11. Any apparel or attire that is considered to be distracting and / or disruptive to the educational environment (ex. pajamas, lounging undershirts, pajama style clothing, temporary or permanent cosmetics, ornamental dental applies, “grills”, house shoes, shower shoes, hair curlers/rollers, picks, sunglasses, studded jewelry, spikes or chains of any type) or is considered a safety concern is prohibited. Hats, caps or other head apparel must be placed in backpacks prior to entering the building for students in grades 6 – 12.

Medical conditions may qualify for an exception from certain dress and grooming policies. However, any exceptions must receive prior approval by the campus administrator and be supported by documentation from a physician.

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 telecommunications devices, including personal mobile telephones; however, these devices must remain turned off and not be visible during the instructional day, including during all testing, unless they are being used for approved instructional purposes. Students must turn in their telecommunications devices to teachers during the administration of state mandated assessments. The devices will be returned to students at the completion of assessments. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from a campus administrator at the end of the school day.

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

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

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

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.

Responsible Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

END-OF-COURSE (EOC) ASSESSMENTS

See Graduation and Standardized Testing.

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

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing 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. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; 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. See <http://www.uil texas.org> for additional information on all UIL-governed activities.

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.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 5 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

The opportunity to participate in extracurricular activities is a privilege extended to the students of FSHISD. Participation in extracurricular activities places a student in a position of recognition and often bestows the position of role model upon the student participants. Any student who elects to accept the privilege of participating in extracurricular activities must recognize that he/she is a representative of the school and District, and will be held to a higher standard of conduct than that applied to other students. This applies to both school-related and non-school related activities. The

student is subject to state law, school district policies, school rules and regulations, the organization's requirements, and University Interscholastic League (UIL) rules (if applicable). Students participating in extracurricular activities who do not meet these standards of appropriate behaviors could be denied participation in the activity.

All sponsors and coaches of extracurricular activities, clubs and organizations, including but not limited to interscholastic athletics, marching band, etc., are to adopt and enforce standards of behavior. These standards/expectations – including consequences for misbehavior - will be higher than the District-developed Student Code of Conduct and may be a condition of membership or participation in the activity. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

The constitution and by-laws must include the following:

1. A provision that the constitution and by-laws of the club or organization must be reviewed at least every two (2) years
2. A copy of all constitutions and by-laws for all clubs and organizations are kept on file at each campus.

As previously stated, extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. Behavior standards shall be approved by the principal and the superintendent before they are communicated to students. Students shall be informed of any extracurricular behavior standards at the beginning of each school year. Extracurricular activities, such as, but not limited to, athletics, marching band, pep organizations, where the students report for workouts or practices prior to the actual beginning of classes will provide the behavior standards at the time of the first workout or practice. Students and their parents/guardians shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity. Students who have not returned the statement of extracurricular standards will not be permitted to participate in the activity of the organization.

Organizational standards of conduct of an extracurricular activity are independent of the Student Code of Conduct. However, violations of these standards of conduct may result in independent disciplinary actions if they are also violations of the Student Code of Conduct.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of organizational standards of conduct of an extracurricular activity or for violation of the Student Code of Conduct (Fort Sam Houston ISD Policy FNC (Local)). The student is subject to being placed on probation, being suspended, and/or being removed, depending on the specific circumstances of the violation of the Student Code of Conduct if:

1. The coach or sponsor of the extracurricular organization determines that the student's conduct has a negative effect on the morale or discipline of other participants in the activity; and/or
2. The coach or sponsor of the extracurricular organization determines that the student's conduct has an incidental, but real, adverse impact on the reputation of the student's organization, school, or the school district.

The conduct standard will be higher for a student already on probation for a violation of the Student Code of Conduct than for one who is in good standing as a member of the team or organization at

the time a violation occurs. Violations of the Student Code of Conduct that pertain to serious and/or persistent misbehavior will be grounds for immediate dismissal from the program when a student is already on probation.

A student who participates in a University Interscholastic League competition shall be suspended from participating in any extracurricular activity sponsored or sanctioned by the school district or the University Interscholastic League if the student does not meet the academic requirements developed by the University Interscholastic League and approved by the State Board of Education. Currently a student who receives a grade lower than a 70 on a scale of 100 after a grade evaluation period in any academic class other than an identified honors or advanced class, will be suspended from the activity.

A suspension does not last beyond the end of a school year. The grade evaluation period means the nine-week grade-reporting period, or the grade reporting period thereafter, in the case of a district with a grade-reporting period longer than six weeks. The Fort Sam Houston ISD grade reporting period is nine-weeks. However, for eligibility purposes the UIL requires that grades be checked after the first six-weeks of a new school year and then again at the school district grade reporting period if it is nine weeks or longer. Until the suspension is removed or the school year ends, the school shall review the grades of a student suspended under this policy at the end of each three-week period following the date on which the suspension began. At the time of the review, the suspension is removed if the student's grade in each class, other than in an identified Honors or advanced class, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each teacher of the student shall make the determination concerning the student's grade. During the suspension from extracurricular activity, the student may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance.

For reasons of safety, elementary-aged students must be accompanied by their parents to all district and campus extracurricular events.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Students wishing to run for office for any club or organization must complete an "Officer Application" form within the timeline specified by the sponsor. This form may be obtained from the appropriate club sponsor.

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

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

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. Smart Snacks nutrition standards apply to all fundraiser foods and beverages except foods and beverages sold outside of the school day and foods not intended for consumption at school. Except as approved by the principal or designee, fund-raising is not permitted on school property. An application for permission must be made to the principal at least 5 days before the event. Fund-raising on Joint Base San Antonio – Fort Sam Houston must be pre-approved through the appropriate military authorities. For further information, see policies at FJ and GE.

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

See Dating Violence, Discrimination, Harassment, and Retaliation.

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.

Also see Report Cards/Progress Reports and Conferences for additional information on grading guidelines.

HARASSMENT

See Dating Violence, Discrimination, Harassment, and Retaliation.

HAZING (All Grade Levels)

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

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. Also see Bullying and policies FFI and FNCC.

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

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

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent. Every effort will be made to contact the parent/guardian first. If the parent/guardian is unable to come for the child, arrangements must be made for

his/her care by the parent/guardian. In an extreme emergency, EMS or an ambulance will be called.

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.

In the event of a contagious illness, please notify the school nurse upon confirmation of the diagnosis. If a child should be hospitalized or experience a lengthy illness, please notify the school nurse and teacher. Parents/guardians should inform the school nurse concerning all major health issues or any change in medical status. It is the parent's responsibility to share medical information with teachers as parents deem appropriate.

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

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

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

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7 through 12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. Also refer to Immunization.

Food Allergies (All Grade Levels)

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

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

environment. The district's food allergy management plan can be accessed at the office of the school nurse. Also see policy FFAF and **Celebrations**.

Head Lice (All Grade Levels)

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

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity Requirements

Elementary School

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

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. 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 seven meetings. Additional information regarding the district's SHAC is available from the office of the associate superintendent.

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 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Fort Sam Houston 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 Jayne Hatton with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

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

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Operations office the district's designated asbestos coordinator, at 210-368-8720.

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 210-368-8720.

HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison, Jayne Hatton, at 210-368-8725. See also Students Who Are Homeless.

ILLNESS

See Student Illness under Health-Related Matters.

IMMUNIZATION (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, 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/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

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

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

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.

- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Fort Sam Houston Elementary School and Robert G. Cole Middle/High School are closed campuses 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.

LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)

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

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

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

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

LOST AND FOUND (All Grade Levels)

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

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

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

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

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

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

DAEP Makeup Work (Grades 9–12)

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. See policy FOCA(LEGAL).

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

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

MEDICINE AT SCHOOL (All Grade Levels)

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

When possible, parents should schedule administration of a student’s medication set for periods other than school hours to avoid disruption of the student’s school day.

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.

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Fort Sam Houston 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: Jayne Hatton, Associate Superintendent, 4005 Winans Road, San Antonio, TX 78234, 210-368-8725.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jayne Hatton, Associate Superintendent, 4005 Winans Road, San Antonio, TX 78234, 210-368-8725.
- All other concerns regarding discrimination: See the superintendent, Dr. Gail Siller, Superintendent, 4005 Winans Road, San Antonio, TX 78234, 210-368-8711.

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

PARENTAL INVOLVEMENT (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 in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. See Academic Counseling.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. See Report Cards/Progress Reports and Conferences.
- Becoming a school volunteer. For further information, see policy GKG and Volunteers. Participating in campus parent organizations. Parent organizations include: Parent

organizations include the Fort Sam Houston Elementary Cougar Cub Parent-Teacher Organization and the Robert G. Cole Cougar Pride Club.

- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Jayne Hatton at 210-368-8725.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. See policies at BE and BED for more information.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

Other Exams 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. Also see policy FFAA.

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

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

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

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

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

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

Elementary and Middle/Junior High Grade Levels

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

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 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. However, for federal accountability purposes, the student may be required to take both the grade level assessment and 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.

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

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

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

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

For information related to the development of personal graduation plans for high school students, see Personal Graduation Plans for Students Under the Foundation Graduation Program.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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

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

RELEASE OF STUDENTS FROM SCHOOL

See **Leaving Campus**.

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

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

Students will receive two written progress reports during each nine-week grading period.

Students are required to attend tutorials when receiving a grade below 70 in a class or subject. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

See **Working Together** for how to schedule a conference.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course

grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. See policy EIA(LOCAL) and **Grading Guidelines**.

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 2 days.

Using a gradebook program, parents can access grades on-line. Directions and access information will be sent home to parents at the beginning of the school year and will also be available on the district's website at www.fshisd.net.

RETALIATION

See Dating Violence, Discrimination, Harassment, and Retaliation.

SAFETY (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, 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.
- Keep away from all construction / maintenance areas. For the safety of our students, unauthorized entry into any area of the campus fenced off for construction / maintenance will result in disciplinary action.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Fire Drill/Evacuation

Fire drills are held in accordance with the requirements for fire prevention. The drills are a precautionary measure for the safety of students. Students will leave the building in the manner prescribed for each classroom. Students are to move quickly in an orderly manner, to refrain

from conversation, and to walk independently of others during fire drills. The signal for a fire drill is: 3 bells - leave the building, 1 bell - halt; stand at attention, and 2 bells - return to the classroom.

Shelter in Place

Sometimes conditions outside of the school threaten the safety of school occupants. The purpose of “shelter in place” is to protect students and staff by keeping them inside the building while preventing, for example, toxic or hazardous chemicals from entering the building.

Lock Down Procedures

The purpose of the “lock down” is to protect students and staff when a dangerous person(s) is on or near a campus. Security and separation from the violent person(s) must be maintained by locking doors and windows, avoiding windows or glass areas, closing curtains, etc.

Duck and Cover

These are the basic procedures for all students, staff and visitors in the building to follow during any movement of the building structure. These procedures are designed to ensure the immediate safety of the occupants and the orderly and safe evacuation of the building when appropriate to do so. For example, Tornado Drill Bells are: 1 continuous bell - move quietly but quickly to the designated locations and 2 bells - return to the classroom.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

The safety of our students and staff is our school district’s main consideration when making a decision to close Fort Sam Houston schools or to delay the start of classes due to inclement weather. We also work closely with Installation officials regarding their closure plans. Sometimes we are faced with the situation that students who live on the installation can safely reach school, but the weather conditions prevent our faculty or staff from being able to commute to work.

In the event schools are closed due to severe weather, a mass notification system will alert the parents and an announcement of such closing will be placed on the district’s website and be made on local television and radio stations. The Superintendent of Schools releases this information to the stations early enough in the morning to alert parents of the school closing prior to children leaving home for school.

Both the district and campuses have a crisis management plan in place in addition to emergency kits in selected locations in each building. Our emergency plans have been filed with the Installations’ Contingency Plans Office and physical security inspections and assessments of both

campuses have been conducted. Staff members have been trained on the required emergency guidelines to follow and are familiar with lockdown and evacuation procedures.

In the event of an emergency, students will not be released to parents or transported home until FSH Law Enforcement and district officials have determined that it is safe to do so. Information will be provided through a mass notification system, posted to the district's website and sent to the local media in order to inform and communicate with parents and the community.

In the event that the Fort Sam Houston Army Installation is placed on Force Protection Condition (FPCON) Delta, the Emergency Operations Center and the FSH Law Enforcement will notify the school district. According to garrison officials, if this occurs during the workweek, the schools will remain in session for the remainder of the day. Classes will be cancelled the next school or work day until FPCON Charlie or a lower level is mandated. Non-key and essential on-post soldiers will be required to tend to their children in quarters.

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is

the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See the Child Nutrition Department to apply for free or reduced price meal services. Parents are strongly encouraged to continually monitor their child's meal account balance.

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 school day with specific schedules available at each campus.

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

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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

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

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. See policy FNF(LEGAL) and Electronic Devices and Technology Resources.

Vehicles on Campus (Secondary Grade Levels Only)

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

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.

A student or employee at Cole Middle School or Cole High School must obtain a FSHISD parking sticker to park on school grounds. Stickers may be obtained from the campus principal.

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**.

SEXUAL HARASSMENT

See Dating Violence, Discrimination, Harassment, and Retaliation.

SPECIAL PROGRAMS (All Grade Levels)

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

STANDARDIZED TESTING

Secondary Grade Levels

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

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

junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. See Promotion and Retention for additional information.]

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

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

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

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

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

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

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

Also see **Graduation** for additional information.

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 strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the school counselor with any questions. See also Students in the Conservatorship of the State for more information.

STUDENT SPEAKERS (All Grade Levels)

The district provides students a limited public forum to introduce the following school, non-graduation events: (1) assemblies related to Student 2 Student (S2S), and (2) assemblies related to Safe and Drug-Free Schools. Students are eligible to be selected to introduce these events if they: (1) are in the highest two grade levels in the school, (2) volunteer to speak, and (3) are not in a disciplinary placement or under suspension from any extracurricular activity at the time of the speaking event. Eligible students who wish to volunteer shall submit their names to the campus principal during the first full week of instruction each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See FNA(LOCAL)]

The district creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. Only students who are graduating and who volunteer to speak shall be eligible to be selected to speak to begin and end graduation ceremonies. Students are not eligible to volunteer if they were in a disciplinary placement during any part of the spring semester.

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 TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

TARDIES (All Grade Levels)

A student who is tardy to class will be assigned to detention hall. 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, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services, for other transfer options.

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

The Fort Sam Houston Independent School District makes school bus transportation available to Fort Sam Houston Elementary School students, with the exception of pre-kindergarten students, and to Robert G. Cole Middle and High School students who live on the JBSA-FSH Installation in all housing areas except Watkins Terrace. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Additional bus route information is available by calling the Transportation Department at 368-8720. Parents are responsible for transportation to and from school when residing off-post.

Appropriate student behavior is essential to the safe operation of District transportation. The school bus is considered an extension of the classroom. Students must comply with the expectations of the student Code of Conduct while using District transportation. In addition to compliance with the Student Code of Conduct, students are expected to comply with the following transportation rules:

- Students should be at the bus stop five (5) minutes before the scheduled pick-up time. The actual time the bus arrives may vary depending on road, traffic, and weather conditions.
- Enter and exit the vehicle in an orderly manner at the designated stop.
- Remain seated in designated seats facing forward.
- Keep aisles clear of books, bags, instruments, feet, or other obstructions.
- Comply with lawful directives issued by the driver.
- Follow the driver's rules for food or beverages.
- Do not extend any body part, clothing, or other article outside of the vehicle.
- Do not throw objects inside the vehicle or out of the windows or doors.
- Keep hands, feet, other body parts, or objects to yourself.
- Refrain from making loud or distracting noises and do not use profane language.
- Do not obstruct the driver's view.
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment.
- Wear seatbelts at all times when riding in a District van or car.
- Upon leaving the bus, wait for the driver's signal before crossing in front of the bus.
- Help keep the bus clean. Student items left on the bus will be turned into the Transportation Department.

- Students may only ride their designated bus to home, SAS, CDC or an FCC Provider.
- In rare circumstances, a parent may request that his/her child be dropped off at a stop other than the student's designated bus stop. A signed note from the parent must be given to the bus driver in these situations.

In order to ensure student safety, an assigned seating chart will be developed for each bus and students are expected to sit in their assigned seat. The District utilizes video surveillance equipment on buses.

A driver of a District vehicle may report a student to the campus administrator's office to maintain discipline during transport to/from school or a school-sponsored or school-related activity, to enforce transportation rules, or when the student engages in behavior, to include but not limited to bullying and harassment, that violates that Student Code of Conduct. The administrator may use one or more discipline management techniques to address the behavior, which may include the following:

1st & 2nd Offenses: The school bus driver will advise the student, record the infraction, and report the student and the incident to the campus assistant principal. Parents will be contacted about the incident.

3rd & 4th Offenses: Bus-riding privileges may be suspended for up to 2 weeks.

5th Offense: Bus riding privileges will be suspended for the remainder of the school year. A discipline hearing with campus principal will be held to determine if further disciplinary consequences are warranted.

The student will be informed of the reason for suspension or revocation of transportation privileges and will be given an opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangement to and from school.

The Board of Trustees has identified the following specific hazardous areas and as a result provides transportation to students living within two miles of the school who would normally walk to school.

- The blocks bounded by the Watkins Terrace neighborhood have no sidewalks to Fort Sam Houston Elementary School. In addition, kindergarten through fifth graders would have to pass through two Access Control Points geared only for vehicular traffic.
- The blocks bounded by Harris Heights neighborhood have no sidewalks to Fort Sam Houston Elementary School or Robert G. Cole Middle / High School with roads routinely used for troop movement and heavy vehicular traffic.
- The blocks of Patch, Chaffee and Marvin R. Wood have no sidewalks to Fort Sam Houston Elementary School or Robert G. Cole Middle/High School. The roads are routinely used for troop movement and heavy vehicular traffic.
- Fort Sam Houston Post Campgrounds have no sidewalks. The roads are routinely used for troop movement and heavy vehicular traffic.

VANDALISM (All Grade Levels)

The district has made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not

tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS (All Grade Levels)

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

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

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Visitors Participating in Special Programs for Students

On High School 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)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the school receptionist 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)

Withdrawal from School on or Before May 19, 2016

Parents should inform the attendance clerk and classroom teacher no later than five days before the student's final day in school. Notification should be in writing, contain the last day of enrollment and be signed by the parent. A copy of military transfer or retirement orders should be provided. Parents will be notified of any charges or fines that are outstanding. These must be paid

in full upon withdrawal. A student must also return all textbooks, library books, electronic devices, and any other school items. When all books, fines, and materials are accounted for, the student's record will be cleared.

Students will receive grades to date of withdrawal. It will be up to the receiving school to decide on promotion or retention for the next school year. Students will remain in attendance for the full school day on the final withdrawal date.

Students in middle/high school should report to the attendance clerk on the last day of attendance, but prior to the first period to obtain a withdrawal slip. The student must follow his/her regular schedule on the last day of attendance. The student will obtain teachers' signatures, indicating they have returned all school property issued to them, and will turn in the form to the attendance clerk. All books are returned to the attendance clerk. If the student was in attendance 20 or more days of the grading period, the teacher will enter grades on the withdrawal form. Upon final clearance through the attendance office, a copy of withdrawal grades will be furnished. The student's official transcript will be forwarded by mail for schools outside Texas and sent through TREx for schools in Texas when requested by the school to which the student transfers.

Withdrawal from School Between May 20 and June 3, 2016

Students leaving between these dates will be given final grades and credits. Students will be released only upon presentation of military transfer or retirements orders. Parents should notify the attendance office five days in advance of the withdrawal date so that arrangements can be made for students to take final exams. Students will remain in attendance for the full school day on the final withdrawal date.

SECTION III

FORT SAM HOUSTON ELEMENTARY SCHOOL

VISION AND MISSION STATEMENT

Fort Sam Houston Elementary school promotes a quality education that empowers all students to become successful, active contributors in a changing global community. The staff will afford learners the opportunity to:

- Learn in a safe, caring environment,
- Acquire a foundation of knowledge and skills that facilitate future knowledge,
- Establish rigorous academic standards, relevant curricular and instructional activities and build positive relationships,
- Develop critical thinking, problem solving, and decision-making skills,
- Value diversity in a learner-centered and community-driven environment,
- Enhance self-worth and foster positive values, morals, and ethics,
- Focus on health and wellness,
- Cultivate communication and information processing skills using multiple technology resources.

ABSENCES / ATTENDANCE / TARDINESS

Regular school attendance is essential for every student to make the most of his or her education. Attendance is taken at 9:35 a.m. Students not at school at 9:35 are counted absent for the entire day. Parents are encouraged to leave the teacher a voice mail message when the student is going to be absent for the day. If a student is absent part of the day as a result of a medical appointment, the student will not be counted absent if a note from the doctor documents the appointment the same day. Students are encouraged to attend school the remaining portion of the school day. A student must bring a note from his or her doctor within three school days of the appointment to receive an excused absence.

If a student will be absent from school three or more days, the parents need to call the teacher to make arrangements to pick up schoolwork. Parents should call at least one day in advance to give the teachers adequate time to gather the assignments and books. The completed assignments should be brought to school when the child returns or when work is completed within the time frame allowed. Generally speaking, students are allowed one day to complete work for each day absent.

Students will be considered tardy if they are not in their class when the tardy bell rings. Students tardy to school must be checked in by their parent. Tardies count and will impact Attendance Awards. After school instructional recovery will result after a student has been tardy three times in a four-week period. Parents must provide transportation home for after school instructional recovery. Students who elect to eat breakfast at school should arrive at least fifteen minutes before the first bell to avoid being tardy to class.

ACADEMIC PROGRAMS

The District provides special programs for gifted and talented students, bilingual students with limited English proficiency, dyslexic students, and for those with disabilities. A student or parent with questions about these programs should contact the school counselor or administrative

coordinator of each program for answers to questions about eligibility requirements and programs and services offered in the District or by other organizations.

Gifted and Talented Education

Fort Sam Houston Elementary School will identify students, kindergarten through fifth grade, who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibit high performance capability in an intellectual area. Students may be nominated for the gifted and talented program by teachers, counselors, or parents. Students in first through fifth grade are nominated and assessed twice a year – once in the fall and once in the spring semester. Students in kindergarten are nominated and assessed the second semester of every school year. Students can only be nominated and assessed once in a calendar year.

Students who transfer with gifted and talented records from the most previous school will automatically be enrolled in the school's gifted and talented program. Students that do not have documentation from a previous school will have to go through the identification process.

Physical Education

Our physical education program strives to promote the physical development of all pupils. In accordance with policies at EHAB, EHAC, and FFA, the district will ensure that students in pre-kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. If a student requires limited or no physical education, a note from the doctor is required.

No special clothing is required for P.E.; however, the following recommendations are made for the safety and comfort of your child:

1. Closed shoes with soft soles (such as tennis shoes) should be worn. No flip-flops / sandals may be worn in P.E.
2. Shorts should be worn under dresses.
3. Jewelry that may cause harm or injury to self or others should not be worn.

ADMISSION / ENROLLMENT

The military reservations of Fort Sam Houston and Camp Bullis comprise the Fort Sam Houston Independent School District. Children of military personnel residing on these reservations are eligible to attend pre-kindergarten through grade 12. Questions regarding student enrollment eligibility should be directed to the Central Administration Office at 368-8701 or the elementary campus at 368-8803.

Parents are asked to bring the following to register their child:

1. Current immunization records or proof that required immunizations have begun
2. Copy of birth certificate
3. Social Security card for the student
4. Report card from previous school, if applicable
5. Other school records from previous school, if applicable
6. Proof of residency
7. Driver's License of the parent/guardian
8. Military ID Card

Children must be four years old on or before September 1 to enroll in pre-kindergarten, five years old on or before September 1 to enroll in kindergarten, and six years old on or before September 1 to enroll in first grade.

Children of active duty military who live on the Installation and meet age requirements may enroll in the pre-kindergarten program. Parents must provide their own transportation for students in the pre-kindergarten program.

AWARDS AND HONORS

Students are recognized throughout the year for their behavior, attendance and academic achievements.

COMMUNICATION BETWEEN HOME AND SCHOOL

Good communication between home and school regarding a child's education is more than a plus; it is essential for the student to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, and student work for parents to review and sign. It continues into interaction: messages and phone calls from teachers and school open houses or back to school nights.

Communication might also include requests for conferences, initiated by the school or the parent, to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or administrator should call the school office for an appointment. Twenty-four hours notice prior to a conference is preferred when parents request a parent-teacher conference.

The elementary campus number is 368-8800. An auto-attendant offers a main menu with multiple choices for accessing school personnel. If you know the extension, press option 1. To leave a voice mail message for your child's teacher, enter the teacher's 4-digit extension. Phones do not ring in the classroom to maximize instruction. Teachers and students will not be called to the telephone during classes except in extreme emergencies.

Students must obtain permission from their teacher in order to call home. Permission to go home after school with a friend, for example, cannot be considered necessary.

CONCERNS AND COMPLAINTS

A student or parent who wants information or wants to raise a question or concern should confer with the appropriate teacher. A parent who wants to meet with a teacher may leave a message on the teacher's voice mail or send a note requesting a conference. Twenty-four hour notice prior to a conference is requested.

After a parent-teacher conference is held, if a student or parent still has a concern, an appointment should be made with the counselor or assistant principal to discuss the concern. If the outcome of the conference with the counselor or assistant principal is not satisfactory, a conference with the principal should be requested.

Then, if the matter is still unresolved, a written complaint and 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. A copy of this policy may be obtained in the principal's or superintendent's office or on the district web site at www.fshisd.net

CONDUCT

Behavior Support Initiative

Fort Sam Houston Elementary School completed a three-year project to enhance the capacity of the school to educate all students by adopting a sustained, positive, preventative and instructional approach to school-wide discipline and behavior management.

The project creates an environment where:

- students and staff members are physically and emotionally safe, socially civil and academically productive;
- classes are welcoming and inviting to all students;
- students are taught the skills they need;
- students and staff members are excited and take pride in doing difficult, but important work;
- students and staff members support the progress of others;
- students and staff members are filled with a sense of accomplishment; and
- all people are motivated and engaged in meaningful learning tasks and experiencing growth.

Guidelines for Success

Students are taught the Guidelines for Success, to “Be Safe, Be Responsible, and Be Respectful”, while following specific expectations in the classroom, in the cafeteria, at recess, and at assemblies.

Recognition and Rewards

Students receive both intrinsic and extrinsic recognition for making appropriate behavioral choices. Words of praise and encouragement, and participation in special events such as picnic lunches are some of the ways students are recognized and rewarded for making good choices.

COUNSELING AND GUIDANCE SERVICES

The Counseling and Guidance Program is an integral part of the education program. Services are provided by the counselors in a large group in the classroom, in small groups and on an individual basis. Children are taught skills needed to understand to respect themselves and others; to behave responsibly at home, in school, and in the community; to make wise choices; to manage change successfully and to solve problems; to use their educational opportunities well; to communicate effectively; and to plan and prepare for personally satisfying and socially useful careers. Several small group counseling opportunities are available for students to cover such topics of divorce, deployment, anger management, making and keeping friends. Parents should contact the counselors for more information on these and other groups.

FIELD TRIPS

Most classes go on field trips during the year, usually as a follow-up on a unit that the students have been studying. A field trip permission form for each child is required and parents are notified each time the child is going on a field trip. Students are expected to behave appropriately on these trips.

Parents must have completed a Volunteer Background Check form and been approved to chaperone on any field trip or school event. The background check must be completed at least one week prior to the field trip / event.

GRADING GUIDELINES

Students in grades pre-kindergarten, kindergarten and first grade will be promoted to the next grade level based on achievement of grade-level guidelines or standards (essential knowledge and skills) in all subject areas to include reading/language arts, mathematics, science, and social studies. Achievement shall be evaluated through a portfolio assessment including, but not limited to, such items as criterion and norm-referenced assessments, reading and math inventories, and student products / projects.

In order for a student in second through fifth grade to receive credit for a course, he/she must meet the general criteria established for each grade level and subject. Students must earn a grade of at least 70, meaning 70% mastery of essential knowledge and skills and meeting all other minimum course requirements. The criteria for earning credit include the following:

- Mastery of essential knowledge and skills as measured by written tests and other performance measures
- Attendance
- Successful completion of daily work
- Successful completion of homework and other special class requirements

Teachers establish their grading standards, including penalties for late work, but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should first talk with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless it is determined that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

Grade Scale

A = 100 – 90 B = 89 – 80 C = 79 - 75 D = 74 - 70 F = 69 – below

E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

HOMEWORK

Homework is a valuable and necessary activity that helps ensure a student's success at school. Homework reinforces and extends what the teacher has taught in the classroom. It also promotes growth in the student's responsibility to work independently. Research shows that students who consistently do their homework improve their academic achievement.

Most students will have homework on Monday, Tuesday, Wednesday, and Thursday. Generally, no homework is assigned on holidays and weekends. Sometimes homework consists of completing an assignment(s) not finished by the student at school. Parents can help by reminding their child to do his/her homework, by providing a quiet place to work, and by being available to guide and assist, but not by doing the work for the child. Homework will count no more than 10% of academic performance except in the case of special projects (including but not limited to, book reports, research projects, and science fair projects).

SCHEDULES

The school hours are from Monday through Friday, 7:45 a.m. to 3:00. Students will be considered tardy if not in their classroom by 7:50. Students eligible to attend the Pre-school Program for Children with Disabilities will attend school half a day with parents notified individually of their child's schedule.

Students are not to arrive at school before 7:15 a.m. Parents who drop off their children before 7:15 a.m. will be called to discuss alternative arrangements for their children. It is not safe for a child to arrive at school before staff are on duty to supervise children.

SECTION IV
ROBERT G. COLE MIDDLE / HIGH SCHOOL

VISION AND MISSION STATEMENT

Robert G. Cole Middle/High School will provide a rich educational experience appropriate to the developmental needs of the young adolescent learner. We will do this by:

- Supporting student achievement through rich pedagogy and instructional practices characterized by a creative, innovative, challenging, and student-centered environment.
- Understanding the unique needs of the military child.
- Providing “rigorous caring” through wise guidance and disciplinary boundaries in a safe and mutually respectful environment.
- Building relationships through collaborative efforts among the school, the home, and the military community to nurture motivation, achievement, and character.

ABSENCES / ATTENDANCE / TARDINESS

When a student returns to school after an absence, the student must follow these procedures to be readmitted to class:

- Upon returning to school, the student must present to the attendance clerk a written, dated excuse from a parent, guardian, or doctor, which states specifically the cause of the absence. This must be done prior to the first bell and in sufficient time to be in first period class on time.
- A student must bring a note from his/her doctor or parent/guardian the day the student returns to school or not later than three school days after he/she returns to receive an excused absence. Notes signed by the student, even with a parent’s permission, will not be accepted as an excuse. Students who are 18 years old and still living with parents must have their parents sign the notes for absences. If the excuse is not acceptable or if no note is brought to the Attendance Office by the third day after the student returns to school, the absence may be counted as UNEXCUSED.
- Students are responsible for making up work missed during an absence and will follow class guidelines established by the teacher to receive credit for the work.

A student who leaves during the day must bring a note from his or her parent to be released. A student who becomes ill during the school day must, with the teacher’s permission, report to the school nurse. The parent/guardian will be notified and a decision will be made as to whether or not the student will go home.

A student absent from school for any reason, other than a documented health care appointment, may not be allowed to participate in school-related activities on the day or evening of the absence. A student absent from school or from any class without permission will be considered truant. Truancy may result in any of the following disciplinary actions: after school detention, Saturday detention, ECO, and / or suspension.

Official attendance is taken at 9:35 a.m.

Tardies

Students not in their respective classrooms when the tardy bell rings will be counted tardy. If a student reports to class on time but must leave to get required materials, a tardy will be recorded for that period. If a student is late more than 10 minutes to a class, the student will be given a pass to class but counted absent for that period in the attendance office.

Tardies to class will result in the following:

1 st – 3 rd Tardy	Warning
4 th and 5 th Tardy	1 day After School Detention
6 th Tardy	2 days After School Detention
7 th Tardy	1 day Extended Classroom Opportunity (ECO)
8 th and 9 th Tardy	2 days Extended Classroom Opportunity (ECO)/ Parent Conference
10 th Tardy	3 days Extended Classroom Opportunity (ECO)/Discipline Conference

Students will be given tardy passes with the prescribed discipline consequence. Students are to bring work to do or appropriate material to read during after school detention.

ACADEMIC PROGRAMS

The school counselor provides students and their parent's information regarding academic programs to prepare for higher education and career choices.

Gifted and Talented Education (GATE)

The school will identify students who demonstrate the potential to excel in areas of giftedness in order to provide them with a differentiated program that goes beyond the regular program. Eligible students are those who meet the stated criteria for the Gifted and Talented Program. The process of identification consists of three distinct steps: nomination, screening, and selection.

All students will be considered for nomination for the gifted and talented program. Nominations may be made by teachers, other school personnel, parents or students themselves. Parents and students should contact the counseling office to complete a GATE Nomination form.

GATE services include, but are not limited to the following:

- Classroom differentiation within one or more of the four core areas in which the student shows giftedness.
- Pre AP Classes
- Guest speakers
- Distance learning and virtual field trips
- Academic field trips in areas of interest

AWARDS AND HONORS

Student of the Month Awards

Each month, one student from each grade level will be selected as "Student of the Month." These students, who are nominated by their teachers and selected by committee, exemplify excellent behavior, attitude, and/or academic performance in the classroom.

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels only)

The district shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9 – 12. Multiple-period, multiple-credit courses shall be counted as many times as the credit is awarded.

The district shall add weight to grades in advanced placement (AP), dual credit, and pre-ap courses, in accordance with provisions in district policy.

The district shall assign weights to semester grades and calculate a weighted numerical grade average, in accordance with the following scale:

Category	Weight
AP and dual credit courses	plus 15
Pre-AP courses	plus 10
All other courses	plus 0

The district shall record un-weighted numerical grades on student transcripts.

When a student transfers grades for properly documented courses, the district shall assign weight to those grades based on the categories and grade weight system used by the district.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank at the end of the third nine-week grading period.

For the purpose of applications to institutions of higher education, the district will also calculate class ranking as required by state law. The district's eligibility criteria for local graduation honors will apply only for local recognitions and will not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)].

The class valedictorian will hold the highest grade point average and the class salutatorian will hold the second highest grade point average. Ties in these positions will be decided by carrying the grade point average to the fifth decimal point. If a tie still exists, both students will be recognized for the position.

The district will recognize as an honor graduate each student who has met all requirements for graduation under the Recommended Program or the Advanced/Distinguished Achievement Program, and has achieved the following weighted numerical grade averages:

90 – 95.99:	recognized as cum laude graduates
96.0 – 99.99:	recognized as magna cum laude graduates
100.0 or higher:	recognized as summa cum laude graduates

A foreign exchange student who has not met the requirements for graduation shall not be ranked; however, the district will recognize as an honorary honor student any foreign exchange student with a weighted grade average of 90 or higher.

Students entering grade 9 in the 2014–15 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

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. Questions about schedule change procedures should be directed to the school counselor.

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

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

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

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;
- Enrollment in courses taught in conjunction and in partnership with Alamo Community College District which may be offered on or off campus;
- 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.

COMMUNICATION BETWEEN HOME AND SCHOOL

Good communication between home and school regarding a child's education is more than a plus; it is essential for the student to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, and student work for parents to review and sign. It continues into interaction: messages and phone calls from teachers and school open houses or back to school nights.

Communication might also include requests for conferences, initiated by the school or the parent, to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or administrator should call the middle school office at 368-8730 or the high school office at 368-8733 for an appointment. Twenty-four hours notice prior to a conference is preferred when parents request a parent-teacher conference.

CONCERNS AND COMPLAINTS

Usually, student or parent complaints and concerns can be addressed by a phone call, e-mail, or a conference with the teacher. In general, a parent or student should first discuss the complaint with the teacher. If the matter is still unresolved, the parent should contact their child's assistant principal or counselor. If after talking to the assistant principal or counselor, there is no satisfactory resolution of the issue, the parent / student may schedule an appointment with the principal. Then, if the matter is still unresolved, a written complaint and 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. A copy of this policy may be obtained in the principal's or superintendent's office or on the district web site at www.fshisd.net

CONDUCT

Positive Behavior Interventions Support Framework & Behavior Expectations

The Fort Sam Houston Independent School District strives to create a positive school climate with high expectations for student success. The schools have a positive behavioral interventions and support (PBIS) framework to educate all students, with a sustained, positive, preventative, and

instructional approach to school-wide discipline and behavior management. This approach focuses on giving priority to teaching and encouraging positive school-wide behavioral expectations, and increasing school capacity to support sustained use of empirically validated practices. All students receive continuous behavior training on the importance of respect, being on time, accountability, preparedness and safety while enrolled at Robert G. Cole Middle / High School.

The Robert G. Cole Middle and High School provides an environment where students are encouraged to work to their full academic potential while developing the interpersonal skills to help them successfully interact with others in diverse settings.

Communication between the teacher and parent is essential to the success of this program. Students are expected to come to school with the required materials and attitude for success.

A consistent set of rules have been developed to inform students of the school's expectations.

1. All students should be prepared for instruction at the beginning of class.
2. All directions should be followed the first time they are given.
3. Students will remain seated and attentive during classroom instruction.
4. No food or drinks will be brought into the classroom, unless allowed by teachers and campus administrators. Students may not chew gum in class or on district property during the instructional day.
5. It is the student's responsibility to make up any assignments missed.
6. It is the student's responsibility to have all necessary materials for class.
7. The student is responsible for making sure all work is turned in according to classroom procedures.

Teachers and staff may give Opportunities for Improvement (OFI's) for instances involving minor misbehavior. If a student receives an OFI, the parent will be notified and the incident will be documented. The OFI's may lead to more serious consequences as they accumulate. Consequences could include after school detention, ECO, Saturday Detention, suspension or DAEP.

To ensure on-going and effective communication between home and school, students who are assigned after school detention, Saturday School, or Extended Classroom Opportunity (ECO) must have parental consent prior to being admitted to the detention or ECO classroom. Parents are asked to please sign the parent signature block at the bottom of the assignment form and have their child bring it with him or her on the assigned detention date. If a student does not have his or her form or a parent signature, the student will not be admitted into the detention classroom and counted as a "No Show." The student will then be required to serve the original day plus an additional detention or ECO day. This procedure is put in place to teach students to make responsible decisions regarding their behavior and continue the communication between home and school.

Conduct Grades

E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

Extended Classroom Opportunity (ECO)

The Robert G. Cole Extended Classroom Opportunity (ECO) program is designed to address specific discipline concerns with consequences assigned to students outside the normal school day, from 4:00 to 7:00 p.m. on Tuesday, Wednesday, and Thursday each week so that instructional time is not interrupted. Students may be assigned to Academic ECO when they receive a total of 3

zeroes in any classes and is held from 4:00 to 6:00 p.m. on Tuesday through Thursday during school weeks.

ECO is held after school hours. Students are expected to be on time, bring school work, and be prepared to work the entire time. ECO can only be assigned by Robert G. Cole Administration. All rules and expectations of the Student Code of Conduct and classroom and school rules apply during ECO time. Students not following directions or working on school assignments will be asked to leave ECO and a discipline referral will be submitted to the office. For additional information contact the Campus Assistant Principal.

Physical Altercations

Students are expected to exhibit responsible behavior while attending Cole Middle/High School. Any student involved in a physical altercation may be placed on home suspension for three days. During that time, a school administrator will investigate the incident. If the incident and the student's involvement is severe enough, an administrative conference will be scheduled to determine if further disciplinary action is warranted.

Recognition and Rewards

School staff and personnel may issue rewards to students who exhibit positive behavior. Rewards may include but are not limited to: Cougar Cash, movie socials, games, certificates, fields trips, etc.

Sportsmanship

Good sportsmanship is expected from all spectators at all Cole Competitions. The University Interscholastic league states that a positive educational environment is critical to the success of middle and high school activities. An important part of that environment is planning for good sportsmanship. Without good sportsmanship in activities, the lessons learned lose their value. Involvement in poor sportsmanship activities, such as disrespectful or derogatory yells and chants, displays of temper with an official call, or yells that antagonize opponents will not be tolerated. Attendance to sporting and other competitive events is a privilege and poor sportsmanship will jeopardize that privilege.

CONFERENCES

Parents are encouraged to establish an effective line of communication with teachers throughout the school year. Students and parents may expect teachers to request a conference (1) if the student is not maintaining passing grades or achieving the expected level of performance, (2) if the student presents any other problem to the teachers, or (3) in any other case the teacher considers necessary.

A student or parent who wants information or wants to raise a question or concern should confer with the appropriate teacher. After a parent / teacher conference is held, if a student or parent still has a concern, an appointment should be made with the counselor. If the counselor cannot satisfactorily resolve the issue, she will direct the parent/student to the appropriate assistant principal. A parent / teacher conference may be arranged by calling the school's main office and leaving a message for the teacher or by e-mailing the teacher with the request. The teacher will return the call and set a time and date for the conference. A minimum of one day's notice prior to the desired conference day must be given.

CORRESPONDENCE COURSES

The district permits junior and senior high school students to take correspondence courses for credit toward high school graduation. Students may earn a maximum of two state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time.

Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions: (1) The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education, and (2) The correspondence course includes the state-required essential knowledge and skills for such a course.

DUAL CREDIT COURSES / COLLEGE COURSES (HIGH SCHOOL ONLY)

“Dual credit” means the process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and high school.

To be eligible to enroll and be awarded credit toward state graduation requirements, through dual-credit college coursework, a student shall have the approval of the high school counselor and assistant principal. The courses for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course.

Students in grades ten or above may be granted credit for college courses taken in approved institutions to fulfill units for high school graduation

GRADE LEVEL CLASSIFICATION

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

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

GRADING GUIDELINES

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 and 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.

In order for a student to receive credit for a course, he/she must meet the general criteria established for each grade level and subject. Students must earn a grade of at least 70, meaning 70% mastery

of essential knowledge and skills and meeting all other minimum course requirements. The criteria for earning course credit include the following:

- Mastery of essential knowledge and skills as measured by written tests and other performance measures.
- Attendance.
- Successful completion of daily work.
- Successful completion of homework and other special class requirements.

In determining a nine weeks grade, a nine weeks test may be given. Students in grades 6 – 8 receive credit for all courses taken based on a yearly average (computed by averaging the first and second semester averages); credit for a course will be received if the student’s yearly average for the course is 70 or above.

Teachers establish their grading standards, including penalties for late work but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should first talk with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless it is determined that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

Grade Scale

A = 100 – 90 B = 89 – 80 C = 79 - 75 D = 74 - 70 F = 69 – below

GRADUATION (Secondary Grade Levels Only)

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

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

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

Also see Standardized Testing for more information.

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

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, 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.

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 United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments 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.

Also see Standardized Testing for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. See policy EIF(LEGAL).

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described:

Courses	Number of Credits: Minimum Program	Number of Credits: Recommended Program	Number of Credits: Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies, including Economics	3 or 4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses	0	0	0
Electives**	6.5 credits	5.5 credits	4.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

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

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment. Health is a required local credit at 0.5.

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

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:

- a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

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

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

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

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	0	0
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

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

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

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student. Health is a required local credit at 0.5.

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

Personal Graduation Plans for Students Under the Foundation Graduation Program

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

Please also review TEA's Graduation Toolkit, available here:
<http://tea.texas.gov/communications/brochures.aspx>.

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

Available Course Options for all Graduation Programs

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

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

Certificates of Coursework Completion

A certificate of coursework completion will 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 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).

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. See Standardized Testing for additional information.

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

GRADUATION ACTIVITIES

Participation in Commencement Exercises

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program will be the last instructional day. If the student was assigned to the DAEP for an offense resulting in a mandatory DAEP placement, the student will not be allowed to participate in the graduation ceremony and related graduation activities. If the student was assigned to the DAEP for an offense that resulted in a discretionary DAEP placement, the student will be allowed to participate in the graduation ceremony and related graduation activities, unless otherwise specified by the campus principal or designee.

In addition, graduating seniors who violate the Student Code of Conduct, especially within the final weeks of school, may lose the privilege of participating in the graduation ceremony.

Graduation Speakers

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

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

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 for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HEALTH-RELATED MATTERS

Robert G. Cole Clinic

Students in grades 6 – 12 may visit the school medical clinic by making an appointment with the school nurse. Brooke Army Medical Center (BAMC) will provide a satellite medical clinic, staffed with a licensed physician, on the high school campus for a half day once a week. This service is provided for military dependent students covered under military health insurance. Complete information may be obtained from the school nurse.

HOMEWORK

Homework is a valuable and necessary activity that helps ensure a student's success at school. Homework reinforces and extends what the teacher has taught in the classroom. Research shows that students who consistently do their homework improve their academic achievement. Specific homework policy information is available from each teacher.

Most students will have homework on Monday, Tuesday, Wednesday, and Thursday. Generally, no homework is assigned on holidays and weekends. Sometimes homework consists of completing an assignment(s) not finished by the student at school. Parents can help by reminding their child to do his/her homework, by providing a quiet place to work, and by being available to guide and assist, but not by doing the work for the child.

HONOR SOCIETIES

Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a faculty council and is based on outstanding scholarship, character, leadership, service, and citizenship. Once selected, members have the responsibility to continue to demonstrate these qualities. Candidates must have a cumulative scholastic average of at least 90 percent. Further information can be obtained by contacting the school office or National Honor Society Sponsors.

HUMAN SEXUALITY INSTRUCTION

In Health class, students are offered a program called *Worth the Wait*, an abstinence-centered program. Parents are given the opportunity to review the materials and attend parent previews. Parents who choose not to have their student participate may opt-out by providing written notification to the school. This program has been approved by the FSHISD Health Advisory Council.

SCHEDULES (High School only)

Parents and students are charged with the responsibility to study the graduation requirements and to assist the counselor in reaching the student's individual objectives.

Any student who drops a subject after the first ten days of enrollment in a class will receive an F on the permanent record in the course dropped. If a student is in a class for which he/she has not passed the prerequisite, he/she should change this class at once. The student is responsible for

requesting that this change be made. The administration and counselors try to check this in advance, but because of the large number of students, all errors in scheduling cannot be eliminated. All requests for schedule changes will begin in the Counselor's office. A procedure for schedule changes will be announced. To obtain consideration for a change, the announced procedure must be followed.

SEMESTER EXAMS (High School only)

Teachers will provide students with grading procedures concerning the value of exams in calculating semester grades. Students will be permitted to take semester exams early only if their parents are going to have an authorized military transfer or retirement.

Pre-arranged early exams will be authorized only upon presentation of military orders. For authorization to take exams early under these conditions, parents must present a copy of orders to the Assistant Principal. Students who take early exams will receive final grades and credit (if they have passing grades).

Students leaving before early exams are scheduled will be given grades up to the date of withdrawal. They will not be given final grades for the semester. Students who leave early for other reasons (e.g. death in the family, family emergency, etc.) will not be given permission to take exams early. They will receive an incomplete and be scheduled to take exams after the semester ends if the absence is excused. These students need to obtain permission from the Assistant Principal prior to leaving in order to be allowed to take late exams. A note stating the reason from the legal guardian or parents requesting late exams will be required. Students who leave school without taking semester exams and who have not received prior permission to take exams early or late will receive a zero for the semester exams. Students who miss a semester exam as a result of an unexcused absence (family vacation, etc.) will receive a zero for the exam. Permission to take early or late exams will not exempt students from compliance with state-mandated attendance laws.

Semester Exam Exemptions

In the second semester of the senior year, a graduating senior is eligible to be exempt from the final exam in each course in which the student:

1. Earns a grade average of 80 or higher for the semester as well as for the final nine weeks of the semester.
2. Has not been absent from the course more than three times during the semester. For purposes of this policy, three tardies shall be counted as one absence.
3. Has not received any conduct marks of unsatisfactory or U during the semester in the class in which the student seeks an exemption.
4. Has not been placed in the Student Reassignment Center and has not been suspended (i.e., off-campus) during the semester.
5. Completes a request, including the parent's signature, for an exemption in the course.

There shall be no limit on the number of courses in which a student may qualify for a final exam exemption.

TUTORIALS

Tutorials are held daily from 8:00 to 8:30 a.m. for students requiring additional academic support. Students can make appointments with teachers for additional time for tutorials. Students earning a grade less than 75% in a given course are encouraged to meet with his or her teacher(s) before or after class and arrange a time to receive additional academic assistance. Students receiving a grade below 70% are required to attend tutorials.

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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

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

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

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

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, and for any student in middle school who fails a

section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

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

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

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

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

STAAR A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

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

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

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

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

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by

qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

SECTION V

FSHISD STUDENT CODE OF CONDUCT

GENERAL OVERVIEW

Purpose

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

The Code provides information regarding the:

- District-wide discipline management plan
- Description of prohibited conduct
- Disciplinary options, methods, and consequences for preventing and addressing student misconduct, and
- Process the District will follow when administering disciplinary consequences

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

Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the Student Code of Conduct. Students may face consequences under these additional rules as well as possible disciplinary action under the Student Code of Conduct. Further, to the extent a student engages in misconduct that is not specifically addressed in the Student Code of Conduct, the student may still be disciplined if the misconduct disrupts or interferes with the educational process, learning environment, or school safety.

General Standards of Conduct

In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment. When following these standards, students would be attending all classes, regularly and on time, be prepared for class, adhere to rules and the Code of Conduct, following dress and grooming guidelines, and cooperate and assist with maintaining safety and order. Because of significant variations in student conduct, it is not always possible for the Student Code of Conduct to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the Student Code of Conduct.

This Student Code of Conduct has been adopted by the Fort Sam Houston ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

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 Student Code of Conduct and the Student Handbook, the Student Code of Conduct shall prevail. In accordance with state law, the Student Code of Conduct shall be available at the office of the campus behavior coordinator, posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Student Code of Conduct shall be posted on the district's Web site in a Section of the Student – Parent Handbook. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Anti-Discrimination

The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, color, or ethnicity when enforcing the provisions of the Student Code of Conduct.

Discipline of Students with Special Needs

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are subject to discipline in accordance with those laws in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct. For more information about those specific procedures, please contact the campus Licensed Specialist in School Psychology (LSSP).

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Discipline Appeals

Appeals of disciplinary measures should be directed to the teacher, campus administrator, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office. Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.

Effect of Student Withdrawal

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.

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in, in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was

taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation

SCOPE OF THE DISTRICT'S DISCIPLINARY AUTHORITY

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 in the student handbook or on the district's website at www.fshisd.net.

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

General Authority

In addition to the disciplinary authority established for certain types of offenses as described within the Student Code of Conduct, the District has general disciplinary authority over a student at the following times:

- At any time during the school day
- While traveling on District owned or operated transportation or during school-related travel
- During lunch periods, including those in which a student leaves the campus
- While attending any school-sponsored or school-related activity, regardless of time or location
- As provided in extracurricular or organization handbooks, by-laws, or constitutions
- While on school property
- For any school-related misconduct, regardless of time or location
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location
- When criminal mischief is committed on or off school property or at a school-related event
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas
- Other off campus conduct as permitted by Chapter 37 of the Texas Education Code and
- If the student is a registered sex offender

Searches

The district has the right to search a student's clothing, personal property, electronic equipment, method of transportation or school property (such as lockers or desks) whenever there is reasonable

cause to believe it contains articles or materials prohibited by the district. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. District administrators may conduct routine blanket inspections and searches of lockers, desks and/or vehicles.

The district shall use specially trained nonaggressive dogs to sniff out and alert officials to the presence of concealed prohibited items, illicit substances defined in FNCF(LEGAL) and alcohol. Such visits to the schools shall be unannounced.

The district shall use surveillance cameras in and out of district and campus facilities as well as on district transportation.

Criminal Conduct

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus. Certain acts of misconduct may constitute criminal offenses in addition to violations of the Student Code of Conduct. Because the school district is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceedings or affected by the outcome of any criminal proceedings.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

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

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

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

See DAEP—Other DAEP Issues for information regarding a student assigned to DAEP at the time of graduation.

DISCIPLINE CONSIDERATIONS AND TECHNIQUES

Discipline Considerations

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Using their professional judgment, District employees will consider a variety of factors when administering disciplinary consequences and determine the duration of the consequence, including but not limited to:

- The degree of severity and risk of danger
- The effect of the misconduct
- The age and grade level of the student
- The student's disciplinary history
- Legal requirements
- The frequency of the misconduct
- The student's demeanor
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, to the extent required by state and federal law

Discipline Management Techniques

The following discipline management techniques may be used – alone, in combination, or as a part of progressive interventions – for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction
- Seating changes within the classroom or vehicles owned or operated by the district
- Parent conferences
- Removal from the classroom
- Behavior modification contracts
- Sending the student to the office or other area
- Assignment of school-related tasks or duties
- Other methods and consequences as stated in the Student Code of Conduct
- Cooling-off or Calming-down time (time out)
- Demerits or rewards
- In-School Suspension
- Confiscation of items

- Out-of-School Suspension
- School probation
- Restitution or restoration
- School-assessed and school-administered probation
- Disciplinary Alternative Education Program (DAEP)
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code
- Positive behavior interventions
- Expulsion
- Assignment to an alternate setting
- Transfer to a different classroom
- Restriction or Revocation of transportation privileges
- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, or by-laws
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities
- Counseling or mediation
- Detention
- Grade penalties for students found to have engaged in academic dishonesty, and as otherwise permitted by policy
- Detention, including outside the regular school day
- Assignment of school-related tasks or duties such as cleaning or picking up litter
- A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District, including those for student conduct and attendance, and that violation of the District’s rules and regulations may result in revocation of the transfer agreement
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials

GENERAL TYPES OF PROHIBITED CONDUCT

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more “Discipline Management Techniques” if the behavior is committed at school, a school-sponsored or school-related activity, during school-related travel, while traveling on District

owned or operated transportation, or when the District has “Disciplinary Authority” as described in the Student Code of Conduct.

Disregard for Authority

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

Misconduct Involving Others

Students shall not:

- Engage in horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm or threatens the safety of others
- Use profanity or vulgar language or make obscene gestures.
- Engage in fighting (see definitions) or scuffling that does not result in physical pain, illness, or any impairment of a physical condition
- Engage in conduct that can cause bodily injury (see definitions)
- Subject a student or District employee, official, or volunteer to physical harm, confinement or restraint
- Threaten a district student, employee, board member, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment
- Engage in bullying, harassment, or making hit lists
- Any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in oral or written threats to cause harm or bodily injury (see definitions) to another student, a District employee, official, or volunteer, or school property, including threats made using the Internet, or other technology resources at school. Students may be disciplined for threats made outside of school, including website or Internet postings, if the threat causes a material or substantial disruption at school.
- Cause an individual to act through the use of or threat of force (coercion)
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person)
- Wrongfully obtaining and using another person’s identifying information or personal data without permission in order to mislead, defraud, or deceive

- Engage in conduct that constitutes dating violence
- Engage in inappropriate or indecent exposure or touching of private body parts
- Consensual hugging, touching, or other displays of affection that interfere with, detract from or disrupt the school environment
- Participate in hazing (See definitions)
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a student, employee, or volunteer
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others
- Retaliating against a student for (1) reporting either a violation of the Student Code of Conduct or bullying, or (2) participating in an investigation of a violation of the Student Code of Conduct or bullying

Possession of Prohibited Items

Students shall not possess, use, give, sell or buy prohibited items to include:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person
- Fake or “look-alike” weapon
- An air gun, BB gun or stun gun
- Ammunition, shells, bullets, gunpowder
- A pocketknife or any other small knife
- Mace or pepper spray or other small chemical dispenser sold commercially for personal protection
- Material that is sexually-oriented, pornographic, obscene, or reveals a person’s private body parts
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety
- Tobacco products, including cigarettes; e-cigarettes; and any component, part or accessory for an e-cigarette device;
- Matches or a lighter
- “Look-alike” drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy
- A laser pointer for other than an approved use, or

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another. (For weapons and firearms see DAEP Placement and Expulsion.)

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery, theft or burglary even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)
- Attempt to start or starting a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief.
- Enter, remain, or trespass on or in school property without effective consent during non-school hours.

Safety / Disruption

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property
- Threaten to use or exhibit a firearm
- Make or participate in false statements or hoaxes regarding school safety
- Make false accusations or perpetuate hoaxes regarding school safety
- Engage in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage
- Discharge a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency

Possession and Misuse of Telecommunication or Other Electronic Devices, Resources, and the Internet

For safety purposes, the District permits students to possess telecommunications devices, including mobile telephones; these devices must remain turned off and not be visible during times of instruction for students unless they are being used for approved instructional purposes. Students must turn in their telecommunications devices to teachers during the administration of state mandated assessments. The devices will be returned to students at the completion of the assessments.

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

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent for computer use, internet access, technology, or other electronic communications or imaging devices.
- Attempt to access or circumvent passwords or other security-related information of the District, students, or employees or upload or create computer viruses, worms, or other harmful material, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to or successfully alter, destroy, interrupt, intercept, or disable District technology resources including but not limited to computers and related equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher or administrator.
- Make, participate in the making, transmitting to another via an electronic device, or posting to the Internet a digital, video, or audio recording or image of an actual or simulated act that involved a crime or conduct prohibited by the Code of Conduct.
- Use any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.
- Use any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting).
- Use the name, persona, or image of a student, District employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the district's website.

- 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.
- Send, possess, or post, electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, threatening, harassing, intimidating, illegal, damaging to another's reputation, or that cause a material or substantial disruption at school, including cyberbullying and sexting.
- Use email, websites, or electronic devices to engage in or encourage illegal conduct, property if the conduct causes a substantial disruption to the educational environment or to threaten school safety.
- Engage in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.

Other Misconduct

- Violating dress and grooming standards as communication in the student handbook
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel
- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee
- Failing to provide proper identification upon request of a District employee
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Student Code of Conduct
- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others
- Unexcused tardiness to class
- Skipping school or class without the District's or parent/guardian's permission
- Leaving class, the campus, or school events without permission
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend
- Violating rules for conduct on school owned or operated transportation
- Violating rules for operating or parking a motor vehicle on school property
- Violating policies or rules for computer use, internet access, technology, or other electronic communications or imaging devices
- Violating the District's medication policy regarding prescription and over-the-counter drugs
- Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment

- Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events
- Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items
- Violating other campus or classroom rules for behavior or district policies
- Cheat or copy the work of another.
- Loiter in unauthorized areas
- Gamble or bet money or other things of value
- Falsify, alter, forge, or destroy school records, passes, other school-related documents, or documents presented to District employees
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing
- Take one or more steps toward violating the Student Code of Conduct even if the student fails to complete the intended misconduct
- Refuse to accept discipline management techniques assigned by a teacher or principal.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

REMOVAL FROM DISTRICT TRANSPORTATION

Appropriate student behavior is essential to the safe operation of District transportation. Students must comply with the expectations in the Student Code of Conduct while using District transportation. In addition to compliance with the Student Code of Conduct, students are expected to comply with the following transportation rules:

- Enter and exit transportation in an orderly manner at the designated stop
- Remain seated in designated seats facing forward
- Keep aisles clear of books, bags, instruments, feet or other obstructions
- Comply with lawful directives issued by the driver
- Follow the driver's rules for food or beverages
- Do not extend any body part, clothing, or other article outside of the transportation
- Keep hands, feet other body parts, or objects to yourself
- Refrain from making loud or distracting noises and do not use profane language
- Do not obstruct the driver's view

- Do not throw objects inside the transportation or out of the windows or doors
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment
- Wear seatbelts at all times when riding in a District vehicle
- Upon leaving the bus, wait for the driver's signal before crossing in front of the bus
- Help keep the bus clean
- Ride only designated bus to home, School Age Services, Child Development Center or an FCC Provider
- Be at bus stops five minutes before scheduled pick-up time as arrival times may vary depending on road, traffic, and weather conditions

Procedure for Removal

A driver of District owned or operated transportation may send a student to the administrator's office or the campus behavior coordinator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the Student Code of Conduct. The administrator or campus behavior coordinator must ~~use one or more~~ employ additional discipline management techniques, as appropriate, to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

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

Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

Routine Removal

A routine removal occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach and the student's ability to learn.

Placement During Removal

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, or (4) DAEP.

Procedures for Teacher Removal

Within three school days after a teacher has formally removed a student from class, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher, in the case of removal by a teacher, and any other administrator.

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

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Return to the Classroom

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

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

OUT-OF-SCHOOL SUSPENSION (OSS)

Reasons for OSS

Students may be suspended for any misconduct listed in any category of the Student Code of Conduct.

Procedures for OSS

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

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

The number of days of a student's suspension shall be determined by the campus behavior coordinator, but shall not exceed three school days.

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

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

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

Assignments During OSS

The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions.

DISCIPLINARY ALTERNATIVE EDUCATION PLACEMENT (DAEP)

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

For purposes of DAEP, elementary classification shall be kindergarten through grade 5 and secondary classification shall be grades 6 to 12. Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

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

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

- Self-defense (see glossary)

- Intent or lack of intent at the time the student engaged in the conduct, and
- The student’s disciplinary history

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code as well as for the following conduct violations:

Misconduct Identified in State Law

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

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).

- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence.”)
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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

Emergencies

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

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

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

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

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

Consideration of Mitigating Factors

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

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

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

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

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

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the

time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus behavior coordinator.

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

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

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

Exceeds One Year

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

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

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

Exceeds School Year

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

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

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

Exceeds 60 Days

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office or through policy online at www.fshisd.net.

Appeals shall begin at Level One with the campus principal.

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

Restrictions during Placement

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

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

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or

- The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

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

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

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

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

Withdrawal during Process

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

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

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Student

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

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the

factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

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

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Newly Enrolled Students

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

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

Self-defense (see glossary),

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

The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.

At School, Within 300 Feet, or at a School Event

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

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.

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

Within 300 Feet of School

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

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

Property of Another District

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

While in DAEP

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

- Deliberate violent behavior that poses a direct threat to the health or safety of others;

Extortion, meaning the gaining of money or other property by force or threat;

Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or

Conduct that constitutes the offense of:

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

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, which includes a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. (See glossary.)
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.

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

Under Age Ten

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

Emergency

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

Process

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

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

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

Hearing

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

- Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

An opportunity to testify and to present evidence and witnesses in the student's defense, and

An opportunity to question the witnesses called by the district at the hearing.

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

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

Board Review of Expulsion

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

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

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

Expulsion Order

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

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

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

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

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal during Process

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

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

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

Additional Misconduct

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

Restrictions during Expulsion

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall place a newly enrolled student expelled from another district or an open-enrollment charter school directly into a DAEP until the period of the expulsion is completed.

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

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

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

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

- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

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

DAEP Placement of Expelled Students

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

Glossary of Definitions

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

Abuse is improper or excessive use.

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

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

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

Arson is:

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

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

Bullying is when a student or group of students engages in written or verbal expression, including through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determined that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct, and
2. Interferes with a student's education or substantially disrupts the operation of a school.

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

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk are in the same category.

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

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

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

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

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

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

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

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

E-cigarette means an electronic cigarette or any other device that stimulates smoking by using a mechanical hearing 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 any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It 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; or (3) Prevent or interrupt the occupation of a building, room, place of assembly, publicly accessible place, or mode of conveyance such as an automobile.

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

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

Harassment is

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

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

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

Knuckles 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.

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

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

Paraphernalia is any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

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

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

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

Self-defense: To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

Serious misbehavior means to engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, (4) public lewdness as defined in Texas penal Code 21.07, (5) indecent exposure as defined in Texas penal Code 21.08, (6) criminal mischief as defined in Texas penal Code 28.03, (7) personal hazing as defined in Texas Education Code 37.152, or (8) harassment of a student or District employee as defined in Texas penal Code 42.07(a)(1).

Sex Offender is a student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to register as a sex offender under Chapter 62, (2) is exempt from registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under chapter 62.

Serious or Persistent Misbehavior includes but is not limited to:

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

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

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

Title 5 offenses are criminal offenses against the person that, depending on the circumstances, may include murder; kidnapping; trafficking of persons, smuggling or continuous smuggling of persons, assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint, voyeurism, indecency with a child; invasive visual recording, disclosure or promotion of intimate visual material, injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

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

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

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

APPENDIX

Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.fshisd.net Below is the text of Fort Sam Houston ISD's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on: 2/19/12

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

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

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

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

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

This conduct is considered bullying if it:

Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

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

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property,

	theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY
AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

NOTICE

Please read the following and sign below

FORT SAM HOUSTON INDEPENDENT SCHOOL DISTRICT

Acknowledgment of Option for Electronic Distribution of the Student / Parent Handbook and Student Code of Conduct 2015 - 2016

In our continued efforts to communicate with parents and be as efficient as possible, the Fort Sam Houston ISD website will be the primary source for access to the Student – Parent Handbook and the Student Code of Conduct. Families who do not have Internet access or prefer a hard copy can receive one at their campus upon request. Please complete the requested information below and return it to your child’s teacher.

My child and I have been offered the option to electronically access the Fort Sam Houston ISD Student-Parent Handbook and Student Code of Conduct at www.fshisd.net or to pick up a paper copy at the campus office. I understand that the handbook contains information that my child and I may need during the school year, including the Technology Responsible Use Agreement, the Student Code of Conduct, the laws regarding student records and information on the compulsory attendance laws. All students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

I have chosen to:

_____ Access the Student – Parent Handbook and Student Code of Conduct by visiting the web address listed above.

_____ Pick up a paper copy of the Student – Parent Handbook and Student code of Conduct at the campus office.

Date: _____

Grade Level: _____

Printed Name of Student: _____

Signature of Student: _____

Signature of Parent: _____

Please complete and return this page to your child’s school. Thank you.

NOTICE

FORT SAM HOUSTON INDEPENDENT SCHOOL DISTRICT

2015 - 2016 Parent – Student Authorization Form

Please read, sign and return this form to your child's teacher or the receptionist in the school office within the **first 10 days of instruction. Failure to return this form will result in a default YES for each of the areas below.**

Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (PIA)

According to the Family Education Rights and Privacy Act (FERPA) a Federal law, and the Texas Public Information Act, certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information. If you do not want Fort Sam Houston ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by the end of the first 10 days of instruction. Failure to return this form will result in the release of directory information upon request. A parent is allowed to record their objection to the release of all directory information on one or more specific category of directory information.

Fort Sam Houston ISD has designated the following information as directory information:

- School-sponsored Purposes: Student's name, photograph, date of birth, honors and awards, dates of attendance, grade level, most recent school previously attended, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- All Other Purposes: Student's name, honors and awards, grade level, enrollment status, participation in officially recognized activities and sports, photograph, and weight and height of members of athletic teams

I understand that any checks in the "NO" boxes below will result in the blocking of directory information in the designated categories.

District Publications

Fort Sam Houston ISD **has** my permission to release directory information for district publications, selected photography companies supporting campus pictures, and positive publicity (name and picture in yearbook, newsletters, awards, honors, PTO, clubs, etc). **Example: If you check the "no" box, your child's name will NOT appear in district or school newsletters, the school yearbook if she/he won an award, or in any panoramic pictures.**

Yes No

Publications Outside the District

Fort Sam Houston ISD **has** my permission to release directory information to any publication outside of Fort Sam Houston ISD. **Example: If you check the "no" box, any information about your child will NOT be released to a newspaper or magazine.**

Yes No

Private Requestors

Fort Sam Houston ISD **has** my permission to release directory information to any requestor in accordance with the Texas Public Information Act (PIA). The PIA requires FSHISD to release this type of information to any company, individual, or group that requests it. **Example: If you check the "no" box, your child's directory information will NOT be released to vendors or others who may be soliciting products and services via mail or phone solicitation.**

Yes No

Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I do not want the district to release my child's information to a military recruiter or an institution of higher education.

Student's Printed Name: _____ Grade Level: ____ Signature of Parent: _____ Date: _____