



Engaging Learners - Ensuring Success

2012 - 2013
Elementary and Secondary
Student-Parent Handbook

Fort Sam Houston Independent School District
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2012-2013

Elementary and Secondary Student – Parent Handbook

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PREFACE

To Students and Parents:

Welcome to school year 2012–2013! 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 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 “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the 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. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

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 required forms provided by school staff.

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review on-line at www.fshisd.net.

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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 AND RESPONSIBILITIES

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.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed.
- Establishing open communication with your child's teacher(s) via conferences, voice mail, and/or e-mail.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office to access the staff member's phone extension. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [See policies at GKG]
- Participating in campus parent organizations. 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 the school principal.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, and FFA.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.

- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

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

“Opting Out” of Surveys and Activities

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

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. (See Removing a Student from Human Sexuality Instruction)

Displaying a Student’s Artwork, Photos, and Other Original Work

Teachers may display students’ work in classrooms and 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, and other original works on the district’s web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records

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

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

Granting Permission to Video or Audio Record a Student

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

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Removing a Student Temporarily from Human Sexuality Instruction

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

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

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

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

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

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

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

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may communicate with students using the district's teacher web pages to communicate information related to class work, homework, and tests. 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 submit a written request to the campus principal stating this preference.

Requesting Notices of Certain Student Misconduct

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

Child School Safety Transfers

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 or designee for information. [See policy FDB and FFI]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.
- 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(LOCAL)]
- Request the transfer of your child to another 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. [See policy FDE]

Requesting Classroom Assignment for Multiple Birth Siblings

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. Transportation will not be provided to the transferring student. The student receiving special education services is entitled to transportation. [See policy FDB(Local).]

Request for the Use of a Service Animal

A parent of a student who uses a service 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 animal on campus.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May 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 school 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 60 calendar days of the date the district receives the written consent. The district must give a copy of the 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 parent of his or her rights if the parent disagrees 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 district in a companion document, A Guide to the Admission, Review, and Dismissal Process.

The following web sites 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/howPRNhelps.html>

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

Parents of 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.

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements to include immunizations; 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 her or her parent related to leave or deployment activities may be excused by the district. Written communication with the campus administration is required prior to the absences. Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of post secondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary 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.

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the officials professional responsibilities, or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of post secondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

- In accordance with policies FL(LOCAL) and AA(LOCAL) and under exceptional circumstances, the following U.S. Army officials shall have access to certain student records when these officials have a “legitimate educational interest” in such records: the Fort Sam Houston Installation Commander, the 502nd Mission Support Group Commander/Garrison Commander, and the Provost Marshal.

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

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

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. Addresses are as follows: Fort Sam Houston Elementary School, 3370 Nursery Road, San Antonio, TX 78234; Robert G. Cole Middle and High School 4001 Winans Road, San Antonio, TX 78234; Fort Sam Houston ISD, 4005 Winans Road, San Antonio, TX 78234

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade 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, Student or Parent Complaints and Concerns

The district’s policy regarding student records found at FL(LEGAL) and FL(LOCAL) is available from the principal’s or superintendent’s office or on the district’s Web site 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 the students.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Directory Information

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

“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 inform about the student. 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 within ten school days of your child’s first day of instruction for this school year. Fort Sam Houston ISD had designated the following information as directory information: student’s name, address and telephone number, date and place of birth, dates of attendance, electronic mail address, enrollment status, grade level, degrees, honors and awards, major field of study,

most recent previous school attended, participation in officially recognized activities and sports, photograph, and weight and height of members of athletic teams.”

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. [See the NOTICE located at the back of this booklet and sent home with students on the first day of school.]

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: honor roll, school newspaper, the yearbook, the News Leader, School Views, recognition activities, news releases, or athletic programs.

For these specific school-sponsored purposes, the district would like to use your student’s name, photograph, date of birth, honors and awards, dates of attendance, grade level, most recent school attended, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above. [See the NOTICE at the back of this booklet and sent home with students on the first day of school.]

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form will be sent home with students on the first day of school and a copy has been attached for your preview.

SECTION II OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES / ATTENDANCE / TARDINESS

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 compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed below:

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend each school day for the entire period the program of instruction is provided at 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.

Once pre-kindergarten and kindergarten students are enrolled in the district, they are required to attend school.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 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 FEA]

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

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences **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 citizenships;
- Services as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's return to campus.

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 the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student 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.

A court of law, or the installation equivalent, may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.

If a student age 12 through 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

An absence may be excused when there is acceptable cause such as personal illness, death in the family, or family emergency. Absences related to a student visiting with her or her parent related to leave or deployment activities may be excused by the district. Written communication with the campus administration is required prior to the absences.

Vacations are not an acceptable cause for an excused absence from school. Please note that all absences are initially entered as "unexcused" (U). If the attendance office receives a note within three days of the absence that provides an acceptable reason, the code will change to an absence code of (E), indicating that an excuse note was provided.

Attendance for Credit

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

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose. [See policies at FEB.]
- 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 consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

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

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day at 9:15 a.m. at Fort Sam Houston Elementary School and in second period at Robert G. Cole Middle / High School. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Parent's Note After an Absence

When a student must be absent from school, the student – upon returning to school – must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Doctor's Note After an Absence for Illness

Upon return to school, a student absent for more than 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.

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

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester. 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.

ACADEMIC PROGRAMS

The District provides special programs for students in the areas of gifted and talented, English language learners, dyslexia, and special education. The District also provides information regarding preparation for higher education and career choices. 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.

Career and Technical Education

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.

CTE courses are available in the areas of Marketing Education, Family and Consumer Sciences, and Business Education. A complete listing is available in the current course catalog and information packets are available in the Career Center. Admission to these programs is based on prerequisites listed in the registration packet.

The District will take steps to ensure that a lack of English language skills will not be a barrier to admission or participation in all educational and CTE programs. School counselors can be contacted for help with course selection and further information. [See Nondiscrimination Statement for additional information regarding the district's efforts regarding participation in these programs.]

Gifted and Talented

General screening of students in grades first through twelve, for the gifted and talented programs is conducted in the fall and spring of each year. Kindergarten students are nominated and assessed in the spring. Eligible students are those who meet the stated criteria for the program. The process of identification consists of three distinct steps: nomination, screening and selection.

Nominations are accepted from teachers, parents/guardians, or the students themselves throughout the school year. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the process. Assessment tools may include but not be limited to: achievement tests, intelligence tests, and behavioral checklists completed by teachers and parents. The district administers assessment instruments twice a year, once in the fall and once in the spring. A committee will review results and make GT program placement decisions. Written permission from parents' must be obtained before a student receives GT program services.

Student progress is monitored in the gifted and talented program. Furlough and exit may occur if the student is not succeeding in the program.

Dyslexia

Students screened and found to exhibit characteristics of dyslexia may participate in a campus-based reading intervention program.

Physical Education

The district's physical education program strives to promote the physical development of all students. The essential knowledge and skills in physical education emphasize a balanced program of instruction including physical fitness, motor skills development, rhythmic activities; games and sport skill development; and gymnastics and tumbling skills. Due to the nature of activities in physical education, it is appropriate and recommended that students wear tennis shoes or rubber soled shoes while participating.

Any student not able to participate because of extended illness or injury must have a written excuse from a doctor stating the nature of the injury or illness along with the time span of inactivity. Non-participation for three days or less will be excused by a parent's note explaining the circumstances.

Students in grades 3 – 12 annually participate in physical fitness assessments with results shared with parents.

Tutorials

A student must attend tutorial sessions as required by the District. Parents will be notified in writing of the beginning and ending time for mandatory tutorial sessions.

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. Students can continue their enrollment in the school until the end of the school year. Parents must complete a Housing Transfer Application located in each school's attendance office. Students must continue to follow all rules and regulations of the district, including those for student conduct and attendance for continued enrollment.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, 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; 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.

The principal 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 Web site.

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

CHILD SEXUAL ABUSE and OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed in the district’s improvement plan. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

A child who has experienced sexual abuse 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 and neglect may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

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

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

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

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

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

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

<http://www.oag.state.tx.us/AGPublications/txts/childabuse1.shtml>

<http://www.oag.state.ts.us/AGPublications/txts/childabuse2.shtml>

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the web at <http://www.txabusehotline.org>

CONCERNS and COMPLAINTS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. Please refer to the campus information sections of this handbook for more specific information on addressing concerns at the campus level.

For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at www.fshisd.net.

In general, the student or parent should submit a written complaint and request a conference with 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

Fort Sam Houston Independent School District has adopted a sustained, positive, preventative and instructional approach to school-wide discipline and behavior management. The Positive Behavior Support (PBS) system focuses on teaching and encouraging positive district-wide behavior expectations.

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.

Applicability of School Rules

As required by law, the board has adopted a *Student Code of Conduct* that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the *Student Code of Conduct*. Students and parents should be familiar with the standards set out in the *Student Code of Conduct*, as well as campus and classroom rules.

To achieve the best possible learning environment for all students, the *Student Code of Conduct* and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

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 official end of the event and will not be readmitted.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 5 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

Personal Counseling

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

Psychological Exams, Tests, or Treatment

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

COURSE CREDIT

A student in grades 9 – 12 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

A student who has previously taken a course or subject – but did not receive credit for it – may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The 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.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

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

The district shall accelerate a student in grades 1 – 5 one grade level if the student meets the following requirements:

1. The student scores 90 percent or above on a test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A District representative recommends that the student be accelerated; and
3. The student’s parent or guardian gives written approval of the acceleration.

The District shall give a student in grades 6 – 12 credit for an academic subject in which the student has received no prior instruction if the student scores 90 percent or above on an examination for acceleration for the applicable course. Depending on the student’s grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (IEOC) may be required for graduation.

A student planning to take an examination for acceleration shall be required to register with the campus counselor prior to the scheduled testing date on which the student wishes to take the test.

Credit by Exam Test Dates

Registration Deadline	Test Date	Eligible Students
July 13, 2012	August 22, 23, 24, 2012	Enrolled Students in Grades 6 – 12
December 7, 2012	December 12 and 13, 2012	Enrolled Students in Grades 9 – 12
TBD	May 29 – June 3, 2013	Graduating Seniors Only
May 6, 2013	June 11, 12, 13, 2013	Enrolled Students in Grades 6 - 12

The principal shall develop procedures to allow a student not six years old at the beginning of the school year to be placed initially in first grade. Criteria for acceleration may include:

1. Scores on readiness test(s) and/or achievement test(s) that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended
3. Chronological age and observed social and emotional development of the student
4. Other criteria deemed appropriate by the principal.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. 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 or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, 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. A copy of the district's policy is available in the principal's office and in the superintendent's office and on the district's website at www.fshisd.net.

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

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

Reporting Procedures

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

Investigation of Report

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

The district will 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.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI].

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.

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

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include newsletters, yearbooks, school posters, brochures, flyers, yearbooks, etc. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials...from students

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

Each campus principal has designated a location for approved non-school materials to be placed for voluntary viewing by students. Please contact the each campus principal for this location. [See policies at FNAA.]

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

Non-school Materials...from others

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

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. 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. 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 on clothing must be worn on the shoulder. Underwear shall not be visible or exposed.
3. Clothing with inappropriate advertising or statements that are offensive or inflammatory (alcoholic beverage, sex, tobacco, drugs, gang, satanic, promoting violence, lewd, vulgar, obscene, disrespectful, etc) 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. 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, frayed, over-sized or long clothing is not permitted. Underwear shall not be visible or exposed. 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. Excessively high slits in skirts will not be permitted.
8. Body piercing ornaments and other similar ornaments will be worn on the ear only. No gauges, spikes or thumbtacks may be worn.
9. Visible tattoos must be covered.
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, sunglasses, 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.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the District permits students to possess telecommunications devices, including mobile telephones; however, these devices must remain turned off and not be visible during the instructional day for elementary students and during times of instruction for secondary 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 is strictly prohibited.

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*. If a student violates the rules set herein, the electronic device will be confiscated and turned over to an administrator. The student’s parent will be notified and the student may take the device home at the end of the school day. If a student’s electronic device is confiscated a second time, the student’s parent may pick up the confiscated device from the administrator. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal 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 parental permission before using personal communications or other personal electronic devices for instructional use. The possession and use of laptops, pagers, PDAs, pocket computers, cell phones, cameras, and other electronic communications devices by a student of FSHISD on school property or at school-related events is a privilege and not a right. Classroom teachers will establish standards for both school-issued and personal device use in their respective classrooms. If a student uses a personal electronic device in an inappropriate manner, they will lose their privilege of bringing the device to school. Additional consequences may be imposed based on the Student Code of Conduct.

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

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district’s network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign an acceptable use policy 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.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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.

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

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an Honors, Dual Credit, or Pre-Advanced Placement 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 with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- 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

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

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 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.

Special Recognition

Nominees for special recognition such as Homecoming Court, Student of the Month, Valentine's Day, Class Superlatives, etc., must have passing grades, a good attendance record, and meet standards for acceptable behavior.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- 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 policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 10 days before the event. Except as approved by the principal or designee, fund-raising is not permitted on school property. Fund-raising on Post must be pre-approved through the appropriate military authorities. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

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

HAZING

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

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

HEALTH-RELATED MATTERS

Bacterial Meningitis

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

- What is meningitis?
Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- What are the symptoms?
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?
If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread?
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).
The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- How can bacterial meningitis be prevented?
Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.
- Where can you get more information?
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>

Please note that although the state literature required to be distributed by school districts has not yet been revised, entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wished to enroll in a dual credit course taken off campus.

Food Allergies

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

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

Student Illness or Accident

The responsibility of the school nurse in case of a student's illness or accident is to give first aid only. The nurse does not diagnose illnesses but notes symptoms and notifies parents/guardians. We ask that children be kept at home when ill and be free from fever (less than 100 degrees F) for 24 hours after any illness before returning to school. 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.

Illness/Contagious or Communicable Diseases

Students are expected to be free of fever (less than 101 Degrees F) and/or communicable diseases in order to attend school. Parents/Guardians are required to pick up their students as soon as possible if the student develops a fever at school or exhibits other symptoms of illness, injury, or conditions of communicable disease, such as, but not limited to rash, pinkeye, diarrhea and/or vomiting, or live head lice. Medication cannot be given to students with fever in order to keep them in school.

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

If your child has been excluded from school because of a communicable disease he/she may return to school according to Texas Department of State Health Services guidelines found at <http://www.dshs.state.tx.us/schoolhealth/shpguide/chap8.pdf>. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

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.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services, Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. Admission to school is not allowed until records are produced showing that an exemption has been granted. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, and 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 Texas Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at Bacterial Meningitis, entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to 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.

Medicine at School

For the protection of all students, we have some very strict guidelines regarding medication to be given at school.

1. Parents should schedule administration of a student's medication in such a manner that medication required at school is kept to a minimum. Medication required by a student should be administered at home by a parent/guardian or by the student's medical provider whenever possible. Parents should use every effort to have medication set for time periods other than school hours to avoid disruption of the student's school day.
2. Medication must be brought to school by the parent/guardian in the original prescription labeled bottle. All information requested on the form must be provided before any medication may be administered. A Medication Administration Request form must be completed by the parent/guardian for medication to be administered at school. A separate request form must be completed for each medication. A request is valid for the current school year and must be renewed at the beginning of each school year. This information includes:
 - a. student's name
 - b. name of medication
 - c. dosage of medication
 - d. time and dates of administration
 - e. date request made
 - f. reason for the medication
 - g. possible side effects
 - h. physician/parent or guardian signature

3. No non-prescription medication can be carried by a student at school – this includes cold medications, cough syrups, cough drops, throat lozenges, vitamins, and herbal remedies.
4. Medication is to be delivered by the parent/guardian to the School Health office. With the exception of students having specific medical needs with current physician orders/guidelines on file, there will be no medications kept in the classroom, nor may any student self-administer medication. For the safety of all students, medications will not be sent home with students and students may not bring medication to school. Medications not picked up at the end of the school year by the parent/guardian will be disposed of at the end of the last day of school.
5. There will be no exceptions to these rules.

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

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

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

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

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

Psychotropic Drugs

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

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

Physical Activity for Students in Elementary and Middle School

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

The district offers one class period per day of physical education to all students in middle school to meet district physical education requirements for these grades (30 minutes of moderate or vigorous physical activity per day or at least 225 minutes of moderate or vigorous physical activity within each two-week period for four semesters). For additional information on the district’s requirements and programs regarding elementary and middle school student physical activity requirements, please see the campus principal.

Physical Fitness Assessment for Students in 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. The assessment includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition. At the end of the school year, a copy of the physical fitness assessment will be sent home to parents along with the child's report card.

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council held four meetings. Additional information regarding the District's School Health Advisory Council is available from the district office by contacting 368-8703. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

School Health Screening Programs

Students are screened according to the Texas State Board of Education rules and the school health programs mandated by the Texas Department of State Health Services. Vision and Hearing, Acanthosis Nigricans (Type 2 Diabetes risk assessment), and Spinal screenings vary by grade level.

A student desiring to participate in the UIL athletic program shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. [See policy FFA(LOCAL)]

Vending Machines

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

Tobacco Prohibited

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

Asbestos Management Plan

The district works diligently to maintain compliance with state and federal law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the Maintenance office. If you have any questions or would like to examine the district's plan in more detail, please call the district's designated asbestos coordinator at 368-8719.

Pest Management Plan

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 or campus principal.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Jayne Hatton, at 368-8703.

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. More specific information can be found in each campus section of this handbook.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LIBRARY

The District maintains library media programs as integral parts of the District's instructional resources. Materials are selected from all forms of media in accordance with EFA(LOCAL), taking into consideration the interests, vocabulary, maturity, and ability levels of all students within the school served. Students should check with campus librarians for extended hours of operation. Fines may be assessed for lost, damaged, or overdue books FP(LEGAL).

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, 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 waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

NONDISCRIMINATION STATEMENT

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Jayne Hatton, Associate Superintendent, 4005 Winans Road, San Antonio, TX 78234, 210-368-8703.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jayne Hatton, Associate Superintendent, 4005 Winans Road, San Antonio, TX 78234, 210-368-8703.
- All other concerns regarding discrimination: Dr. Gail Siller, Superintendent, 4005 Winans Road, San Antonio, TX 78234, 210-368-8701.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

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

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-reference 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. [See policy EIE]

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 test.

- 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 or in a course intended for students above the student's current grade level in which the student will be

administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on an EOC assessment will count for 15 percent of the final grade for the course in which the student is enrolled and will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student at any grade level is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

Parents of a student in grades 3 – 8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. A parent will be notified if their child does not perform satisfactorily on his or her exams and will be notified that their child will participate in special instructional programs designed to improve performance. Students must consistently attend accelerated programs or will be considered in violation of compulsory attendance laws and subject to disciplinary action. 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 policies at 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, counselor, or special education director.

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

RELEASE OF STUDENTS FROM SCHOOL

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

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

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

SAFETY

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

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

- 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.

Drills: Fire, Tornado, and Other Emergencies

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

Fire Drill Bells

- | | |
|---------|--------------------------|
| 3 bells | leave the building |
| 1 bell | halt; stand at attention |
| 2 bells | return to the classroom |

Tornado Drill Bells

- | | |
|-------------------|--|
| 1 continuous bell | move quietly but quickly to the designated locations |
| 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 and the teacher 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 because of severe weather or another emergency.

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

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

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

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

Conduct Before and After School

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, dances, sporting events, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the *Student Code of Conduct* or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

Cafeteria Services

The District operates a cafeteria program which offers students nutritionally balanced breakfast and lunch daily. Students who elect to eat breakfast at school should arrive at least 15 minutes before the first bell. All students will have a personalized meal account established when students enroll in school. Students may pay cash, use their lunch account or bring lunch from home. Meals may be prepaid at any time and for any amount by depositing money into the student's account. Money deposited may be used for the purchase of meals or a la carte items in the cafeteria line.

Parents are encouraged to keep a few dollars in their child's meal account at all times. Cafeterias are not permitted to extend credit for meals. It is the responsibility of parents to provide their children's lunch or breakfast, or to pay for meals provided by the school. Checks should be made payable to your child's school and should be given to the cafeteria manager.

During the last weeks of school, children without a lunch or money will be asked to call home or will be charged and served a snack. There is a no charge policy for middle and high school meals. Students must have money in their account or with them to pay for meals purchased on a daily basis.

Questions can be directed to the campus food service managers or the Director of Food Service at 368-8745. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Free and Reduced Price meals

The District participates in the national School Lunch Program and Breakfast Program. Children who qualify under U.S. Department of Agriculture guidelines may get meals free or at a reduced-price. All students registering for school will be provided with an application. The completed application will be reviewed and the parent notified of application status within ten days. In order to qualify for benefits, a new application must be completed each school year, one application per household. Information about a student's participation is confidential.

Foods of Minimal Nutritional Value (FMNV)

All Texas public schools participating in the federal child nutrition programs must comply with nutrition policies outlined by the Texas Department of Agriculture. Different policies exist for elementary, middle and high school campuses with specific information available for parents on the Texas Department of Agriculture website.

Federal regulations prohibit the sale of certain foods, determined to be of minimal nutritional value, in the foodservice area during meal periods. Foods and beverages that are restricted from sale to students are classified into four categories: soda water, water ices, chewing gum, and certain candies.

Policy exemptions allow the schools to identify three different events each school year where foods of minimal nutritional value may be given to students as long as this does not occur during meals times in the areas where school meals are being served. Parents should contact their child's school for rules impacting their child.

Meetings of Non-curriculum-Related Groups

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

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

SEARCHES

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

Students' Desks and Lockers

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 cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

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

Electronic Devices

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

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) for more information]

Vehicles on Campus

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

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

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.

SPECIAL PROGRAMS

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

STANDARDIZED TESTING

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 counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

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 will take state-mandated assessments, such as the 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.

STAAR Modified and STAAR Alternate, for students receiving special education services, 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.

The 2011-2012 school year was the first year of implementation of the STAAR testing program. For students who took the STAAR assessments required for grades 3 – 8 in spring 2012, parents will be informed of their child's performance once the results of these assessments are received by the district, expected in January 2013.

End-of-Course (EOC) Assessments for Students in Grades 9 – 12

Beginning with ninth graders in the 2011-2012 school year, end-of-course (EOC) assessments are administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

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.

In each content area (English language arts, mathematics, science, and social studies) a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

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.

Additional information will be provided to students and parents prior to the spring 2012 administrations.

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to the student.

For a student in grade 11 during the 2012-2013 school year, the student will be assessed with what is termed the "exit-level" TAKS in the subject areas of mathematics, English language arts, social studies, and science for which satisfactory performance is required for graduation. Any student in grade 12 who has not met the passing standard on the exit-level TAKS will have an opportunity to retake the exam in accordance with timelines established by TEA.

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment (THEA). The purpose of the THEA 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 test may be required before a student enrolls in a dual-credit course offered through the district as well.

STEROIDS

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

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

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

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas 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 who has been designated as the district's liaison for children in the conservatorship of the state with any questions.

STUDENT SPEAKERS

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.

SUICIDE AWARENESS

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 the following web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- <http://www.texassuicideprevention.org/>
- <http://www.dshs.state.tx.us/mhservices-search/>

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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 book 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.

TRANSPORTATION

School-Sponsored Trips

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

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 less than two miles from school. 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 awaiting assignment to Lincoln Military Property housing.

Parents are responsible for providing transportation to and from school when residing off-post awaiting assignment to government family quarters. Transportation for pre-kindergarten students is the responsibility of the parent as the district does not transport these children by bus.

Students are transported to and from designated bus stops only, to include certified day care providers on the installation. Parents are responsible for monitoring their children at bus stops. Bus routes and any subsequent changes are posted at the schools. Students should be at designated stops at designated times to ensure their timely arrival at school.

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

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. The school bus is considered an extension of the classroom. Therefore, when students are riding school buses, they are held to behavioral standards established in the Fort Sam Houston I.S.D. Student-Parent handbook and the Student Code of Conduct. Additionally, students must adhere to the following guidelines:

- 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.
- Follow the driver's directions at all times.
- Wear seatbelts at all times when riding in a District van or car.
- Be seated while the vehicle is in motion.
- Observe classroom conduct.
- Be courteous, use no profane language.
- Enter and leave the vehicle in an orderly manner at the designated bus stop nearest home.
- Keep books, band instrument cases, feet, and other objects out of the aisle.
- Keep head, hands, arms, legs, and all objects to self and inside the bus.
- The following are not permitted on the school bus:
 - Horseplay, pushing, shoving, or fighting
 - Animals or pets
 - Eating or drinking on the bus except for bottled water
 - Defacing or damaging the bus or its equipment
 - Smoking or using any form of tobacco
 - Throwing items in or out of the bus
- Keep the bus clean.
- Upon leaving the bus, wait for the driver's signal before crossing in front of the bus.
- 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. Students are expected to sit in their assigned seat. When a student, by undisciplined behavior, contributes to the inability of the bus driver to provide safe transportation of others, the following procedures for corrective action will be enforced:

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

3rd Offense: Bus-riding privileges will be suspended for 1 week.

4th Offense: Bus riding privileges will be suspended for 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.

Any severe infraction of safety rules, which endanger life or property, will be immediately reported directly to the assistant principal who may remove the student from privileges immediately. Any student causing severe infractions who cannot be controlled by the bus driver may be turned over to the Department of Army Civilian Police after notifying Fort Sam Houston I.S.D. transportation.

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

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

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

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 sign in at the front office and obtain a visitor pass. The visitor's pass must be visible at all times while on district property. Visitors must comply with all applicable district policies and procedures while on district property.

Visits to individual classrooms or common areas 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.

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

WITHDRAWING FROM SCHOOL

Withdrawal from School Before May 3, 2013

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. 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, and any other school items. When all books, fines, and materials are accounted for, the student's record will be cleared.

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 teacher's 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 classroom teachers. 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 when requested by the school to which the student transfers.

Withdrawal from School Between May 3 and May 17, 2013

Students leaving between May 3 and May 17 will receive grades to the date of withdrawal. It will be up to the receiving school to decide on promotion or retention for the next school year. No military transfer papers are needed. Parents should notify the attendance office at least five days in advance of the withdrawal date. Students will remain in attendance for the full school day on the final withdrawal date.

Withdrawal from School Between May 20 and June 7, 2013

Students leaving between May 20 and June 7 will be given final grades and credits. Students will be released only upon presentation of military transfer or retirement orders. Parents should notify the attendance office five days in advance of the withdrawal date. 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 9:15 a.m. Students not at school at 9:15 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

Children must be four years old on or before September 1, 2011 to enroll in pre-kindergarten, five years old on or before September 1, 2011 to enroll in kindergarten, and six years old on or before September 1, 2011 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

1. Awards are given to students in grades Kindergarten and first grade based on students' total performance, including citizenship.
Total performance includes the following:
 - Consistently completes daily work/projects and meets quality standards set by the teacher.
 - Consistently completes homework in the required time frame meeting reasonable age level expectations.
 - Consistently participates cooperatively with others.
2. Achievement, Attendance, and Citizenship Awards are given at the end of each nine-week period. Criteria for each award are provided in the table below. Encore classes include music, art, drama, Spanish, technology, physical education, and library.

Quarterly "A" Honor Roll	For students in 2 nd – 5 th grade who receive grades of 90-100 in each core subject and grades of "E" in Encore classes.
Quarterly "A/B" Honor Roll	For students in 2 nd – 5 th grade who receive grades of 80-100 in each core subject and grades of "S" or "E" in Encore classes.
Principal's Semester and Full Year "A" Honor Roll	For students in 2 nd -5 th grade who receive grades of 90-100 in each core subject for <u>each</u> grading period and grades of "E" in Encore classes. Students must also receive a conduct grade of "S" or "E" to receive this achievement award.
Principal's Semester and Full Year "A/B" Honor Roll	For students in 2 nd – 5 th grade who receive grades of 80-100 in each core subject for <u>each</u> grading period and grades of an "S" or "E" in Encore classes. Students must also receive a conduct grade of "S" or "E" to receive this achievement award.
Citizenship Award	For students in Pre-Kindergarten through 5 th grades with all E's for the nine week period.
Attendance Award	For students in Pre-Kindergarten through 5 th grades with no absences and no tardies during the nine week period.

3. Newbery Awards and Caldecott Awards are given to qualifying students. The qualifications for these awards are as follows:
 - A. The student must read ten (10) books during the year.
 1. One of the ten books must be a Newbery/Caldecott Award book.
 2. Five of the ten books must be fiction.
 3. Five of the ten books must be nonfiction.
 - B. The teacher must certify that the student has read and reported on the books.
4. Individual awards are also given for outstanding service or effort.
5. At the end of the year, Perfect Attendance Awards are given to students who have been present in school for 17 days and have been tardy no more than once.
6. Positive reinforcements from administration/support staff include Recognition Awards for Improved/Outstanding Behavior, Improved Academic Achievement, Outstanding Responsibility, and Improved Attendance to name a few. The student's teacher may recommend these awards.
7. D.A.R.E. – All fifth grade students who complete the Drug Abuse Resistance Education (D.A.R.E.) Program are recognized for their efforts at a culmination ceremony.

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. Although only one field trip permission form for each child is required, 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).

MAKEUP WORK

Routine and In-depth Makeup Work Assignments

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

DAEP Makeup Work

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

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

In-School Suspension (ISS) Makeup Work

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

REPORT CARDS / PROGRESS REPORTS

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. 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. Students are required to attend tutorials when receiving a grade below 70 in a class or subject.

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

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the 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 should be returned to the school within 2 days.

Using a gradebook program, parents can access grades on-line for students in pre-kindergarten through twelfth grade. 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.

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 secretary 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.

Attendance Verification for Driver Licenses (Robert G. Cole High School Students only)

To obtain a driver license, a student between the ages of 16 and 18 must provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at the Robert G. Cole High School office.

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 and 2 nd Tardy	Warning
3 rd and 4 th Tardy	1 day After School Detention
5 th and 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 (*High School only*)

The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades 9 – 12 except courses for which a pass/fail grade is given. Multiple-period, multiple-credit courses shall be counted as many times as the credit is awarded.

The district shall add weight to grades in 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 spring semester (i.e. the end of the final school year).

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 District will recognize as an honor graduate each student who has met all graduation requirements and achieved the following weighted numerical grade averages, regardless of a student's graduation program or the number of semesters a student has been enrolled in high school:

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.

COLLEGE AND UNIVERSITY ADMISSIONS

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

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

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 2012 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 an independent 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 counselor for further information about automatic admissions, the application process, and deadlines.

COLLEGE CREDIT COURSES

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);
- Enrollment in a 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, Lamar University, and the University of Texas at Arlington;
- Enrollment in courses taught at the following institutions in the district: St. Philips College;
- Certain CTE courses.

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

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit 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 Support Initiative Project & 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 behavior support (PBS) system 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. 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.

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 so that instructional time is not interrupted.

ECO is held after school hours. Students are expected to be on 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. 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 will 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, a due process hearing 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 Grams, ice cream and movie socials, lunch on the principal, games, tokens, certificates, fields trips, t-shirts, etc.

Sportsmanship and Athletic Discipline Management

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 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.

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

1. No tobacco of any kind.
2. Profanity is not allowed.
3. All male coaches will receive "yes sir" or "no sir" when giving instruction, and at all times necessary. Use of "yes ma'am" and "no ma'am" is appropriate for female coaches. Eye contact with coaches is expected when being spoken to.
4. No jewelry in practice and in games. Male athletes are not to wear earring(s) in the athletic facilities, travelling to or from contests, or any other occasion when representing the Cole High School athletic program.
5. Proper practice gear must be worn at all times. Wear only what has been issued to you.
6. Be well groomed and neat for male athletes. The back of the hair will always remain above the top of the conventional collar. In front, the hair will not be worn below the eyebrows. Part of the ears should be visible. The thickness and texture of the hair will be taken into consideration to suit individuals. Extreme cuts and trademark styles that distract from the overall team concept will be eliminated. Hair will be neat and combed when attending classes and at other public places. Tattoos and brands must be covered and not visible during athletic participation.
7. All players should pursue all physical conditioning activities as directed unless medically excused. See a coach if you have an injury.
8. If you must miss athletics for any reason, talk to your coach prior to missing the workout. Contact the coach yourself to discuss the make-up that will be required. Failure to contact the coach will result in suspension from participation in the next contest.
9. Always be on time to practices, games and for travel arrangements.
10. Keep your locker and the locker room clean.
11. All student athlete will dress properly on all out-of-town trips. Athletes represent Fort Sam Houston ISD and Cole High School. Therefore, everyone should conduct themselves like ladies and gentlemen on the bus, in the dressing rooms, during competition, and in restaurants following contests. No athlete should be allowed to leave the restaurant

until the coach pays and is ready to leave.

12. Any student who does not participate in a sport their Junior year, but desires to participate as a Senior must have prior approval of the head coach of that sport.
13. The following infractions are considered to be serious and may result in immediate suspension from participation.

Infractions are subject to the District's Code of Conduct.

- Illegal drugs and alcohol will not be tolerated.
- Stealing from teammates, or from other schools, is unacceptable and is also punishable by suspension from the team.
- Bullying or hazing is punishable by suspension from the team.
- Persistent violation of athletic policies or sport specific policies.

Any student athlete suspended under these rules may request a committee hearing.

Student athletes who violate the athletic code of conduct shall be subject to disciplinary action. Disciplinary options include, but are not limited to:

- Suspension from participation,
- Removal from the athletic program, or
- Removal to an alternative education program.

Discipline management techniques include but are not limited to the following:

- Student-Athlete and coach conference about inappropriate behavior
- Conference with student-athlete and telephone call to parents
- Coach conferences with parents to determine consequences of behavior
- Parent conference with coach and Athletic Director to determine consequences and possible suspension
- Removal from participation in the Athletic Program which may also prohibit the use of athletic facilities outside of school hours.
- Meeting with Athletic Committee to determine conditions for reinstatement to the program.

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 (High School only)

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.

DISTANCE LEARNING

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 Texas Virtual School Network (TxVSN) has been established 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 course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See also 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 and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor.

The additional distance learning opportunities available to district students are: University of Texas Distance Learning and Texas Tech Distance Learning.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

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 nine or above may be granted credit for college courses taken in approved institutions to fulfill units for high school graduation under the following provisions:

- The student makes written request to his/her high school counselor and assistant principal prior to taking the dual credit course. The courses may be taken concurrently with high school courses or during the summer or evening.
- The parent(s) or guardian(s) affirms in writing to the counselor that the student has parental permission to take the college course(s).
- Credit for successfully completed college course(s) shall be earned in one-half credit increments.
- The student pays all costs associated with taking the college course and transcript showing the grade received. The grade must be a minimum of a “C to qualify for high school credit. The student must provide the counselor with an official transcript to receive credit toward graduation for a college course.
- The student successfully completes any additional requirements set forth by the participating college.

FOOD AND DRINKS

Absolutely no food or drinks, to include gum and bottled water (opened or unopened), are allowed in the school buildings. Any exceptions will require approval and will be for a specific purpose or academic reason.

GRADE CLASSIFICATION (High School only)

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

Credits Earned	Grade Placement
6	10
12	11
18	12

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 will 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.

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

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. Nine-week tests are optional, but semester tests are mandatory in English, math, science, foreign language, health and social studies. 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 (High School only)

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- complete the required number of credits;
- complete any locally required courses in addition to the courses mandated by the state; and
- depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology, Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grade 11 during the 2012-2013 school year must pass the exit-level test to graduate. A student in grade 12 during the 2012-2013 school year who does not pass the exit-level assessment will have opportunities to retake the test.

Beginning with students who entered grade 9 in the 2011-2012 school year, EOC assessments are administered for the following courses and replace the exit-level test mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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.

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement (Advanced) Program. Permission to enroll in the Minimum Graduation Program 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 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).]

Effective with ninth graders in the 2011-2012 school year and thereafter, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above.

To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

The high school counselor will provide all students with specific course requirements. Parents are encouraged to review this information and contact the counselor with any questions.

All students must meet the following credit and course requirements for graduation under the programs listed:

Courses	Number of Credits MINIMUM PROGRAM	Number of Credits RECOMMENDED PROGRAM	Number of Credits ADVANCED / DISTINGUISHED PROGRAM
English / Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	2.5 or 3.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1 (effective for grade 9 in 2010-2011 school year and thereafter)	1	1
Locally required courses		.5 credit in Health	.5 credit in Health

		1.0 credits in P.E. 1.0 credit in Technology	1.0 credits in P.E. 1.0 credit in Technology
Electives	7.5 credits (prior to 2010-2011) 6.5 credits (2010-2011 and thereafter)	3.0 credits	2.0 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.

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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 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, 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 Modified and STAAR Alternate are the alternative assessments currently allowed by the state. If a student takes a STAAR Modified or STAAR Alternate assessment, the score on the EOC assessment will not be used as 15 percent of the final course grade, and is not required to be used toward the student's cumulative score for graduation.

Participation in Commencement Exercises

Only students who are enrolled at Robert G. Cole High School at the time of graduation are eligible to participate in the graduation ceremony and related graduation activities.

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 Expenses

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

State Scholarships and Grants

6. 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.
7. Contact the counselor for information about other scholarships and grants available to students.

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

Criteria for National 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.

MAKEUP WORK

Routine and In-depth Makeup Work Assignments

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. [For further information, see policy EIAB(LOCAL).] Students should not request make-up assignments during a class period but should instead see the teacher before school or after school.

A student absent for school-related purposes must request in advance all work to be missed during the school-related absence. It is at the teacher's discretion whether the work is completed and turned in prior to the school-related absence or at a time after the student returns.

Students have one day to make up and return work for each day of absence. The teacher sets the time for any tests or other in-school work which must be made up. Makeup work for an unexcused absence may be assigned a grade lower than the achieved grade based on policies at the discretion of each teacher. Make-up work not returned within the time allotted by the teacher will result in a grade of zero for the assignment.

If a student is absent the day on which a test is administered or a project is due, and the student had previous knowledge of the test date or project due date, the student is expected to take the exam or hand in the project on the day the student returns. Teachers may deduct points from the test or project if the student takes additional time to complete the test or project.

Students with extended absences (3 days or longer) may request that missed assignments be collected through the attendance office. Twenty-four hours notice must be given to obtain these assignments through the attendance office. No additional work will be collected until the previously requested work is returned to the attendance office.

DAEP Makeup Work

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district.

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

In-School Suspension (ISS) Makeup Work

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

REPORT CARDS / PROGRESS REPORTS

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

During the third and sixth week of each grading period, progress reports will be mailed home for all students. 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. Students are required to attend tutorials when receiving a grade below 70 in a class or subject.

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

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the 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.

Using an on-line gradebook program, parents can access grades on-line for students in pre-kindergarten through twelfth grade. 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.

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)

At the end of the second and fourth grading periods, the nine weeks exam may be combined with the semester exam. English, math, science, foreign language, health, business and social studies must give a comprehensive semester exam. 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.

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 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 shall 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

Morning and after school tutorials are held daily for middle school students requiring additional academic support. 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 FOR PARENT / STUDENT HANDBOOK

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.

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.

Alternative assessment instrument, developed by the state, may be given to students in special education and students identified as limited English proficient.

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

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

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the *Student Code of Conduct*. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

EOC assessments are en-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011-2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, 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 district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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.

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 by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.

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 curriculum.

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 Alternate 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 Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, 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 tests are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, 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 the classroom or campus. 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, and states whether self-defense is a consideration in suspension, DAEP placement, or expulsion. The *Student Code of Conduct* also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is short for the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grade 11 and is required for graduation for these students. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment.

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

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 course 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

STUDENT CODE OF CONDUCT

Purpose

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

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

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

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

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code will be posted on the district's website as Section V 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 expelled.

Contents

This Code is organized into the following sections:

- School District Authority and Jurisdiction
- Standards for Student Conduct
- General Conduct Violations
- Discipline Management Techniques
- Removal from the Regular Educational Setting
- Out-of-School Suspension
- DAEP Placement
- Placement and/or Expulsion for Certain Serious Offenses
- Expulsion
- Glossary

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

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee 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;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- When the student is required to register as a sex offender.

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. District administrators may also 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 schools shall be unannounced.

Reporting Crimes

School administrators 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 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.

Revoking Transfers

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

Participating in Graduation Activities

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

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

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

See DAEP – Restrictions during Placement, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

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

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion)
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery and theft see DAEP Placement and Expulsion)
- Enter, remain, or trespass on or in school property without effective consent during non-school hours.

Possession of Prohibited Items

Students shall not possess or use:

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

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Display, turn on, or use a cellular telephone or other telecommunications device on school property during the instructional day, including during all testing.
- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district, campus and classroom rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

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

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyber bullying and “sexting”, either on or off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.

- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

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

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

Students with Disabilities

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

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Demerits or rewards.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy
- Detention, including outside regular school hours.
- Removal from the classroom.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Restitution or restoration.
- Seating changes in the classroom.
- Transfer to a different classroom.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.

- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

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

Misconduct Involving Others

8. Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm and threatens the safety of others
- Fighting or scuffling that does not result in physical pain, illness, or any impairment of a physical condition
 - Engaging in conduct that can cause bodily injury or property damage
 - Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail
 - Subjecting a student or District employee, official, or volunteer to physical confinement or restraint
 - Bullying
 - Name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence
 - Adding 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
 - Engaging in harassment toward another student or a District employee, official, or volunteer, including harassment motivated by race, color, religion, national origin, disability, sex, or age
 - Engaging in sexual harassment or sexual abuse
 - Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer regardless of whether it is consensual
 - Consensual hugging, touching, or other displays of affection that interfere with, detract, or disrupt the school environment
 - Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship
 - Engaging in oral or written threats to cause harm or bodily injury 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
 - Wrongfully obtaining and using another person’s identifying information or personal data without permission in order to mislead, defraud, or deceive
 - Hazing
 - 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

Possessing, Using, Giving, Selling, or Buying Prohibited Items

- Matches or a lighter
- Tobacco products
- Fireworks or any other pyrotechnic device
- Smoke or stink bombs
- Laser pointers (unauthorized use)
- Pepper spray or other small chemical dispenser sold commercially for personal protection
- “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.
- Razor blades, box cutters, or chains
- Knives with a blade 3” or less
- Fake or “look-alike” weapons
- Poisons, caustic acids, or other materials that may be toxic to the human body
- BB gun, air gun, or stun gun
- Ammunition, shells, bullets, or gunpowder
- Material that is sexually-oriented, pornographic, 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
- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another
- CD or DVD players, cassette players, electronic games, MP3 players, stereo head sets, or other electronic equipment for other than approved use
- Using, displaying, or having in operational mode a paging device, cellular telephone, or telecommunications device at school during the instructional portion of the school day or during testing

Misuse of Property

- Stealing from others, including the District
- Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony
- Damaging, destroying, or vandalizing property owned by others or the District
- Marking District property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means
- Attempting 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 do not rise to the level of arson or criminal mischief

Safety / Disruption

- Threatening to use or exhibit a firearm
- Discharging 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
- Making or participating in false statements or hoaxes regarding school safety
- Engaging 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
- Throwing objects that can cause bodily injury or property damage
- Making false accusations or providing false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer

Technology

- Sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyber bullying
- Using any device 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
- Making, participating in the making or, 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 involves a crime or conduct prohibited by the Code of Conduct
- Using any device or technology that permits recording the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or to record the voice or image of another without the prior consent of the individual being recorded
- Using any device or technology that permits recording 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)
- Using 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
- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the Student Code of Conduct, or to threaten school safety
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means
- Attempting to or successfully altering, destroying, interrupting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's Website
- Engaging 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

NOTE: Students will not be disciplined for technology misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the items to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Failure to Follow Rules

- Violating dress and grooming criteria
- 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
- Violating rules for conduct on school 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 medications 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

Other Misconduct

- Using profanity, vulgar language, or obscene gestures
- Loitering in unauthorized areas
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to District employees
- Gambling or betting money or other things of value
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing

Notification

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, 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 or the central administration office or through Policy On Line at the following address: www.fshisd.net. Consequences shall not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

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

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

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator 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 appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student an opportunity to give his or her version of the incident.

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

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

Returning Student to Classroom

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

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

Out of School Suspension

Misconduct

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

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

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

Process

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

Before being suspended a student shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student 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 appropriate administrator, but shall not exceed three school days.

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

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be kindergarten – grade 5 and secondary classification shall be grades 6 – 12.

Summer programs provided by the district shall serve students assigned to a DAEP 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 DAEP in addition to the expulsion.

In deciding whether to order placement in a DAEP, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

School-Related

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code. A student may be placed in DAEP for any of the following misconduct if committed while on school property, 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:

- Possessing, giving, buying, or selling less than a useable amount of stems, seeds, or other pieces of marijuana
- Possessing, using, selling, buying, or giving paraphernalia related to any prohibited substance, including but not limited to marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage
- Abusing the student's own prescription drug or using it in a way other than prescribed; giving, buying, or selling a prescription drug; possessing, using, or being under the influence of another person's prescription drug
- Offering to sell any amount of marijuana, a controlled substance, a dangerous drug, an abusable volatile chemical, a prescription drug, or an alcoholic beverage
- Preparing a hit list
- Committing any offense included in the list of "General Types of Prohibited Misconduct in this Student Code of Conduct
- Engaging in persistent misbehavior that violates this Student Code of Conduct

Off Campus

A student may be placed in DAEP for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

9. The administrator reasonably believes the student engaged in conduct punishable as a felony (other than aggravated robbery or a Title 5 felony), and the student's continued presence in the regular classroom is a threat to the safety of others or is detrimental to the educational process.
10. Off-campus conduct for which DAEP placement is required by state law when the administrator does not learn of the conduct until more than a year passes after the conduct occurred.

Regardless of Location

A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- If the student is a registered sex offender who is not under any form of court supervision. A registered sex offender who is not under any form of court supervision will be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and such placement is not contrary to the best interests of the District' students.
- Engages in criminal mischief if the damage is less than \$500.

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

The district has the option to use a DAEP placement for a first offense and expel for repeated offenses and will be decided on a case-by-case basis.

Mandatory Placement: Misconduct That Requires DAEP Placement

School-Related

A student **must** be placed in a DAEP for any of the following misconduct if committed while on school property, 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 resulting in bodily injury to another (Texas Penal Code 22.01(a)(1)).
 - Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug, or an alcoholic beverage in any amount not punishable as a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence")
 - Engages in an offense relating to abusable volatile chemicals.
 - Engages in public lewdness.
 - Engages in indecent exposure.
 - Possesses or uses a knife with a blade over 3" up to 5 ½"
11. Engages in expellable conduct if the student is between six and nine years of age.
 12. Engages in a federal firearm offense if the student is six years of age or younger.

Off-Campus

A student must be placed in DAEP for engaging in a Title 5 felony offense or aggravated robbery while off-campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,
- A court or jury finds the student engaged in delinquent conduct, or
- The administrator reasonably believes that the student engaged in the misconduct.

Regardless of Location

A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Issues a false alarm or report or a terroristic threat (including a bomb threat) involving a public school.
- Retaliates against any school employee
- Is involved with a public school fraternity, sorority, secret society, or gang, including participating as a member or pledge, or soliciting another person to become a member or pledge
- Is involved with a criminal street gang or encourages, solicits, recruits, enables, or causes another to become a member of a criminal street gang
- Engages in criminal mischief if the damage is less than \$1,500 but equal to or greater than \$500
- Is a registered sex offender under court supervision, probation, community supervision, or parole.

Sexual Assault and Campus Assignments

Students who are (1) convicted of continuous sexual abuse of a young child or children; or (2) convicted, receive deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred will be placed in DAEP (or JJAEP as appropriate) on the request of the victim's parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.

Emergencies

An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action. No

later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP.

Process

Removals to a DAEP shall be made by the principal or designee.

Conference

When a student is removed from class for a DAEP offense, the 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 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.

Placement Order

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

A copy of the DAEP placement order will be sent to the student and the student's parent / guardian. For those students placed in DAEP for a reason identified in the Texas Education Code, the District will also send the juvenile court a copy of the DAEP placement order no later than the second business day after the placement conference. A copy of the DAEP placement order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the DAEP placement order.

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

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing coursework.

Length of Placement

The duration of a student's placement shall be determined on a case-by-case basis by the principal or designee. 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 length of DAEP placement may not exceed one year unless, after review, the District determines that (1) the student is a safety threat, or (2) extended placement is in the best interest of the student.

Students placed in DAEP at the end of one school year may be required to complete the assigned term at the beginning of the next school year. For DAEP placement to extend beyond the end of the school year, the administrator must determine that: (1) the student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or (2) the student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. For purposes of this section only, "serious or persistent misbehavior" means any misconduct identified as being punishable with placement in DAEP or expulsion or three or more violations of the Student Code of Conduct or repeated occurrences of the same violation.

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent / guardian may participate in a proceeding before the Board or Board's designee as provided in board policy. Any decision of the Board is final and may not be appealed.

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.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed to the superintendent in accordance with policy FOC(LEGAL). All

other appeals regarding a placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.fshisd.net. Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

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

A student placed in a DAEP 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 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.

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.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the principal or 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 will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

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

Notice of Criminal Proceedings

The office of the prosecuting attorney 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 district may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district 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 will be in either DAEP or JJAEP for at least one semester.

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

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

Review Committee

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

The 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 its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or to a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or as 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 district shall take into consideration:

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

At School

A student may be expelled for engaging in documented serious misbehavior (see definitions) while the student is placed in DAEP and on the DAEP campus despite documented behavioral interventions.

School-Related

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

- Commits an assault (see definitions) resulting in bodily injury to a school employee or volunteer.
- Engages in deadly conduct (see definitions).

Three Hundred Feet

Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the District's real property boundary line:

- Possesses a firearm, as defined by federal law
- Uses, exhibits, or possesses the following items, as defined by state law: (1) firearm*, (2) an illegal knife, (3) a club, or (4) a prohibited weapon. (*See Firearm Note in mandatory expulsion section).
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children.

Regardless of Location

A student may be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Commits aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student.
- Retaliates against a school employee or volunteer by committing an assault resulting in bodily injury.
- Engages in criminal mischief if the damage is \$1,500 or more
- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.
- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.

Title 5 Felonies Regardless of Location

In addition to the expellable conduct listed above, a student may also be expelled if the student:

- Is arrested for a Title 5 felony offense or aggravated robbery,
- Is charged with engaging in a Title 5 felony offense or aggravated robbery,
- Received deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery,
- Is on probation for a Title 5 felony offense or aggravated robbery,
- Was found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery,
- Has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or
- Was convicted of a Title 5 felony offense or aggravated robbery;

and the administrator determines the student's presence in the regular classroom either threatens the safety of other students or teachers, is detrimental to the educational process, or is not in the best interests of the District's students.

In this circumstance, expulsion to an alternative setting may be ordered regardless of: (1) the date on which the conduct occurred, (2) the location at which the conduct occurred, (3) whether the student was enrolled in the District at the time the conduct occurred, or (4) whether the student successfully completed any court disposition requirements regarding the conduct.

A student may be subject to an expulsion under this circumstance until: (1) the student graduates from high school, (2) the charges are dismissed or reduced to a misdemeanor, (3) the student completes the term of the placement, or (4) the District assigns the student to another program. The student will be entitled to the same periodic review afforded to other students in alternate settings. An expulsion ordered in this case is final and may not be appealed beyond the Board of Trustees.

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.

- Brings to school a firearm, as defined by federal law

- Uses, exhibits, or possesses the following items, as defined by state law: (1) firearm, (2) an illegal knife, (3) a club, or (4) a prohibited weapon.
- Firearm Note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the Department.
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage if the behavior is punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the behavior is punishable as a felony.

Three Hundred Feet

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

- Any conduct for which expulsion would have been mandatory under Education Code 37.007(a) or
- Possession of a firearm, as defined by 18 U.S.C. sec. 921

Regardless of Location

A student must be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus.

13. Retaliates against a school employee or volunteer by committing a state-mandated expellable offense.

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 will not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

The principal or designee may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion could be ordered on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action. No later than the tenth day after the date of emergency expulsion, the student will be given a hearing as required for a regular expulsion.

Process

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

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

- 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 district's witnesses.

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

The board of trustees delegates to the principal 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 will make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee 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 or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

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

Withdrawal during Process

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

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

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

Additional Misconduct

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

Restrictions during Expulsion

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

No district academic credit 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 decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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

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 and 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.

Bullying is 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 a school district's board of trustees or the board's designee determines 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 ~~to~~ 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. A blackjack, mace, and tomahawk are in the same category.

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

Cyber bullying 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.

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

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

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

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 student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

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

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

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

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

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

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

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, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

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

Serious misbehavior means:

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

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.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

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

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

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

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the 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 those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; 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.

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 2012 - 2013

In our continued efforts to be as efficient as possible, the Fort Sam Houston ISD website 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 or prefer a hard copy can receive one at their campus on 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 receive a paper copy of the Fort Sam Houston ISD Student – Parent Handbook or to electronically access it at www.fshisd.net. I understand that the handbook contains information that my child and I may need during the school year, including the Technology Acceptable Use Policy, the Student Code of Conduct, the laws regarding student records and information on the compulsory attendance laws.

I have chosen to:

- Access the Student – Parent Handbook and Student Code of Conduct by visiting the web address listed above.
- Receive a paper copy of the Student – Parent Handbook.

All students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

A paper copy of the handbook will be available to you in the administrative office of your child's school.

Date: _____

Teacher / 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

2012-2013 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 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 & sports, photograph, and weight & 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 Name: _____ Grade Level: ____ Signature of Parent: _____ Date: _____

State law requires the district to give you the following information in 14 point font.

“Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want 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 within the first ten days of your child’s first day of instruction for this school year.

2012-2013

**Fort Sam Houston Technology Resources
Student Acceptable Use Policy (AUP) Consent Form**

Parent or Guardian

I have read the FSHISD Student Acceptable Use Policy for Technology Resources. I will emphasize to my child the importance of following the rules for personal safety. In consideration for the privilege of my child using the District's technology resources, and in consideration for having access to public networks, I hereby release FSHISD, its personnel, and any institutions with which it is affiliated from any all claims and damages arising from my child's use, or inability to use, the system.

I give my child permission to access the Internet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
I give permission for my child's <u>work</u> to be displayed by FSHISD on the Internet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
I give permission for <u>photographs</u> of my child to be displayed by FSHISD on the Internet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
I give permission for <u>videos</u> of my child to be displayed by FSHISD on the Internet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
I give permission for my child's <u>first name only</u> to be displayed by FSHISD on the Internet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
I give permission for my child's first <u>and</u> last name to be displayed by FSHISD on the Internet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
I give permission for my child to use his / her personal electronic devices (smart phone, laptop, netbook, iPad, etc) on campus for instructional purposes.	YES <input type="checkbox"/> NO <input type="checkbox"/>

Parent Name (print): _____

Signature of Parent: _____

Date: _____

Parent: My signature above certifies that I have read the above forms and agree to allow Fort Sam Houston ISD to proceed with the marked authorizations above as it affects my child's information, access, and publishing.

Student

I have read the FSHISD Student Acceptable Use Policy for Technology Resources. I understand that violation of these provisions may result in disciplinary consequences as well as suspension or revocation of access to any and all electronic devices and/or systems regardless of whether they are district-owned or personal.

Student Name (print): _____

Student Grade: _____

Signature of Student: _____

Date: _____